College of Education - BS

Enhanced Comprehensive Academic Program Review 2015-16

Bachelor of Science Degrees:
Elementary Education (K-6)
Exceptional Student Education (K-12)
Middle Grades General Science Education
Middle Grades Math Education
Secondary Math Education
Science Education (Biology Emphasis)

Academic Effectiveness and Assessment
St. Petersburg College

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Enhanced Comprehensive Academic Program Review Produced by

College of Education-BS Programs

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Executive Summary

Introduction

The program review process at St. Petersburg College (SPC) is a collaborative effort designed to continuously measure and improve the quality of educational services provided to the community.

Program Description

Teaching is more than a job, it's a calling. Today's teachers work in accountability-driven environments with high standards of performance. Choosing how to meet the demands and rewards of teaching is an important career decision for students.

Degrees Offered

A Bachelor of Science Degree in Elementary Education (K-6), Exceptional Student Education (K-12), Middle Grades General Science Education, Middle Grades Math Education, Secondary Math Education, and Science Education (Biology Emphasis) are offered at SPC.

Program Performance

- *Actual Course Enrollment* decreased for EDST-UD (719) and ELEM ED-UD (347) in 2014 from the previous year (755 and 375, respectively). *Actual Course Enrollment* increased for EXCP ED-UD (616), MATH ED-UD (163), and SCI ED-UD (114) in 2014 from the previous year (613, 144, and 48, respectively).
- *Unduplicated Headcount* increased for EDST-UD (263), EXCP ED-UD (255), MATH ED-UD (41), and SCI ED-UD (86) in 2014 from the previous year (260, 232, 39, and 26, respectively). *Unduplicated Headcount* decreased for ELEM ED-UD (248) in 2014 from the previous year (263).
- *SSH Enrollment* decreased for EDST-UD (2,238), ELEM ED-UD (1,566), and EXCP ED-UD (1,529) in 2014 from the previous year (2,276, 1,622, and 1,683, respectively). *SSH Enrollment* increased for MATH ED-UD (514) and SCI ED-UD (236) in 2014 from the previous year (486 and 127, respectively).
- Comparisons between the Fall semesters indicated that the *Percent Full Metric* increased in Fall 2015 for EDST-UD (83.4%), ELEM ED-UD (147.7%), EXCP ED-UD (118.2%), and SCI ED-UD (58.3%) from Fall 2014 (80.3%, 132.3%, 104.1%, and 42.3%, respectively). Comparisons between the Fall semesters indicated that the *Percent Full Metric* decreased in Fall 2015 for MATH ED-UD (57.2%) from Fall 2014 (78.6%).
- The *course success rate* increased in 2014 for EDST-UD (85.7%), EXCP ED-UD (96.0%), and SCI ED-UD (93.9%) from the previous year (84.0%, 93.1%, and 85.4%, respectively). The *course success rate* decreased in 2014 for ELEM ED-UD (94.5%) and MATH ED-UD (91.4%) from the previous year (96.3% and 93.1%, respectively).
- *Grade Distribution* indicated that the majority of students received an 'A', 'B' or 'C' during 2014 in BSCED-BS (87.5%), EDST-BS (78.0%), ELEDR-BS (95.3%), ESEDR-BS (94.4%), MGMED-BS (91.2%), MGSED-BS (90.2%), and MTSED-BS (95.7%).
- An *Industry certification* or equivalent state or national exam has not been identified for the Educational Studies program for evidence of certification

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attainment at the baccalaureate level. *Industry Certification Attainment* for the ELEM ED-UD, EXCP ED-UD, MATH ED-UD, and SCI ED-UD programs revealed that all students (100.0%) passed the Florida Teacher Certification Examinations (FCTE) between 2010-11 and 2013-14.

- *Internship Enrollment* for EDG 4940 consisted of (4) students in Fall 2014; whereas, EEC 4945 and EEC 4946 consisted of students in Fall 2014 (2 and 6, respectively), Spring 2015 (2 and 13, respectively), and Fall 2015 (4 and 8, respectively). *Internship Enrollment* increased for EDE 4940, EEX 4940, and MAE 4040 between Fall 2014 (27, 11, and 1, respectively) and Spring 2015 (53, 19, and 5, respectively), but decreased in Fall 2015 (34, 13, and 4, respectively). *Internship Enrollment* for SCE 4942 consisted of (1) student in Spring 2015.
- *Program Plans Taken by Plan* revealed that one-fifth of the students who were enrolled in the BSCED-BS program during fall 2013, and had not graduated, remained in the program by fall 2014. There were no Fall 2015 data available for comparison. *Program Plans Taken by Plan* revealed that less than half of the students who were enrolled in the EDST-BS program during fall 2013, and had not graduated, remained in the program by fall 2014. By Fall 2015, almost one-quarter of the original (Fall 2013) EDST-BS students remained in the program. This measure does not display the number of students who graduated during any given term. *Program Plans Taken by Plan* revealed that half of the students who were enrolled in the ELEDR-BS program during fall 2013, and had not graduated, remained in the program by fall 2014. By Fall 2015, less than one-quarter of the original (Fall 2013) ELEDR-BS students remained in the program. This measure does not display the number of students who graduated during any given term. *Program Plans Taken by Plan* revealed that less than half of the students who were enrolled in the ESEDR-BS program during fall 2013, and had not graduated, remained in the program by fall 2014. By Fall 2015, less than one-quarter of the original (Fall 2013) ESEDR-BS students remained in the program. This measure does not display the number of students who graduated during any given term. *Program Plans Taken by Plan* revealed that half of the students who were enrolled in the MGMED-BS program during fall 2013, and had not graduated, remained in the program by fall 2014. There were no Fall 2015 data available for comparison. *Program Plans Taken by Plan* revealed that one-fifth of the students who were enrolled in the MGSED-BS program during fall 2013, and had not graduated, remained in the program by fall 2014. By Fall 2015, one-fifth of the original (Fall 2013) MGSED-BS students still remained in the program. This measure does not display the number of students who graduated during any given term. *Program Plans Taken by Plan* revealed that more than one-half of the students who were enrolled in the MTSED-BS program during fall 2013, and had not graduated, remained in the program by fall 2014. By Fall 2015, less than one-quarter of the original (Fall 2013) MTSED-BS students remained in the program. This measure does not display the number of students who graduated during any given term.
- The number of *program graduates* in the EDST-BS (29), ELEDR-BS (71), ESEDR-BS (27), MGSED-BS (1), and MTSED-BS (5) program decreased in 2014 from the previous year (35, 78, 38, 4, and 8, respectively). The number of *program*

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graduates remained the same for BSCED-BS (1) and MGMED-BS (3) in 2014 and the previous year.

- *Fulltime Faculty* in EDST-UD taught 62.0% of the ECHs in 2014-15 as compared to 65.1% in 2013-14. Adjunct Faculty taught 38.0% of the ECHs in 2014-15 as compared to 34.9% in 2013-14. *Fulltime Faculty* in ELEM ED-UD taught 28.3% of the ECHs in 2014-15 as compared to 44.4% in 2013-14. Adjunct Faculty taught 71.7% of the ECHs in 2014-15 as compared to 55.6% in 2013-14. *Fulltime Faculty* in EXCP ED-UD taught 63.6% of the ECHs in 2014-15 as compared to 74.2% in 2013-14. Adjunct Faculty taught 36.4% of the ECHs in 2014-15 as compared to 25.8% in 2013-14. *Fulltime Faculty* in MATH ED-UD taught 61.7% of the ECHs in 2014-15 as compared to 69.5% in 2013-14. Adjunct Faculty taught 38.3% of the ECHs in 2014-15 as compared to 30.5% in 2013-14. *Fulltime Faculty* in SCI ED-UD taught 32.5% of the ECHs in 2014-15 as compared to 14.7% in 2013-14. Adjunct Faculty taught 67.5% of the ECHs in 2014-15 as compared to 85.3% in 2013-14.
- The highest semester for Adjunct ECHs in EDST-UD was Fall 2014-15 in which adjunct faculty taught 46.8% of the program's course load. The three-semester average for adjuncts (38.0%) in 2014-15 is consistent with the College's general 55/45 Faculty/Adjunct Ratio guideline. The highest semester for Adjunct ECHs in ELEM ED-UD was Summer 2014-15 in which adjunct faculty taught 100.0% of the program's course load. The three-semester average for adjuncts (71.7%) in 2014-15 is not consistent with the College's general 55/45 Faculty/Adjunct Ratio guideline. The highest semester for Adjunct ECHs in EXCP ED-UD was Spring 2012-13 in which adjunct faculty taught 57.0% of the program's course load. The three-semester average for adjuncts (36.4%) in 2014-15 is consistent with the College's general 55/45 Faculty/Adjunct Ratio guideline. The highest semester for Adjunct ECHs in MATH ED-UD was Spring 2012-13 in which adjunct faculty taught 66.0% of the program's course load. The three-semester average for adjuncts (38.3%) in 2014-15 is consistent with the College's general 55/45 Faculty/Adjunct Ratio guideline. The highest semester for Adjunct ECHs in SCI ED-UD was Spring 2013-14 in which adjunct faculty taught 100.0% of the program's course load. The three-semester average for adjuncts (67.5%) in 2014-15 is not consistent with the College's general 55/45 Faculty/Adjunct Ratio guideline.

Occupation Profile

- Eleven *occupation descriptions,* Teachers and instructors, all other; Teacher assistants; Preschool teachers, except special education; Kindergarten teachers, except special education; Elementary school teachers, except special education; Special education teachers, middle school; Special education teachers, secondary school; Special education teachers, kindergarten, and elementary school; Special education teachers, preschool; Middle school teachers, except special and vocational education; and Secondary school teachers, except special and vocational education were located in the Florida Department of Economic Opportunity (DEO) for the College of Education – BS program.
- The *2014 mean hourly earnings* for Teachers and instructors, all other was $26.52 in Florida and $21.55 in Pinellas County. The *2014 mean hourly earnings*

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for Teacher assistants was $14.27 in Florida and $12.99 in Pinellas County. The *2014 mean hourly earnings* for Preschool teachers, except special education was $12.70 in Florida and $12.21 in Pinellas County. The *2014 mean hourly earnings* for Kindergarten teachers, except special education was $28.45 in Florida and $26.74 in Pinellas County. The *2014 mean hourly earnings* for Elementary school teachers, except special education was $29.32 in Florida and $27.04 in Pinellas County. The *2014 mean hourly earnings* for Special education teachers, middle school was $29.92 in Florida and $25.96 in Pinellas County. The *2014 mean hourly earnings* for Special education teachers, secondary school was $30.95 in Florida and $27.03 in Pinellas County. The *2014 mean hourly earnings* for Special education teachers, kindergarten, and elementary school was $30.26 in Florida and $26.99 in Pinellas County. The *2014 mean hourly earnings* for Special education teachers, preschool was $30.03 in Florida and $27.28 in Pinellas County. The *2014 mean hourly earnings* for Middle school teachers, except special and vocational education was $29.51 in Florida and $27.61 in Pinellas County. The *2014 mean hourly earnings* for Secondary school teachers, except special and vocational education was $30.45 in Florida and $27.06 in Pinellas County.

- *Employment trend information* for Teachers and instructors, all other showed an average annual increase (14.9% - 16.8%) for the period between 2014 and 2022 across the state and county. *Employment trend information* for Teacher assistants showed an average annual increase (14.7% - 14.9%) for the period between 2014 and 2022 across the state and county. *Employment trend information* for Preschool teachers, except special education showed an average annual increase (16.0% - 16.5%) for the period between 2014 and 2022 across the state and county. *Employment trend information* for Kindergarten teachers, except special education showed an average annual increase (18.8% - 19.0%) for the period between 2014 and 2022 across the state and county. *Employment trend information* for Elementary school teachers, except special education showed an average annual increase (18.3% - 18.6%) for the period between 2014 and 2022 across the state and county. *Employment trend information* for Special education teachers, middle school showed an average annual increase (21.5% - 21.6%) for the period between 2014 and 2022 across the state and county. *Employment trend information* for Special education teachers, secondary school showed an average annual increase (10.6% - 11.1%) for the period between 2014 and 2022 across the state and county. *Employment trend information* for Special education teachers, kindergarten, and elementary school showed an average annual increase (21.2% - 21.5%) for the period between 2014 and 2022 across the state and county. *Employment trend information* for Special education teachers, preschool showed an average annual increase (21.2% - 21.3%) for the period between 2014 and 2022 across the state and county. *Employment trend information* for Middle school teachers, except special and vocational education showed an average annual increase (18.3% - 18.7%) for the period between 2014 and 2022 across the state and county. *Employment trend information* for Secondary school teachers, except special and vocational education showed an

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average annual increase (10.2% - 10.5%) for the period between 2014 and 2022 across the state and county.

- The *major employers* of the College of Education – BS graduates include a variety of different schools. The Pinellas County School District is the largest employer of our graduates. The Pinellas County School District employs around 67% of our employed completers. Other major employers for our graduates include Hillsborough County Public Schools (16%) and Pasco County School district (12%). Smaller percentages of our completers are employed in many other counties across the state.
- There are no comparison data for *Total Placement* in the College of Education – BS program for students whom were reported as continuing their education. *Total Placement* in the College of Education – BS program increased for students whom were reported as being employed or in the military for ELEM ED-UD (91%) and EDST-UD (79%) from the previous year (87% and 64%, respectively), but decreased for students in EXCP ED-UD (87%) from the previous year (92%). There were no comparison data for MATH ED-UD and SCI ED-UD.

Academics

- The *2012-13 Academic Program Assessment Report* indicated that the desired results were met for all the Program Learning Outcomes (PLOs) assessed in EDST-UD, EXCP ED-UD, and SCI ED-UD; whereas, the majority of the PLOS assessed in ELEM ED-UD and MATH ED-UD were met.
- The *2012-13 Academic Program Assessment Follow-Up Report* were completed in July 2014 for all programs. Although the overall outcomes assessment scores met the criteria for success in EDST-UD, faculty decided to review the program learning outcomes and consider revisions and additions to the existing outcomes. For each of the programs assessed, all of the action items were successfully completed and the results published in the 2012-13 follow-up report. The next assessment is scheduled to be completed during the 2015-16 academic year.

Stakeholder Perceptions

- All the individual average content area scores for the *Student Survey of Instruction (SSI)* were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales, with the exception of SCI ED-UD. These results suggest general overall satisfaction with the courses within the College of Education – BS program; specifically, as they relate to faculty engagement, preparation and organization, and course instruction.
- One-hundred and seventy-two *Recent Alumni surveys* were provided to the 2013-14 graduates of the College of Education – BS program. Fifteen percent of the graduates responded to the survey (26 of the 172). Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.
  Notable results include:
  - 45.8% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *"Obtain Employment"*;

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20.8% selected *"Continue my education"*; 16.7% selected *"Change career fields"*; 8.3% *said "Meet certification/training needs"; another 4.2% selected "Earn more money"*; while the remaining 4.2% said *"Get a promotion"*.

  - 38.5% of recent graduate survey respondents indicated that SPC did "*Exceptionally well"* in helping them meet their goal; 46.2% selected "*Very well*"; while another 11.5% said *"Adequately"*.
  - 96.0% of recent graduate survey respondents would recommend SPC's College of Education program to another.
- One-hundred and two *Employer surveys* were sent based on permissions provided by recent graduates in the 2013-14 recent alumni survey. Fifty-four percent of the employers surveyed responded to the survey.
  Notable results include:
  - 100.0% of employers responding to the survey indicated they would hire another graduate from SPC.
  - 75.5% of employers responding to the survey had graduate employees who earned between $15.00 and $19.99 per hour ($31,000 - $41,999 annually); another 18.4% had employees who earned between $20.00 and $24.99 per hour ($42,000 - $51,999 annually); 4.1% had employees who earned $25.00 or more per hour ($52,000 or more annually); while the remaining 2.0% had employees who earned between $10.00 and $14.99 per hour ($21,000 - $31,999 annually).
- *Labor Insight/Jobs* reports indicated the majority of workforce openings during the past six months, for Teachers were in Tampa, FL. The top skills listed in the openings were teaching and lesson planning; and the top industry sector was 'Educational Services'.

Dean's Perspective: Issues, Trends, and Recent Successes

Nationally, there is an increasing awareness of the importance of the K-20 educational experience for the future success of American society. This is evidenced in national initiatives like *Complete College America* and a call for increased rigor in K-12 education standards. The College of Education is uniquely positioned to understand how this increased awareness is enhancing opportunities to build collaborative partnerships. Benefits of increasing the quality of our partnerships in the community for the betterment of K-20 education includes preparing a workforce of teachers ready to positively impact learning for all K-12 students on day one. To this end, the COE pursues meaningful relationships with the local and international education community. A strong example of deepening collaboration is the 2014 award of 1 of only 4 state grants to establish a Center of Excellence in Elementary Teacher Education. The COE is in the process of using this five million dollar award over a three-year period to improve the Elementary Education Teacher Preparation Program at SPC. Importantly this award follows the establishment of the ELITE educator program, which is a unique partnership with Pinellas County School district ensuring paid internships and employment for high-performing students in the College of Education. In addition to these accomplishments the COE has also engaged in international and national work groups on improving teacher preparation. This includes, a 2015 appointment of Dr. Kimberly Hartman, dean to the

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2015 Commissioner's Leadership Academy where she works with education leaders across the state on ideas to improve teacher and K-12 student success. In addition, Drs. Kimberly Hartman and Andrea Kelly participate in the international Learning First, Bill and Melinda Gates Foundation global initiative to create an Initial Teacher Education Community of Practice.

These successes are buttressed by the College of Education's steady increase in actual course enrollment through fall of 2014. Yet, the COE is ever cognizant of the importance of recruiting and mentoring the next generation of Florida's teachers. Therefore, action items for the upcoming year are focused on preparing potential future students for the rigor of the teaching profession. This initiative is fueled by program faculty, many of whom joined the COE in fall 2015. In fact, in 2015 the baccalaureate programs in the College of Education welcomed six new full-time faculty members: Dr. Wanda Santos, Dr. Meg Delgato, Dr. Emily Hoeh, Melissa McAllister, Jessica Curtis, and Karen Vuurens. Importantly, the addition of these faculty allows for further support and mentoring of current and new students and directly addresses improving the full-time to adjunct teaching ratio in the COE.

As mentioned previously, the COE is committed to preparing a workforce of teachers who will positively impact learning for all K-12 students on day one. This will require the continued commitment of program faculty as well as collaboration with our district partners. As part of this collaboration the COE will implement an action item that aligns the assessment of student performance with the assessment of K-12 teacher performance in our state. Importantly, a key focus of this assessment is formative and targets actionable feedback that our students will use to improve their teaching. The combination of our recent successes along with our planning for future success ensures that the COE will continue to prepare teachers worthy of 100% employer satisfaction.

Recommendations/Action Plan

Program Recommendations and action plans are compiled by the Dean and Program Administrators, and are located at the end of the document.

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SPC Mission Statement

The mission of St. Petersburg College is to promote student success and enrich our communities through education, career development and self-discovery. St. Petersburg College fulfills its mission led by an outstanding, diverse faculty and staff and enhanced by advanced technologies, distance learning, international education opportunities, innovative teaching techniques, comprehensive library and other information resources, continuous institutional self-evaluation, a climate for student success, and an enduring commitment to excellence.

Introduction

In a holistic approach, the effectiveness of any educational institution is the aggregate value of the education it provides to the community it serves. For over eighty-five years, St. Petersburg College (SPC) has provided a wide range of educational opportunities and services to a demographically diverse student body producing tens of thousands of alumni who have been on the forefront of building this county, state, and beyond. This is due, in large part, to the College's institutional effectiveness.

Institutional Effectiveness

Institutional Effectiveness is the integrated, systematic, explicit, and documented process of measuring performance against the SPC mission for the purposes of continuous improvement of academic programs, administrative services, and educational support services offered by the College.

Operationally, the institutional effectiveness process ensures that the stated purposes of the College are accomplished. In other words did the institution successfully execute its mission, goals, and objectives? At SPC, the Department of Academic Effectiveness works with all departments and units to establish measurable statements of intent that are used to analyze effectiveness and to guide continuous quality improvement efforts. Each of St. Petersburg College's units is required to participate in the institutional effectiveness process.

The bottom-line from SPC's institutional effectiveness process is improvement. Once SPC has identified what it is going to do then it acts through the process of teaching, researching, and managing to accomplish

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its desired outcomes. The level of success of SPC's actions is then evaluated. A straightforward assessment process requires a realistic consideration of the intended outcomes that the institution has set and a frank evaluation of the evidence that the institution is achieving that intent.

There is no single right or best way to measure success, improvement, or quality. Nevertheless, objectives must be established, data related to those objectives must be collected and analyzed, and the results of those findings must be used to improve the institution in the future. The educational assessment is a critical component of St. Petersburg College's institutional effectiveness process.

Educational Assessment

Educational programs use a variety of assessment methods to improve their effectiveness. Assessment and evaluation measures are used at various levels throughout the institution to provide provosts, deans, program managers, and faculty vital information on how successful our efforts have been.

While the focus of a particular educational assessment area may change, the assessment strategies remain consistent and integrated to the fullest extent possible. The focus of Associate in Arts degrees is students continuing on to four-year degree programs. The Associate in Science programs are targeted towards students seeking employable skills, which does not require but may include continuing on to a four-year program. The General Education based assessments focus on the general learning outcomes from all degree programs, while Program Review looks at the viability of the specific programs.

The individual reports unique by their individual nature are nevertheless written to address how the assessments and their associated action plans have improved learning in their program. The College has developed an Educational Assessment Website http://www.spcollege.edu/edoutcomes/ to serve as repository for all SPC's educational outcomes reports and to systematically manage our assessment efforts.

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Program Review Process

The program review process at St. Petersburg College is a collaborative effort to continuously measure and improve the quality of educational services provided to the community. The procedures described below go far beyond the "periodic review of existing programs" required by the Florida College System, and exceed the necessary guidelines within the Southern Association of Community Colleges and Schools Commission on Colleges (SACSCOC) review procedures.

State guidelines require institutions to conduct program reviews every seven years as mandated in chapter 1001.03(13) of the Florida Statutes, the State Board of Education (formerly the Florida Board of Education) must provide for the review of all academic programs.

> *(13) …CYCLIC REVIEW OF POSTSECONDARY ACADEMIC PROGRAMS.--The State Board of Education shall provide for the cyclic review of all academic programs in Florida College System institutions at least every 7 years. Program reviews shall document how individual academic programs are achieving stated student learning and program objectives within the context of the institution's mission. The results of the program reviews shall inform strategic planning, program development, and budgeting decisions at the institutional level.*

In addition, Rule 6A-14.060 (5) states that each community college shall:

> *(5) …Develop a comprehensive, long-range program plan, including program and service priorities. Statements of expected outcomes shall be published, and facilities shall be used efficiently to achieve such outcomes. Periodic evaluations of programs and services shall use placement and follow-up data, shall determine whether expected outcomes are achieved, and shall be the basis for necessary improvements.*

The recommended program review timeline at SPC is four years and is aligned with the long-standing three-year academic program assessment cycle, producing a coherent and integrated review process. Figure 1

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represents the relationship between program assessment, program review, and the viability report processes that comprise the academic program assessment cycle.

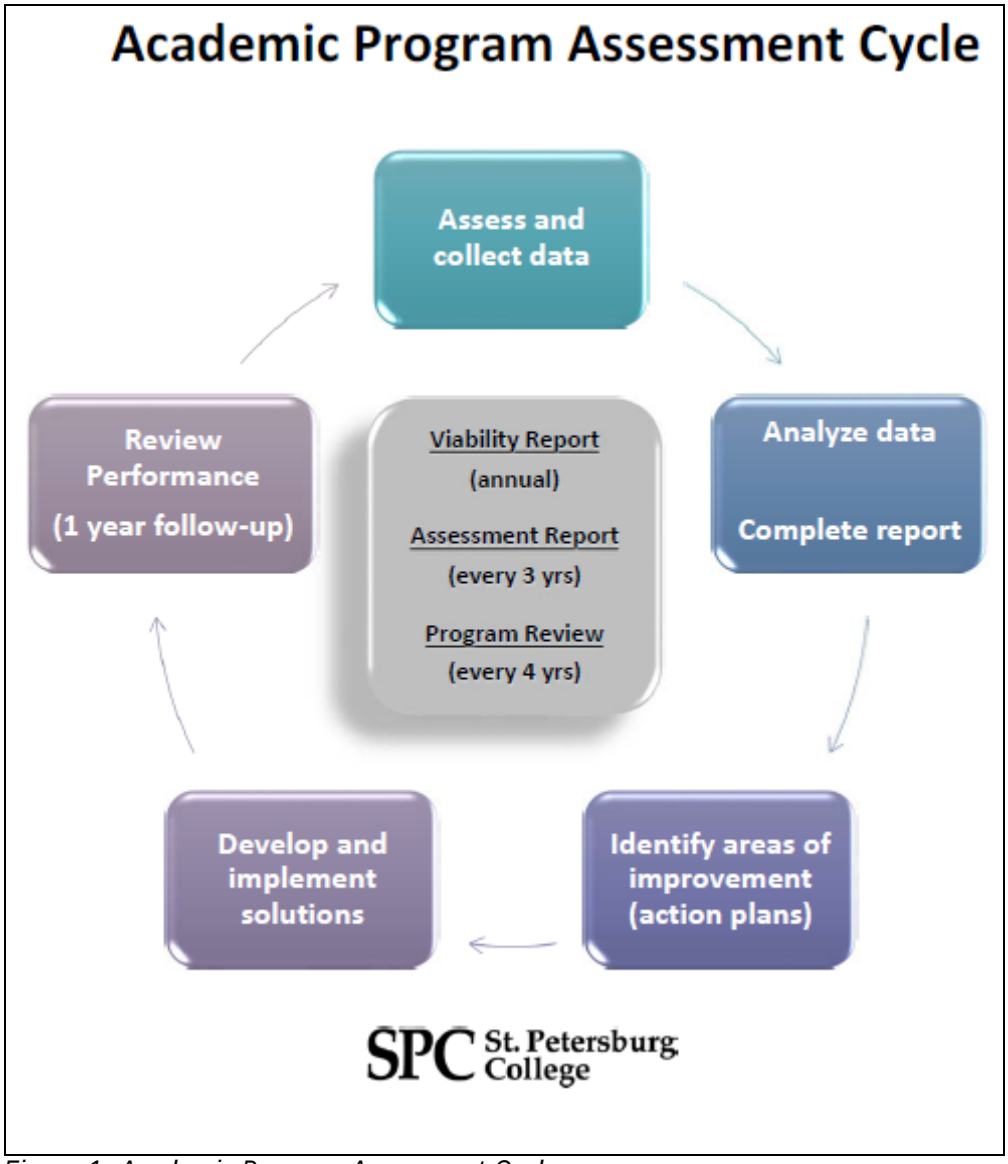

Figure 1: Academic Program Assessment Cycle

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Program Description

Teaching is more than a job, it's a calling. Today's teachers work in accountability-driven environments with high standards of performance. Choosing how to meet the demands and rewards of teaching is an important career decision for students.

Degrees Offered

A Bachelor of Science Degree in Elementary Education, Exceptional Student Education, Interdisciplinary Educational Studies, Math Education, and Science Education are offered at SPC.

For a complete listing of all courses within the College of Education – BS Program, please see Appendix A.

Accreditation

The College of Education Program at St. Petersburg College is accredited by the Florida Department of Education-Bureau of Educator Recruitment, Development, and Retention. The program was last accredited in 2010, and the next accreditation is scheduled for 2017.

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Measure Descriptions

The CAPR reports include twenty-three measures designed to provide an overview of all the various elements pertaining to the program. The source of the information for nine of the first ten measures is the Program Review CAPR Dashboard in the SPC Pulse/Business Intelligence system. Sources for the remaining measures can be found within their measure description. Measures obtained from SPC Pulse/Business Intelligence were extracted between March 1 and July 1, 2015. Each measure is described in detail below.

Measure #1: *Actual Course Enrollment (Enrollment Count)*
Actual Course Enrollment is the sum of actual student enrollment for the courses within the specified Academic Organization during the selected academic years. This number is a duplicated headcount of students enrolled in the program's courses, and does not reflect the actual number of students enrolled in the program or its associated certificates (if applicable). The filters for the Actual Course Enrollment measure are as follows:

- **Academic Year - Term Desc - Multi:** 2011, 2012, 2013, 2014
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

Measure #2: *Unduplicated Headcount*
Unduplicated Headcount is the total number of unduplicated students enrolled in courses within the specified Academic Organization during the selected academic years. The filters for the Unduplicated Headcount measure are as follows:

- **Academic Year - Term Desc - Multi:** 2011, 2012, 2013, 2014
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

Measure #3: *SSH Enrollment*
Student Semester Hours (SSH) Enrollment is defined as the total number of student semester hours in the specified Academic Organization during the selected academic years. The filters for the SSH Enrollment measure are as follows:

- **Academic Year - Term Desc - Multi:** 2011, 2012, 2013, 2014
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization

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- **All other filters:** All

Measure #4: *Percent Full*
The Percent Full metric is the actual enrollment count of the specified Academic Organization divided by the Standard Course Load (SCL) for the selected academic terms. The filters for the Percent Full metric are as follows:

- **Academic Year - Term Desc - Multi:** 2014-15 Fall, Spring, Summer; 2015-16 Fall
- **College - Group - Acad Org - Subject:** Academic Organization
- **Class Status:** Active, Full, Stop Further Enrollment
- **All other filters:** All

Measure #5: *Course Success (Performance)*
The Performance measure is defined as the number of students successfully completing a course with a grade of A, B, or C (success rate), divided by the total number of students enrolled in courses within the Academic Organization during the selected academic years. The filters for the Performance measure are as follows:

- **Academic Year - Term Desc - Multi:** 2011, 2012, 2013, 2014
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

Measure #6: *Grade Distribution*
The Grade Distribution measure reports the number of students receiving an A, B, C, D, F, N, W, or WF in courses within the academic program plan during the selected academic years. The filters for the Grade Distribution measure are as follows:

- **Academic Year - Term Desc - Multi:** 2011, 2012, 2013, 2014
- **Academic Plan - Multi:** Program Plan
- **All other filters:** All

Measure #7: *Industry Certification Attainment*
The Industry Certification Attainment measure reports the number of students in the program plan that have attained an industry certification or have passed a licensing exam. *Source: SPC Factbook, Table 9; Workforce database of student certifications.*

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Measure #8: *Internship Enrollment (Course Groups)*
The Internship Enrollment measure reports the number of students enrolled in clinical, practicum, or internship courses within the program plan during the selected academic years. The filters for the Internship Enrollment measure are as follows:

- **Academic Year - Term Desc - Multi:** 2014-15 Fall, Spring, Summer; 2015-16 Fall
- **Academic Plan - Multi:** Program Plan
- **All other filters:** All

Measure #9: *Program Plans Taken by Plan*
The Program Plans Taken by Plan measure reports the number of students in the specified program plan in a selected cohort (by Term) that have continued in the plan, and the number of students that have since transferred to other plans, for the selected academic terms or years. The filters for the Program Plans Taken by Plan measure are as follows:

- **Student Cohort Student Term History Academic Year-Term Desc:** 2013-14 Fall
- **Enroll History Acad Term Desc (must be same as above):** 2013-14 Fall
- **Student Term History Academic Plan:** Applicable Program plan
- **Comparison Filters**
  Academic Year - Term Desc - Multi: 2013-14 Fall, Spring, Summer; 2014-15 Fall, Spring, Summer; 2015-16 Fall
- **All other filters:** All

Measure #10: *Graduates*
The Graduates measure depicts the total number of graduates within specified program plan(s) associated with the Academic Organization, for the selected academic years. The filters for the Graduates measure are as follows:

- **Academic Year - Term Desc - Multi:** 2011, 2012, 2013, 2014
- **Graduation Degree Plan Subplan - Multi:** All Applicable Program Plans
- **All other filters:** All

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Measure #11: *Faculty/Adjunct Ratio*
The Faculty/Adjunct Ratio measure reports the number and percentage of program equated credit hours (ECHs) taught by the individual faculty classifications. *Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).*

Measure #12: *Revenue and Expenses (will be available by December 2016)*

Measure #13: *Capital Expenditures (will be available by December 2016)*

Measure #14: *National, State, and County Trends and Wage Information*
Employment trend information is reported by state and county. Jobs (2014) refers to the average annual job openings due to growth and net replacement; % Change (2014-2022) depicts the percent change in the number of annual job openings during the eight-year period; and Mean Earnings refers to the average earnings for the specified job title. *Source: Florida Department of Economic Opportunity (DEO) http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections*

Measure #15: *Major Employers*
Major employers consist of the primary local employers of SPC graduates. These names are obtained from the Recent Alumni Survey Report and Program Administrators.

Measure #16: *Total Placement*
Total Placement is the percentage of students who have enlisted in the military, are continuing their education, or are employed in their field within the first year of graduation. *Source: FETPIP Florida College System Vocational Reports http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml.*

Measure #17: *State Graduates Outcomes*
State graduates outcomes provide reference data for the employment trend data. Specifically, data on former students and program participants who have graduated, exited or completed a public or training program within the State of Florida are documented. *Source: FETPIP Florida College System Vocational Reports http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml.*

Measure #18: *Educational Outcomes*

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End-of-program assessment data that are reported in the program's most recent Academic Program Assessment Report (APAR) are summarized and reported with the program's learning outcomes, means of assessment, and information about the program's next assessment report.

Measure #19: *Three-Year Course Review* *(will be available by December 2016)*

Measure #20: *Student Survey of Instruction*
The Student Survey of Instruction (SSI) is electronically distributed to all students enrolled in traditional classroom sections, lab courses and self-paced or directed individual study, and online courses at the College. The purpose of the SSI is to acquire information on student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement.

Measure #21: *Recent Alumni Survey*
Recent alumni surveys are administered to measure alumni satisfaction with SPC's education programs. The Recent Alumni Survey collects information related to career preparation, preparation for continuing education, and the current employment information and educational status of former students. Recent Alumni are surveyed six months after they graduate from SPC.

Measure #22: *Employer Survey*
Employer surveys are used to measure employer satisfaction with SPC graduates. Employers evaluate graduates from Bachelor of Science/Bachelor of Applied Science (BS/BAS), Associate in Science/Associate in Applied Science (AA/AS), and certificate programs. Surveys are sent to employers of recent graduates annually each spring semester.

Measure #23: *Labor Insight/Jobs*
Labor Insight/Jobs provides a variety of reports which are based on current workforce openings. Reports are available by occupations, top titles, education and experience, top skills, top industry sectors, top employers, salary distributions, and job counts. Filters allow the user to select a timeframe, geographic location, and job title. A license is required to access Burning Glass at *http://laborinsight.burning-glass.com/*

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Program Performance

College of Education - BS
2015-16 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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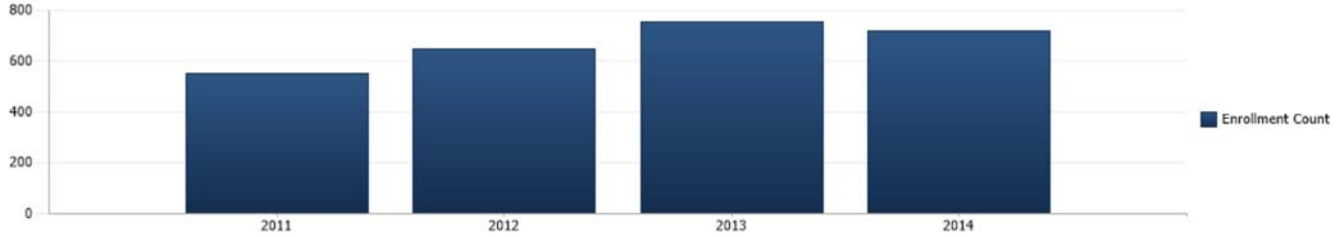
CAPR > Enrollment

Enrollment Count Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **EDST-UD**, Class Acade.



Enrollment Count

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **EDST-UD**, Class Acade.

Term Academic Year - Term Desc	Enrollment Count
2011	549
2012	649
2013	755
2014	719

Student System Cube Refresh

Last Refresh: 5/10/2016 7:02:31 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Campus Description: All

Academic Plan - Multi: All

College - Group - Acad Org - Subject: EDST-UD

Course Instructional Method: All

Student Type (FTIC): All

Class Academic Group: All

Age Group: All

Ethnic Group: All

Gender: All

Custom Cohort: All

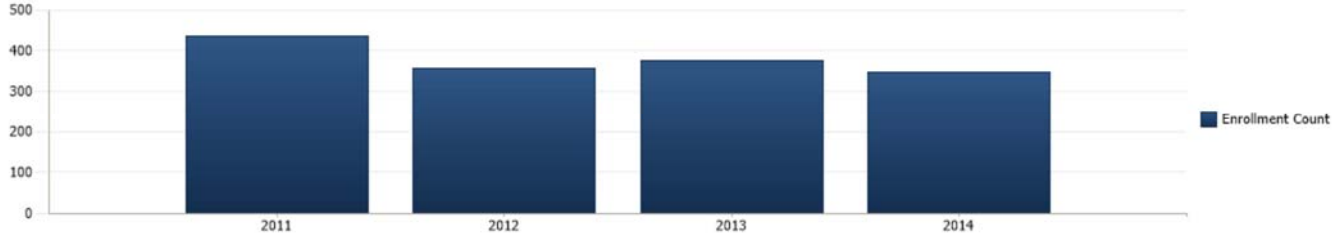
Student Group: All

Course Group: All

CAPR > Enrollment

Enrollment Count Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **ELEM ED-UD**, Class Acd...



Enrollment Count

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **ELEM ED-UD**, Class Acd...

Term Academic Year - Term Desc	Enrollment Count
2011	437
2012	357
2013	375
2014	347

Student System Cube Refresh

Last Refresh: 5/10/2016 7:02:31 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Campus Description: All

Academic Plan - Multi: All

College - Group - Acad Org - Subject: ELEM ED-UD

Course Instructional Method: All

Student Type (FTIC): All

Class Academic Group: All

Age Group: All

Ethnic Group: All

Gender: All

Custom Cohort: All

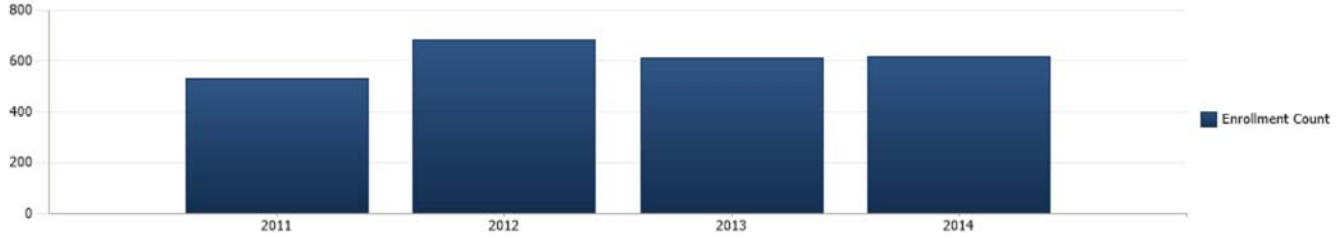
Student Group: All

Course Group: All

CAPR > Enrollment

Enrollment Count Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **EXCP ED-UD**, Class Acad...



Enrollment Count

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **EXCP ED-UD**, Class Acad...

Term Academic Year - Term Desc	Enrollment Count
2011	533
2012	683
2013	613
2014	616

Student System Cube Refresh

Last Refresh: 5/10/2016 7:02:31 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Campus Description: All

Academic Plan - Multi: All

College - Group - Acad Org - Subject: EXCP ED-UD

Course Instructional Method: All

Student Type (FTIC): All

Class Academic Group: All

Age Group: All

Ethnic Group: All

Gender: All

Custom Cohort: All

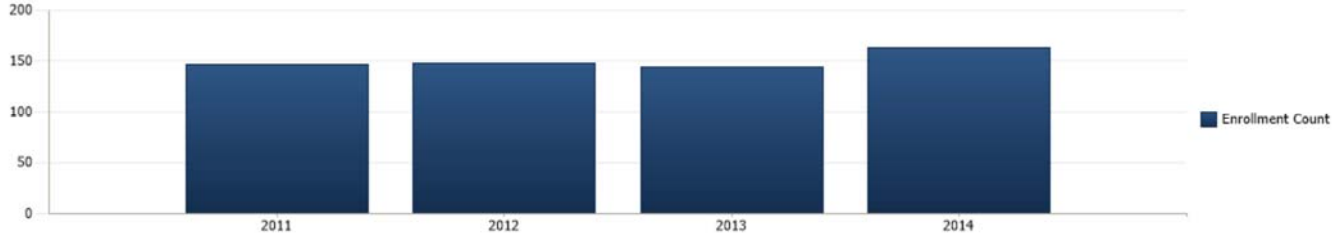
Student Group: All

Course Group: All

CAPR > Enrollment

Enrollment Count Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **MATH ED-UD**, Class Ac...



Enrollment Count

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **MATH ED-UD**, Class Ac...

Term Academic Year - Term Desc	Enrollment Count
2011	147
2012	148
2013	144
2014	163

Student System Cube Refresh

Last Refresh: 5/10/2016 7:02:31 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Campus Description: All

Academic Plan - Multi: All

College - Group - Acad Org - Subject: MATH ED-UD

Course Instructional Method: All

Student Type (FTIC): All

Class Academic Group: All

Age Group: All

Ethnic Group: All

Gender: All

Custom Cohort: All

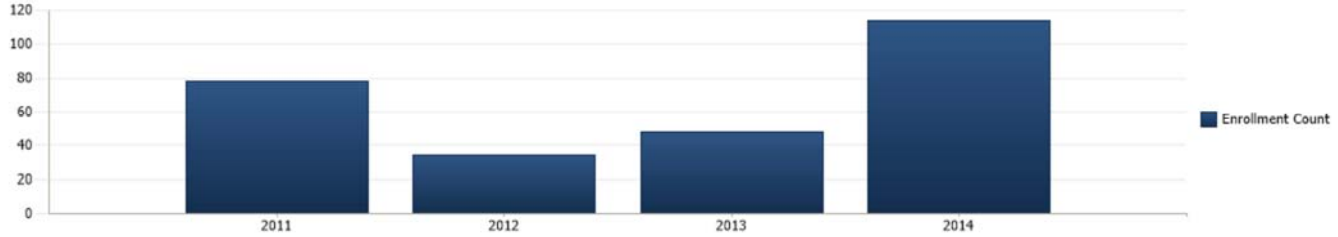
Student Group: All

Course Group: All

CAPR > Enrollment

Enrollment Count Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **SCI ED-UD**, Class Acade...



Enrollment Count

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **SCI ED-UD**, Class Acade...

Term Academic Year - Term Desc	Enrollment Count
2011	78
2012	34
2013	48
2014	114

Student System Cube Refresh

Last Refresh: 5/10/2016 7:02:31 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Campus Description: All

Academic Plan - Multi: All

College - Group - Acad Org - Subject: SCI ED-UD

Course Instructional Method: All

Student Type (FTIC): All

Class Academic Group: All

Age Group: All

Ethnic Group: All

Gender: All

Custom Cohort: All

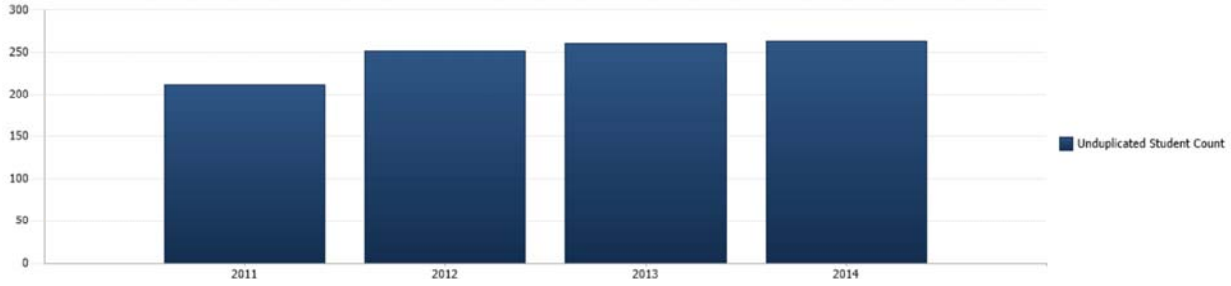
Student Group: All

Course Group: All

Academic Program Viability Report > Enrollment

Unduplicated Student Count Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **EDST-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergradua...**



Unduplicated Student Count

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **EDST-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergradua...**

Term Academic Year - Term Desc	Unduplicated Student Count
2011	212
2012	251
2013	260
2014	263

Student System Cube Refresh

Last Refresh:	9/10/2015 5:04:26 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Campus Description: All

Career - Program - Plan - Subplan - Multi: Undergraduate

College - Group - Acad Org - Subject: EDST-UD

Course Instructional Method: All

Student Type (FTIC): All

Age Group: All

Ethnic Group: All

Gender: All

Custom Cohort: All

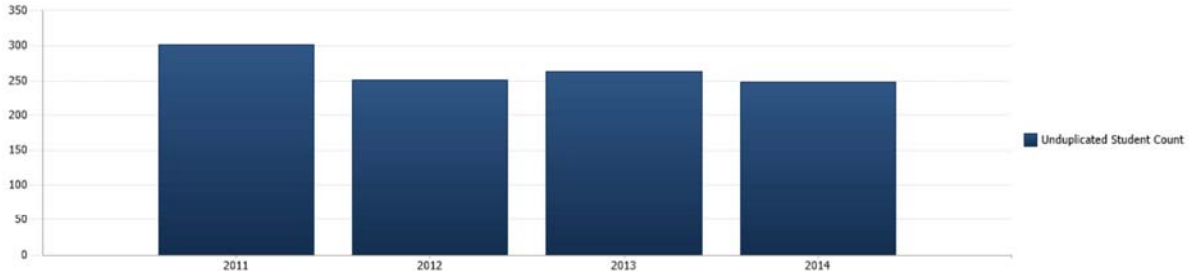
Student Group: All

Course Group: All

Academic Program Viability Report > Enrollment

Unduplicated Student Count Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **ELEM ED-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergra**...



Unduplicated Student Count

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **ELEM ED-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergra**...

Term Academic Year - Term Desc	Unduplicated Student Count
2011	301
2012	251
2013	263
2014	248

Student System Cube Refresh

Last Refresh:	9/10/2015 5:04:26 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Campus Description: All

Career - Program - Plan - Subplan - Multi: Undergraduate

College - Group - Acad Org - Subject: ELEM ED-UD

Course Instructional Method: All

Student Type (FTIC): All

Age Group: All

Ethnic Group: All

Gender: All

Custom Cohort: All

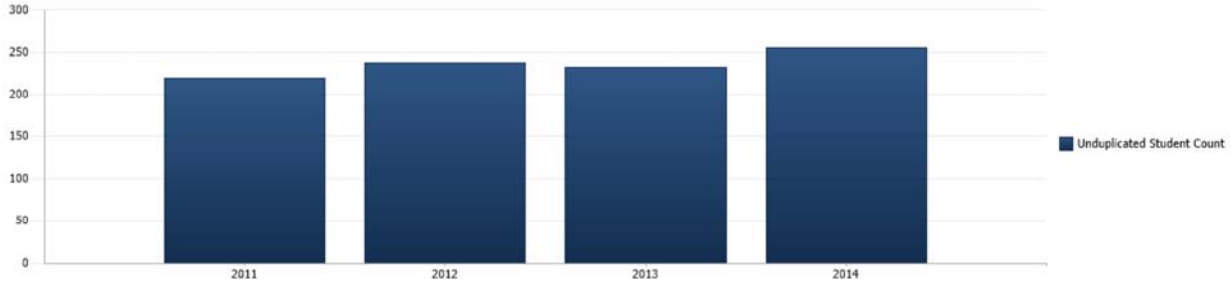
Student Group: All

Course Group: All

Academic Program Viability Report > Enrollment

Unduplicated Student Count Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **EXCP ED-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergra...**



Unduplicated Student Count

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **EXCP ED-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergra...**

Term Academic Year - Term Desc	Unduplicated Student Count
2011	219
2012	238
2013	232
2014	255

Student System Cube Refresh

Last Refresh:	9/10/2015 5:04:26 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Campus Description: All

Career - Program - Plan - Subplan - Multi: Undergraduate

College - Group - Acad Org - Subject: EXCP ED-UD

Course Instructional Method: All

Student Type (FTIC): All

Age Group: All

Ethnic Group: All

Gender: All

Custom Cohort: All

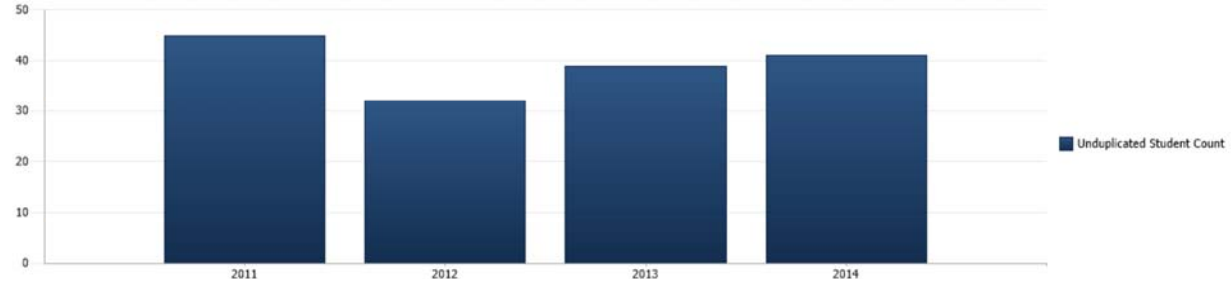
Student Group: All

Course Group: All

Academic Program Viability Report > Enrollment

Unduplicated Student Count Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **MATH ED-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergr**...



Unduplicated Student Count

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **MATH ED-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergr**...

Term Academic Year - Term Desc	Unduplicated Student Count
2011	45
2012	32
2013	39
2014	41

Student System Cube Refresh

Last Refresh:	9/10/2015 5:04:26 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Campus Description: All

Career - Program - Plan - Subplan - Multi: Undergraduate

College - Group - Acad Org - Subject: MATH ED-UD

Course Instructional Method: All

Student Type (FTIC): All

Age Group: All

Ethnic Group: All

Gender: All

Custom Cohort: All

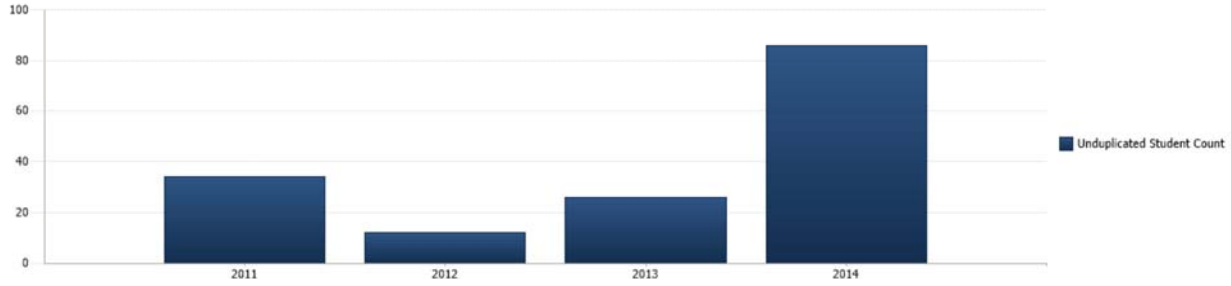
Student Group: All

Course Group: All

Academic Program Viability Report > Enrollment

Unduplicated Student Count Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **SCI ED-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergrad**..



Unduplicated Student Count

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **SCI ED-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergrad**..

Term Academic Year - Term Desc	Unduplicated Student Count
2011	34
2012	12
2013	26
2014	86

Student System Cube Refresh

Last Refresh:	9/10/2015 5:04:26 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Campus Description: All

Career - Program - Plan - Subplan - Multi: Undergraduate

College - Group - Acad Org - Subject: SCI ED-UD

Course Instructional Method: All

Student Type (FTIC): All

Age Group: All

Ethnic Group: All

Gender: All

Custom Cohort: All

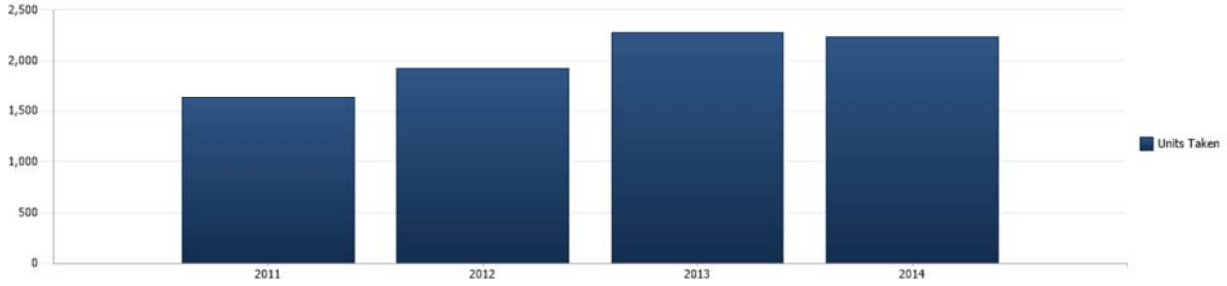
Student Group: All

Course Group: All

Academic Program Viability Report > Enrollment

SSH Enrollment Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **EDST-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergradua...**



SSH Enrollment

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **EDST-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergradua...**

Term Academic Year - Term Desc	Units Taken
2011	1,636
2012	1,924
2013	2,276
2014	2,238

Student System Cube Refresh

Last Refresh:	9/10/2015 5:04:26 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Campus Description: All

Career - Program - Plan - Subplan - Multi: Undergraduate

College - Group - Acad Org - Subject: EDST-UD

Course Instructional Method: All

Student Type (FTIC): All

Age Group: All

Ethnic Group: All

Gender: All

Custom Cohort: All

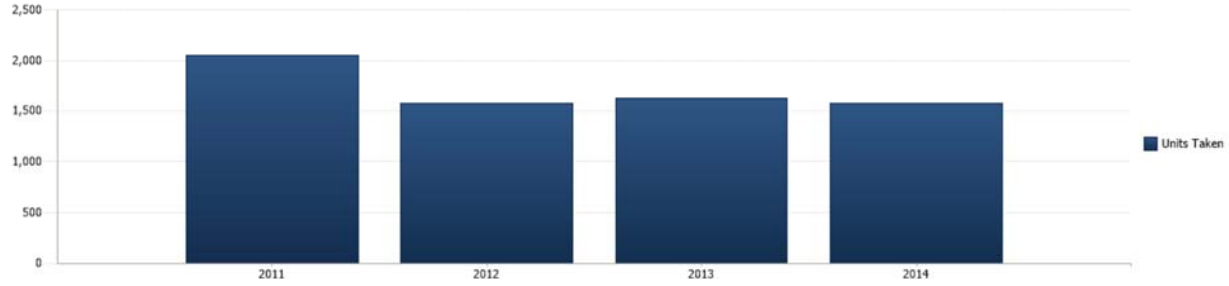
Student Group: All

Course Group: All

Academic Program Viability Report > Enrollment

SSH Enrollment Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **ELEM ED-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergra...**



SSH Enrollment

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **ELEM ED-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergra...**

Term Academic Year - Term Desc	Units Taken
2011	2,048
2012	1,576
2013	1,622
2014	1,566

Student System Cube Refresh

Last Refresh:	9/10/2015 5:04:26 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Campus Description: All

Career - Program - Plan - Subplan - Multi: Undergraduate

College - Group - Acad Org - Subject: ELEM ED-UD

Course Instructional Method: All

Student Type (FTIC): All

Age Group: All

Ethnic Group: All

Gender: All

Custom Cohort: All

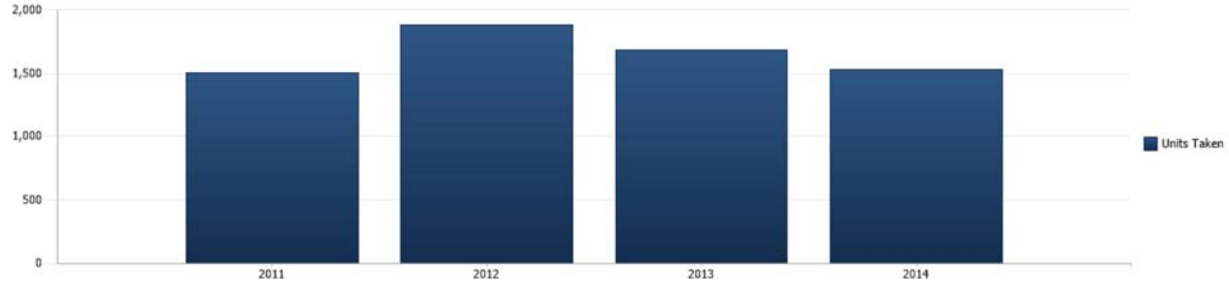
Student Group: All

Course Group: All

Academic Program Viability Report > Enrollment

SSH Enrollment Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **EXCP ED-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergra...**



SSH Enrollment

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **EXCP ED-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergra...**

Term Academic Year - Term Desc	Units Taken
2011	1,506
2012	1,880
2013	1,683
2014	1,529

Student System Cube Refresh

Last Refresh:	9/10/2015 5:04:26 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Campus Description: All

Career - Program - Plan - Subplan - Multi: Undergraduate

College - Group - Acad Org - Subject: EXCP ED-UD

Course Instructional Method: All

Student Type (FTIC): All

Age Group: All

Ethnic Group: All

Gender: All

Custom Cohort: All

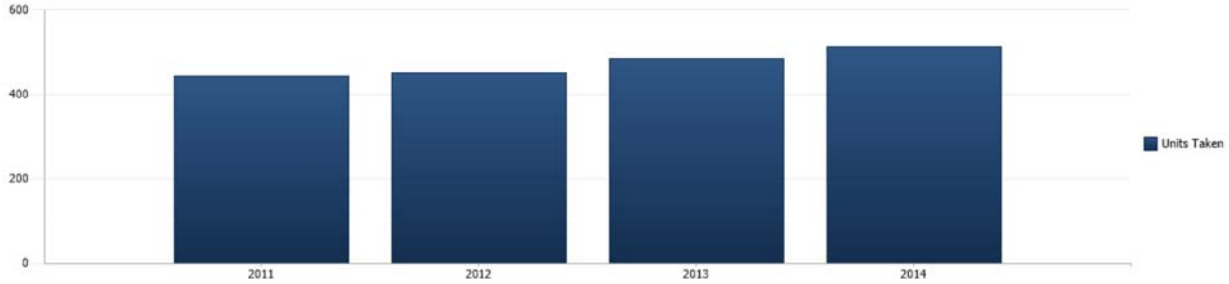
Student Group: All

Course Group: All

Academic Program Viability Report > Enrollment

SSH Enrollment Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **MATH ED-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergr**...



SSH Enrollment

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **MATH ED-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergr**...

Term Academic Year - Term Desc	Units Taken
2011	445
2012	451
2013	486
2014	514

Student System Cube Refresh

Last Refresh:	9/10/2015 5:04:26 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Campus Description: All

Career - Program - Plan - Subplan - Multi: Undergraduate

College - Group - Acad Org - Subject: MATH ED-UD

Course Instructional Method: All

Student Type (FTIC): All

Age Group: All

Ethnic Group: All

Gender: All

Custom Cohort: All

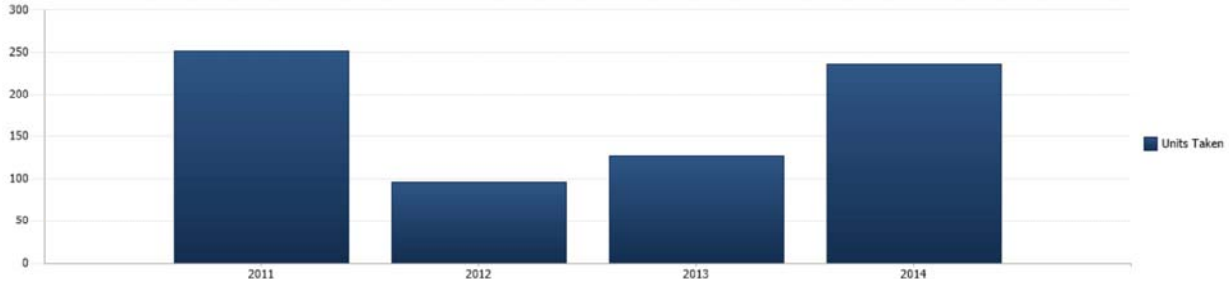
Student Group: All

Course Group: All

Academic Program Viability Report > Enrollment

SSH Enrollment Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **SCI ED-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergrad**..



SSH Enrollment

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **SCI ED-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergrad**..

Term Academic Year - Term Desc	Units Taken
2011	251
2012	96
2013	127
2014	236

Student System Cube Refresh

Last Refresh:	9/10/2015 5:04:26 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Campus Description: All

Career - Program - Plan - Subplan - Multi: Undergraduate

College - Group - Acad Org - Subject: SCI ED-UD

Course Instructional Method: All

Student Type (FTIC): All

Age Group: All

Ethnic Group: All

Gender: All

Custom Cohort: All

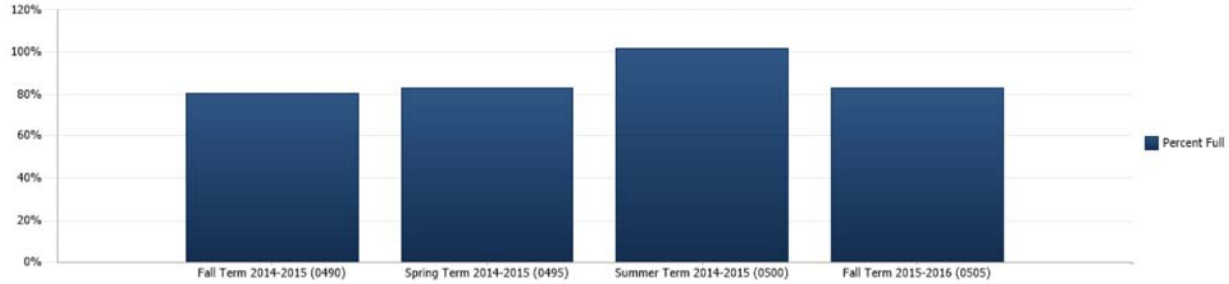
Student Group: All

Course Group: All

Academic Program Viability Report > Percent Full

Percent Full Metric Graph

Class Status: **Active**, **Full**, **Stop Further Enrollment**, Class Academic Group: **LD**, **UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **EDST-UD**



Student System Cube Refresh

Last Refresh:	9/10/2015 5:04:26 AM

Academic Year - Term Desc - Multi: Fall Term 2014-2015 (0490), Spring Term 2...

Campus Description: All

College - Group - Acad Org - Subject: EDST-UD

Course Instructional Method: All

Class Status: Active, Full, Stop Further Enrollment

Student Group: All

Course Group: All

Percent Full Metric by Instructional Method

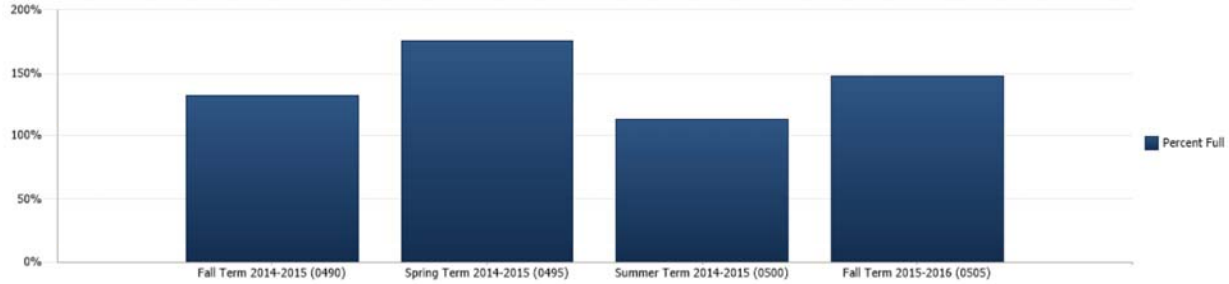
Class Status: **Active**, **Full**, **Stop Further Enrollment**, Class Academic Group: **LD**, **UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **EDST-UD**...

		All				
Term Academic Year - Term Desc	Measures		Blended	Face-to-Face	Independent Study	Online
Fall Term 2014-2015 (0490)	Enrollment Count	298	46	37	7	208
Fall Term 2014-2015 (0490)	Standard Course Load	371	50	46	25	250
Fall Term 2014-2015 (0490)	Percent Full	80.3%	92.0%	80.4%	28.0%	83.2%
Spring Term 2014-2015 (0495)	Enrollment Count	284	17	37	5	225
Spring Term 2014-2015 (0495)	Standard Course Load	341	25	46	25	245
Spring Term 2014-2015 (0495)	Percent Full	83.3%	68.0%	80.4%	20.0%	91.8%
Summer Term 2014-2015 (0500)	Enrollment Count	137				137
Summer Term 2014-2015 (0500)	Standard Course Load	135				135
Summer Term 2014-2015 (0500)	Percent Full	101.5%				101.5%
Fall Term 2015-2016 (0505)	Enrollment Count	316	44	42		230
Fall Term 2015-2016 (0505)	Standard Course Load	379	75	54		250
Fall Term 2015-2016 (0505)	Percent Full	83.4%	58.7%	77.8%		92.0%

Academic Program Viability Report > Percent Full

Percent Full Metric Graph

Class Status: **Active**, **Full**, **Stop Further Enrollment**, Class Academic Group: **LD**, **UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **ELEM ED**.



Percent Full Metric by Instructional Method

Class Status: **Active**, **Full**, **Stop Further Enrollment**, Class Academic Group: **LD**, **UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **ELEM ED**.

		All		
Term Academic Year - Term Desc	Measures		Blended	Face-to-Face
Fall Term 2014-2015 (0490)	Enrollment Count	221		221
Fall Term 2014-2015 (0490)	Standard Course Load	167		167
Fall Term 2014-2015 (0490)	Percent Full	132.3%		132.3%
Spring Term 2014-2015 (0495)	Enrollment Count	109		109
Spring Term 2014-2015 (0495)	Standard Course Load	62		62
Spring Term 2014-2015 (0495)	Percent Full	175.8%		175.8%
Summer Term 2014-2015 (0500)	Enrollment Count	17	17	
Summer Term 2014-2015 (0500)	Standard Course Load	15	15	
Summer Term 2014-2015 (0500)	Percent Full	113.3%	113.3%	
Fall Term 2015-2016 (0505)	Enrollment Count	158		158
Fall Term 2015-2016 (0505)	Standard Course Load	107		107
Fall Term 2015-2016 (0505)	Percent Full	147.7%		147.7%

Student System Cube Refresh

Last Refresh:	9/10/2015 5:04:26 AM

Academic Year - Term Desc - Multi: Fall Term 2014-2015 (0490), Spring Term 2...

Campus Description: All

College - Group - Acad Org - Subject: ELEM ED-UD

Course Instructional Method: All

Class Status: Active, Full, Stop Further Enrollment

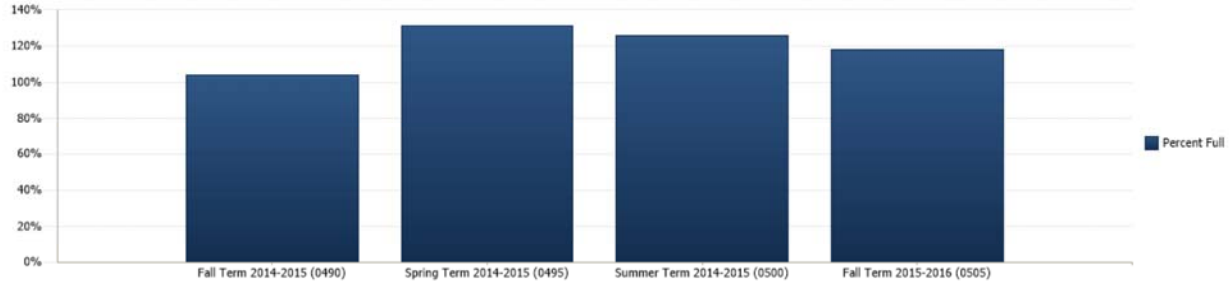
Student Group: All

Course Group: All

Academic Program Viability Report > Percent Full

Percent Full Metric Graph

Class Status: **Active**, **Full**, **Stop Further Enrollment**, Class Academic Group: **LD**, **UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **EXCP ED-UD**



Student System Cube Refresh

Last Refresh:	9/10/2015 5:04:26 AM

Academic Year - Term Desc - Multi: Fall Term 2014-2015 (0490), Spring Term 2...

Campus Description: All

College - Group - Acad Org - Subject: EXCP ED-UD

Course Instructional Method: All

Class Status: Active, Full, Stop Further Enrollment

Student Group: All

Course Group: All

Percent Full Metric by Instructional Method

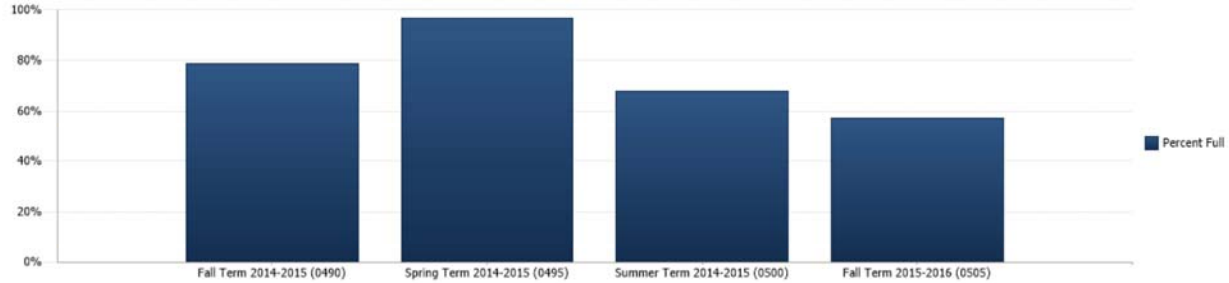
Class Status: **Active**, **Full**, **Stop Further Enrollment**, Class Academic Group: **LD**, **UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **EXCP ED-U**...

		All			
Term Academic Year - Term Desc	Measures		Blended	Face-to-Face	Online
Fall Term 2014-2015 (0490)	Enrollment Count	151	24	86	41
Fall Term 2014-2015 (0490)	Standard Course Load	145	20	85	40
Fall Term 2014-2015 (0490)	Percent Full	104.1%	120.0%	101.2%	102.5%
Spring Term 2014-2015 (0495)	Enrollment Count	216	12	97	107
Spring Term 2014-2015 (0495)	Standard Course Load	165	20	65	80
Spring Term 2014-2015 (0495)	Percent Full	130.9%	60.0%	149.2%	133.8%
Summer Term 2014-2015 (0500)	Enrollment Count	251		61	190
Summer Term 2014-2015 (0500)	Standard Course Load	200		40	160
Summer Term 2014-2015 (0500)	Percent Full	125.5%		152.5%	118.8%
Fall Term 2015-2016 (0505)	Enrollment Count	195	25	86	84
Fall Term 2015-2016 (0505)	Standard Course Load	165	20	65	80
Fall Term 2015-2016 (0505)	Percent Full	118.2%	125.0%	132.3%	105.0%

Academic Program Viability Report > Percent Full

Percent Full Metric Graph

Class Status: **Active**, **Full**, **Stop Further Enrollment**, Class Academic Group: **LD**, **UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **MATH ED**...



Percent Full Metric by Instructional Method

Class Status: **Active**, **Full**, **Stop Further Enrollment**, Class Academic Group: **LD**, **UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **MATH ED**...

		All				
Term Academic Year - Term Desc	Measures		Blended	Face-to-Face	Independent Study	Online
Fall Term 2014-2015 (0490)	Enrollment Count	77	14	53	10	
Fall Term 2014-2015 (0490)	Standard Course Load	98	12	66	20	
Fall Term 2014-2015 (0490)	Percent Full	78.6%	116.7%	80.3%	50.0%	
Spring Term 2014-2015 (0495)	Enrollment Count	56	40	16		
Spring Term 2014-2015 (0495)	Standard Course Load	58	44	14		
Spring Term 2014-2015 (0495)	Percent Full	96.6%	90.9%	114.3%		
Summer Term 2014-2015 (0500)	Enrollment Count	30	14	6		10
Summer Term 2014-2015 (0500)	Standard Course Load	44	20	12		12
Summer Term 2014-2015 (0500)	Percent Full	68.2%	70.0%	50.0%		83.3%
Fall Term 2015-2016 (0505)	Enrollment Count	56		36	20	
Fall Term 2015-2016 (0505)	Standard Course Load	98		46	52	
Fall Term 2015-2016 (0505)	Percent Full	57.1%		78.3%	38.5%	

Student System Cube Refresh

Last Refresh:	9/10/2015 5:04:26 AM

Academic Year - Term Desc - Multi: Fall Term 2014-2015 (0490), Spring Term 2...

Campus Description: All

College - Group - Acad Org - Subject: MATH ED-UD

Course Instructional Method: All

Class Status: Active, Full, Stop Further Enrollment

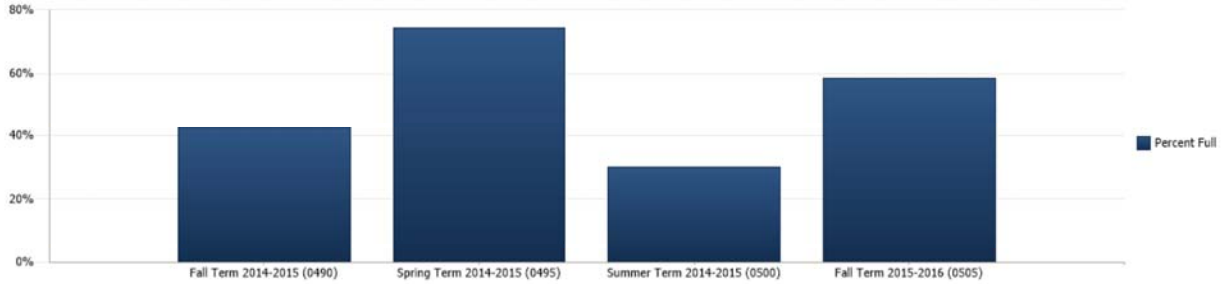
Student Group: All

Course Group: All

Academic Program Viability Report > Percent Full

Percent Full Metric Graph

Class Status: **Active**, **Full**, **Stop Further Enrollment**, Class Academic Group: **LD**, **UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **SCI ED-UD**



Percent Full Metric by Instructional Method

Class Status: **Active**, **Full**, **Stop Further Enrollment**, Class Academic Group: **LD**, **UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **SCI ED-UD**,...

		All			
Term Academic Year - Term Desc	Measures		Face-to-Face	Independent Study	Online
Fall Term 2014-2015 (0490)	Enrollment Count	44	16	10	18
Fall Term 2014-2015 (0490)	Standard Course Load	104	32	32	40
Fall Term 2014-2015 (0490)	Percent Full	42.3%	50.0%	31.3%	45.0%
Spring Term 2014-2015 (0495)	Enrollment Count	64	7		57
Spring Term 2014-2015 (0495)	Standard Course Load	86	34		52
Spring Term 2014-2015 (0495)	Percent Full	74.4%	20.6%		109.6%
Summer Term 2014-2015 (0500)	Enrollment Count	6			6
Summer Term 2014-2015 (0500)	Standard Course Load	20			20
Summer Term 2014-2015 (0500)	Percent Full	30.0%			30.0%
Fall Term 2015-2016 (0505)	Enrollment Count	77	4	13	60
Fall Term 2015-2016 (0505)	Standard Course Load	132	20	52	60
Fall Term 2015-2016 (0505)	Percent Full	58.3%	20.0%	25.0%	100.0%

Student System Cube Refresh

Last Refresh:	9/10/2015 5:04:26 AM

Academic Year - Term Desc - Multi: Fall Term 2014-2015 (0490), Spring Term 2...

Campus Description: All

College - Group - Acad Org - Subject: SCI ED-UD

Course Instructional Method: All

Class Status: Active, Full, Stop Further Enrollment

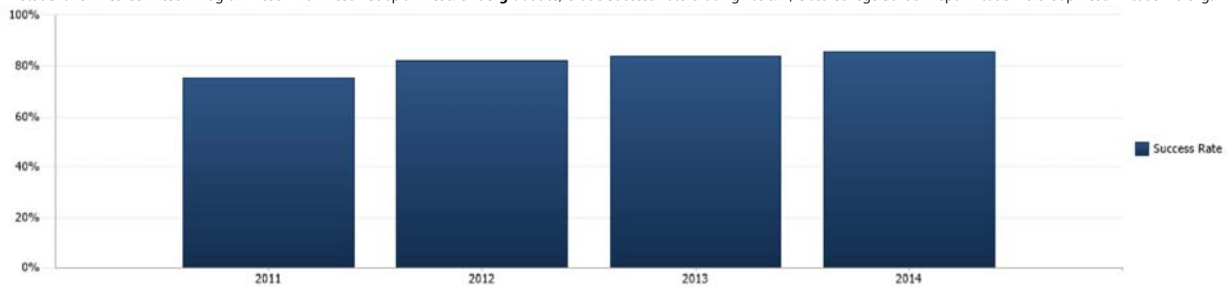
Student Group: All

Course Group: All

Academic Program Viability Report > Performance

Success Rate Graph

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Orga...



Performance

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Orga...

Term Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
2011	549	75.4%	7.8%	10.2%	4.7%
2012	649	82.0%	6.3%	8.0%	2.8%
2013	755	84.0%	6.5%	5.4%	3.6%
2014	719	85.7%	5.7%	4.9%	1.8%

Student System Cube Refresh

Last Refresh:	9/10/2015 5:04:26 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Campus Description: All

Career - Program - Plan - Subplan - Multi: Undergraduate

College - Group - Acad Org - Subject: EDST-UD

Course Instructional Method: All

Student Type (FTIC): All

Age Group: All

Ethnic Group: All

Gender: All

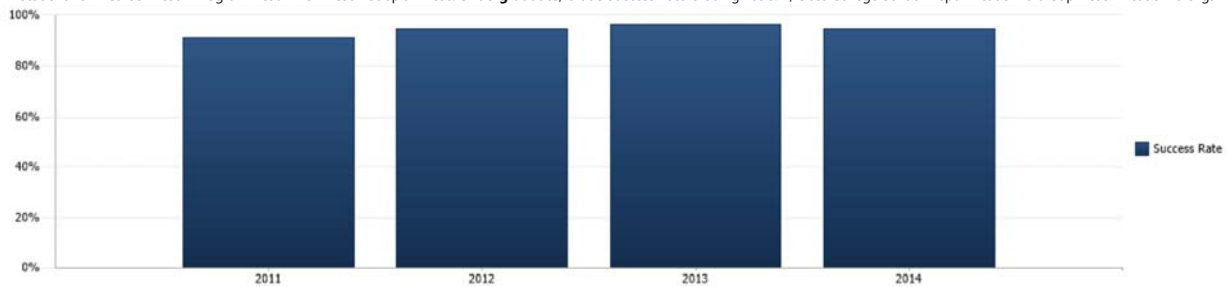
Student Group: All

Course Group: All

Academic Program Viability Report > Performance

Success Rate Graph

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Orga...



Performance

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Orga...

Term Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
2011	437	91.1%	6.2%	1.6%	0.7%
2012	357	94.7%	2.8%	1.7%	0.8%
2013	375	96.3%	2.4%	0.3%	1.1%
2014	347	94.5%	3.5%	0.6%	1.2%

Student System Cube Refresh

Last Refresh:	9/10/2015 5:04:26 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Campus Description: All

Career - Program - Plan - Subplan - Multi: Undergraduate

College - Group - Acad Org - Subject: ELEM ED-UD

Course Instructional Method: All

Student Type (FTIC): All

Age Group: All

Ethnic Group: All

Gender: All

Student Group: All

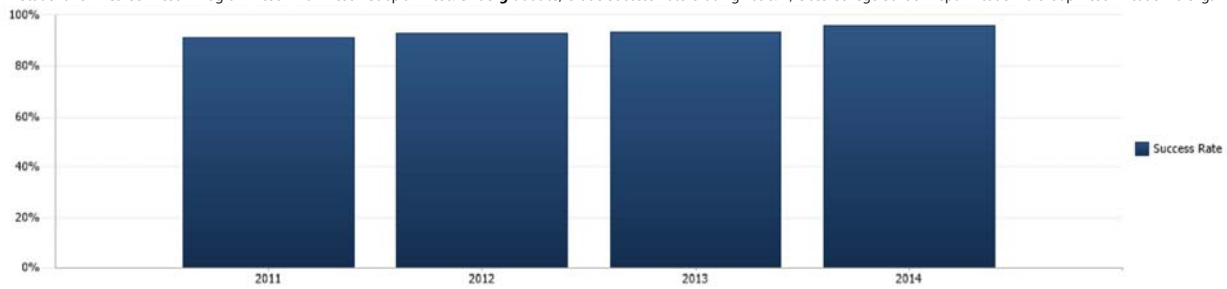
Course Group: All

Academic Program Viability Report > Performance

Enrollment | Performance | Percent Full | Graduates | Course Groups

Success Rate Graph

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Orga...



Performance

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Orga...

Term Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
2011	533	91.0%	4.5%	2.6%	1.3%
2012	683	93.0%	2.2%	1.8%	2.5%
2013	613	93.1%	1.6%	3.9%	1.1%
2014	618	96.0%	1.1%	2.1%	0.5%

Student System Cube Refresh

Last Refresh:	9/10/2015 5:04:26 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Campus Description: All

Career - Program - Plan - Subplan - Multi: Undergraduate

College - Group - Acad Org - Subject: EXCP ED-UD

Course Instructional Method: All

Student Type (FTIC): All

Age Group: All

Ethnic Group: All

Gender: All

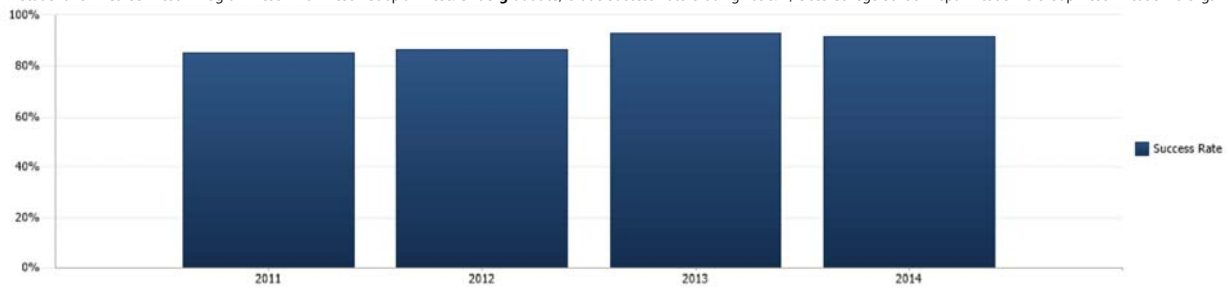
Student Group: All

Course Group: All

Academic Program Viability Report > Performance

Success Rate Graph

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Orga...



Performance

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Orga...

Term Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
2011	147	85.0%	7.5%	6.1%	0.7%
2012	148	86.5%	2.0%	6.8%	1.4%
2013	144	93.1%	2.8%	0.7%	0.0%
2014	163	91.4%	3.1%	2.5%	1.2%

Student System Cube Refresh

Last Refresh:	9/10/2015 5:04:26 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Campus Description: All

Career - Program - Plan - Subplan - Multi: Undergraduate

College - Group - Acad Org - Subject: MATH ED-UD

Course Instructional Method: All

Student Type (FTIC): All

Age Group: All

Ethnic Group: All

Gender: All

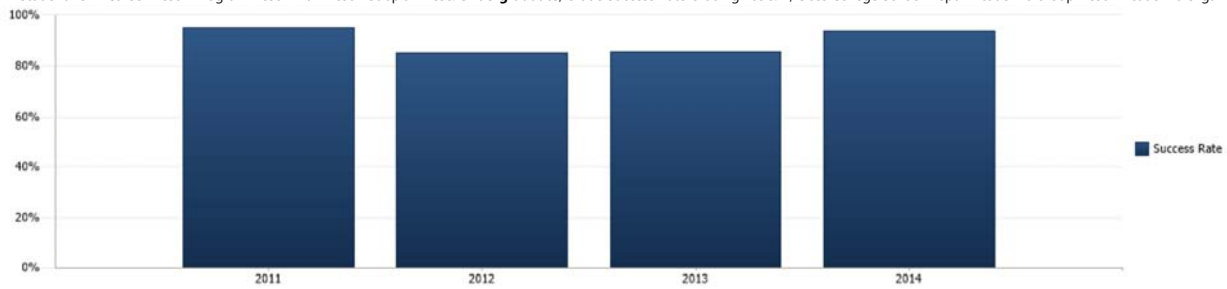
Student Group: All

Course Group: All

Academic Program Viability Report > Performance

Success Rate Graph

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Orga...



Performance

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Orga...

Term Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
2011	78	94.9%	1.3%	2.6%	1.3%
2012	34	85.3%	2.9%	8.8%	0.0%
2013	48	85.4%	6.3%	4.2%	4.2%
2014	114	93.9%	1.8%	1.8%	2.6%

Student System Cube Refresh

Last Refresh:	9/10/2015 5:04:26 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Campus Description: All

Career - Program - Plan - Subplan - Multi: Undergraduate

College - Group - Acad Org - Subject: SCI ED-UD

Course Instructional Method: All

Student Type (FTIC): All

Age Group: All

Ethnic Group: All

Gender: All

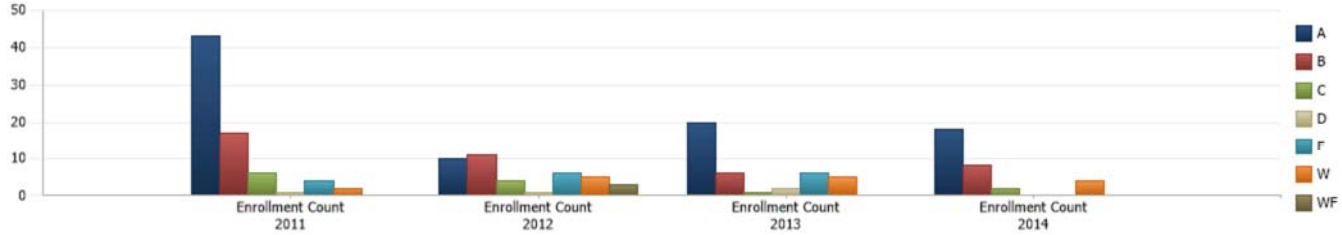
Student Group: All

Course Group: All

CAPR > Grade Distribution

Student Grade Distribution Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **BSCED-BS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career...



Student Grade Distribution

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **BSCED-BS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career...

	Enrollment Count							
	All							
Term Academic Year - Term Desc		A	B	C	D	F	W	WF
2011	73	43	17	6	1	4	2	
2012	40	10	11	4	1	6	5	3
2013	40	20	6	1	2	6	5	
2014	32	18	8	2			4	

Student System Cube Refresh

Last Refresh: 5/10/2016 7:02:31 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Campus Description: All

Academic Plan - Multi: BSCED-BS

Course Instructional Method: All

Student Type (FTIC): All

Class Academic Group: All

Age Group: All

Ethnic Group: All

Gender: All

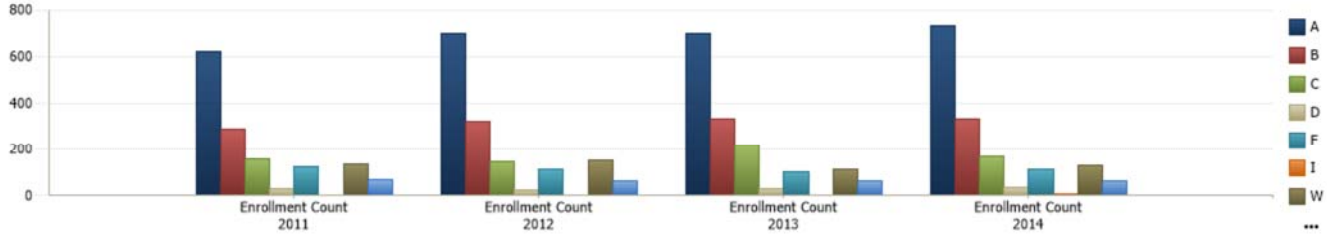
Student Group: All

Course Group: All

CAPR > Grade Distribution

Student Grade Distribution Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **EDST-BS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career...



Student Grade Distribution

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **EDST-BS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career...

	Enrollment Count								
	All								
Term Academic Year - Term Desc		A	B	C	D	F	I	W	WF
2011	1,434	623	292	158	28	126		138	69
2012	1,516	697	324	148	23	111		151	62
2013	1,556	701	332	219	31	100		111	62
2014	1,581	734	333	166	38	113	4	129	64

Student System Cube Refresh

Last Refresh: 5/10/2016 7:02:31 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Campus Description: All

Academic Plan - Multi: EDST-BS

Course Instructional Method: All

Student Type (FTIC): All

Class Academic Group: All

Age Group: All

Ethnic Group: All

Gender: All

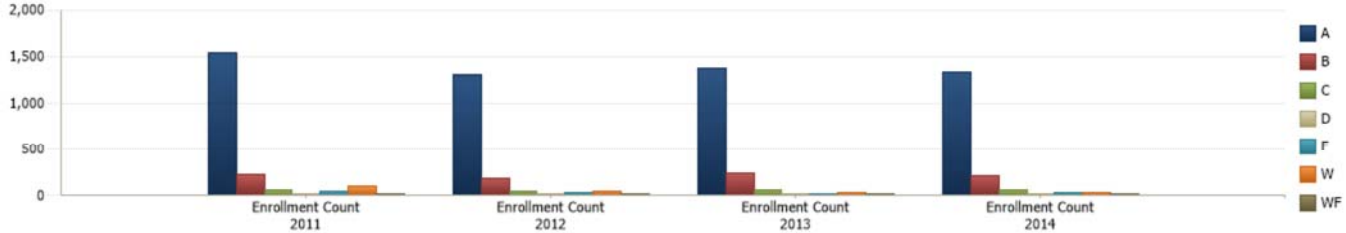
Student Group: All

Course Group: All

CAPR > Grade Distribution

Student Grade Distribution Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **ELEDR-BS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Caree...



Student Grade Distribution

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **ELEDR-BS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Caree...

	Enrollment Count							
	All							
Term Academic Year - Term Desc		A	B	C	D	F	W	WF
2011	2,033	1,548	231	63	4	55	108	24
2012	1,652	1,311	193	49	3	37	49	10
2013	1,778	1,374	244	65	10	24	41	20
2014	1,695	1,340	212	63	3	30	39	8

Student System Cube Refresh

Last Refresh: 5/10/2016 7:02:31 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Campus Description: All

Academic Plan - Multi: ELEDR-BS

Course Instructional Method: All

Student Type (FTIC): All

Class Academic Group: All

Age Group: All

Ethnic Group: All

Gender: All

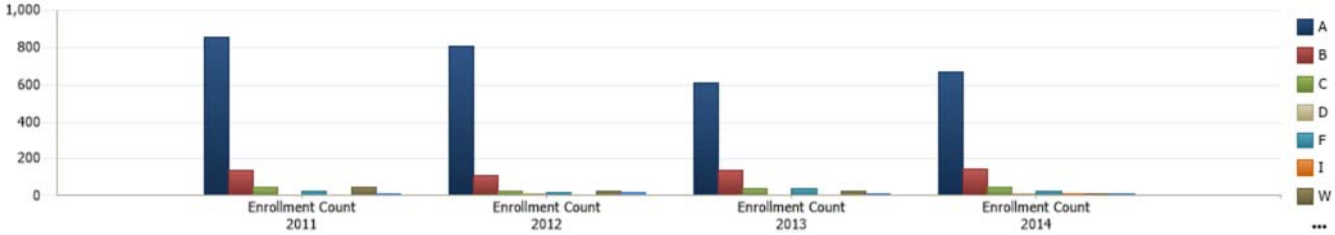
Student Group: All

Course Group: All

CAPR > Grade Distribution

Student Grade Distribution Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **ESEDR-BS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career...



Student Grade Distribution

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **ESEDR-BS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career...

	Enrollment Count								
	All								
Term Academic Year - Term Desc		A	B	C	D	F	I	W	WF
2011	1,119	857	137	48		23		45	9
2012	997	807	108	23	4	20		21	14
2013	862	615	136	39		41		22	9
2014	903	667	140	45	6	26	2	12	5

Student System Cube Refresh

Last Refresh: 5/10/2016 7:02:31 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Campus Description: All

Academic Plan - Multi: ESEDR-BS

Course Instructional Method: All

Student Type (FTIC): All

Class Academic Group: All

Age Group: All

Ethnic Group: All

Gender: All

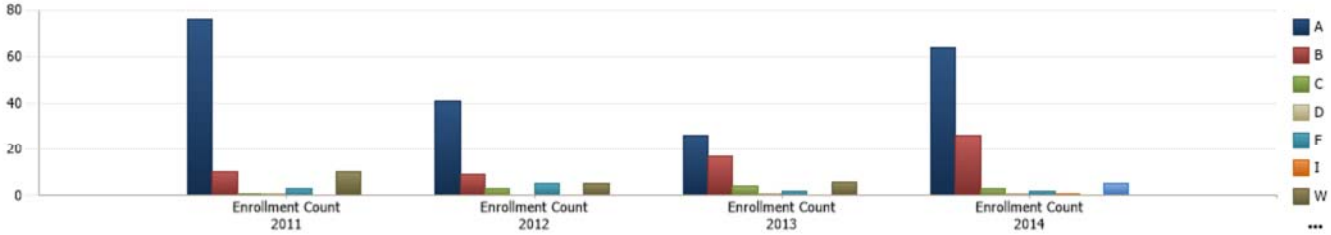
Student Group: All

Course Group: All

CAPR > Grade Distribution

Student Grade Distribution Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **MGMED-BS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Car...



Student Grade Distribution

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **MGMED-BS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Car...

	Enrollment Count								
	All								
Term Academic Year - Term Desc		A	B	C	D	F	I	W	WF
2011	101	76	10	1	1	3		10	
2012	63	41	9	3		5		5	
2013	56	26	17	4	1	2		6	
2014	102	64	26	3	1	2	1		5

Student System Cube Refresh

Last Refresh: 5/10/2016 7:02:31 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Campus Description: All

Academic Plan - Multi: MGMED-BS

Course Instructional Method: All

Student Type (FTIC): All

Class Academic Group: All

Age Group: All

Ethnic Group: All

Gender: All

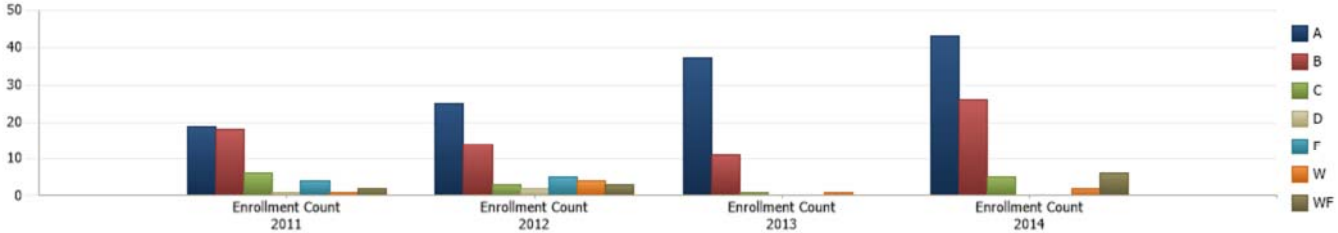
Student Group: All

Course Group: All

CAPR > Grade Distribution

Student Grade Distribution Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **MGSED-BS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Care...



Student Grade Distribution

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **MGSED-BS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Care...

	Enrollment Count							
	All							
Term Academic Year - Term Desc		A	B	C	D	F	W	WF
2011	51	19	18	6	1	4	1	2
2012	56	25	14	3	2	5	4	3
2013	50	37	11	1			1	
2014	82	43	26	5			2	6

Student System Cube Refresh

Last Refresh: 5/10/2016 7:02:31 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Campus Description: All

Academic Plan - Multi: MGSED-BS

Course Instructional Method: All

Student Type (FTIC): All

Class Academic Group: All

Age Group: All

Ethnic Group: All

Gender: All

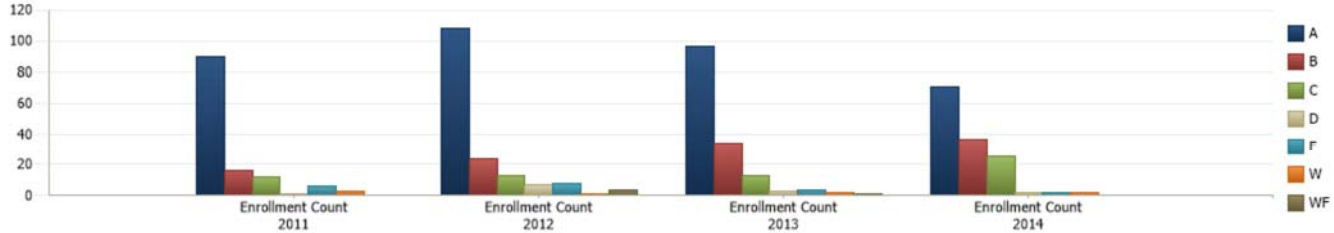
Student Group: All

Course Group: All

CAPR > Grade Distribution

Student Grade Distribution Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **MTSED-BS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career...



Student Grade Distribution

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **MTSED-BS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career...

	Enrollment Count							
	All							
Term Academic Year - Term Desc		A	B	C	D	F	W	WF
2011	128	90	16	12	1	6	3	
2012	165	108	24	13	7	8	1	4
2013	154	97	34	13	3	4	2	1
2014	139	71	37	25	2	2	2	

Student System Cube Refresh

Last Refresh: 5/10/2016 7:02:31 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Campus Description: All

Academic Plan - Multi: MTSED-BS

Course Instructional Method: All

Student Type (FTIC): All

Class Academic Group: All

Age Group: All

Ethnic Group: All

Gender: All

Student Group: All

Course Group: All

Industry Certification Attainment-EDST

An industry certification or equivalent state or national exam has not been identified for the Educational Studies program for evidence of certification attainment at the baccalaureate level.

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Industry Certification Attainment-ELEM ED, EXCP ED, MATH ED, and SCI ED

In the College of Education programs, the Florida Teacher Certification Examinations (FCTE) are used to evaluate the students. The exams are required for certification within the State of Florida.

Education State Licensure Exam Passing Rates				
	2010-11	**2011-12**	**2012-13**	**2013-14**
State Exam	100.0%	100.0%	100.0%	100.0%

Source: 2014-15 Factbook, Table 9

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View: **Course Groups**
Date: **2/22/2016**
Dashboard: **Course Groups**
Parameter: **Fall Term 2014-2015 (0490),Spring Term 2014-2015 (0495),Summer Term 2014-2015 (0500),Fall Term 2015-2016 (0505),All,Undergraduate,EDST-UD,All,All,All,All,All,All,All**

	Fall Term 2014-2015 (0490)		Spring Term 2014-2015 (0495)		Summer Term 2014-2015 (0500)		Fall Term 2015-2016 (0505)	
Class Course Group - Subject Catalog Nbr	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes
EDG4940							4	1
EEC4945	2	1	2	1			4	1
EEC4946	6	2	13	2			8	1

View: **Course Groups**
Date: **2/22/2016**
Dashboard: **Course Groups**
Parameter: **Fall Term 2014-2015 (0490),Spring Term 2014-2015 (0495),Summer Term 2014-2015 (0500),Fall Term 2015-2016 (0505),All,Undergraduate,ELEM ED-UD,All,All,All,All,All,All,All**

	Fall Term 2014-2015 (0490)		Spring Term 2014-2015 (0495)		Summer Term 2014-2015 (0500)		Fall Term 2015-2016 (0505)	
Class Course Group - Subject Catalog Nbr	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes
EDE4940	27	1	53	1			34	1

View: **Course Groups**
Date: **2/22/2016**
Dashboard: **Course Groups**
Parameter: **Fall Term 2014-2015 (0490),Spring Term 2014-2015 (0495),Summer Term 2014-2015 (0500),Fall Term 2015-2016 (0505),All,Undergraduate,EXCPED-UD,All,All,All,All,All,All,All**

	Fall Term 2014-2015 (0490)		Spring Term 2014-2015 (0495)		Summer Term 2014-2015 (0500)		Fall Term 2015-2016 (0505)	
Class Course Group - Subject Catalog Nbr	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes
EEX4940	11	1	19	1			13	1

View: **Course Groups**
Date: **2/22/2016**
Dashboard: **Course Groups**
Parameter: **Fall Term 2014-2015 (0490),Spring Term 2014-2015 (0495),Summer Term 2014-2015 (0500),Fall Term 2015-2016 (0505),All,Undergraduate,MATH ED-UD,All,All,All,All,All,All,All**

	Fall Term 2014-2015 (0490)		Spring Term 2014-2015 (0495)		Summer Term 2014-2015 (0500)		Fall Term 2015-2016 (0505)	
Class Course Group - Subject Catalog Nbr	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes
MAE4940	1	1	5	1			4	1

View: **Course Groups**
Date: **2/22/2016**
Dashboard: **Course Groups**
Parameter: **Fall Term 2014-2015 (0490),Spring Term 2014-2015 (0495),Summer Term 2014-2015 (0500),Fall Term 2015-2016 (0505),All,Undergraduate,SCI ED-UD,All,All,All,All,All,All,All**

	Fall Term 2014-2015 (0490)		Spring Term 2014-2015 (0495)		Summer Term 2014-2015 (0500)		Fall Term 2015-2016 (0505)	
Class Course Group · Subject Catalog Nbr	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes
SCE4942			1	1				

View: **Program Plans Taken by Plan**
Date: **5/10/2016**
Dashboard: **Program Plans Taken by Plan**
Parameter: **Fall Term 2013-2014 (0475),Fall Term 2013-2014 (0475),BSCED-BS,All,All,All,All,All,All,All,All,All,Fall Term 2013-2014 (0475),Spring Term 2013-2014 (0480),Summer Term 2013-2014 (0485),Fall Term 2014-2015 (0490),Spring Term 2014-2015 (0495),Summer Term 2014-2015 (0500),Fall Term 2015-2016 (0505),All**

Academic Plan	Fall Term 2013-2014 (0475) Unduplicated Student Count	Spring Term 2013-2014 (0480) Unduplicated Student Count	Summer Term 2013-2014 (0485) Unduplicated Student Count	Fall Term 2014-2015 (0490) Unduplicated Student Count	Spring Term 2014-2015 (0495) Unduplicated Student Count
All	5	3	2	1	1
BSCED-BS	5	3	2	1	1

View: **Program Plans Taken by Plan**
Date: **5/10/2016**
Dashboard: **Program Plans Taken by Plan**
Parameter: **Fall Term 2013-2014 (0475),Fall Term 2013-2014 (0475),EDST-BS,All,All,All,All,All,All,All,All,All,Fall Term 2013-2014 (0475),Spring Term 2013-2014 (0480),Summer Term 2013-2014 (0485),Fall Term 2014-2015 (0490),Spring Term 2014-2015 (0495),Summer Term 2014-2015 (0500),Fall Term 2015-2016 (0505),All**

Academic Plan	Fall Term 2013-2014 (0475) Unduplicated Student Count	Spring Term 2013-2014 (0480) Unduplicated Student Count	Summer Term 2013-2014 (0485) Unduplicated Student Count	Fall Term 2014-2015 (0490) Unduplicated Student Count	Spring Term 2014-2015 (0495) Unduplicated Student Count	Summer Term 2014-2015 (0500) Unduplicated Student Count	Fall Term 2015-2016 (0505) Unduplicated Student Count
All	218	167	83	133	109	54	83
EDST-BS	218	148	67	96	73	36	54
BUS-AS				1	1		1
BUS-BS				2	2		2
ELEDR-BS		10	7	14	14	5	9
ENVSC-AS				1			
EPI-CT				1	1		1
ESEDR-BS		3	3	7	7	5	4
HCINF-CT				1	1		1
HSA-AS							1
ITSC-CT							1
MGMED-BS		1	1	2	2	1	1
MGSED-BS		2	2	2	2	1	1
MGTORG-BAS			1			1	1
MIRAS-AS							1
MTSED-BS				1	1	1	1
PKPED-BS		3	2	5	5	4	4

View: **Program Plans Taken by Plan**
Date: **5/10/2016**
Dashboard: **Program Plans Taken by Plan**
Parameter: **Fall Term 2013-2014 (0475),Fall Term 2013-2014 (0475),ELEDR-BS,All,All,All,All,All,All,All,All,All,Fall Term 2013-2014 (0475),Spring Term 2013-2014 (0480),Summer Term 2013-2014 (0485),Fall Term 2014-2015 (0490),Spring Term 2014-2015 (0495),Summer Term 2014-2015 (0500),Fall Term 2015-2016 (0505),All**

Academic Plan	Fall Term 2013-2014 (0475) Unduplicated Student Count	Spring Term 2013-2014 (0480) Unduplicated Student Count	Summer Term 2013-2014 (0485) Unduplicated Student Count	Fall Term 2014-2015 (0490) Unduplicated Student Count	Spring Term 2014-2015 (0495) Unduplicated Student Count	Summer Term 2014-2015 (0500) Unduplicated Student Count	Fall Term 2015-2016 (0505) Unduplicated Student Count
All	189	147	69	99	75	15	34
ELEDR-BS	189	145	65	96	69	13	28
BUS-AS		1					
EDST-BS		1	3	2	3	1	2
ENRCH-NO							2
INTRP-AS					1		
MGTORG-BAS					1		1
PPA-BS			1	1	1	1	1

View: **Program Plans Taken by Plan**
Date: **5/10/2016**
Dashboard: **Program Plans Taken by Plan**
Parameter: **Fall Term 2013-2014 (0475),Fall Term 2013-2014 (0475),ESEDR-BS,All,All,All,All,All,All,All,All,All,Fall Term 2013-2014 (0475),Spring Term 2013-2014 (0480),Summer Term 2013-2014 (0485),Fall Term 2014-2015 (0490),Spring Term 2014-2015 (0495),Summer Term 2014-2015 (0500),Fall Term 2015-2016 (0505),All**

Academic Plan	Fall Term 2013-2014 (0475) Unduplicated Student Count	Spring Term 2013-2014 (0480) Unduplicated Student Count	Summer Term 2013-2014 (0485) Unduplicated Student Count	Fall Term 2014-2015 (0490) Unduplicated Student Count	Spring Term 2014-2015 (0495) Unduplicated Student Count	Summer Term 2014-2015 (0500) Unduplicated Student Count	Fall Term 2015-2016 (0505) Unduplicated Student Count
All	96	79	38	55	42	25	23
ESEDR-BS	96	75	38	46	32	21	17
AUTISM-NO				3	4	2	2
DIG-AS				1	1		1
EDST-BS		1		2	3	1	2
ELEDR-BS				1			
ENRCH-NO		1		2	2	1	1
HSDIS-AS		1					
PKPED-BS		1					

View: **Program Plans Taken by Plan**
Date: **5/10/2016**
Dashboard: **Program Plans Taken by Plan**
Parameter: **Fall Term 2013-2014 (0475),Fall Term 2013-2014 (0475),MGMED-BS,All,All,All,All,All,All,All,All,All,Fall Term 2013-2014 (0475),Spring Term 2013-2014 (0480),Summer Term 2013-2014 (0485),Fall Term 2014-2015 (0490),Spring Term 2014-2015 (0495),Summer Term 2014-2015 (0500),Fall Term 2015-2016 (0505),All**

Academic Plan	Fall Term 2013-2014 (0475) Unduplicated Student Count	Spring Term 2013-2014 (0480) Unduplicated Student Count	Summer Term 2013-2014 (0485) Unduplicated Student Count	Fall Term 2014-2015 (0490) Unduplicated Student Count	Spring Term 2014-2015 (0495) Unduplicated Student Count	Summer Term 2014-2015 (0500) Unduplicated Student Count
All	4	3	2	2	1	1
MGMED-BS	4	3	2	2	1	
EDST-BS						1

View: **Program Plans Taken by Plan**
Date: **5/10/2016**
Dashboard: **Program Plans Taken by Plan**
Parameter: **Fall Term 2013-2014 (0475),Fall Term 2013-2014 (0475),MGSED-BS,All,All,All,All,All,All,All,All,All,Fall Term 2013-2014 (0475),Spring Term 2013-2014 (0480),Summer Term 2013-2014 (0485),Fall Term 2014-2015 (0490),Spring Term 2014-2015 (0495),Summer Term 2014-2015 (0500),Fall Term 2015-2016 (0505),All**

Academic Plan	Fall Term 2013-2014 (0475) Unduplicated Student Count	Spring Term 2013-2014 (0480) Unduplicated Student Count	Summer Term 2013-2014 (0485) Unduplicated Student Count	Fall Term 2014-2015 (0490) Unduplicated Student Count	Spring Term 2014-2015 (0495) Unduplicated Student Count	Fall Term 2015-2016 (0505) Unduplicated Student Count
All	5	4	1	1	1	1
MGSED-BS	5	4	1	1	1	1

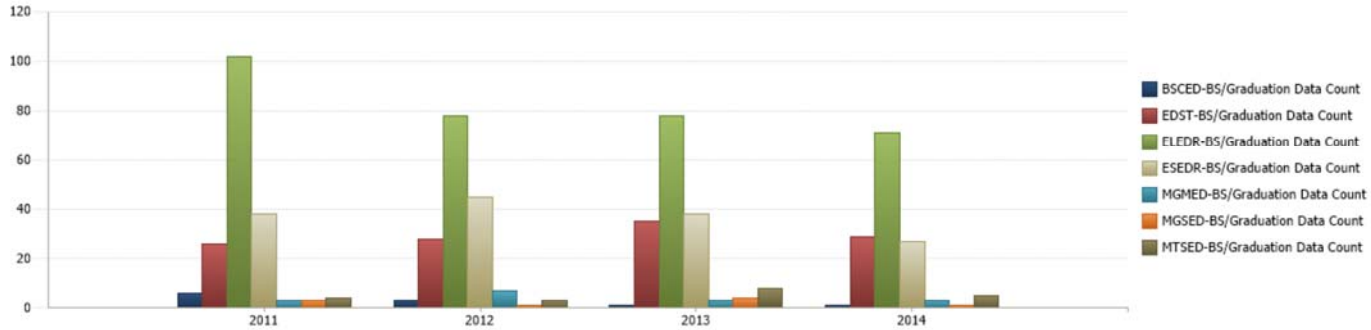
View: **Program Plans Taken by Plan**
Date: **5/10/2016**
Dashboard: **Program Plans Taken by Plan**
Parameter: **Fall Term 2013-2014 (0475),Fall Term 2013-2014 (0475),MTSED-BS,All,All,All,All,All,All,All,All,All,Fall Term 2013-2014 (0475),Spring Term 2013-2014 (0480),Summer Term 2013-2014 (0485),Fall Term 2014-2015 (0490),Spring Term 2014-2015 (0495),Summer Term 2014-2015 (0500),Fall Term 2015-2016 (0505),All**

Academic Plan	Fall Term 2013-2014 (0475) Unduplicated Student Count	Spring Term 2013-2014 (0480) Unduplicated Student Count	Summer Term 2013-2014 (0485) Unduplicated Student Count	Fall Term 2014-2015 (0490) Unduplicated Student Count	Spring Term 2014-2015 (0495) Unduplicated Student Count	Summer Term 2014-2015 (0500) Unduplicated Student Count	Fall Term 2015-2016 (0505) Unduplicated Student Count
All	17	15	9	11	7	2	3
MTSED-BS	17	15	7	9	7		3
ENRCH-NO			2	2		2	

Academic Program Viability Report > Graduates

Overall Graduates Trend

No background selections exist, Filter empty series and bottom axis items



Student System Cube Refresh

Last Refresh:	3/22/2016 8:44:54 AM

Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014

Graduation Degree Plan Subplan - Multi: BSCED-BS, EDST-BS, ELEDR-BS

Age Group: All

Gender: All

Ethnic Group: All

Custom Cohort: All

Student Group: All

Overall Graduates Count

No background selections exist, Filter empty rows and columns

Graduation Degree - Plan - Sub Plan	Measures	2011	2012	2013	2014
BSCED-BS	Graduation Data Count	6	3	1	1
EDST-BS	Graduation Data Count	26	28	35	29
ELEDR-BS	Graduation Data Count	102	78	78	71
ESEDR-BS	Graduation Data Count	38	45	38	27
MGMED-BS	Graduation Data Count	3	7	3	3
MGSED-BS	Graduation Data Count	3	1	4	1
MTSED-BS	Graduation Data Count	4	3	8	5

Faculty/Adjunct Ratio-EDST

Equated Credit Hours by Faculty Classification

	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2011-2012	45.2	94.6%	0.0	0.0%	2.6	5.4%
Spring 2011-2012	39.0	88.5%	0.0	0.0%	5.1	11.5%
Summer 2011-2012	21.0	100.0%	0.0	0.0%	0.0	0.0%
2011-2012 Total	105.2	93.2%	0.0	0.0%	7.7	6.8%
Fall 2012-2013	32.5	68.9%	0.0	0.0%	14.6	31.1%
Spring 2012-2013	32.7	70.8%	0.0	0.0%	13.5	29.2%
Summer 2012-2013	15.0	83.3%	0.0	0.0%	3.0	16.7%
2012-2013 Total	80.1	72.0%	0.0	0.0%	31.1	28.0%
Fall 2013-2014	30.9	56.9%	0.0	0.0%	23.4	43.1%
Spring 2013-2014	30.6	59.4%	0.0	0.0%	20.9	40.6%
Summer 2013-2014	21.0	100.0%	0.0	0.0%	0.0	0.0%
2013-2014 Total	82.5	65.1%	0.0	0.0%	44.3	34.9%
Fall 2014-2015	29.5	53.2%	0.0	0.0%	26.0	46.8%
Spring 2014-2015	33.0	64.2%	0.0	0.0%	18.4	35.8%
Summer 2014-2015	15.0	83.3%	0.0	0.0%	3.0	16.7%
2014-2015 Total	77.5	62.0%	0.0	0.0%	47.4	38.0%

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).

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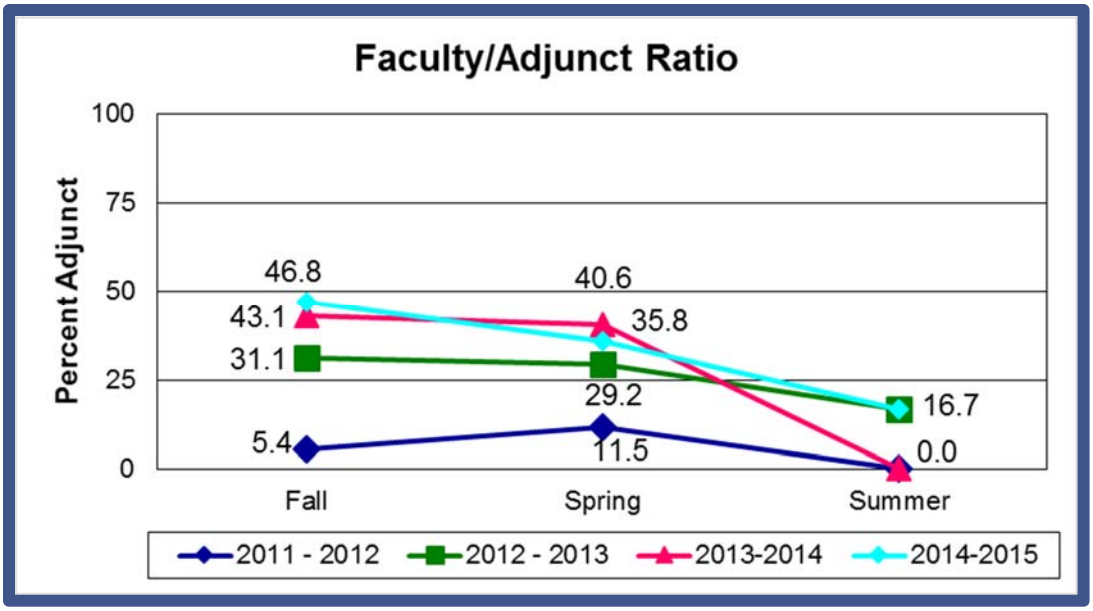

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).

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Faculty/Adjunct Ratio-ELEM ED

Equated Credit Hours by Faculty Classification

	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2011-2012	16.5	34.7%	0.0	0.0%	31.0	65.3%
Spring 2011-2012	23.5	55.3%	0.0	0.0%	19.0	44.7%
Summer 2011-2012	0.0	0.0%	0.0	0.0%	0.0	0.0%
2011-2012 Total	40.0	44.4%	0.0	0.0%	50.0	55.6%
Fall 2012-2013	16.5	42.3%	0.0	0.0%	22.5	57.7%
Spring 2012-2013	11.0	36.1%	0.0	0.0%	19.5	63.9%
Summer 2012-2013	0.0	0.0%	0.0	0.0%	0.0	0.0%
2012-2013 Total	27.5	39.6%	0.0	0.0%	42.0	60.4%
Fall 2013-2014	15.5	39.7%	0.0	0.0%	23.5	60.3%
Spring 2013-2014	15.0	44.8%	0.0	0.0%	18.5	55.2%
Summer 2013-2014	3.0	100.0%	0.0	0.0%	0.0	0.0%
2013-2014 Total	33.5	44.4%	0.0	0.0%	42.0	55.6%
Fall 2014-2015	14.0	35.9%	0.0	0.0%	25.0	64.1%
Spring 2014-2015	8.5	22.7%	0.0	0.0%	29.0	77.3%
Summer 2014-2015	0.0	0.0%	0.0	0.0%	3.0	100.0%
2014-2015 Total	22.5	28.3%	0.0	0.0%	57.0	71.7%

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).

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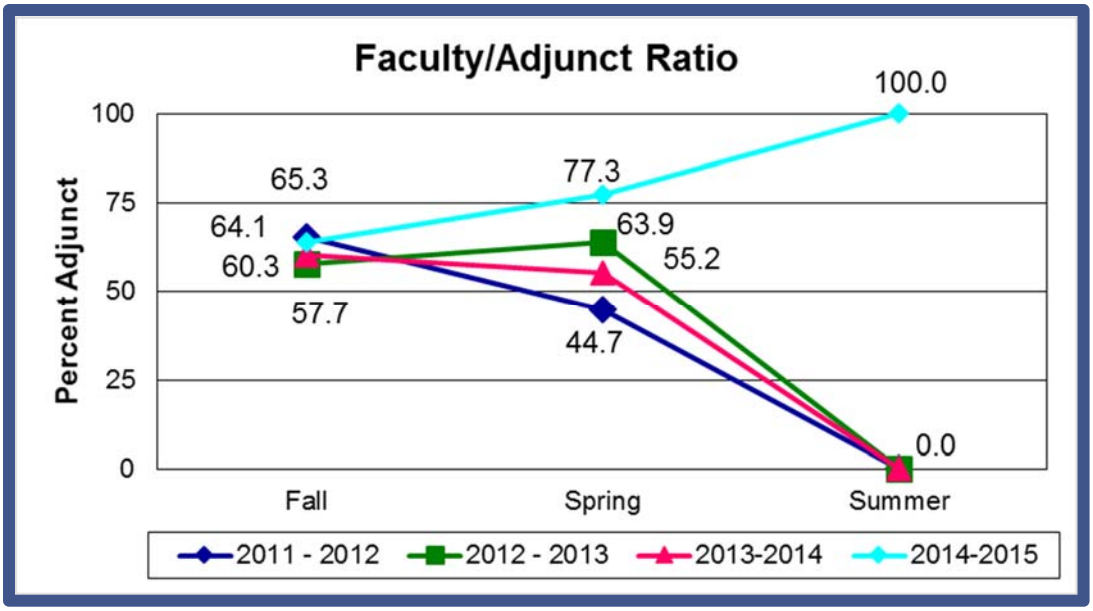

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).

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Faculty/Adjunct Ratio—EXCP ED

Equated Credit Hours by Faculty Classification

	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2011-2012	23.5	73.4%	0.0	0.0%	8.5	26.6%
Spring 2011-2012	16.0	50.8%	0.0	0.0%	15.5	49.2%
Summer 2011-2012	18.3	90.1%	0.0	0.0%	2.0	9.9%
2011-2012 Total	57.8	69.0%	0.0	0.0%	26.0	31.0%
Fall 2012-2013	25.5	67.1%	0.0	0.0%	12.5	32.9%
Spring 2012-2013	17.0	43.0%	0.0	0.0%	22.5	57.0%
Summer 2012-2013	20.5	91.1%	0.0	0.0%	2.0	8.9%
2012-2013 Total	63.0	63.0%	0.0	0.0%	37.0	37.0%
Fall 2013-2014	23.0	69.7%	0.0	0.0%	10.0	30.3%
Spring 2013-2014	24.0	68.6%	0.0	0.0%	11.0	31.4%
Summer 2013-2014	19.0	90.5%	0.0	0.0%	2.0	9.5%
2013-2014 Total	66.0	74.2%	0.0	0.0%	23.0	25.8%
Fall 2014-2015	15.0	66.7%	0.0	0.0%	7.5	33.3%
Spring 2014-2015	17.0	57.6%	0.0	0.0%	12.5	42.4%
Summer 2014-2015	17.0	68.0%	0.0	0.0%	8.0	32.0%
2014-2015 Total	49.0	63.6%	0.0	0.0%	28.0	36.4%

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).

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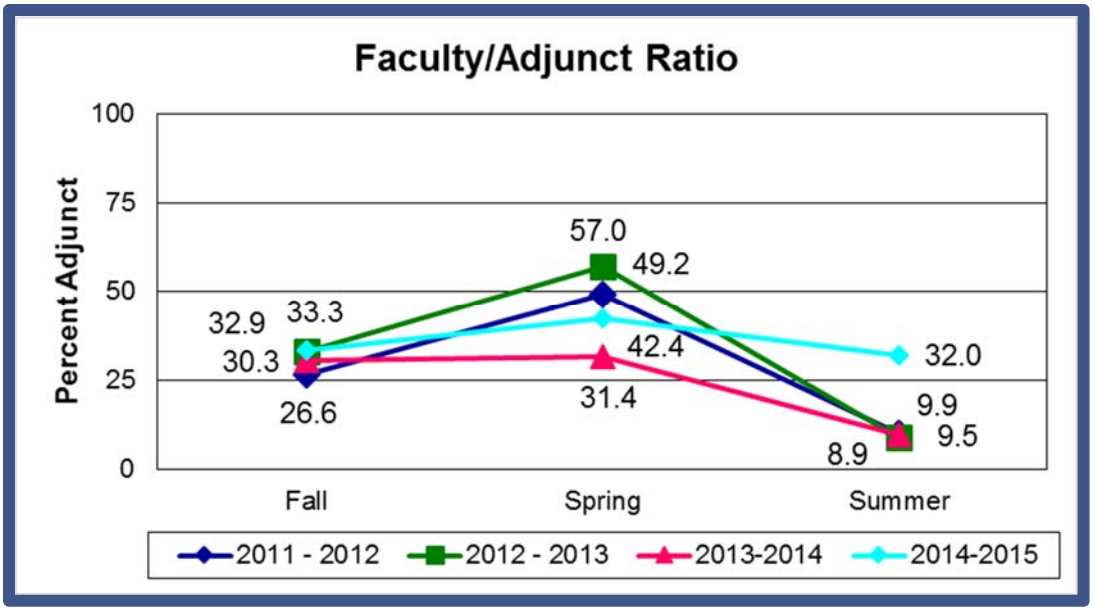

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).

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Faculty/Adjunct Ratio-MATH ED

Equated Credit Hours by Faculty Classification

	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2011-2012	12.5	48.3%	0.0	0.0%	13.4	51.7%
Spring 2011-2012	10.3	62.4%	0.0	0.0%	6.2	37.6%
Summer 2011-2012	8.0	100.0%	0.0	0.0%	0.0	0.0%
2011-2012 Total	30.8	61.1%	0.0	0.0%	19.6	38.9%
Fall 2012-2013	12.0	60.0%	0.0	0.0%	8.0	40.0%
Spring 2012-2013	5.0	34.0%	0.0	0.0%	9.7	66.0%
Summer 2012-2013	8.0	100.0%	0.0	0.0%	0.0	0.0%
2012-2013 Total	25.0	58.5%	0.0	0.0%	17.7	41.5%
Fall 2013-2014	12.2	67.0%	0.0	0.0%	6.0	33.0%
Spring 2013-2014	9.6	57.5%	0.0	0.0%	7.1	42.5%
Summer 2013-2014	8.0	100.0%	0.0	0.0%	0.0	0.0%
2013-2014 Total	29.8	69.5%	0.0	0.0%	13.1	30.5%
Fall 2014-2015	11.0	51.6%	0.0	0.0%	10.3	48.4%
Spring 2014-2015	12.0	74.5%	0.0	0.0%	4.1	25.5%
Summer 2014-2015	5.0	62.5%	0.0	0.0%	3.0	37.5%
2014-2015 Total	28.0	61.7%	0.0	0.0%	17.4	38.3%

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).

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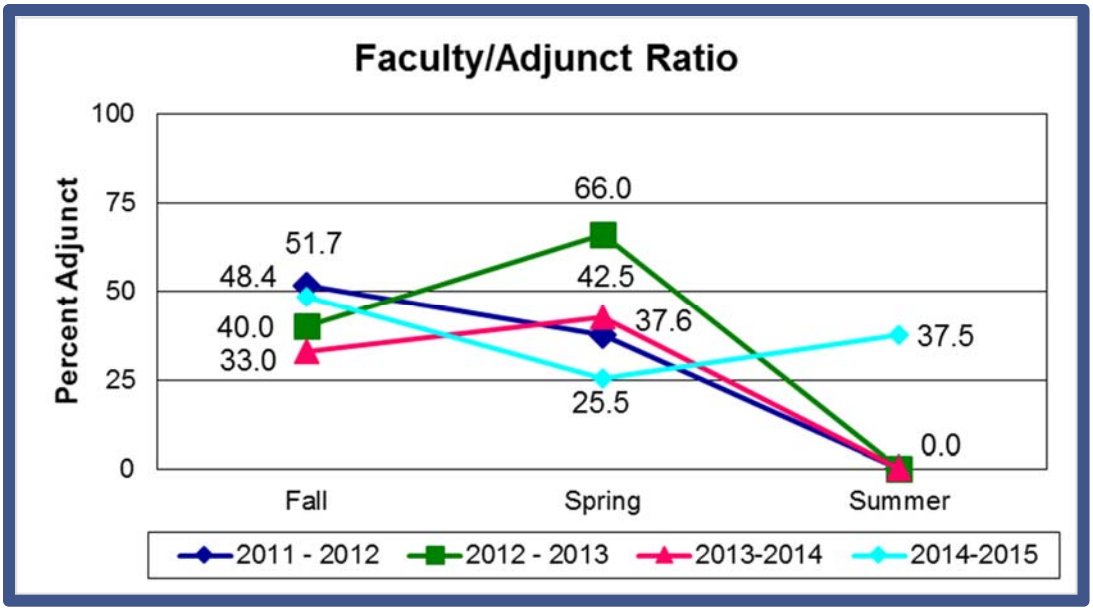

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).

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Faculty/Adjunct Ratio-SCI ED

Equated Credit Hours by Faculty Classification

	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2011-2012	15.5	100.0%	0.0	0.0%	0.0	0.0%
Spring 2011-2012	12.1	90.3%	0.0	0.0%	1.3	9.7%
Summer 2011-2012	3.0	100.0%	0.0	0.0%	0.0	0.0%
2011-2012 Total	30.6	95.9%	0.0	0.0%	1.3	4.1%
Fall 2012-2013	7.5	54.7%	0.0	0.0%	6.2	45.3%
Spring 2012-2013	6.0	88.2%	0.0	0.0%	0.8	11.8%
Summer 2012-2013	0.0	0.0%	0.0	0.0%	0.0	0.0%
2012-2013 Total	13.5	65.9%	0.0	0.0%	7.0	34.1%
Fall 2013-2014	2.5	28.1%	0.0	0.0%	6.4	71.9%
Spring 2013-2014	0.0	0.0%	0.0	0.0%	8.1	100.0%
Summer 2013-2014	0.0	0.0%	0.0	0.0%	0.0	0.0%
2013-2014 Total	2.5	14.7%	0.0	0.0%	14.5	85.3%
Fall 2014-2015	3.0	20.7%	0.0	0.0%	11.5	79.3%
Spring 2014-2015	2.0	28.2%	0.0	0.0%	5.1	71.8%
Summer 2014-2015	3.0	100.0%	0.0	0.0%	0.0	0.0%
2014-2015 Total	8.0	32.5%	0.0	0.0%	16.6	67.5%

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).

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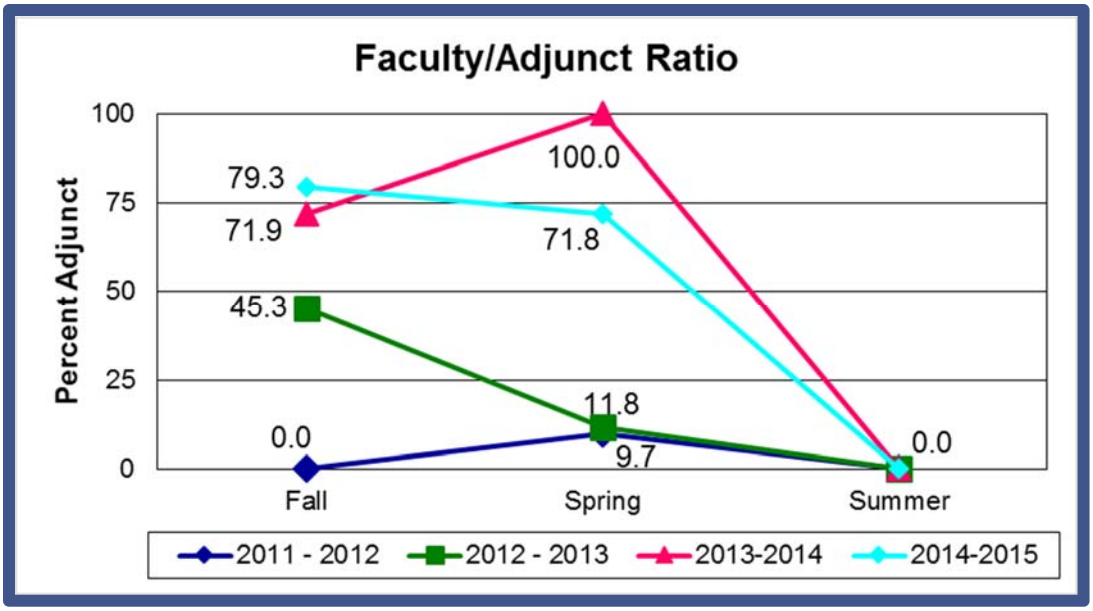

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).

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Occupation Profile

College of Education - BS
2015-16 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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Occupation Descriptions

No occupation description was available for Teachers and instructors, all other (253099) on the DEO website.

The occupation description for Teacher assistants (259041) used by DEO is shown below:

> *Perform duties that are instructional in nature or deliver direct services to students parents. Serve in a position for which a teacher or another professional has ultimate responsibility for the design and implementation of educational programs and services.*

The occupation description for Preschool teachers, except special education (252011) used by DEO is shown below:

> *Instruct children (normally up to 5 years of age) in activities designated to promote social, physical, and intellectual growth needed for primary school in preschool, day care center, or other child development facility. May be required to hold State certification. Exclude "Child Care Workers" (399011) and "Special Education Teachers" (252041 through 252043).*

The occupation description for Kindergarten teachers, except special education (252012) used by DEO is shown below:

> *Teach elemental natural and social science, personal hygiene, music, art, and literature to children from 4 to 6 years old. Promote physical, mental, and social development. May be required to hold State certification. Exclude "Special Education teachers" (252041 through 252043).*

The occupation description for Elementary school teachers, except special education (252021) used by DEO is shown below:

> *Teach pupils in public or private schools at the elementary level basic academic, social, and other formative skills. Exclude "Special Education Teachers" (252041 through 252043).*

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The occupation description for Special education teachers, middle school (252054) used by DEO is shown below:

> *Teach middle school subjects to educationally and physically handicapped students.*

The occupation description for Special education teachers, secondary school (252054) used by DEO is shown below:

> *Teach secondary school subjects to educationally and physically handicapped students.*

No occupation description was available for Special education teachers, kindergarten, and elementary school (252052) on the DEO website.

No occupation description was available for Special education teachers, preschool (252051) on the DEO website.

The occupation description for Middle school teachers, except special and vocational education (252022) used by DEO is shown below:

> *Teach students in public or private schools in one or more subjects at the middle, intermediate, or junior high level, which falls between elementary and senior high school as defined by applicable State laws and regulations. Exclude "Middle School Vocational Education Teachers" (252023) and "Special Education Teachers" (252041 through 252043)*

The occupation description for Secondary school teachers, except special and vocational education (252031) used by DEO is shown below:

> *Instruct students in secondary public or private schools in one or more subjects at the secondary level, such as English, mathematics, or social studies. May be designated according to subject matter specialty, such as typing instructors, commercial teachers, or English teachers. Exclude "Vocational Education Secondary School Teachers" (252032) and "Special Education Teachers" (252041 through 252043).*

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National, State, and County Trends and Wage Information

The distribution of 2014 wage information for Teachers and instructors, all other; Teacher assistants; Preschool teachers, except special education; Kindergarten teachers, except special education; Elementary school teachers, except special education; Special education teachers, middle school; Special education teachers, secondary school; Special education teachers, kindergarten, and elementary school; Special education teachers, preschool; Middle school teachers, except special and vocational education; and Secondary school teachers, except special and vocational education are located in the tables below.

The mean hourly earnings for Teachers and instructors, all other was $26.52 in Florida and $21.55 in Pinellas County. The mean hourly earnings for Teacher assistants was $14.27 in Florida and $12.99 in Pinellas County. The mean hourly earnings for Preschool teachers, except special education was $12.70 in Florida and $12.21 in Pinellas County. The mean hourly earnings for Kindergarten teachers, except special education was $28.45 in Florida and $26.74 in Pinellas County. The mean hourly earnings for Elementary school teachers, except special education was $29.32 in Florida and $27.04 in Pinellas County. The mean hourly earnings for Special education teachers, middle school was $29.92 in Florida and $25.96 in Pinellas County. The mean hourly earnings for Special education teachers, secondary school was $30.95 in Florida and $27.03 in Pinellas County. The mean hourly earnings for Special education teachers, kindergarten, and elementary school was $30.26 in Florida and $26.99 in Pinellas County. The mean hourly earnings for Special education teachers, preschool was $30.03 in Florida and $27.28 in Pinellas County. The mean hourly earnings for Middle school teachers, except special and vocational education was $29.51 in Florida and $27.61 in Pinellas County. The mean hourly earnings for Secondary school teachers, except special and vocational education was $30.45 in Florida and $27.06 in Pinellas County.

Employment trend information for occupations related to the College of Education – BS are also provided in the tables. An average annual increase in employment for Teachers and instructors, all other (14.9% - 16.8%) is shown for the period between 2014 and 2022, across the state and county. An average annual increase in employment for Teacher assistants (14.7% - 14.9%) is shown for the period between 2014 and 2022, across the state and county. An average annual increase in employment for Preschool

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teachers, except special education (16.0% - 16.5%) is shown for the period between 2014 and 2022, across the state and county. An average annual increase in employment for Kindergarten teachers, except special education (18.8% - 19.0%) is shown for the period between 2014 and 2022, across the state and county. An average annual increase in employment for Elementary school teachers, except special education (18.3% - 18.6%) is shown for the period between 2014 and 2022, across the state and county. An average annual increase in employment for Special education teachers, middle school (21.5% - 21.6%) is shown for the period between 2014 and 2022, across the state and county. An average annual increase in employment for Special education teachers, secondary school (10.6% - 11.1%) is shown for the period between 2014 and 2022, across the state and county. An average annual increase in employment for Special education teachers, kindergarten, and elementary school (21.2% - 21.5%) is shown for the period between 2014 and 2022, across the state and county. An average annual increase in employment for Special education teachers, preschool (21.2% - 21.3%) is shown for the period between 2014 and 2022, across the state and county. An average annual increase in employment for Middle school teachers, except special and vocational education (18.3% - 18.7%) is shown for the period between 2014 and 2022, across the state and county. An average annual increase in employment for Secondary school teachers, except special and vocational education (10.2% - 10.5%) is shown for the period between 2014 and 2022, across the state and county.

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Employment Data

Growth for Teachers and instructors, all other

	Jobs (2014)	% Change (2014-2022)	Mean Earnings
Florida	28,475	14.9%	$26.52/hr
Pinellas County	749	16.8%	$21.55/hr

Source: Florida Department of Economic Opportunity (DEO) http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections

Growth for Teacher assistants

	Jobs (2014)	% Change (2014-2022)	Mean Earnings
Florida	42,118	14.9%	$14.27/hr
Pinellas County	2,213	14.7%	$12.99/hr

Source: Florida Department of Economic Opportunity (DEO) http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections

Growth for Preschool teachers, except special education

	Jobs (2014)	% Change (2014-2022)	Mean Earnings
Florida	24,522	16.0%	$12.70/hr
Pinellas County	1,521	16.5%	$12.21/hr

Source: Florida Department of Economic Opportunity (DEO) http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections

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Growth for Kindergarten teachers, except special education

	Jobs (2014)	% Change (2014-2022)	Mean Earnings
Florida	11,174	19.0%	$28.45/hr
Pinellas County	400	18.8%	$26.74/hr

Source: Florida Department of Economic Opportunity (DEO) http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections

Growth for Elementary school teachers, except special education

	Jobs (2014)	% Change (2014-2022)	Mean Earnings
Florida	68,773	18.6%	$29.32/hr
Pinellas County	2,904	18.3%	$27.04/hr

Source: Florida Department of Economic Opportunity (DEO) http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections

Growth for Special education teachers, middle school

	Jobs (2014)	% Change (2014-2022)	Mean Earnings
Florida	3,159	21.5%	$29.92/hr
Pinellas County	148	21.6%	$25.96/hr

Source: Florida Department of Economic Opportunity (DEO) http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections

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Growth for Special education teachers, secondary school

	Jobs (2014)	% Change (2014-2022)	Mean Earnings
Florida	3,134	10.6%	$30.95/hr
Pinellas County	135	11.1%	$27.03/hr

Source: Florida Department of Economic Opportunity (DEO) http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections

Growth for Special education teachers, kindergarten, and elementary school

	Jobs (2014)	% Change (2014-2022)	Mean Earnings
Florida	7,892	21.5%	$30.26/hr
Pinellas County	396	21.2%	$26.99/hr

Source: Florida Department of Economic Opportunity (DEO) http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections

Growth for Special education teachers, preschool

	Jobs (2014)	% Change (2014-2022)	Mean Earnings
Florida	1,527	21.2%	$30.03/hr
Pinellas County	80	21.3%	$27.28/hr

Source: Florida Department of Economic Opportunity (DEO) http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections

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Growth for Middle school teachers, except special and vocational education

	Jobs (2014)	% Change (2014-2022)	Mean Earnings
Florida	31,005	18.7%	$29.51/hr
Pinellas County	1,282	18.3%	$27.61/hr

Source: Florida Department of Economic Opportunity (DEO) http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections

Growth for Secondary school teachers, except special and vocational education

	Jobs (2014)	% Change (2014-2022)	Mean Earnings
Florida	41,052	10.5%	$30.45/hr
Pinellas County	1,586	10.2%	$27.06/hr

Source: Florida Department of Economic Opportunity (DEO) http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections

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Major Employers

Graduates of SPC's College of Education – BS programs are employed in various areas related to their field. The Pinellas County School District is the largest employer of our graduates. The Pinellas County School District employs around 67% of our employed completers. Other major employers for our graduates include Hillsborough County Public Schools (16%) and Pasco County School district (12%). Smaller percentages of our completers are employed in many other counties across the state.

Major Employers

Employers of College of Education - BS Graduates
Academie Da Vinci Charter School
Bear Creek Elementary School
Belleair Elementary School
Boca Ciega High School
Calvin A. Hunsinger School
Dunedin High School
Dunedin Highland Middle School
Hillsborough County Public Schools
Largo Middle School
Mildred Helms Elementary School
Osceola Middle School
Pasco County School District
Pinellas County School District

Source: Recent Alumni Survey reports and program administrator records

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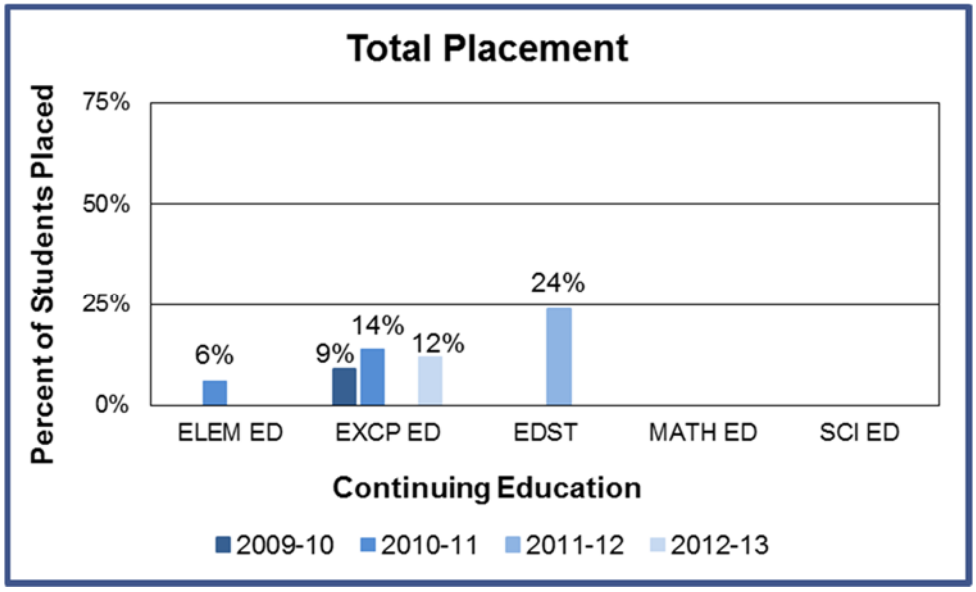
2014-15 Placement Data



College of Education					
	ELEM ED	EXCP ED	EDST	MATH ED	SCI ED
2009-10		9%			
2010-11	6%	14%			
2011-12			24%		
2012-13		12%			

Source: FL Dept. of Education, Smart Choices web portal

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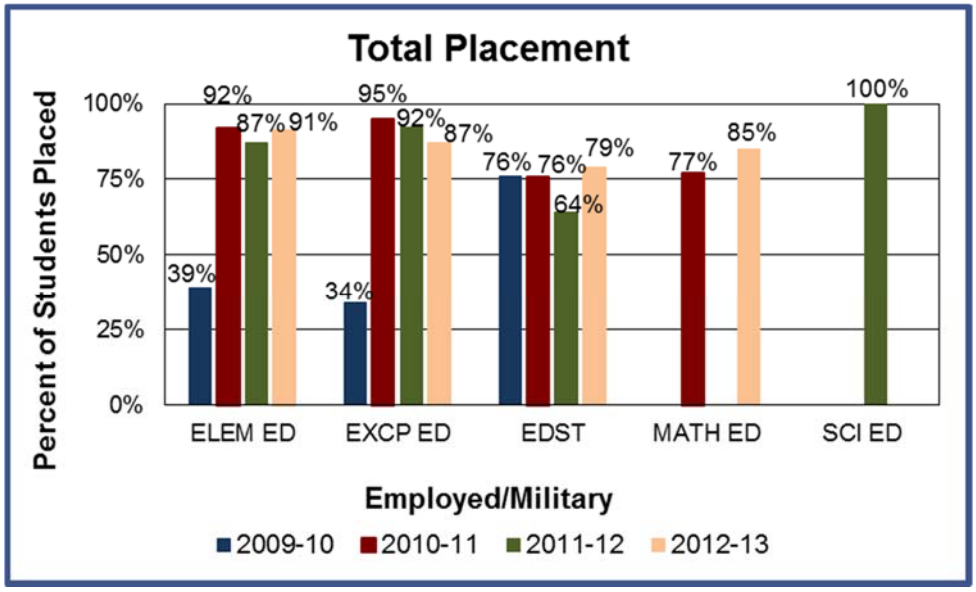

College of Education					
	ELEM ED	EXCP ED	EDST	MATH ED	SCI ED
2009-10	39%	34%	76%		
2010-11	92%	95%	76%	77%	
2011-12	87%	92%	64%		100%
2012-13	91%	87%	79%	85%	

Source: FL Dept. of Education, Smart Choices web portal

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Academics

College of Education - BS
2015-16 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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Educational Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AAS/AS/BS/BAS program every three years to evaluate the quality of the program's educational outcomes. The Educational Studies– BS program was evaluated through an Academic Program Assessment Report (APAR).

Each of the Program Learning Outcomes (PLOs) was evaluated during the 2012-13 assessment. Both of the PLOs are listed below:

1. Graduates will be able to further organizational decision making by creating research supported communications.
2. Graduates will be able to connect historical and policy developments to practice in educational setting at the global level.

Means of Assessment

The purpose of the End of Program assessment is to make summative interpretations for program improvement.

The Educational Studies (BS) program used the results of a faculty-developed rubric to assess the senior capstone project. The criteria for success stated that students should attain a mean score equal to or greater than 2.0 (out of three) on the capstone project.

Data were collected during Fall 2012 and Spring 2013. The students whom were assessed achieved a mean score equal to or greater than 2.0 on both PLOs and met the criteria for success.

The 2012-13 follow-up report was completed in July 2014. Though the overall outcomes assessment scores met the criteria for success, faculty decided to review the program learning outcomes and consider revisions and additions to the existing outcomes. The results were published in the 2012-13 follow-up report. The next assessment report is scheduled to be completed during the 2015-16 academic year.

For the complete 2012-13 Educational Studies Program Assessment Report, please see Appendix B.

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Educational Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AAS/AS/BS/BAS program every three years to evaluate the quality of the program's educational outcomes. The Elementary K-6 – BS program was evaluated through an Academic Program Assessment Report (APAR).

Each of the Program Learning Outcomes (PLOs) was evaluated during the 2012-13 assessment. Each of the five PLOs is listed below:

1. Demonstrate language arts and reading subarea competencies.
2. Demonstrate social science competencies.
3. Demonstrate competencies in music, visual arts, physical education, and Health.
4. Demonstrate science and technology competencies.
5. Demonstrate mathematics competencies.

Means of Assessment

The purpose of the End of Program assessment is to make summative interpretations for program improvement.

The Elementary K-6 (BS) program used the results of the Florida Subject Area Competencies (FSAC) Elementary Education K-6 examination. The criteria for success stated that students should attain a mean score that exceeds or falls narrowly below the state average and exceeds the overall required exam score.

Data were collected during Spring 2011, 2012, and 2013. The students whom were assessed achieved a mean score that exceeded or fell narrowly below the state average and exceeded the overall required exam score on four of the five PLOs and met the criteria for success.

The 2012-13 follow-up report was completed in July 2014. All of the action items were successfully completed, and the results published in the 2012-13 follow-up report. The next assessment report is scheduled to be completed during the 2015-16 academic year.

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For the complete 2012-13 Elementary K-6 Program Assessment Report, please see Appendix B.

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Educational Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AAS/AS/BS/BAS program every three years to evaluate the quality of the program's educational outcomes. The Exceptional Student K-12 – BS program was evaluated through an Academic Program Assessment Report (APAR).

Each of the Program Learning Outcomes (PLOs) was evaluated during the 2012-13 assessment. Each of the seven PLOs is listed below:

1. Demonstrate knowledge of foundations of exceptional student education.
2. Demonstrate knowledge of assessment and evaluation.
3. Demonstrate knowledge of instructional practices in exceptional student education.
4. Demonstrate knowledge of assessing, designing, and implementing positive behavioral supports.
5. Demonstrate knowledge of language development, reading, and communication skills.
6. Demonstrate knowledge of skills related to teaching interpersonal interactions and participation.
7. Demonstrate knowledge of the transition process.

Means of Assessment

The purpose of the End of Program assessment is to make summative interpretations for program improvement.

The Exceptional Student K-12 (BS) program used the results of the Florida Subject Area Competencies (FSAC) Exceptional Student Education K-12 examination. The criteria for success stated that students should attain a mean score that exceeds or falls narrowly below the state average and exceeds the overall required exam score.

Data were collected during Spring 2011, 2012, and 2013. The students whom were assessed achieved a mean score that exceeded or fell narrowly below the state average and exceeded the overall required exam score on all seven PLOs and met the criteria for success.

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The 2012-13 follow-up report was completed in July 2014. All of the action items were successfully completed, and the results published in the 2012-13 follow-up report. The next assessment report is scheduled to be completed during the 2015-16 academic year.

For the complete 2012-13 Exceptional Student K-12 Program Assessment Report, please see Appendix B.

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Educational Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AAS/AS/BS/BAS program every three years to evaluate the quality of the program's educational outcomes. The Math 6-12 – BS program was evaluated through an Academic Program Assessment Report (APAR).

Each of the Program Learning Outcomes (PLOs) was evaluated during the 2012-13 assessment. Each of the fifteen PLOs is listed below:

1. Demonstrate knowledge of algebra.
2. Demonstrate knowledge of functions.
3. Demonstrate knowledge of geometry from a synthetic perspective.
4. Demonstrate knowledge of geometry from an algebraic perspective.
5. Demonstrate knowledge of trigonometry.
6. Demonstrate knowledge of statistics.
7. Demonstrate knowledge of probability.
8. Demonstrate knowledge of discrete mathematics.
9. Demonstrate knowledge of calculus.
10. Demonstrate knowledge of number sense and mathematical structure.
11. Demonstrate knowledge of mathematics as communication.
12. Demonstrate knowledge of mathematics as reasoning.
13. Demonstrate knowledge of mathematical connections.
14. Demonstrate knowledge of instruction.
15. Demonstrate knowledge of assessment.

Means of Assessment

The purpose of the End of Program assessment is to make summative interpretations for program improvement.

The Math 6-12 (BS) program used the results of the Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination. The criteria for success stated that students should attain a mean score that exceeds or falls narrowly below the state average.

Data were collected during January 1, 2009 to May 31, 2013. The students whom were assessed achieved a mean score that exceeded or fell narrowly

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below the state average on thirteen of the fifteen PLOs and met the criteria for success.

The 2012-13 follow-up report was completed in July 2014. All of the action items were successfully completed, and the results published in the 2012-13 follow-up report. The next assessment report is scheduled to be completed during the 2015-16 academic year.

For the complete 2012-13 Math 6-12 Program Assessment Report, please see Appendix B.

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Educational Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AAS/AS/BS/BAS program every three years to evaluate the quality of the program's educational outcomes. The Biology 6-12 – BS program was evaluated through an Academic Program Assessment Report (APAR).

Each of the Program Learning Outcomes (PLOs) was evaluated during the 2012-13 assessment. Each of the ten PLOs is listed below:

1. Demonstrate knowledge of the investigative processes of science.
2. Demonstrate knowledge of the interactions between science, technology, and society.
3. Demonstrate knowledge of the chemical processes of living things.
4. Demonstrate knowledge of the interactions between cell structure and cell function.
5. Demonstrate knowledge of genetic principles, processes, and applications.
6. Demonstrate knowledge of the structural and functional diversity of viruses and prokaryotic organisms.
7. Demonstrate knowledge of the structural and functional diversity of protists, fungi, and plants.
8. Demonstrate knowledge of the structural and functional diversity of animals.
9. Demonstrate knowledge of ecological principles and processes.
10. Demonstrate knowledge of evolutionary mechanisms.

Means of Assessment

The purpose of the End of Program assessment is to make summative interpretations for program improvement.

The Biology 6-12 (BS) program used the results of the Florida Subject Area Competencies (FSAC) Biology 6-12 examination. The criteria for success stated that students should attain a mean score that exceeds or falls narrowly below the state average.

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Data were collected during January 1, 2009 to May 31, 2013. The students whom were assessed achieved a mean score that exceeded or fell narrowly below the state average on all ten PLOs and met the criteria for success.

The 2012-13 follow-up report was completed in July 2014. All of the action items were successfully completed, and the results published in the 2012-13 follow-up report. The next assessment report is scheduled to be completed during the 2015-16 academic year.

For the complete 2012-13 Biology 6-12 Program Assessment Report, please see Appendix B.

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Stakeholder Perceptions

College of Education - BS
2015-16 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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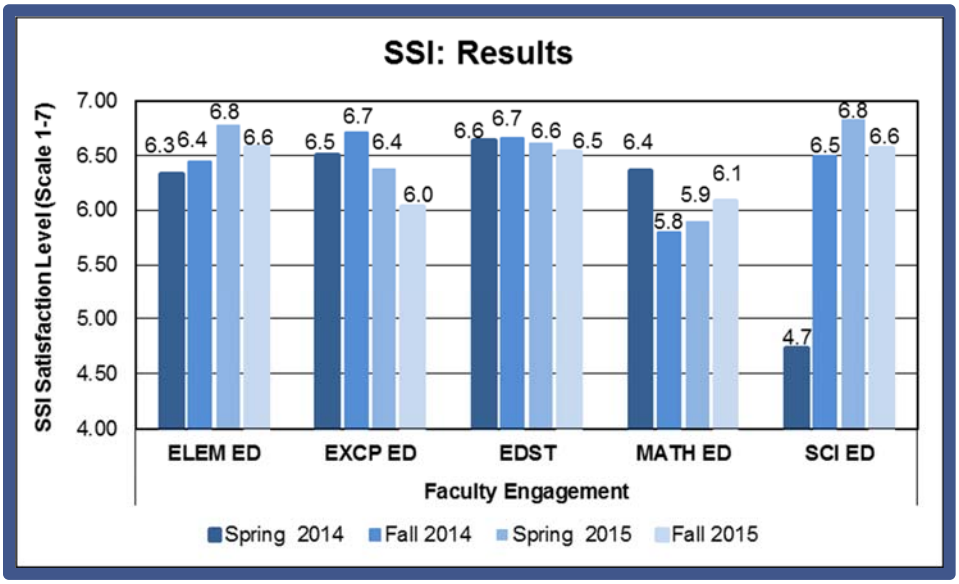
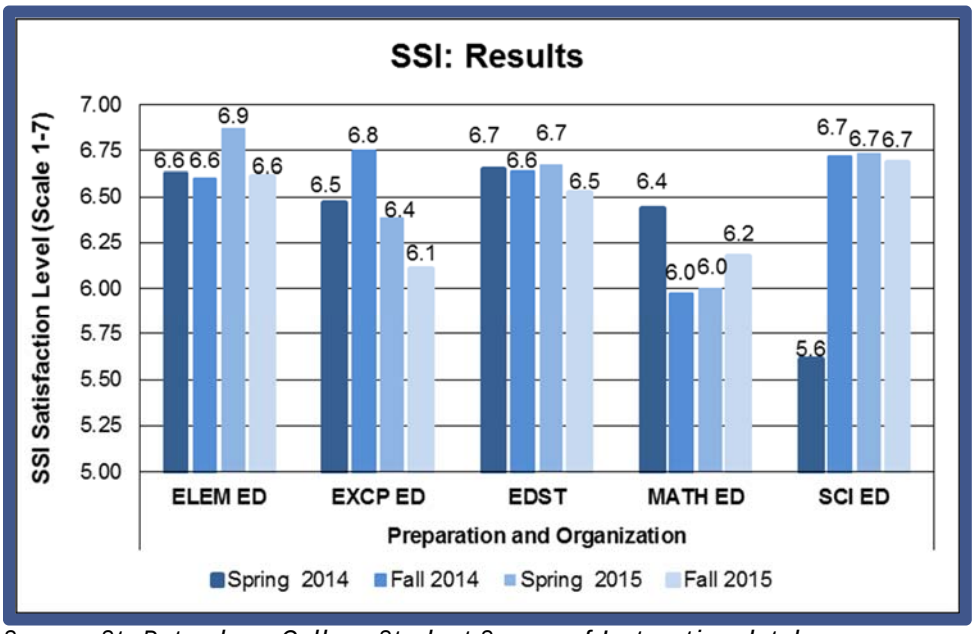
Student Survey of Instruction (SSI)



Source: St. Petersburg College Student Survey of Instruction database



Source: St. Petersburg College Student Survey of Instruction database

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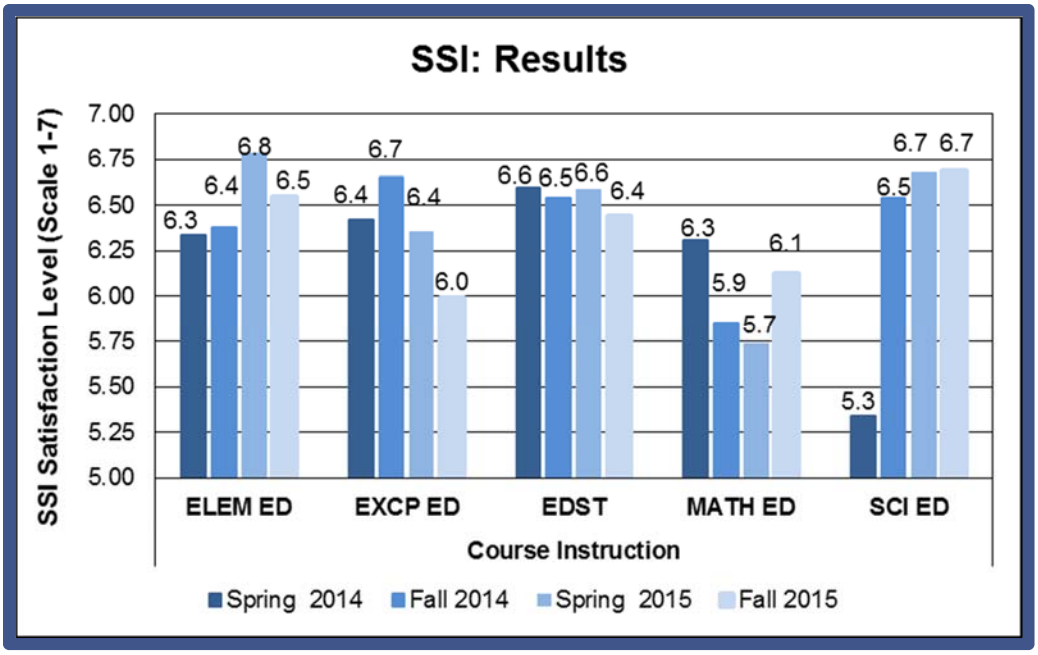

Source: St. Petersburg College Student Survey of Instruction database

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St. Petersburg College SPC

College of Education

2014-15 Alumni Survey Report

Survey of 2013-14 Graduates

- *B.S. Degree: Educational Studies, Elementary Education, Elementary Education With Infused ESOL and Reading Endorsements, Exceptional Student Education, Exceptional Student Education With Infused ESOL and Reading Endorsements, Middle Grades Mathematics Education, Middle Grades General Science Education, Secondary Mathematics Education, Secondary Science Education—Biology*

Alumni Survey Information

Graduates are sent one survey to complete, even in cases where they may have earned multiple degrees within the same year. In these cases, the reported number of surveys sent and responses received are counted once per degree or certificate awarded to the student.

One-hundred and seventy-two Alumni Surveys were provided to the 2013-14 graduates of the College of Education program. Responses were received from 26 B.S. graduates.

Fifteen percent (26/172) of the graduates surveyed responded to the survey. After receiving employment information from the state, 102 employer surveys were sent out. Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 87.5% (21/24) of recent graduate survey respondents, who were employed, were employed full-time.
- 95.7% (22/23) of recent graduate survey respondents had a current position related to their studies.
- 45.8% (11/24) of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *"Obtain employment"*; 20.8% (5/24) *"Continue my education"*; 16.7% (4/24) *"Change career fields"*; 8.3% (2/24) *"Meet certification/training needs"*; 4.2% (1/24) *"Earn more money"*; and 4.2% (1/24) *"Get a promotion"*.
- 80.8% (21/26) of recent graduate survey respondents indicated that their SPC degree allowed them to *"Obtain employment"*; 30.8% (8/26) *"Earn more money"*; 30.8% (8/26) *"Meet certification/training needs"*; 19.2% (5/26) *"Change career fields"*; 19.2% (5/26) *"Continue my education"*; and 7.7% (2/26) *"Get a promotion"*. [Note: The total may exceed 100% as this question allows multiple responses]
- 38.5% (10/26) of recent graduate survey respondents indicated that SPC did "*Exceptionally well"* in helping them meet their goal; 46.2% (12/26) *"Very well"*; 11.5% (3/26) *"Adequately"*; and 3.8% (1/26) *"Poorly"*.

- 56.5% (13/23) of recent graduate survey respondents indicated that they earned $15.00-$19.99 per hour ($31,000-$41,999 annually); 30.4% (7/23) earned $20.00-$24.99 per hour ($42,000-$51,999 annually); 8.7% (2/23) earned $10.00-$14.99 per hour ($21,000-$30,999 annually); and 4.3% (1/23) earned less than $10.00 an hour (less than $21,000 annually).
- 12.0% (3/25) of recent graduate survey respondents indicated they are continuing their education.
- 96.0% (24/25) of recent graduate survey respondents would recommend SPC's College of Education program to another.
- 31.8% (7/22) of recent graduate survey respondents indicated they were *"Highly effective"* in positively impacting K-12 student learning gains; 59.1% (13/22) *"Effective"*; and 9.1% (2/22) *"Somewhat effective*".
- 90.5% (19/21) of recent graduate survey respondents expect to continue their career as a teacher.
- 65.2% (15/23) of recent graduate survey respondents indicated they were employed in the Pinellas school district; 17.4% (4/23) the Pasco school district; and 17.4% (4/23) another school district.
- 47.8% (11/23) of recent graduate survey respondents indicated they would rate the effectiveness of SPC's teacher preparation program as being *"Highly effective"*; 43.5% (10/23) *"Effective"*; and 8.7% (2/23) *"Somewhat effective*".
- An evaluation of College of Education graduates' general education outcomes is displayed in Table 1. Graduates indicated high levels of satisfaction with their college preparation in the area of general education outcomes. Six outcomes received mean scores between 4.5 and 4.6, seventeen received mean scores between 4.0 and 4.4, and two received mean scores between 3.8 and 3.9.

Table 1
College Preparation Ratings for Recent College of Education Program Graduates

General Education Outcomes (Five point rating scale with five being the highest)	*Item Ratings*		
	N	*Mean*	*SD*
Communicating clearly and effectively with others through:			
Speaking	24	4.5	0.6
Listening	24	4.3	0.7
Reading	24	4.4	0.6
Writing	24	4.4	0.6
Your use of mathematical and computational skills:			
Comfortable with mathematical calculations	24	3.9	0.9
Using computational skills appropriately	24	4.0	0.8
Accurately interpreting mathematical data	24	4.0	0.9

General Education Outcomes (Five point rating scale with five being the highest)	Item Ratings		
	N	Mean	SD
Using the following forms of technology:			
Email	24	4.5	0.6
Word Processing	24	4.6	0.6
Spreadsheets	24	4.0	0.9
Databases	24	3.8	0.8
Internet Research	24	4.2	0.7
Thinking logically and critically to solve problems:			
Gathering and assessing relevant information	24	4.3	0.7
Inquiring about and interpreting information	24	4.3	0.6
Organizing and evaluating information	24	4.3	0.6
Analyzing and explaining information to others	24	4.2	0.7
Using information to solve problems	24	4.3	0.6
Working effectively with others in a variety of settings:			
Participating as a team player (e.g., group projects)	24	4.5	0.6
Working well with individuals from diverse backgrounds	24	4.5	0.7
Using ethical courses of action	24	4.5	0.7
Demonstrating leadership skills	24	4.4	0.6
Appreciating the importance of lifelong learning:			
Showing an interest in career development	24	4.4	0.7
Being open to new ideas and challenges	24	4.4	0.7
Willingness to take on new responsibilities	24	4.4	0.7
Pursuing additional educational opportunities	24	4.3	0.7

- An evaluation of College of Education graduates' College of Education preparation regarding student subgroups is displayed in Table 2. Graduates indicated satisfaction with their preparation in the area of student subgroups. One outcome received a mean score of 3.5, five received mean scores between 3.0 and 3.4, and one received a mean score of 2.9.
- An evaluation of College of Education graduates' College of Education preparation regarding teaching duties is displayed in Table 3. Graduates indicated high levels of satisfaction with their preparation in the area of teaching duties. Four outcomes received mean scores between 3.5 and 3.7.
- An evaluation of College of Education graduates' *Florida Educators Accomplished Practices (FEAP)* outcomes is displayed in Table 4. Graduates indicated high levels of satisfaction with their preparation in the area of FEAPs.

One outcome received a mean score of 3.5, and five received mean scores between 3.2 and 3.4.

Table 2
Student Subgroup Preparation Ratings for Recent College of Education Program Graduates

Level of Preparedness: Student Subgroups (Four point rating scale with four being the highest)	*Item Ratings*		
	N	*Mean*	*SD*
Low Socio-Economic Status	22	3.3	0.6
Students with Physical Disabilities	21	2.9	0.70
Students with Cognitive/Emotional Disabilities	21	3.0	0.70
English Language Learners	21	3.3	0.70
White Students	22	3.5	0.60
African-American Students	22	3.4	0.60
Hispanic Students	22	3.3	0.60

Table 3
Teaching Duties Preparation Ratings for Recent College of Education Program Graduates

Level of Preparedness: Teaching Duties (Four point rating scale with four being the highest)	*Item Ratings*			
	N	*Mean*	*SD*	*N/A or Teaching Out-of-Field*
Teaching their subject area	20	3.7	0.50	2
Meeting the Reading needs of their students	20	3.7	0.50	2
Meeting the Math needs of their students	20	3.6	0.50	2
Assessing the Learning Gains of their students	21	3.5	0.70	1

Table 4
FEAPs Preparation Ratings for Recent College of Education Program Graduates

Level of Preparedness: FEAPs (Four point rating scale with four being the highest)	*Item Ratings*		
	N	*Mean*	*SD*
Instructional Design and Lesson Planning	23	3.3	0.60
Preparing / Sustaining the Learning Environment	23	3.4	0.60
Instructional Delivery and Facilitation	23	3.3	0.70
Assessment	23	3.2	0.70
Continuous Professional Improvement	23	3.3	0.60
Professional Responsibility and Ethical Conduct	22	3.5	0.60

St. Petersburg College SPC

College of Education

2014-15 Employer Survey Report

Employer Survey of 2013-14 Graduates

Employer Survey Information

Although employers are surveyed one time per graduate, some graduates may have earned multiple awards. Therefore, the number of surveys administered and responses received are reported for each degree or certificate the student was awarded.

One-hundred and two employer surveys were sent out to employers based on the information provided by the state regarding 2013-14 graduates. Fifty-four percent of the employers surveyed responded to the survey (55/102). Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 100.0% (52/52) of employers responding to the survey indicated they would hire another graduate from SPC.
- 75.5% (37/49) of employers responding to the survey had graduate employees who earned $15.00-$19.99 per hour ($31,000-$41,999 annually); 18.4% (9/49) had employees who earned $20.00-$24.99 per hour ($42,000-$51,999 annually); 4.1% (2/49) had employees who earned $25.00 or more per hour ($52,000 or more annually); and 2.0% (1/49) had employees who earned $10.00-$14.99 per hour ($21,000-$30,999 annually).
- 38.5% (20/52) of employers responding to the survey felt that graduates were "*Highly effective*" in positively impacting student learning gains; 48.1% (25/52) "*Effective*"; 11.5% (6/52) "*Somewhat effective*"; and 1.9% (1/52) "*Ineffective*".
- 70.4% (38/54) of employers responding to the survey employed a graduate in Pinellas county; 16.7% (9/54) Hillsborough county; 9.3% (5/54) Pasco county; 1.9% (1/54) Hernando county; and 1.9% (1/54) another district.
- 43.1% (22/51) of employers responding to the survey rated St. Petersburg College's teacher preparation programs as "*Highly effective*" based on the teaching effectiveness and performance of graduates; 47.1% (24/51) "*Effective*"; and 9.8% (5/51) "*Somewhat effective*".
- An employer evaluation of College of Education graduates' general education outcomes is displayed in Table 1. Employers indicated high levels of satisfaction with graduates' general education outcomes. Two outcomes received a mean score of 4.5, twenty-two received mean scores between 4.1 and 4.4, and one received a mean score of 3.9.

Table 1
Employer Competency Ratings for Recent College of Education Graduates

General Education Outcomes (Five point rating scale with five being the highest)	Item Ratings			
	N	Mean	SD	N/A*
Communicate clearly and effectively with others through:				
Speaking	55	4.2	0.8	0
Listening	55	4.3	0.8	0
Reading	55	4.3	0.7	0
Writing	55	4.2	0.8	0
Use mathematical and computational skills:				
Comfortable with mathematical calculations	50	4.3	0.8	5
Uses computational skills appropriately	50	4.3	0.7	5
Accurately interprets mathematical data	51	4.3	0.8	4
Use the following forms of technology:				
E-mail	54	4.5	0.7	0
Word Processing	51	4.4	0.8	3
Spreadsheets	43	4.1	0.9	11
Databases	44	4.1	0.9	10
Internet Research	50	4.4	0.8	3
Think logically and critically to solve problems				
Gathers and assesses relevant information	54	4.2	0.8	0
Inquires and interprets information	54	4.2	0.9	0
Organizes and evaluates information	54	4.1	0.9	0
Analyzes and explains information to others	54	4.1	0.9	0
Uses information to solve problems	54	4.2	0.9	0
Work effectively with others in a variety of settings:				
Participates as team player (e.g., groups projects)	54	4.4	0.9	0
Works well with individuals from diverse backgrounds	54	4.5	0.7	0
Uses ethical courses of action	54	4.4	0.9	0
Demonstrates leadership skills	51	3.9	1.0	2
Appreciate the importance of lifelong learning:				
Shows interest in career development	52	4.1	0.9	1
Open to new ideas and challenges	53	4.4	0.8	0
Willing to take on new responsibilities	52	4.3	0.8	1
Pursues additional educational opportunities	52	4.1	0.9	1

**The survey allowed employers to select N/A if a competency was not applicable for an employee.*

- An employer evaluation of College of Education graduates' level of preparedness for working with student subgroups is displayed in Table 2. Employers indicated high levels of satisfaction with graduates' preparedness. One area received a mean score of 3.5, and six received mean scores between 3.2 and 3.4.
- An employer evaluation of College of Education graduates' level of preparedness for teaching duties is displayed in Table 3. Employers indicated high levels of satisfaction with graduates' preparedness. One area received a mean score of 3.5, and three received mean scores between 3.3 and 3.4.
- An employer evaluation of College of Education graduates' level of preparedness with respect to Florida Educator Accomplished Practices is displayed in Table 4. Employers indicated high levels of satisfaction with graduates' preparedness. One area received a mean score of 3.5, and five received mean scores between 3.2 and 3.3.

Table 2
Level of Preparedness: Working with Student Subgroups ratings for Recent College of Education Graduates

Level of Preparedness: Student Subgroups (Four point rating scale with four being the highest)	*Item Ratings*			
	N	*Mean*	*SD*	*N/A**
Low Socio-Economic Status	54	3.4	0.7	0
Students with Physical Disabilities	42	3.3	0.7	12
Students with Cognitive/Emotional Disabilities	52	3.3	0.9	2
English Language Learners	51	3.2	0.8	3
White Students	53	3.5	0.7	1
African-American Students	54	3.4	0.7	0
Hispanic Students	52	3.4	0.7	1

**The survey allowed employers to select N/A if a competency was not applicable for an employee.*

Table 3
Level of Preparedness: Teaching Duties ratings for Recent College of Education Graduates

Level of Preparedness: Teaching Duties (Four point rating scale with four being the highest)	*Item Ratings*			
	N	*Mean*	*SD*	*N/A**
Teaching their subject area	54	3.5	0.6	0
Meeting the Reading needs of their students	52	3.4	0.7	2
Meeting the Math needs of their students	48	3.4	0.7	6
Assessing the Learning Gains of their students	53	3.3	0.7	1

**The survey allowed employers to select N/A if a competency was not applicable for an employee.*

Table 4
Level of Preparedness: FEAPs ratings for Recent College of Education Graduates

Level of Preparedness: FEAPs (Four point rating scale with four being the highest)	*Item Ratings*			
	N	*Mean*	*SD*	*N/A**
Instructional Design and Lesson Planning	54	3.2	0.8	0
Preparing/Sustaining the Learning Environment	54	3.2	0.8	0
Instructional Delivery and Facilitation	54	3.2	0.7	0
Assessment	54	3.2	0.7	0
Continuous Professional Improvement	54	3.3	0.7	0
Professional Responsibility and Ethical Conduct	54	3.5	0.6	0

**The survey allowed employers to select N/A if a competency was not applicable for an employee.*

LABOR INSIGHT/JOBS

Hi, Magaly

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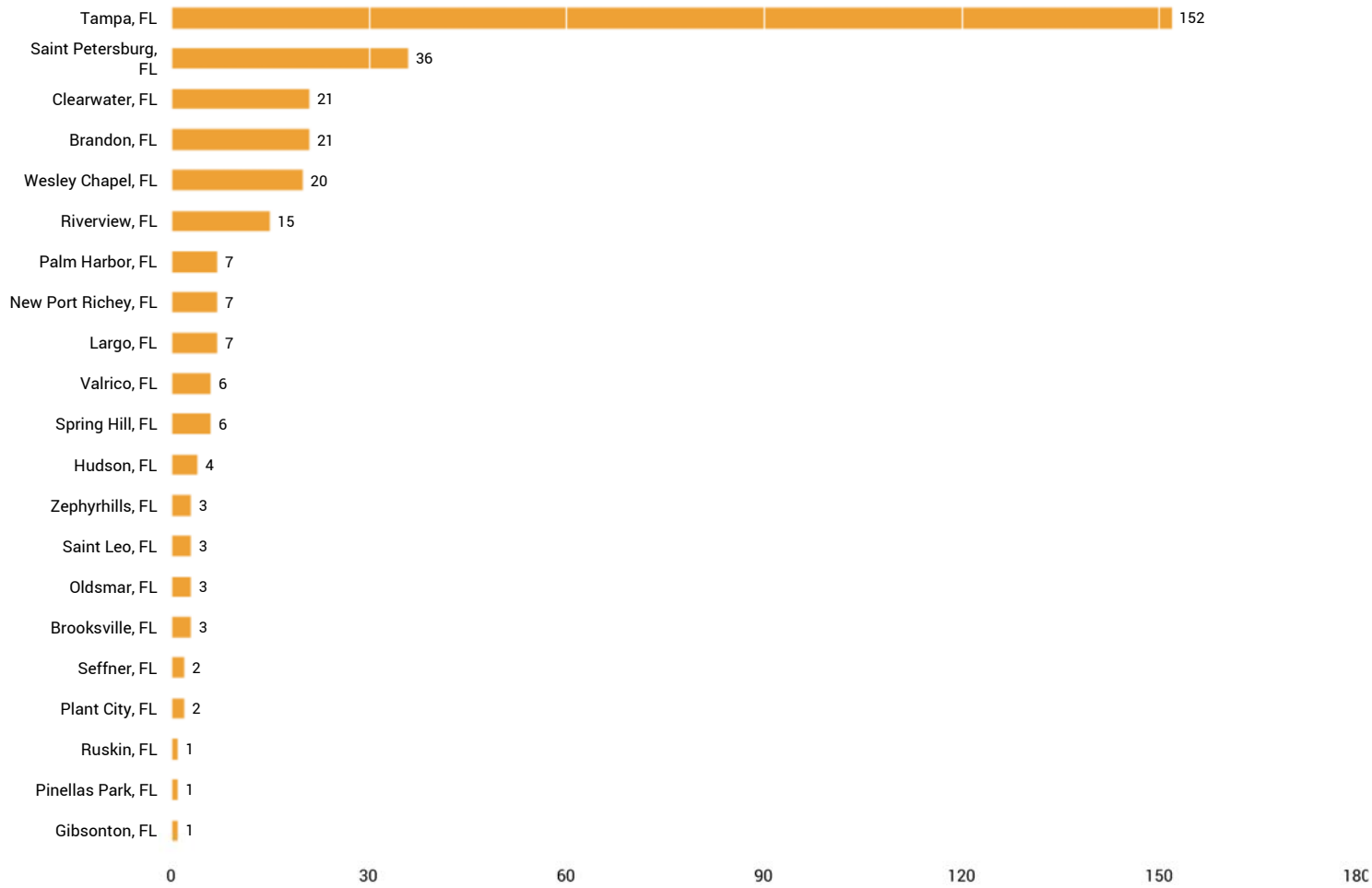
Job Title

Last 60 days AND (*MSA : Tampa-St. Petersburg-Clearwater, FL (Metropolitan Statistical Area)*) AND (*Title with : teacher* OR *Title with : in.*

Top Cities

City | Numbers

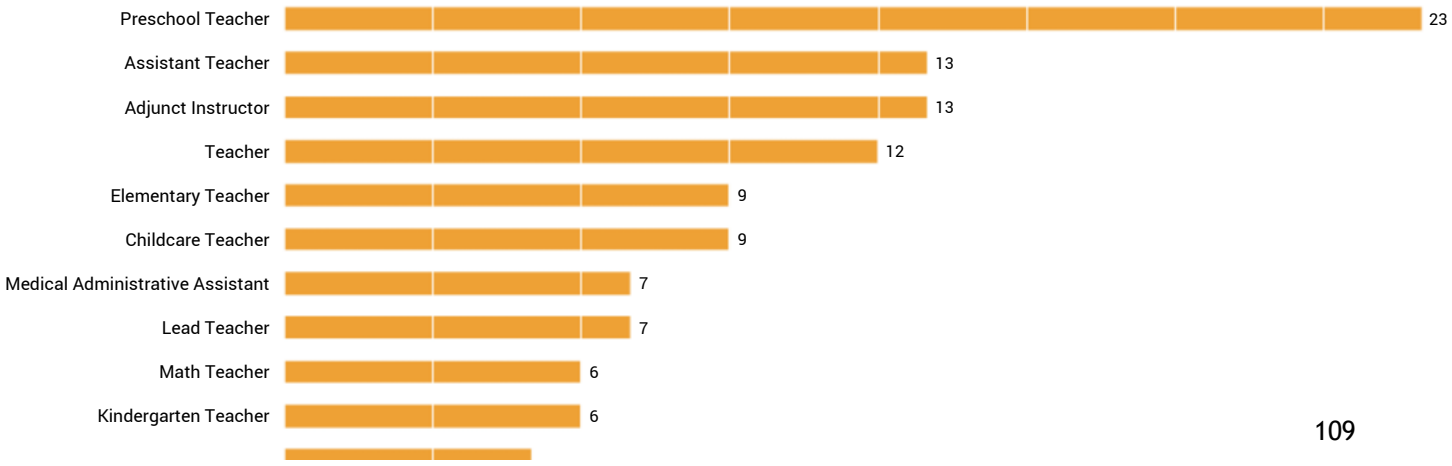
Mar. 26, 2016 - May 24, 2016 (Data not available after May 22, 2016)
There are 321 postings available with the current filters applied.
There are 0 unspecified or unclassified postings.

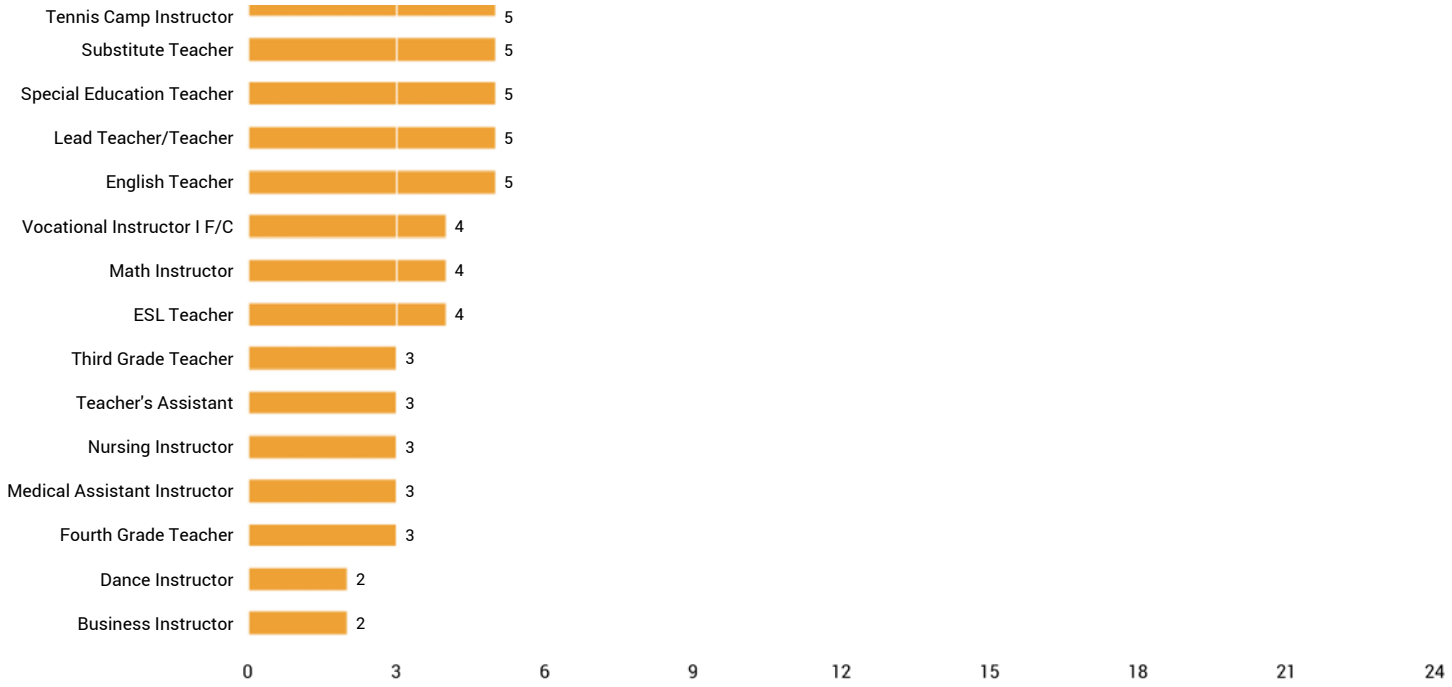


Top Titles

Numbers

Mar. 26, 2016 - May 24, 2016 (Data not available after May 22, 2016)
There are 321 postings available with the current filters applied.
There are 0 unspecified or unclassified postings.




Tennis Camp Instructor 5
Substitute Teacher 5
Special Education Teacher 5
Lead Teacher/Teacher 5
English Teacher 5
Vocational Instructor I F/C 4
Math Instructor 4
ESL Teacher 4
Third Grade Teacher 3
Teacher's Assistant 3
Nursing Instructor 3
Medical Assistant Instructor 3
Fourth Grade Teacher 3
Dance Instructor 2
Business Instructor 2
0
3
6
9
12
15
18
21
24

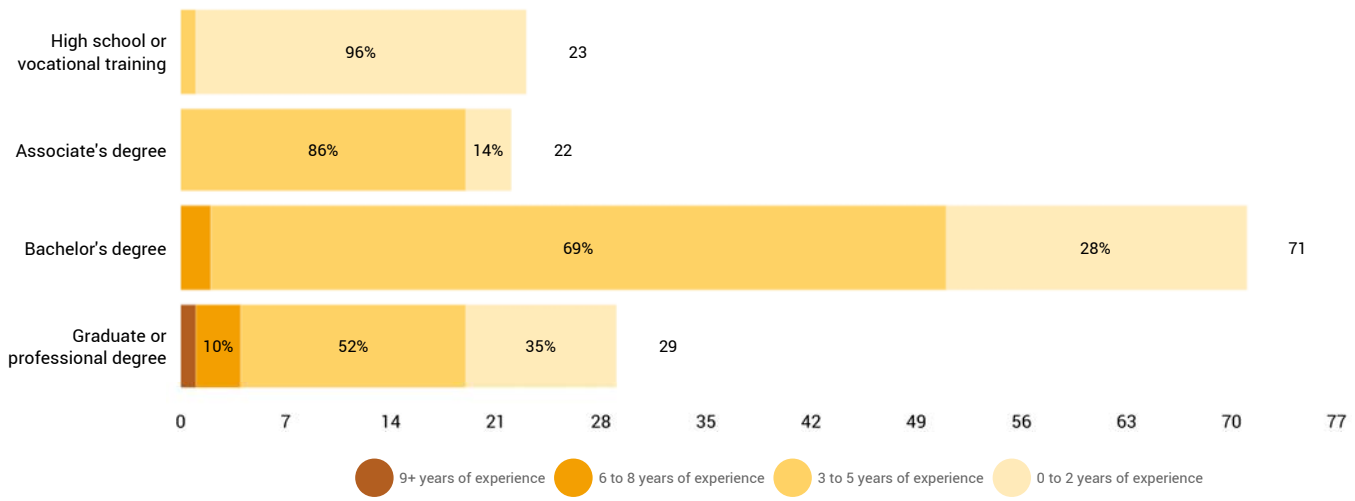
Education and Experience

Note: 66% of records have been excluded because they do not include both a degree level and experience requirements. As a result, the chart below may not be representative of the full sample.

Mar. 26, 2016 - May 24, 2016 (Data not available after May 22, 2016)

There are 321 postings available with the current filters applied.

There are 213 unspecified or unclassified postings.

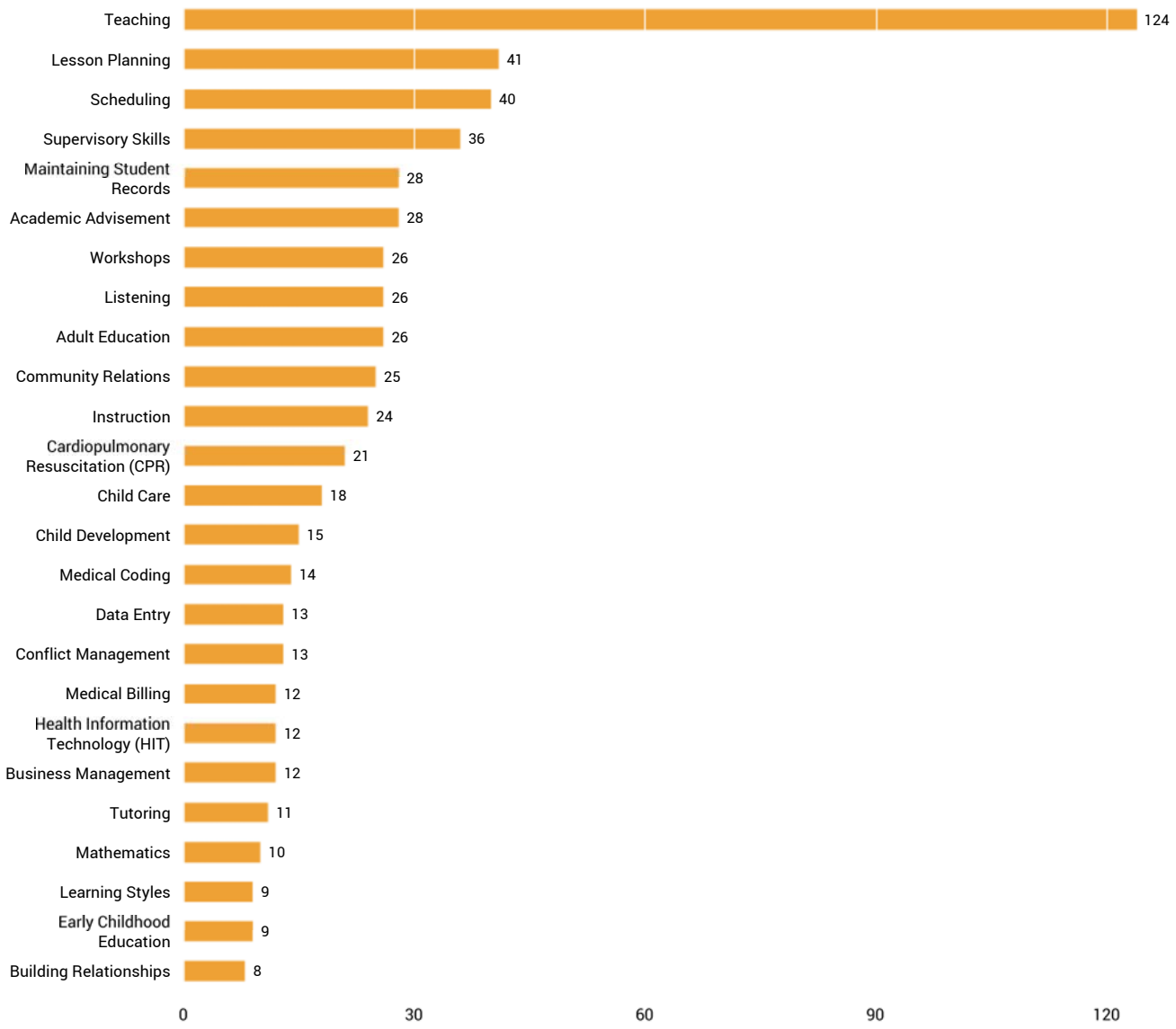


Top Skills

Note: 48% of records have been excluded because they do not include a skill. As a result, the chart below may not be representative of the full sample.

Mar. 26, 2016 - May 24, 2016 (Data not available after May 22, 2016)
There are 321 postings available with the current filters applied.
There are 155 unspecified or unclassified postings.

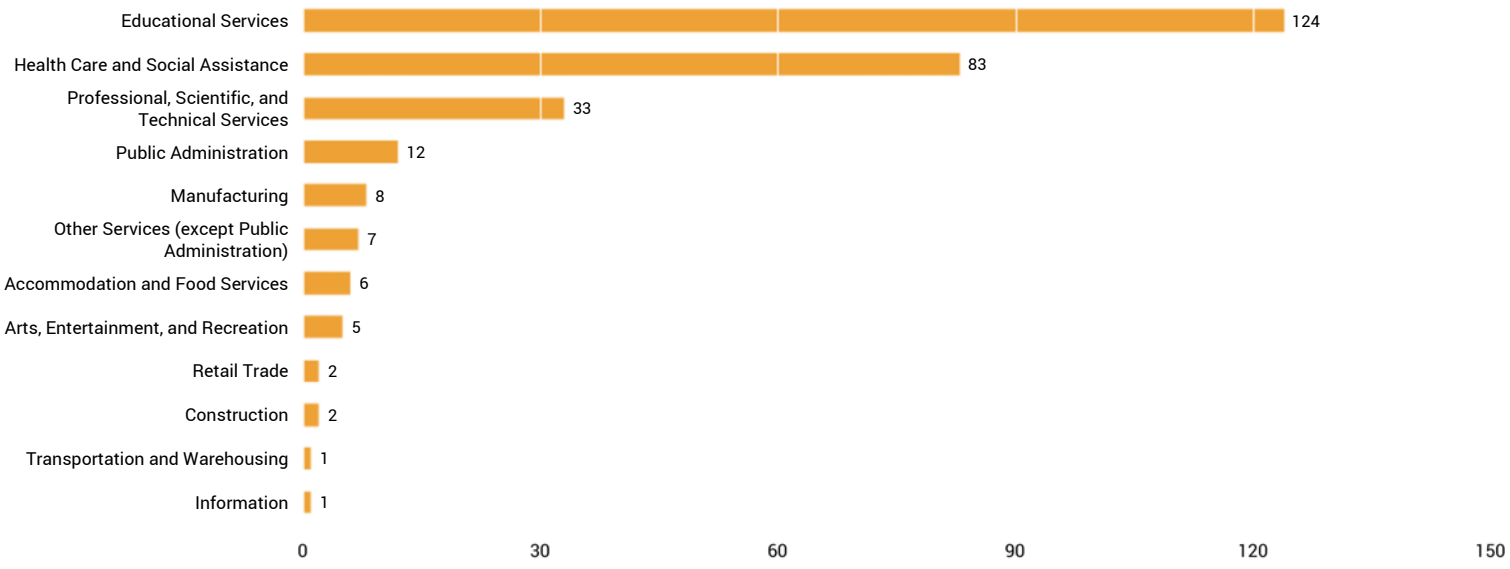
Specialized Skills | Numbers



Top Industry Sectors

Mar. 26, 2016 - May 24, 2016 (Data not available after May 22, 2016)
There are 321 postings available with the current filters applied.
There are 37 unspecified or unclassified postings.

Numbers



Top Employers

Mar. 26, 2016 - May 24, 2016 (Data not available after May 22, 2016)
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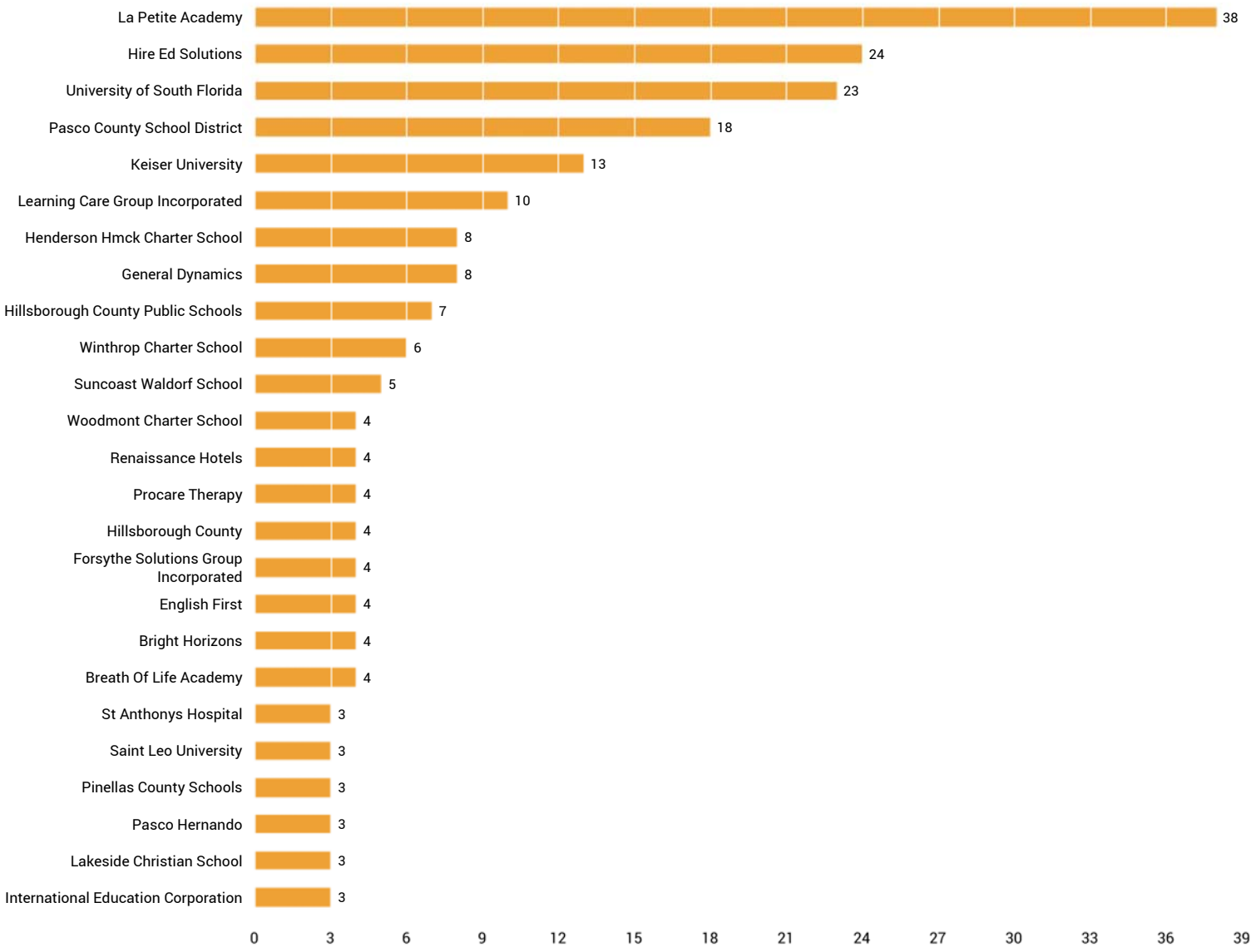
There are 51 unspecified or unclassified postings.

Numbers



Salary Distribution

Note: 89% of records have been excluded because they do not include salary information. As a result, the chart below may not be representative of the full sample.

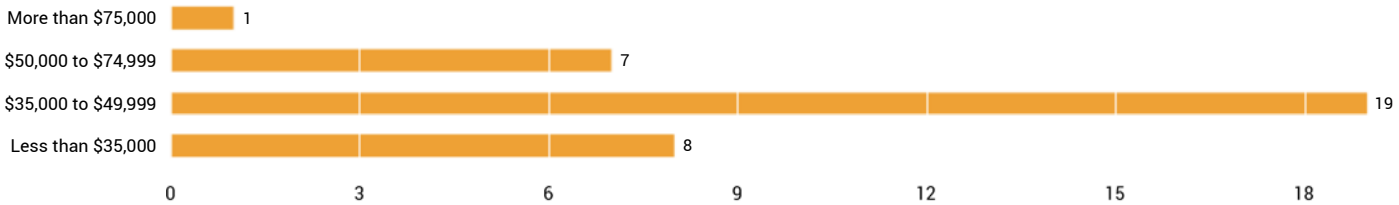
Mean real-time salary = $44,912

Mar. 26, 2016 - May 24, 2016 (Data not available after May 22, 2016)

There are 321 postings available with the current filters applied.

There are 286 unspecified or unclassified postings.

Numbers



***This report uses data from real-time job postings. Salary figures are prorated to reflect full-time, annual wage status. For additional salary data by occupation from the Bureau of Labor Statistics, please refer to the summary tables options under the occupation category on the "Create reports" tab.**

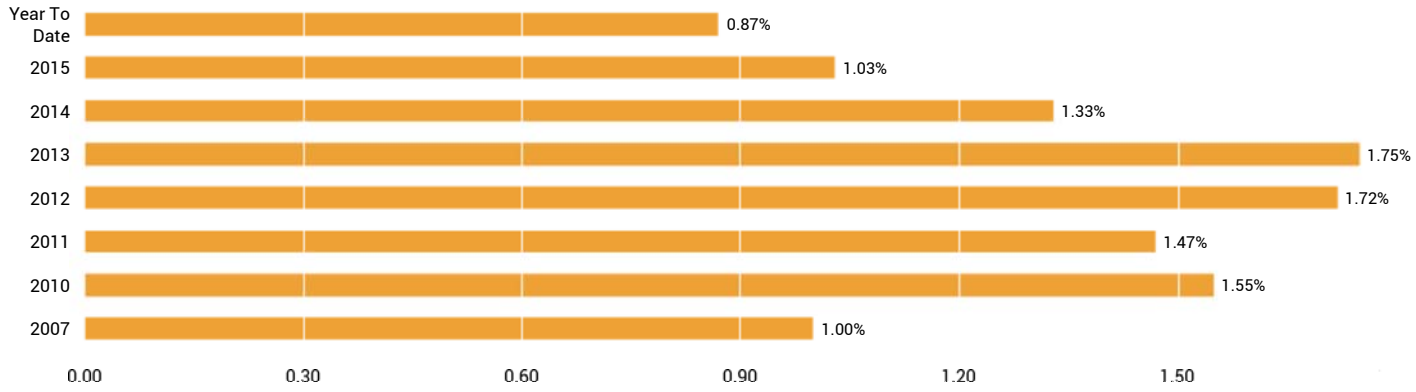
Job Counts By Year

This report shows data for the following time periods: 2007, 2010, 2011, 2012, 2013, 2014 and 2015. Any active time period filters have not been applied. Percentages shown are out of the total number of postings for your selected location.

Please also note that these results reflect point-in-time data and are subject to change as improvements are made to our aggregation and reporting methodologies. Burning Glass does not recommend use of this data for time series reporting.

Mar. 26, 2016 - May 24, 2016 (Data not available after May 22, 2016)
There are 321 postings available with the current filters applied.
There are 0 unspecified or unclassified postings.

Percentages



Program Action Plan

Program: College of Education, BS

Date Completed: May 2016

Prepared By: Carla Rossiter

I. Action Plan Items:

	Action Item	Measure Addressed	Completion Date	Responsible Party
1	Deliver admissions exam test preparation sessions to potential program admits.	Unduplicated Student Count	Spring 2017	Program Faculty
2	Provide teacher candidates with actionable feedback to improve teaching.	Program Graduates	Spring 2017	Program Faculty
3	Present revised academic organizations for approval.	Unduplicated Student Count	Fall 2016	Academic Department Chairs

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II. Special Resources Needed:

None

III. Area(s) of Concern/Improvement:

The action items above are focused on recruiting, retaining, and completing the next generation of Florida teachers. By delivering admission exam test preparation sessions the COE begins building relationships with potential students and engaging them in a supportive, rigorous learning environment. The shifting nature of student feedback encourages a nurturing, mentor relationship between students, faculty, and district partners. Finally, the revision of academic organizations will allow the COE to appropriately monitor COE students and COE retention efforts.

Kimberly Hartman, Dean

6/18/16
Date

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References

Rule 6A-14.060(5). *Florida Administrative Code, Accountability Standards.* Retrieved October 2002, from the Division of Community Colleges Web site: http://www.firn.edu/doe/rules/6A-14.htm

Contact Information

Please address any questions or comments regarding this evaluation to:

Sabrina Crawford, M.A.
Executive Director, Institutional Research and Effectiveness
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733
(727) 341-3118
crawford.sabrina@spcollege.edu

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Appendices

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PROGRAM OF STUDY

College of Education

Science Teacher Education Biology Teacher Education (6-12) Bachelor of Science

BSCED-BS

Effective Beginning Catalog Term: Spring 2016 (0510)

The requirements below may not reflect degree requirements for continuing students. Continuing students should visit **My SPC** and view **My Learning Plan** to see specific degree requirements for their effective Catalog term.

Program Leadership Information

Dr. Kimberly Hartman, Dean
(727) 712-5890

Program Summary

This teacher preparation program combines laboratory-based science work with practical, school-based experiences to prepare you for professional certification to teach science in grades 6-12. You earn a Bachelor of Science in Biology Teacher Education (6-12) and will be well prepared to teach topics related to Biological Sciences.

The **Academic Pathway** is a tool for students that lists the following items:
• the recommended order in which to take the program courses
• suggested course when more than one option exists
• which semester each course is typically offered
• if the course has a prerequisite
• courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the recommended Academic Pathway.

If you have already started the program, click here for the archived Academic Pathways.

Please verify the Academic Pathway lists your correct starting semester.

Job-Related Opportunities

Our program prepares you for employment as a high school Biological Science teacher. Job prospects are best for teachers in high-demand fields, such as science, math and bilingual education.

Program Related Web Sites

N/A

Admission Rules

Admittance to this 63-credit program requires:
- An A.A. degree (or transcripts showing 60 credits from a regionally accredited school)
- Cumulative GPA of 2.5 out of 4.0 in all college classes
- Completion of the state-mandated prerequisites with a grade of C or higher
EDF 1005- Introduction to Education
EDF 2085- Teaching Diverse Populations
EME 2040- Introduction to Educational Technology
MAC 2311- Calculus & Analytic Geometry I
8 credits of Biology with Lab:

Biology with Lab I & II—BSC 2010 & BSC 2010L, BSC 2011 & BSC 2011L
8 credits of Chemistry or Physics with Lab
General Chemistry & Qualitative Analysis with Lab I & II—CHM 2045 & CHM 2045L, CHM 2046 & CHM 2046L
Note: This is preferred option because it also satisfies the prerequisites for BCH 3023, which is part of the major. If the chemistry prerequisites are not taken prior to admission to the College of Education, they must be completed during the two semesters.
Physics with Lab I & II—PHY 2048 & PHY 1048L, PHY 2049 & PHY 1049L

- Passing scores from all sections of Florida's General Knowledge test
Students who have questions concerning state mandated prerequisites should consult www.facts.org and review the
appropriate common prerequisite manual or see an academic advisor.

Graduation Rules

GPA:
A cumulative GPA of 2.5 or higher is required for graduation.

CULTURAL DIVERSITY (6 credits):
Six credits with an international or diversity focus. This requirement may have been satisfied in the first 60 semester hours.

FOREIGN LANGUAGE:
Two years in high school or two semesters of college instruction in a single foreign language.

Completing all program requirements, including ESOL, demonstrating competency in the Florida Educator Accomplished Practices (FEAPS) at the pre-professional level, passing all sections of the Florida Teacher Certification Examination (FTCE) and passing the final internship are conditions of graduation.

Students who have questions concerning catalog year requirements should consult the appropriate SPC College catalog or an academic advisor.

STATE MANDATED PREREQUISITES **Education Prerequisites (Grade of "C" or better required)**		**Credits**
EDF 1005	Introduction to Education	3
EDF 2085	Teaching Diverse Populations	3
EME 2040	Introduction to Educational Technology	3

STATE MANDATED PREREQUISITES **Science & Mathematics Prerequisites (Grade of "C" or better required)**	**Credits**
Calculus and Analytic Geometry I	4
Biology I with Lab	4
Biology II with Lab	4
General Chemistry I & II with labs (or Physics I & II with labs or General Physics I & II with labs)	8

Note: The Chemistry sequence is the preferred option because it also satisfies the prerequisites for BCH 3023, which is part of the major. If the chemistry prerequisites are not taken prior to admission to the College of Education, they must be completed during the first two semesters.

AA GENERAL EDUCATION REQUIREMENTS A.A. Degree		Credits
Total Credits		**60**

MAJOR CORE COURSES Core Requirements (Complete 27 credits)		Credits
EDF 3214 *	Student Development and Learning Principles K-12	3
EDF 4430	Measurement, Evaluation and Assessment in Education K-12	2
EDF 4781	Educational Issues for the 21st Century	2
EDG 3410	Classroom Management and Communication K-12	2
EEX 3012 *	Nature and Needs of Exceptional Students K-12	3
RED 4043	Reading within the Disciplines 5-12	3
SCE 4942 *	Internship: Secondary Science Education 6-12	12
Total Credits		**27**

MAJOR CORE COURSES Major Requirements (Complete 33 credits)		Credits
BCH 3023	Elementary Organic and Biological Chemistry	3
BSC 3096	Human Biology	3
BSC 4032	Issues & Challenges in Science Education	2
PCB 3043	Ecology	3
and		
PCB 3043 L	Ecology Lab	1
PCB 3063	Genetics	3
and		
PCB 3063 L	Genetics Lab	1
PCB 4674	Evolutionary Biology	3
PCB 4723	Comparative Physiology	3
and		
PCB 4723 L	Comparative Physiology Lab	1
SCE 3030 *	Science Matters	2
SCE 3941 *	Secondary Science Field Experience (6-8)	1
SCE 3945	Interactive Projects that Promote Learning in Science	3
SCE 4330	Secondary School Science & Assessment with Technology	3
SCE 4940 *	Instructional Methods in Secondary Science & Assessment with Technology Practicum	1
Total Credits		**33**

MAJOR CORE COURSES ESOL Requirements (Complete 3 credits)		Credits
TSL 3080 *	ESOL Issues: Principles and Practices I P - 12	3
Total Credits		**3**

Total Credits	123

*School-based hours total 155 clinical clock hours plus a 15-week internship.
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PID 556

PROGRAM OF STUDY

College of Education

Educational Studies With Subplans in Interdisciplinary Studies or Preschool Education (Birth to Age 4) Bachelor of Science

EDST-BS

Effective Beginning Catalog Term: Spring 2016 (0510)

The requirements below may not reflect degree requirements for continuing students. Continuing students should visit **My SPC** and view **My Learning Plan** to see specific degree requirements for their effective Catalog term.

Program Leadership Information

Dr. Kimberly Hartman, Dean
hartman.kimberly@spcollege.edu
(727) 712-5890

Program Summary

Our Bachelor of Science in Educational Studies is an interdisciplinary program. Students seeking jobs in non-school settings benefit from portions of the essential knowledge and skills associated with the field of education. The Educational Studies major has been specifically designed for students who want to deepen their understanding of the learning and teaching process, yet seek careers in non-school settings.

The **Academic Pathway** is a tool for students that lists the following items:
• the recommended order in which to take the program courses
• suggested course when more than one option exists
• which semester each course is typically offered
• if the course has a prerequisite
• courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the recommended Academic Pathway.

If you have already started the program, click here for the archived Academic Pathways.

Please verify the Academic Pathway lists your correct starting semester.

Job-Related Opportunities

Graduates of the Educational Studies program can seek employment as a trainer, evaluator, policy analyst, researcher, fundraiser, among others, in community programs serving children and families, workforce development, religious centers, rehabilitative services, adult education centers, charities, prisons, and hospitals.

They also can pursue graduate or professional studies in areas such as public administration, education administration, educational policy, educational research, fundraising and philanthropic studies, law, international diplomacy, comparative and international education, social work, staff development, non-profit organizations and entrepreneurship.

Program Related Web Sites

N/A

Admission Rules

- Admission to the College of Education: Educational Studies
- Cumulative GPA of 2.0 or higher.

Students pursuing an A.A. degree in Education from St. Petersburg College should consult the Education A.A. portion of the catalog for General Education Requirements. For questions regarding admissions, please consult with the Dean of College of Education.

Graduation Rules

A cumulative GPA of 2.0 or higher is required for graduation.

Important notice to current Baccalaureate students: To view a list of the classes you need to take before you can graduate, login to MySPC and choose My Learning Plan. Contact your academic advisor with any questions.

STATE MANDATED PREREQUISITES **EDUCATION PREREQUISITES**		**Credits**
EDF 1005	Introduction to Education	3
EDF 2085	Teaching Diverse Populations	3
EME 2040	Introduction to Educational Technology	3

AA GENERAL EDUCATION REQUIREMENTS	**Credits**
Total Credits	**60**

MAJOR CORE COURSES **(18 credits)**		**Credits**
COM 3120	Organizational Communication	3
EDF 3660	Education and Public Policy in the United States	3
EDF 4490	Research in Educational Studies	3
EDF 4632	Sociology of Education	3
EDF 4810	Comparative and International Education	3
MAN 3303	Management & Leadership Practices	3
Total Credits		**18**

SUBPLANS **Select ONE subplan from below (Complete 42 credits)**	**Credits**
Total Credits	**42**

SUBPLAN CORE COURSES **SUBPLAN A: INTERDISCIPLINARY STUDIES (Complete 42 credits)**		**Credits**
	SUBPLAN A: Core Courses (15 credits)	0
DEP 3305	Psychology of Adolescence	3
EDF 4781	Educational Issues for the 21st Century	2
EDG 4940	EDST Internship	4
MAN 3301	Public Personnel Management	3
PAD 3874	Community Relations Theory and Practice	3

	SUBPLAN A: Elective Group 1 (Select 6 credits)	0
EDF 3214	Student Development and Learning Principles K-12	3
EDF 4430	Measurement, Evaluation and Assessment in Education K-12	2
EDG 3410	Classroom Management and Communication K-12	2
EEX 3012 *	Nature and Needs of Exceptional Students K-12	2 - 3
EEX 3241	Organization, Curriculum and Instruction for Exceptional Students	2
RED 3309 *	Early and Emergent Literacy K-2	3
TSL 3080 *	ESOL Issues: Principles and Practices I P - 12	3
TSL 4081 *	ESOL Issues: Principles & Practices II P-12	3
	SUBPLAN A: Elective Group 2 (Select 6 credits)	0
BUL 3310	Advanced Legal Environment of Business	3
EDG 3620	Curriculum and Instruction	3
ISM 3011	Management of Information Systems	3
ISM 4480	Electronic Commerce Systems and Strategies	3
MAN 3240	Applied Organizational Behavior	3
MAN 3504	Operations Management	3
MAN 3600	International Business	3
MAN 4102	Managing Cultural Diversity	3
MAN 4625	Managing Global Human Resources	3
	SUBPLAN A: Elective Group 3 (Select 6 credits)	0
PAD 3034	Survey of Public Policy	3
PAD 4014	Political & Socio-Economic Impact of Gangs	3
PAD 4232	Grant Administration & Resource Development	3
	SUBPLAN A: Elective Group 4 (Select 9 credits) Select 9 additional credits from the Subplan Elective Groups listed above.	0

SUBPLAN CORE COURSES

SUBPLAN B: PRESCHOOL EDUCATION (BIRTH TO AGE 4) (Complete 42 credits)		**Credits**
EEC 3005	Child Growth and Development: Birth to Age 8	3
EEC 3009	Foundations of Early Childhood Care and Education: Birth to Age 8	3
EEC 3204	Curriculum in Early Childhood Education: Birth to Age 8	3
EEC 3403	Young Children With Special Needs: Birth to Age 8	3
EEC 3413	Working With Diverse Families in Early Childhood Education: Birth to Age 8	3
EEC 3731	Health, Safety, and Nutrition for the Young Child: Birth to Age 8	3

EEC 4207	Assessment and Evaluation of Young Children: Birth to Age 8	3
EEC 4212	Math, Science, and Technology for Preschool Education: Birth to Age 4	3
EEC 4227	Creative Arts for Preschool Education	3
EEC 4408	Family, Teacher, Community Relations in Early Childhood Education: Birth to Age 8	3
EEC 4706	Early and Emergent Literacy in Preschool Education	3
EEC 4942	Preschool Education Practicum II Early Childhood Education Preschool (Birth to Age 4)	1
EEC 4944	Preschool Education Practicum I: (Birth to Age 4)	1
EEC 4945	Senior Capstone for Preschool Education (Birth to Age 4)	4
TSL 3080	ESOL Issues: Principles and Practices I P - 12	3
Total Credits		**120**

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PID 512

PROGRAM OF STUDY

College of Education

Elementary Education (K-6) with Infused ESOL & Reading Endorsements Bachelor of Science

ELEDR-BS

Effective Beginning Catalog Term: Spring 2016 (0510)

The requirements below may not reflect degree requirements for continuing students. Continuing students should visit **My SPC** and view **My Learning Plan** to see specific degree requirements for their effective Catalog term.

Program Leadership Information

Dr. Kimberly Hartman, Dean
(727) 712-5890

Program Summary

Program Summary
This teacher preparation program combines college coursework related to the elementary content, the pedagogy of teaching and practical, school-based experiences to prepare you for professional certification to teach in an elementary classroom grade K-6. Graduates earn a Bachelor of Science in Elementary Education (K-6) and will be endorsed in both Reading an ESOL. Courses with an * include school-based hours.

The **Academic Pathway** is a tool for students that lists the following items:
• the recommended order in which to take the program courses
• suggested course when more than one option exists
• which semester each course is typically offered
• if the course has a prerequisite
• courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the recommended Academic Pathway.

If you have already started the program, click here for the archived Academic Pathways.

Please verify the Academic Pathway lists your correct starting semester.

Job-Related Opportunities

Elementary Education Teacher in grades K-6

Program Related Web Sites

N/A

Admission Rules

- An A.A. degree (or transcripts showing 60 credits from a regionally accredited school)
- Completion of the state-mandated prerequisites with a grade of C or higher
EDF 1005- Introduction to Education
EDF 2085- Teaching Diverse Populations
EME 2040- Introduction to Educational Technology
- A cumulative grade point average of 2.5 on a 4.00 scale in all college classes
- Passing scores from all sections of Florida's General Knowledge test

Graduation Rules

GRADE OF "C" OR HIGHER REQUIRED FOR ALL COURSES

CULTURAL DIVERSITY: (6 credits)
Six credits with an international or diversity focus. This requirement may have been satisfied in the first 60 semester hours.

FOREIGN LANGUAGE REQUIREMENTS:
Two consecutive years in high school or one year of college instruction in a single foreign language.

G.P.A.:
For admission and graduation a cumulative GPA of 2.5 or higher is required.

Completing all program requirements, including ESOL, demonstrating competency in the Florida Educator Accomplished Practices (FEAPS) at the pre-professional level, passing all sections of the Florida Teacher Certification Examination (FTCE), and passing the final internship are conditions of graduation.

Students who have questions concerning catalog year requirements should consult the appropriate SPC College catalog or an academic advisor.

PREREQUISITE: Admission to the College of Education – Elementary Education Students pursuing an A.A. degree in Education from St. Petersburg College should consult the Education A.A. portion of the catalog for General Education Requirements.

STATE MANDATED PREREQUISITES **EDUCATION PREREQUISITES**		**Credits**
EDF 1005 *	Introduction to Education	3
EDF 2085 *	Teaching Diverse Populations	3
EME 2040	Introduction to Educational Technology	3

In addition to these Education courses listed above, students are required to complete the general education (Associates of Arts Degree) that corresponds with their catalog year/requirement term. Students who have earned a previous AA or bachelor's degree should consult an advisor for transcript review.

AA GENERAL EDUCATION REQUIREMENTS **A.A. Degree**	**Credits**
Total Credits	**60**

MAJOR CORE COURSES **Core Requirements (Complete 20 credits)**		**Credits**
EDE 4940 *	Internship: Elementary Education	12
EDF 4430	Measurement, Evaluation and Assessment in Education K-12	2
EDG 3410	Classroom Management and Communication K-12	2
EEX 3012 *	Nature and Needs of Exceptional Students K-12	3
RED 4940 *	Final Reading Internship	1
Total Credits		**20**

MAJOR CORE COURSES Major Requirements (Complete 34 credits)		Credits
EDE 4226	Integrated Language Arts, Children's Literature and Social Sciences	4
EDE 4304	Integrated Mathematics and Science	4
EDE 4942 *	Integrated Language Arts, Children's Literature and Social Science Practicum	1
EDE 4943 *	Integrated Mathematics and Science Practicum	1
EDG 3620	Curriculum and Instruction	3
EEX 4604	Behavior Management of Exceptional Students	3
RED 3309 *	Early and Emergent Literacy K-2	3
RED 4511 *	Intermediate Literacy 3-6: Reading, Writing and Thinking	3
RED 4519 *	Diagnosis and Intervention in Reading for Diverse Students K-12	3
MAE 4114	Mathematics Content for the Elementary Grades	3
SCE 4113	Science Concepts in the Elementary Classroom	3
SSE 4XXX [1]	Social Studies Content in the Elementary Classroom	3
Total Credits		**34**

MAJOR CORE COURSES ESOL Requirements (Complete 6 Credits)		Credits
TSL 3080 *	ESOL Issues: Principles and Practices I P - 12	3
TSL 4081 *	ESOL Issues: Principles & Practices II P-12	3
Total Credits		**6**

Total Credits	**120**

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**School-based hours in major total 215 clinical clock hours plus a 15-week internship in Elementary Education and Reading.
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[1] Course under development for Fall 2016.
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Admission Notes

For admission and graduation a cumulative GPA of 2.5 or higher is required.
Questions regarding admissions, please consult with the Dean of College of Education.
Students who have questions concerning catalog year requirements should consult the appropriate SPC College catalog or an academic advisor. Students who have questions concerning state mandated prerequisites should consult www.facts.org and review the appropriate common prerequisite manual or see an academic advisor.

PID 552

PROGRAM OF STUDY

College of Education

Exceptional Student Education (K-12) with Infused ESOL & Reading Endorsements Bachelor of Science

ESEDR-BS

Effective Beginning Catalog Term: Spring 2016 (0510)

The requirements below may not reflect degree requirements for continuing students. Continuing students should visit **My SPC** and view **My Learning Plan** to see specific degree requirements for their effective Catalog term.

Program Leadership Information

Dr. Kimberly Hartman, Dean
(727) 712-5890

Program Summary

This teacher preparation program combines college coursework related to the content of Exceptional Student Education, the pedagogy of teaching and practical, school-based experiences to prepare you for professional certification to teach in an Exceptional Student Education classroom, grades K-12. Graduates earn a Bachelor of Science in Exceptional Student Education (grades K-12) and will be endorsed in both Reading an ESOL.

The **Academic Pathway** is a tool for students that lists the following items:
• the recommended order in which to take the program courses
• suggested course when more than one option exists
• which semester each course is typically offered
• if the course has a prerequisite
• courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the recommended Academic Pathway.

If you have already started the program, click here for the archived Academic Pathways.

Please verify the Academic Pathway lists your correct starting semester.

Job-Related Opportunities

Exceptional Student Education grades K-12 Teacher

Program Related Web Sites

N/A

Admission Rules

- An A.A. degree (or transcripts showing 60 credits from a regionally accredited school)
- Completion of the state-mandated prerequisites with a grade of C or higher
EDF 1005- Introduction to Education
EDF 2085- Teaching Diverse Populations
EME 2040- Introduction to Educational Technology
- A cumulative grade point average of 2.5 on a 4.00 scale in all college classes
- Passing scores from all sections of Florida's General Knowledge test

Graduation Rules

GPA:
A cumulative GPA of 2.5 or higher is required for graduation.

CULTURAL DIVERSITY (6 credits):
Six credits with an international or diversity focus. This requirement may have been satisfied in the first 60 semester hours.

FOREIGN LANGUAGE:
Two years in high school or two semesters of college instruction in a single foreign language.

Completing all program requirements, including ESOL, demonstrating competency in the Florida Educator Accomplished Practices (FEAPS) at the pre-professional level, passing all sections of the Florida Teacher Certification Examination (FTCE)
and passing the final internship are conditions of graduation.

Students who have questions concerning catalog year requirements should consult the appropriate SPC College catalog or an academic advisor

STATE MANDATED PREREQUISITES **Grade of "C" or better required**		**Credits**
EDF 1005	Introduction to Education	3
EDF 2085	Teaching Diverse Populations	3
EME 2040	Introduction to Educational Technology	3

AA GENERAL EDUCATION REQUIREMENTS **A.A. Degree**	**Credits**
Total Credits	**60**

MAJOR CORE COURSES **Core Requirements (Complete 25 credits)**		**Credits**
EDF 3214 *	Student Development and Learning Principles K-12	3
EDF 4430	Measurement, Evaluation and Assessment in Education K-12	2
EDF 4781	Educational Issues for the 21st Century	2
EDG 3410	Classroom Management and Communication K-12	2
EEX 3012 *	Nature and Needs of Exceptional Students K-12	3
EEX 4940 *	Internship: Exceptional Student Education	12
RED 4940 *	Final Reading Internship	1
Total Credits		**25**

MAJOR CORE COURSES **Major Requirements (Complete 34 credits)**		**Credits**
EDE 4226	Integrated Language Arts, Children's Literature and Social Sciences	2 - 4
EDE 4304	Integrated Mathematics and Science	3 - 4
EDE 4314	Mathematical Concepts and Procedures in the K-6 Classroom	1

SCE 4832	Science Concepts and Procedures in the K-6 Classroom	1
EDE 4942 *	Integrated Language Arts, Children's Literature and Social Science Practicum	1
EDE 4943 *	Integrated Mathematics and Science Practicum	1
EEX 3101	Survey of Normal/Abnormal Language and Speech Development	1
EEX 3241	Organization, Curriculum and Instruction for Exceptional Students	2
EEX 3280	Career/Vocation Assessment and Instructional Planning	1
EEX 4221	Educational Assessment of Exceptional Students	3
EEX 4261 *	Curriculum and Instruction Strategies for Students with Behavioral Disorders & Specific Learning Disabilities	3
EEX 4604	Behavior Management of Exceptional Students	3
RED 3309 *	Early and Emergent Literacy K-2	3
RED 4511 *	Intermediate Literacy 3-6: Reading, Writing and Thinking	3
RED 4519 *	Diagnosis and Intervention in Reading for Diverse Students K-12	3
Total Credits		**34**

MAJOR CORE COURSES **ESOL Requirements (Complete 6 credits)**		**Credits**
TSL 3080 *	ESOL Issues: Principles and Practices I P - 12	3
TSL 4081 *	ESOL Issues: Principles & Practices II P-12	3
Total Credits		**6**

Total Credits	**125**

*School-based hours total 230 clinical hours plus a 15-week internship in Exceptional Student Education and Reading.
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PID 550

PROGRAM OF STUDY

College of Education

Middle Grades Mathematics Education (5-9) Bachelor of Science

MGMED-BS

Effective Beginning Catalog Term: Spring 2015 (0495)

The requirements below may not reflect degree requirements for continuing students. Continuing students should visit **My SPC** and view **My Learning Plan** to see specific degree requirements for their effective Catalog term.

Program Leadership Information

Dr. Kimberly Hartman, Dean
(727) 712-5890

Program Summary

With our program, your classroom math content and applications learning is combined with practical, school-based experiences to prepare you for professional certification for middle schools. You earn a Bachelor of Science in Middle Grades Math Education (grades 5-9). (MGMED-BS)

The **Academic Pathway** is a tool for students that lists the following items:
• the recommended order in which to take the program courses
• suggested course when more than one option exists
• which semester each course is typically offered
• if the course has a prerequisite
• courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the recommended Academic Pathway.

If you have already started the program, click here for the archived Academic Pathways.

Please verify the Academic Pathway lists your correct starting semester.

Job-Related Opportunities

Our program prepares you for employment as a middle school teacher:
- job prospects are best for teachers in high-demand fields, such as science, math and bilingual education
- in 2010, the average salary of a Florida teacher was $50,000
- the Florida Legislature has determined there is a shortage of math and science teachers, making you eligible for student loan forgiveness programs

Source: Florida Department of Education and U.S. Bureau of Labor Statistics

Program Related Web Sites

http://www.bls.gov/ooh/home.htm

Admission Rules

To be admitted to this 60-credit program, you need:
- An AA degree (or transcripts showing 60 credits from a regionally accredited school to include AA degree general education requirements)
- To have completed the state-mandated prerequisites with a grade of C or higher:
EDF 1005 Introduction to Education
EDF 2085 Teaching Diverse Populations
EME 2040 Introduction to Educational Technology
MAC 2311 Calculus & Analytic Geometry I
MAC XXXX (3 credits of additional mathematics coursework with “MAC” prefix NOT including MAC 2233)
- A cumulative grade point average of 2.5 on a 4.00 scale in all college classes
- Passing scores from all sections of Florida’s General Knowledge test

Graduation Rules

GPA:
A cumulative GPA of 2.5 or higher is required for graduation; a grade of "C" or higher is required in all courses.

CULTURAL DIVERSITY:
Six credits with an international or diversity focus. This requirement may have been satisfied in the first 60 semester hours.

FOREIGN LANGUAGE:
This bachelor's degree program requires a minimum of two consecutive years of a foreign language in high school OR two semesters of a foreign language at the college level.

STATE MANDATED PREREQUISITES **Education**		**Credits**
EDF 1005	Introduction to Education	3
EDF 2085	Teaching Diverse Populations	3
EME 2040	Introduction to Educational Technology	3

STATE MANDATED PREREQUISITES **Mathematics (Complete 8 credits)**		**Credits**
MAC 2311	Calculus with Analytic Geometry I	5
and		
	Any MAC Prefix Course	3

ADMISSIONS REQUIREMENT **A.A. Degree**	**Credits**
Total Credits	**60**

MAJOR CORE COURSES **Core Requirements (Complete 27 credits)**		**Credits**
EDF 3214	Student Development and Learning Principles K-12	3
EDF 4430	Measurement, Evaluation and Assessment in Education K-12	2
EDF 4781	Educational Issues for the 21st Century	2
EEX 3012 *	Nature and Needs of Exceptional Students K-12	3

EDG 3410	Classroom Management and Communication K-12	2
MAE 4943 *	Internship: Middle Grades Math Education 5-9	12
RED 4043	Reading within the Disciplines 5-12	3
Total Credits		**27**

MAJOR CORE COURSES **Major Requirements (Complete 30 Credits)**		**Credits**
EEX 4604	Behavior Management of Exceptional Students	3
MAD 3107	Discrete Mathematical Structures	3
MAE 3320	Interactive Middle School Mathematics Projects	3
MAE 3823	Connections Through Algebraic Thinking	4
MAE 3941 *	Interactve Middle School Math Projects Practicum	1
MAE 4330	Instructional Methods in Secondary Mathematics with Technology	3
MAE 4642	Assessing Cognitive and Affective Issues in Learning Mathematics	2
MAE 4942	Instructional Methods in Secondary Mathematics with Technology Practicum	1
MHF 4404	Perspectives in Mathematics	3
MTG 3212	Modern Geometries	4
STA 2023	Elementary Statistics	3
Total Credits		**30**

MAJOR CORE COURSES **ESOL Requirements (Complete 3 credits)**		**Credits**
TSL 3080 *	ESOL Issues: Principles and Practices I P - 12	3
Total Credits		**3**

Total Credits	**120**

*School-based hours total 150 clinical clock hours plus a 15-week internship
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Admission Notes

Questions regarding admissions, please consult with the Dean of College of Education.

Students who have questions concerning catalog year requirements should consult the appropriate SPC College catalog or an academic advisor. Students who have questions concerning state mandated prerequisites should consult www.facts.org and review the appropriate common prerequisite manual or see an academic advisor.

Graduation Notes

Completing all program requirements, including ESOL, demonstrating competency in the Florida Educator Accomplished Practices (FEAPS) at the pre-professional level, passing all sections of the Florida Teacher Certification Examination (FTCE), and passing the final internship are conditions of graduation.

PID 333

PROGRAM OF STUDY

College of Education

Middle Grades General Science Education (5-9) Bachelor of Science

MGSED-BS

Effective Beginning Catalog Term: Spring 2016 (0510)

The requirements below may not reflect degree requirements for continuing students. Continuing students should visit **My SPC** and view **My Learning Plan** to see specific degree requirements for their effective Catalog term.

Program Leadership Information

Dr. Kimberly Hartman, Dean
hartman.kimberly@spcollege.edu
(727) 712-5890

Program Summary

This teacher preparation program combines laboratory-based science work with practical, school-based experiences to prepare you for professional certification to teach science in middle schools. You earn a Bachelor of Science in Middle Grades General Science Education (grades 5-9) and will be well prepared to teach topics in astronomy, earth science, life science and physical science.

The **Academic Pathway** is a tool for students that lists the following items:
• the recommended order in which to take the program courses
• suggested course when more than one option exists
• which semester each course is typically offered
• if the course has a prerequisite
• courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the recommended Academic Pathway.

If you have already started the program, click here for the archived Academic Pathways.

Please verify the Academic Pathway lists your correct starting semester.

Job-Related Opportunities

Our program prepares you for employment as a middle school teacher. Job prospects are best for teachers in high-demand fields, such as science, math and bilingual education.

Program Related Web Sites

N/A

Admission Rules

- An A.A. degree (or transcripts showing 60 credits from a regionally accredited school)
- Cumulative GPA of 2.5 or higher in all college classes
- Completion of the state-mandated prerequisites with a grade of C or higher
EDF 1005- Introduction to Education
EDF 2085- Teaching Diverse Populations
EME 2040 Introduction to Educational Technology
- Passing scores from all sections of Florida's General Knowledge test (If the College-Level Academic Skills Test (CLAST) was taken before July 1, 2002, passing scores can also be used to

meet this requirement.)

Students who have questions concerning state mandated prerequisites should consult www.facts.org and review the appropriate common prerequisite manual or see an academic advisor.

Graduation Rules

GPA:
A cumulative GPA of 2.5 or higher is required for graduation.

CULTURAL DIVERSITY (6 credits):
Six credits with an international or diversity focus. This requirement may have been satisfied in the first 60 semester hours.

FOREIGN LANGUAGE:
Two years in high school or two semesters of college instruction in a single foreign language.

Completing all program requirements, including ESOL, demonstrating competency in the Florida Educator Accomplished Practices (FEAPS) at the pre-professional level, passing all sections of the Florida Teacher Certification Examination (FTCE), and passing the final internship are conditions of graduation.

Students who have questions concerning catalog year requirements should consult the appropriate SPC College catalog or an academic advisor.

STATE MANDATED PREREQUISITES **Grade of "C" or better required**		**Credits**
EDF 1005	Introduction to Education	3
EDF 2085	Teaching Diverse Populations	3
EME 2040	Introduction to Educational Technology	3

GENERAL EDUCATION REQUIREMENT **AA Degree**		**Credits**
	In addition to the Education courses listed above, students are required to complete a general education (AA Degree) AND 15 credits of College-level Science (with a grade of “C” or higher) to include: 8 credits: Biology I & II w/Lab or Gen Chemistry I & II w/Lab or Gen Physics I & II w/Lab or Physics I & II w/Lab* 4 credits: Geology with Lab 3 credits: Oceanography * *	60

Students who have earned a previous AA or bachelor’s degree should consult an advisor for transcript review.

MAJOR CORE COURSES **Core Requirements (Complete 27 credits)**		**Credits**
EDF 3214	Student Development and Learning Principles K-12	3
EDF 4430	Measurement, Evaluation and Assessment in Education K-12	2
EDF 4781	Educational Issues for the 21st Century	2

EDG 3410	Classroom Management and Communication K-12	2
EEX 3012 **	Nature and Needs of Exceptional Students K-12	3
RED 4043	Reading within the Disciplines 5-12	3
SCE 4943 **	Internship: Middle Grades General Science Education 5-9	12
Total Credits		**27**

MAJOR CORE COURSES **Major Requirements (Complete 30 credits)**		**Credits**
	AST 1XXX - Any Astronomy Class	3
	Science Lab - Any College-Level Approved Science Lab	1
BSC 4032	Issues & Challenges in Science Education	2
EEX 4604	Behavior Management of Exceptional Students	3
PCB 3043	Ecology	3
PCB 3043 L	Ecology Lab	1
PCB 4674	Evolutionary Biology	3
SCE 3030	Science Matters	2
SCE 3420C	Physical Science for Middle Grades Teachers	4
SCE 3945	Interactive Projects that Promote Learning in Science	3
SCE 3941 **	Secondary Science Field Experience (6-8)	1
SCE 4330	Secondary School Science & Assessment with Technology	3
SCE 4940	Instructional Methods in Secondary Science & Assessment with Technology Practicum	1
Total Credits		**30**

MAJOR CORE COURSES **ESOL Requirements (Complete 3 credits)**		**Credits**
TSL 3080 **	ESOL Issues: Principles and Practices I P - 12	3
Total Credits		**3**

Total Credits	**120**

*The Biology sequence is the preferred option because it also satisfies the prerequisites for both PCB 3043C and PCB 4674, which are part of the major. If the biology prerequisites are not taken prior to admission to the College of Education, they must be completed during the first two semesters.
**School based hours total 150 clinical clock hours plus a 15-week internship.
**
**
**

PID 555

PROGRAM OF STUDY

College of Education

Secondary Education Mathematics (6-12) Bachelor of Science

MTSED-BS

Effective Beginning Catalog Term: Spring 2016 (0510)

The requirements below may not reflect degree requirements for continuing students. Continuing students should visit **My SPC** and view **My Learning Plan** to see specific degree requirements for their effective Catalog term.

Program Leadership Information

Dr. Kimberly Hartman, Dean
hartman.kimberly@spcollege.edu
(727) 712-5890

Program Summary

Program Summary *
This teacher preparation program combines mathematics content related material with practical, school-based experiences to prepare you for professional certification to teach mathematics in grades 6-12. You earn a Bachelor of Science in Mathematics Education (6-12) and will be well prepared to teach topics related to High School Mathematics.

The **Academic Pathway** is a tool for students that lists the following items:
• the recommended order in which to take the program courses
• suggested course when more than one option exists
• which semester each course is typically offered
• if the course has a prerequisite
• courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the recommended Academic Pathway.

If you have already started the program, click here for the archived Academic Pathways.

Please verify the Academic Pathway lists your correct starting semester.

Job-Related Opportunities

Mathematics Teacher (6-12)

Program Related Web Sites

N/A

Admission Rules

To be admitted to this 63-credit program, you need:
- An A.A. degree (or transcripts showing 60 credits from a regionally accredited school))
- Completion of the state-mandated prerequisites with a grade of C or higher:
EDF 1005 Introduction to Education
EDF 2085 Teaching Diverse Populations
EME 2040 Introduction to Educational Technology
MAC 2311 Calculus & Analytic Geometry I
MAC 2312 Calculus & Analytic Geometry II
- Minimum of 4 credits of additional mathematics electives with a MAC, MTG or MAS prefix)

- A cumulative grade point average of 2.5 on a 4.00 scale in all college classes
- Passing scores from all sections of Florida's General Knowledge test

Graduation Rules

GPA:
A cumulative GPA of 2.5 or higher is required for graduation.

CULTURAL DIVERSITY (6 credits):
Six credits with an international or diversity focus. This requirement may have been satisfied in the first 60 semester hours.

FOREIGN LANGUAGE:
Two years in high school or two semesters of college instruction in a single foreign language.

Completing all program requirements, including ESOL, demonstrating competency in the Florida Educator Accomplished Practices (FEAPS) at the pre-professional level, passing all sections of the Florida Teacher Certification Examination (FTCE) and passing the final internship are conditions of graduation.

Students who have questions concerning catalog year requirements should consult the appropriate SPC College catalog or an academic advisor.

STATE MANDATED PREREQUISITES **Grade of "C" or better required**		**Credits**
EDF 1005	Introduction to Education	3
EDF 2085	Teaching Diverse Populations	3
EME 2040	Introduction to Educational Technology	3
MAC 2311	Calculus with Analytic Geometry I	5
MAC 2312	Calculus with Analytic Geometry II	5
	Elective in Mathematics (any MAC, MTG or MAS prefix course)	2

In addition to MAC 2311 and MAC 23112, students are required to complete 12 credits of college level math.

Students who have earned a previous AA or bachelor's degree should consult an advisor for transcript review.

AA GENERAL EDUCATION REQUIREMENTS **A.A. Degree**	**Credits**
Total Credits	**60**

MAJOR CORE COURSES **Core Requirements (Complete 27 credits)**		**Credits**
EDF 3214 *	Student Development and Learning Principles K-12	3
EDF 4430	Measurement, Evaluation and Assessment in Education K-12	2
EDF 4781	Educational Issues for the 21st Century	2
EDG 3410	Classroom Management and Communication K-12	2
EEX 3012 *	Nature and Needs of Exceptional Students K-12	3

MAE 4940 *	Internship: Secondary Mathematics Education 6-12	12
RED 4043	Reading within the Disciplines 5-12	3
Total Credits		**27**

MAJOR CORE COURSES **Major Requirements (Complete 30 Credits)**		**Credits**
MAD 3107	Discrete Mathematical Structures	3
MAE 3320	Interactive Middle School Mathematics Projects	3
MAE 3941 *	Interactve Middle School Math Projects Practicum	1
MAE 4330	Instructional Methods in Secondary Mathematics with Technology	3
MAE 4942	Instructional Methods in Secondary Mathematics with Technology Practicum	1
MAE 4642	Assessing Cognitive and Affective Issues in Learning Mathematics	2
MAS 3105	Linear Algebra with Applications	4
MAS 4203	Number Theory	3
MAS 4301	Introductory Abstract Algebra	3
MGF 4301	Transitions to Advanced Mathematics	3
MHF 4404	Perspectives in Mathematics	3
MTG 3212	Modern Geometries	4
Total Credits		**33**

MAJOR CORE COURSES **ESOL Requirements (Complete 3 credits)**		**Credits**
TSL 3080 *	ESOL Issues: Principles and Practices I P - 12	3
Total Credits		**3**

Total Credits	**123**

*School-based hours total 150 clinical clock hours plus a 15-week internship .
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*

Admission Notes

GPA:
A cumulative GPA of 2.5 or higher is required for graduation.

CULTURAL DIVERSITY (6 credits):
Six credits with an international or diversity focus. This requirement may have been satisfied in the first 60 semester hours.

FOREIGN LANGUAGE:
Two years in high school or two semesters of college instruction in a single foreign language.

Completing all program requirements, including ESOL, demonstrating competency in the Florida

Educator Accomplished Practices (FEAPS) at the pre-professional level, passing all sections of the Florida Teacher Certification Examination (FTCE) and passing the final internship are conditions of graduation.

Students who have questions concerning catalog year requirements should consult the appropriate SPC College catalog or an academic advisor.

PID 558

Program Assessment Report

Program: College of Education: Educational Studies, BS
Option: Ed Studies
Report Year: 2012-13

Drafted by Carla Rossiter on Sep 24, 2013

Data Files

Rubric

Overall Introduction

In support of the mission of St. Petersburg College, faculty committees established several specific goals. Two of these goals, as stated in the College's Mission Statement are to:

- Expand student access to baccalaureate programs, bachelor's degrees, graduate degrees, and careers; as well as prepare lower division students for successful transfer into baccalaureate programs through the associate in arts and articulated associate in science degree programs
- Perform continuous institutional self-evaluation and efficient and effective operations to assure a culture of excellence in student services and academic success

It is the intent of St. Petersburg College to incorporate continuous improvement practices in all areas. Assessment reports provide comparisons of present and past results which are used to identify topics where improvement is possible. SPC has traditionally used past results as a vital tool in achieving its commitment to continuous improvement.

Program Learning Outcomes

#1: Graduates will be able to further organizational decision making by creating research supported communications.

I. Methodology

Means of Assessment: The Educational Studies Senior Capstone project, an authentic student assessment artifact, is used to assess student attaintment of major learning outcomes.

Date(s) of Administration: Fall 2012, Spring 2013

Method: The senior capstone project is a required component of EDF 4932 Senior Capstone for Educational Studies. This course is required for completion of the Educational Studies Interdisciplinary Studies track program. EDF 4932 must be taken in the final term of a student's senior year. The written senior capstone project requires students to conduct a meta-analysis on an issue related to student learning. The senior capstone project is assessed by the faculty member teaching a given section of EDF 4932.

Assessment Instrument: The senior capstone project is assessed with a faculty-developed rubric. The rubric assessess student attatinment of desired major learning outcomes on a three-point Likert type scale. Each major learning outcome is operationalized with three indicators more discreetly defining the criteria for successful demonstration of the learning outcomes.

Population: In Fall 2012 assessments were completed on 12 students. In Spring 2013 assessments were completed on 9 students. 100% of program completers were assessed. Not all students enrolled in EDF 4932 successfully completed the course.

II. Criteria for Success

Aggregated student results for each MLO will be used to determine the mean score for a cohort group. Each MLOs mean score will be used as the criteria for success. The score is considered successful when an MLO mean score falls at or above 2.0 on a three-point scale.

III. Summary of Assessment Findings

Major Learning Outcome and Indicators	Fall 2012 Average N= 12	Spring 2(Averag N= 9
1. Graduates will be able to further organizational decision making by creating research supported communications.	2.22	2.41
1.a Conventions	2.17	2.44
1.b Structure	2.25	2.44
1.c Content	2.25	2.33

IV. Discussion and Analysis of Assessment Findings

The overall SPC average for each cohort of students met the criteria for success. Interestingly, the spring group outperformed the fall group of students for each indicator. It should be noted that completion of the senior capstone project is an iterative process where students work closely with the faculty member teaching the course to revise and improve their project. At this time, students enrolled in Subplan B (Pre-school Education) of the Educational Studies program do not complete the Capstone course and are therefore not assessed on the MLOs. The Educational Studies faculty will develop a plan for assessing this group of students, in conjunction with students in Subplan A (Interdisciplinary Studies).

V. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Although the overall outcomes assessment scores met the criteria for success, faculty have decided to review the program learning outcomes and consider revisions and additions to the existing outcomes. One consideration to make will be the students enrolled in Subplan B of the Educational Studies program and how to apply the outcomes to this population. This action item applies to all MLOs.
  - / Jul 2014
- Revisions to the existing MLOs will include a need to review and potentially revise the senior capstone project and the assessment instrument associated with that project. This action item applies to all MLOs.
  - / Jul 2014

#2: Graduates will be able to connect historical and policy developments to practice in educational settings at the global level.

I. Methodology

Means of Assessment: The Educational Studies Senior Capstone project, an authentic student assessment artifact, is used to assess student attaintment of major learning outcomes. This statement applies to all MLOs.

Date(s) of Administration: Fall 2012, Spring 2013

Method: The senior capstone project is a required component of EDF 4932 Senior Capstone for Educational Studies. This course is required for completion of the Educational Studies Interdisciplinary Studies track program. EDF 4932 must be taken in the final term of a student's senior year. The written senior capstone project requires students to conduct a meta-analysis on an issue related to student learning. The senior capstone project is assessed by the faculty member teaching a given section of EDF 4932.

Assessment Instrument: The senior capstone project is assessed with a faculty-developed rubric. The rubric

assessess student attatinment of desired major learning outcomes on a three-point Likert type scale. Each major learning outcome is operationalized with three indicators more discreetly defining the criteria for successful demonstration of the learning outcomes.

Population: In Fall 2012 assessments were completed on 12 students. In Spring 2013 assessments were completed on 9 students. 100% of program completers were assessed. Not all students enrolled in EDF 4932 successfully completed the course.

II. Criteria for Success

Aggregated student results for each MLO will be used to determine the mean score for a cohort group. Each MLOs mean score will be used as the criteria for success. The score is considered successful when an MLO mean score falls at or above 2.0 on a three-point scale.

III. Summary of Assessment Findings

Major Learning Outcome and Indicators	Fall 2012 Average N= 12	Spring 2 Averag N= 9
2. Graduates will be able to connect historical and policy developments to practice in educational settings	2.17	2.33
2.a Pertinence of focus	2.17	2.44
2.b Applicability of findings	2.17	2.33
2.c Historical context	2.17	2.22

IV. Discussion and Analysis of Assessment Findings

The overall SPC average for each cohort of students met the criteria for success. Interestingly, the spring group outperformed the fall group of students for each indicator. It should be noted that completion of the senior capstone project is an iterative process where students work closely with the faculty member teaching the course to revise and improve their project. At this time, students enrolled in Subplan B (Pre-school Education) of the Educational Studies program do not complete the Capstone course and are therefore not assessed on the MLOs. The Educational Studies faculty will develop a plan for assessing this group of students, in conjunction with students in Subplan A (Interdisciplinary Studies).

Action Plan

Category	Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
D. Improve Assessment Methodology			
D1. Restructure Major Learning Outcomes to agree with curriculum changes			
	Although the overall outcomes assessment scores met the criteria for success, faculty have decided to review the program learning outcomes and consider revisions and additions to the existing outcomes. One consideration to make will be the students enrolled in Subplan B of the Educational Studies program and how to apply the outcomes to this population. This action item applies to all MLOs.	#1	Jul 2014
D5. Revise assessment instruments			
	Revisions to the existing MLOs will include a need to review and potentially revise the senior capstone project and the assessment instrument associated with that project. This action item applies to all MLOs.	#1	Jul 2014

Approvals

Program Administrator:
Carla Rossiter - Assessment Director

Approved by Carla Rossiter - Assessment Director on Sep 24, 2013

Educational Outcomes Coordinators:
Ashley Caron - Coordinator, Baccalaureate Assessment & Accreditation
Magaly Tymms - Assessment Director

Approved by Ashley Caron - Coordinator, Baccalaureate Assessment & Accreditation on Oct 2, 2013

Program Administrator:
Carla Rossiter - Assessment Director

Approved by Carla Rossiter - Assessment Director on Oct 3, 2013

Provost:
Kimberly Hartman - Dean

Approved by Kimberly Hartman - Dean on Oct 17, 2013

Vice President:
Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Oct 21, 2013

Program Assessment Report

Program: College of Education: Elementary K-6, BS
Option: Elementary K-6
Report Year: 2012-13

Drafted by Carla Rossiter on Sep 24, 2013

Data Files

- Documentation provided to faculty in advance of learning outcomes review meeting on 6/20/13

Overall Introduction

In support of the mission of St. Petersburg College, faculty committees established several specific goals. Two of these goals, as stated in the College's Mission Statement are to:

- Expand student access to baccalaureate programs, bachelor's degrees, graduate degrees, and careers; as well as prepare lower division students for successful transfer into baccalaureate programs through the associate in arts and articulated associate in science degree programs
- Perform continuous institutional self-evaluation and efficient and effective operations to assure a culture of excellence in student services and academic success

It is the intent of St. Petersburg College to incorporate continuous improvement practices in all areas. Assessment reports provide comparisons of present and past results which are used to identify topics where improvement is possible. SPC has traditionally used past results as a vital tool in achieving its commitment to continuous improvement.

Program Learning Outcomes

#1: Demonstrate language arts and reading subarea competencies.

I. Use of Past Results

Use of Past Results: In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Elementary Education with infused ESOL and Reading (ELEDR) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes for ELEDR were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE and the ELEDR program to acquire a new assessment data management system to capture learning outcomes data. Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, ELEDR faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes for ELEDR.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Elementary Education K-6 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: Spring 2011, Spring 2012, and Spring 2013

Method: The Florida Subject Area Competencies (FSAC) Elementary Education K-6 examination is designed to test for knowledge required for graduates of the COE program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Elementary Education K-6 examination is comprised of five subareas. Each Major Learning Outcome is assessed using the results of its corresponding;subarea. Each subarea comprises approximately 20% of the examination questions.

Population: The population of students included in the "SPC average" group is comprised of Elementary Education K-6 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC during the referenced time frames. The spring 2011 cohort included 55 students; the spring 2012 cohort included 42 students; the spring 2013 cohort included 38 students. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The State Overall Average comparison group includes Elementary Education K-6 subject area exam test takers enrolled in a teacher preparation program and testing any time from January 1, 2009 to May, 2013. A total of 17,446 students represented the "state overall average" comparison group.

III. Criteria for Success

The aggregated results for each competency within a given subarea (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average and exceeds the overall required exam score. Further information on the designation of desired benchmark scores can be found in the "overall summary" section.

IV. Summary of Assessment Findings

Florida Subject Area Competencies (FSACs) Elementary Education K-6
Subarea 1: Language Arts and Reading

Language Arts and Reading Subarea Competencies	**Reqd. Exam Pass Score**	**SPC Avg. Spring 2011 N=55**	**SPC Avg. Spring 2012 N=42**	**SPC Avg. Spring 2013 N=38**	**State Overall Avg. N=17446**
1. Knowledge of the reading process	65%	77%	78%	78%	73%
2. Knowledge of literature and literary analysis	65%	83%	85%	82%	77%
3. Knowledge of the writing process and its applications	65%	79%	78%	77%	75%
4. Knowledge of reading methods and assessment	65%	82%	81%	84%	78%
5. Knowledge of communication	65%	83%	86%	85%	82%
6. Knowledge of information and media literacy	65%	86%	77%	85%	83%

V. Discussion and Analysis of Assessment Findings

Overall, faculty were very satisfied with the assessment findings. The trend data indicate that SPC students consistently perform above state average on the assessment of the Language Arts and Reading component of the ELEDR subject area portion of the Florida Teacher Certification Examination. Faculty discussed that they may anticpate a drop in scores when the revised subject area portion of the examination is released. The Florida Department of Education has asserted that subject area examinations will increase in rigor.

Due to the recent release of revised ELEDR FSACs (released July, 2013; 1st administration May, 2014) faculty discussed that they will form a committee of ELEDR faculty to revise curriculum and formative assessments for ELEDR FSACs during the Fall 2013 term. Faculty further discussed that the committee may wish to consider reviewing CCSS as appropriate for consideration in revision of curriculum and formative assessments.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Faculty discussed that they will form a committee of ELEDR faculty to revise curriculum for ELEDR FSACs during the Fall 2013 term. Faculty further discussed that the committee may wish to consider reviewing CCSS as appropriate for consideration in revision of curriculum. This action item applies to all MLOs.
  - / Dec 2013
- Faculty discussed that they will form a committee of ELEDR faculty to revise assessments for ELEDR FSACs during the Fall 2013 term. Faculty further discussed that the committee may wish to consider reviewing CCSS as appropriate for consideration in revision of assessments. This action item applies to all MLOs.
  - / Dec 2013

#2: Demonstrate social science competencies.

I. Use of Past Results

Use of Past Results: In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Elementary Education with infused ESOL and Reading (ELEDR) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes for ELEDR were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE and the ELEDR program to acquire a new assessment data management system to capture learning outcomes data. Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, ELEDR faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes for ELEDR.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Elementary Education K-6 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: Spring 2011, Spring 2012, Spring 2013

Method: The Florida Subject Area Competencies (FSAC) Elementary Education K-6 examination is designed to test for knowledge required for graduates of the COE program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Elementary Education K-6 examination is comprised of five subareas. Each Major Learning Outcome is assessed using the results of its corresponding;subarea. Each subarea comprises approximately 20% of the examination questions.

Population: The population of students included in the "SPC average" group is comprised of Elementary Education K-6 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC during the referenced time frames. The spring 2011 cohort included 55 students; the spring 2012 cohort included 42 students; the spring 2013 cohort included 38 students. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The State Overall Average comparison group includes Elementary Education K-6 subject area exam test takers enrolled in a teacher preparation program and testing any time from January 1, 2009 to May, 2013. A total of 17,446 students represented the "state overall average" comparison group.

III. Criteria for Success

The aggregated results for each competency within a given subarea (MLO) of the FSAC exam will be used as the

criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average and exceeds the overall required exam score. Further information on the designation of desired benchmark scores can be found in the "overall summary" section.

IV. Summary of Assessment Findings

Florida Subject Area Competencies (FSACs) Elementary Education K-6
Subarea 2: Social Science

Social Science Subarea Competencies	**Reqd. Exam Pass Score**	**SPC Avg. Spring 2011 N=55**	**SPC Avg. Spring 2012 N=42**	**SPC Avg. Spring 2013 N=38**	**State Overall Avg. N=17440**
1.Knowledge of time, continuity, and change (i.e., history)	65%	70%	64%	71%	70%
2.Knowledge of people, places, and environment (i.e., geography)	65%	78%	69%	70%	72%
3.Knowledge of government and the citizen (i.e., government and civics)	65%	74%	73%	74%	73%
4.Knowledge of production, distribution, and consumption (i.e., economics)	65%	71%	66%	73%	71%
5.Knowledge of instruction and assessment of the social sciences	65%	87%	81%	82%	82%

V. Discussion and Analysis of Assessment Findings

Overall, faculty were satisfied with the assessment findings. The trend data indicate that SPC students consistently perform above the overall required exam pass rate and above or within a narrow margin of the state average. Faculty discussed that they may anticpate a drop in scores when the revised subject area portion of the examination is released. The Florida Department of Education has asserted that subject area examinations will increase in rigor. Due to the recent release of revised ELEDR FSACs (released July, 2013; 1st administration May, 2014) faculty discussed that they will form a committee of ELEDR faculty to revise curriculum and formative assessments for ELEDR FSACs during the Fall 2013 term. Faculty further discussed that the committee may wish to consider reviewing CCSS as appropriate for consideration in revision of curriculum and formative assessments.

#3: Demonstrate competencies in music, visual arts, physical education, and Health.

I. Use of Past Results

Use of Past Results: In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Elementary Education with infused ESOL and Reading (ELEDR) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes for ELEDR were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE and the ELEDR program to acquire a new assessment data management system to capture learning outcomes data. Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, ELEDR faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes for ELEDR.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Elementary Education K-6 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: Spring 2011, Spring 2012, Spring 2013

Method: The Florida Subject Area Competencies (FSAC) Elementary Education K-6 examination is designed to test for knowledge required for graduates of the COE program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Elementary Education K-6 examination is comprised of five subareas. Each Major Learning Outcome is assessed using the results of its corresponding subarea. Each subarea comprises approximately 20% of the examination questions.

Population: The population of students included in the "SPC average" group is comprised of Elementary Education K-6 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC during the referenced time frames. The spring 2011 cohort included 55 students; the spring 2012 cohort included 42 students; the spring 2013 cohort included 38 students. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The State Overall Average comparison group includes Elementary Education K-6 subject area exam test takers enrolled in a teacher preparation program and testing any time from January 1, 2009 to May, 2013. A total of 17,446 students represented the "state overall average" comparison group.

III. Criteria for Success

The aggregated results for each competency within a given subarea (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average and exceeds the overall required exam score. Further information on the designation of desired benchmark scores can be found in the "overall summary" section.

IV. Summary of Assessment Findings

Florida Subject Area Competencies (FSACs) Elementary Education K-6

Subarea 3: Music, Visual Arts, Physical Education, and Health

Competencies	Reqd. Exam Pass Score	SPC Avg. Spring 2011 N=55	SPC Avg N=42
1.Knowledge of skills and techniques in music and visual arts	65%	69%	
2.Knowledge of creation and communication in music and visual arts	65%	77%	
3.Knowledge of cultural and historical connections in music and visual arts	65%	74%	
4.Knowledge of aesthetic and critical analysis of music and visual arts	65%	86%	
5.Knowledge of appropriate assessment strategies in music and visual arts	65%	95%	
6.Knowledge of personal health and wellness	65%	71%	
7.Knowledge of physical, social, and emotional growth and development	65%	81%	

8.Knowledge of community health and safety issues	65%	77%	
9.Knowledge of subject content and appropriate curriculum design	65%	75%	

V. Discussion and Analysis of Assessment Findings

Overall, faculty were satisfied with the assessment findings. The trend data indicate that SPC students consistently perform above the overall required exam pass rate and above or within a narrow margin of the state average. Faculty discussed that this subarea portion of the examination has been eliminated and will no longer be part of the required curriculum for ELEDR students. Faculty discussed the importance of revising course curriculum to ensure that students still know how to teach these subjects. Faculty further discussed that they will consider removing the course currently targeting this learning outcome and replacing it with another "content" course more specific to the desired learning outcomes for students.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Faculty discussed a need to consider curriculum revisions, including revising course offerings, in light of the elimination of subarea three.
  - / Jul 2014

#4: Demonstrate science and technology competencies.

I. Use of Past Results

Use of Past Results: In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Elementary Education with infused ESOL and Reading (ELEDR) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes for ELEDR were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE and the ELEDR program to acquire a new assessment data management system to capture learning outcomes data. Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, ELEDR faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes for ELEDR.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Elementary Education K-6 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: Spring 2011, Spring 2012, Spring 2013

Method: The Florida Subject Area Competencies (FSAC) Elementary Education K-6 examination is designed to test for knowledge required for graduates of the COE program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Elementary Education K-6 examination is comprised of five subareas. Each Major Learning Outcome is assessed using the results of its corresponding;subarea. Each subarea comprises approximately 20% of the examination questions.

Population: The population of students included in the "SPC average" group is comprised of Elementary Education K-6 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC during the referenced time frames. The spring 2011 cohort included 55 students; the spring 2012 cohort

included 42 students; the spring 2013 cohort included 38 students. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The State Overall Average comparison group includes Elementary Education K-6 subject area exam test takers enrolled in a teacher preparation program and testing any time from January 1, 2009 to May, 2013. A total of 17,446 students represented the "state overall average" comparison group.

III. Criteria for Success

The aggregated results for each competency within a given subarea (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average and exceeds the overall required exam score. Further information on the designation of desired benchmark scores can be found in the "overall summary" section.

IV. Summary of Assessment Findings

Florida Subject Area Competencies (FSACs) Elementary Education K-6
Subarea 4: Science and Technology

Science and Technology Subarea **Competencies**	**Reqd. Exam Pass Score**	**SPC Avg. Spring 2011** **N=55**	**SPC Avg. Spring 2012** **N=42**
1. Knowledge of the nature of matter	65%	73%	68%
2. Knowledge of forces, motion, and energy	65%	78%	73%
3. Knowledge of Earth and space	65%	68%	67%
4. Knowledge of life science	65%	77%	76%
5. Knowledge of the nature of science	65%	85%	83%
6. Knowledge of the relationship of science and technology	65%	82%	76%
7. Knowledge of instruction and assessment	65%	77%	78%

V. Discussion and Analysis of Assessment Findings

Overall, faculty were satisfied with the assessment findings. The trend data indicate that SPC students consistently perform above the overall required exam pass rate and above or within a narrow margin of the state average. Faculty discussed that they may anticpate a drop in scores when the revised subject area portion of the examination is released. The Florida Department of Education has asserted that subject area examinations will increase in rigor. Due to the recent release of revised ELEDR FSACs (released July, 2013; 1st administration May, 2014) faculty discussed that they will form a committee of ELEDR faculty to revise curriculum and formative assessments for ELEDR FSACs during the Fall 2013 term. Faculty further discussed that the committee may wish to consider reviewing CCSS as appropriate for consideration in revision of curriculum and formative assessments.

#5: Demonstrate mathematics competencies.

I. Use of Past Results

Use of Past Results: In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Elementary Education with infused ESOL and Reading

(ELEDR) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes for ELEDR were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE and the ELEDR program to acquire a new assessment data management system to capture learning outcomes data. Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, ELEDR faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes for ELEDR.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Elementary Education K-6 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: Spring 2011, Spring 2012, Spring 2013

Method: The Florida Subject Area Competencies (FSAC) Elementary Education K-6 examination is designed to test for knowledge required for graduates of the COE program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Elementary Education K-6 examination is comprised of five subareas. Each Major Learning Outcome is assessed using the results of its corresponding;subarea. Each subarea comprises approximately 20% of the examination questions.

Population: The population of students included in the "SPC average" group is comprised of Elementary Education K-6 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC during the referenced time frames. The spring 2011 cohort included 55 students; the spring 2012 cohort included 42 students; the spring 2013 cohort included 38 students. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The State Overall Average comparison group includes Elementary Education K-6 subject area exam test takers enrolled in a teacher preparation program and testing any time from January 1, 2009 to May, 2013. A total of 17,446 students represented the "state overall average" comparison group.

III. Criteria for Success

The aggregated results for each competency within a given subarea (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average and exceeds the overall required exam score. Further information on the designation of desired benchmark scores can be found in the "overall summary" section.

IV. Summary of Assessment Findings

Florida Subject Area Competencies (FSACs) Elementary Education K-6

Subarea 5: Mathematics

Mathematics Subarea **Competencies**	**Reqd. Exam Pass Score**	**SPC Avg. Spring 2011** **N=55**	**SPC Avg. Spring 2012** **N=42**	**SPC Avg. Spring 2013** **N=38**	**State Over Avg.** **N=17**
1.Knowledge of numbers and operations	65%	79%	78%	78%	77
2.Knowledge of geometry and measurement	65%	79%	76%	77%	74

3.Knowledge of algebra	65%	87%	81%	88%	80
4.Knowledge of data analysis	65%	79%	81%	83%	76
5.Knowledge of instruction and assessment	65%	69%	76%	74%	74

V. Discussion and Analysis of Assessment Findings

Overall, faculty were very satisfied with the assessment findings. The trend data indicate that SPC students consistently perform above state average on the assessment of the Mathematics competencies component of the ELEDR subject area portion of the Florida Teacher Certification Examination. Faculty discussed that they may anticpate a drop in scores when the revised subject area portion of the examination is released. The Florida Department of Education has asserted that subject area examinations will increase in rigor. Due to the recent release of revised ELEDR FSACs (released July, 2013; 1 administration May, 2014) faculty discussed that they will form a committee of ELEDR faculty to revise curriculum and formative assessments for ELEDR FSACs during the Fall 2013 term. Faculty further discussed that the committee may wish to consider reviewing CCSS as appropriate for consideration in revision of curriculum and formative assessments.

Action Plan

Category	Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
B. Enhance Curriculum & Faculty Development			
B1. Align curriculum with General Education Objective and/or Accreditation/National Standards of the discipline			
	Faculty discussed that they will form a committee of ELEDR faculty to revise curriculum for ELEDR FSACs during the Fall 2013 term. Faculty further discussed that the committee may wish to consider reviewing CCSS as appropriate for consideration in revision of curriculum. This action item applies to all MLOs.	#1	Dec 2013
B4. Revise course content			
	Faculty discussed a need to consider curriculum revisions, including revising course offerings, in light of the elimination of subarea three.	#3	Jul 2014
D. Improve Assessment Methodology			
D5. Revise assessment instruments			
	Faculty discussed that they will form a committee of ELEDR faculty to revise assessments for ELEDR FSACs during the Fall 2013 term. Faculty further discussed that the committee may wish to consider reviewing CCSS as appropriate for consideration in revision of assessments. This action item applies to all MLOs.	#1	Dec 2013

Evaluation of the Impact of Action Plan Items on Program Quality

The ELDER data review held on 6/20 relied on the ELEDR Review data packet and previous faculty discussions to guide decisions on the following questions:

1. What benchmarks should we set for each of the competencies?

Faculty decided that setting benchmarks for the subareas and competencies within subareas should be revisited after data is available from the first administration of the newly revised (released July, 2013; 1st administration May, 2014) Elementary Education K-6 subject area competencies.

2. On what competencies do our students perform exceptionally well? Can we replicate this performance elsewhere?

Overall, faculty were very satisfied with student performance.

3. On what competencies do our students need improvement? What can we change?

Faculty discussed a need to consider curriculum revisions, including revising course offerings, in light of the elimination of subarea three.

Faculty discussed that they will form a committee of ELEDR faculty to revise curriculum and assessments for ELEDR FSACs during the Fall 2013 term. Faculty further discussed that the committee may wish to consider reviewing CCSS as appropriate for consideration in revision of curriculum and assessments.

4. Are the program learning outcomes appropriate?

Faculty voted to formally adopt the draft PLOs discussed at the full faculty meeting on 5/10/13. Faculty reasoned that this set of PLOs more clearly articulated the outcomes of the ELEDR program and allowed for differentiation in learning outcomes among programs of study residing in the College of Education.

Approvals

Program Administrator:
Carla Rossiter - Assessment Director

Approved by Carla Rossiter - Assessment Director on Sep 24, 2013

Educational Outcomes Coordinator:
Magaly Tymms - Assessment Director

Approved by Magaly Tymms - Assessment Director on Sep 25, 2013

Program Administrator:
Carla Rossiter - Assessment Director

Approved by Carla Rossiter - Assessment Director on Sep 25, 2013

Provost:
Kimberly Hartman - Dean

Approved by Kimberly Hartman - Dean on Sep 26, 2013

Vice President:
Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Nov 12, 2013

Program Assessment Report

Program: College of Education: Exceptional Student K-12, BS
Option: Exceptional Student K-12
Report Year: 2012-13

Drafted by Carla Rossiter on Sep 24, 2013

Overall Introduction

In support of the mission of St. Petersburg College, faculty committees established several specific goals. Two of these goals, as stated in the College's Mission Statement are to:

- Expand student access to baccalaureate programs, bachelor's degrees, graduate degrees, and careers; as well as prepare lower division students for successful transfer into baccalaureate programs through the associate in arts and articulated associate in science degree programs
- Perform continuous institutional self-evaluation and efficient and effective operations to assure a culture of excellence in student services and academic success

It is the intent of St. Petersburg College to incorporate continuous improvement practices in all areas. Assessment reports provide comparisons of present and past results which are used to identify topics where improvement is possible. SPC has traditionally used past results as a vital tool in achieving its commitment to continuous improvement.

Program Learning Outcomes

#1: Demonstrate Knowledge of foundations of exceptional student education.

I. Use of Past Results

Use of Past Results:
In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Exceptional Student Education K-12 with Reading and ESOL Endorsements (ESEDR) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, ESEDR faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Exceptional Student Education K-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: Spring 2011, Spring 2012, and Spring 2013

Method: The Florida Subject Area Competencies (FSAC) Exceptional Student Education K-12 examination is designed to test for knowledge required of graduates of the ESEDR program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Exceptional Student Education K-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 1 represent approximately 18% of the examination.

Population: The population of students included in the "SPC average" group is comprised of Exceptioanl Student Education K-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC during the referenced time frames. The SPC spring 2011 cohort included 18 students; the spring 2012 cohort included 16 students; the spring 2013 cohort included 24 students. SPC Students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The State Overall Average comparison group includes Exceptional Student Education K-12 subject area exam test takers enrolled in a teacher preparation program and testing any time from January 1, 2009 to May 31, 2013. A total of 6,497 students represented the "state overall average" comparison group.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average consistently and meets or exceeds the overall required exam score consistently.

IV. Summary of Assessment Findings

Competency	Reqd. Exam Pass Score	SPC Avg. Spring 2011	SPC Avg. Spring 2012	SPC Avg. Spring 2013	S A
1.Knowledge of foundations of exceptional student education	69%	86%	86%	87%	8

Spring 2013 SPC N 24; Spring 2012 SPC N 16; Spring 2011 SPC N 18. State Avg. N 6497

V. Discussion and Analysis of Assessment Findings

SPC students consistently performed at or above-state average and met the criteria for success.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- No Action Plan is deemed necessary

#2: Demonstrate Knowledge of assessment and evaluation.

I. Use of Past Results

Use of Past Results:
In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Exceptional Student Education K-12 with Reading and ESOL Endorsements (ESEDR) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In

recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, ESEDR faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Exceptional Student Education K-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: Spring 2011, Spring 2012, and Spring 2013

Method: The Florida Subject Area Competencies (FSAC) Exceptional Student Education K-12 examination is designed to test for knowledge required of graduates of the ESEDR program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Exceptional Student Education K-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 2 represent approximately 14% of the examination.

Population: The population of students included in the "SPC average" group is comprised of Exceptioanl Student Education K-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC during the referenced time frames. The SPC spring 2011 cohort included 18 students; the spring 2012 cohort included 16 students; the spring 2013 cohort included 24 students. SPC Students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The State Overall Average comparison group includes Exceptional Student Education K-12 subject area exam test takers enrolled in a teacher preparation program and testing any time from January 1, 2009 to May 31, 2013. A total of 6,497 students represented the "state overall average" comparison group.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average consistently and meets or exceeds the overall required exam score consistently.

IV. Summary of Assessment Findings

Competency	Reqd. Exam Pass Score	SPC Avg. Spring 2011	SPC Avg. Spring 2012	SPC Avg. Spring 2013	State Avg.
2.Knowledge of assessment and evaluation	69%	82%	82%	87%	82%

Spring 2013 SPC N 24; Spring 2012 SPC N 16; Spring 2011 SPC N 18. State Avg. N 6497

V. Discussion and Analysis of Assessment Findings

SPC students consistently performed at or above-state average and met the criteria for success.

#3: Demonstrate Knowledge of instructional practices in exceptional student education.

I. Use of Past Results

Use of Past Results:
In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Exceptional Student Education K-12 with Reading and ESOL Endorsements (ESEDR) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, ESEDR faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Exceptional Student Education K-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: Spring 2011, Spring 2012, and Spring 2013

Method: The Florida Subject Area Competencies (FSAC) Exceptional Student Education K-12 examination is designed to test for knowledge required of graduates of the ESEDR program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Exceptional Student Education K-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 3 represent approximately 18% of the examination.

Population: The population of students included in the "SPC average" group is comprised of Exceptioanl Student Education K-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC during the referenced time frames. The SPC spring 2011 cohort included 18 students; the spring 2012 cohort included 16 students; the spring 2013 cohort included 24 students. SPC Students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The State Overall Average comparison group includes Exceptional Student Education K-12 subject area exam test takers enrolled in a teacher preparation program and testing any time from January 1, 2009 to May 31, 2013. A total of 6,497 students represented the "state overall average" comparison group.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average consistently and meets or exceeds the overall required exam score consistently.

IV. Summary of Assessment Findings

Competency	Reqd. Exam Pass Score	SPC Avg. Spring 2011	SPC Avg. Spring 2012
3.Knowledge of instructional practices in exceptional student education	69%	86%	86%

Spring 2013 SPC N 24; Spring 2012 SPC N 16; Spring 2011 SPC N 18. State Avg. N 6497

V. Discussion and Analysis of Assessment Findings

SPC students consistently performed at or above-state average and met the criteria for success.

#4: Demonstrate Knowledge of assessing, designing, and implementing positive behavioral supports.

I. Use of Past Results

Use of Past Results:
In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Exceptional Student Education K-12 with Reading and ESOL Endorsements (ESEDR) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, ESEDR faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Exceptional Student Education K-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: Spring 2011, Spring 2012, and Spring 2013

Method: The Florida Subject Area Competencies (FSAC) Exceptional Student Education K-12 examination is designed to test for knowledge required of graduates of the ESEDR program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Exceptional Student Education K-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 4 represent approximately 15% of the examination.

Population: The population of students included in the "SPC average" group is comprised of Exceptioanl Student Education K-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC during the referenced time frames. The SPC spring 2011 cohort included 18 students; the spring 2012 cohort included 16 students; the spring 2013 cohort included 24 students. SPC Students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The State Overall Average comparison group includes Exceptional Student Education K-12 subject area exam test takers enrolled in a teacher preparation program and testing any time from January 1, 2009 to May 31, 2013. A total of 6,497 students represented the "state overall average" comparison group.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average consistently and meets or exceeds the overall required exam score consistently.

IV. Summary of Assessment Findings

Competency	Reqd. Exam Pass Score	SPC Avg. Spring 2
4.Knowledge of assessing, designing, and implementing positive behavioral supports	69%	90%

Spring 2013 SPC N 24; Spring 2012 SPC N 16; Spring 2011 SPC N 18. State Avg. N 6497

V. Discussion and Analysis of Assessment Findings

SPC students consistently performed at or above-state average and met the criteria for success.

#5: Demonstrate Knowledge of language development, reading, and communication skills.

I. Use of Past Results

Use of Past Results:
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During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, ESEDR faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Exceptional Student Education K-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: Spring 2011, Spring 2012, and Spring 2013

Method:

The Florida Subject Area Competencies (FSAC) Exceptional Student Education K-12 examination is designed to test for knowledge required of graduates of the ESEDR program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument:

The Florida Subject Area Competencies (FSAC) Exceptional Student Education K-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using theresults of its corresponding competency/skill area on the examination. Questions assessing MLO 5 represent approximately 20% of the examination.

Population:

The population of students included in the "SPC average" group is comprised of Exceptioanl Student Education K-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC during the referenced time frames. The SPC spring 2011 cohort included 18 students; the spring 2012

cohort included 16 students; the spring 2013 cohort included 24 students. SPC Students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The State Overall Average comparison group includes Exceptional Student Education K-12 subject area exam test takers enrolled in a teacher preparation program and testing any time from January 1, 2009 to May 31, 2013. A total of 6,497 students represented the "state overall average" comparison group.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average consistently and meets or exceeds the overall required exam score consistently.

IV. Summary of Assessment Findings

Competency	Reqd. Exam Pass Score	SPC Avg. Spring 2011	SPC Avg. Sprin 2012
5.Knowledge of language development, reading, and communication skills	69%	82%	82%

Spring 2013 SPC N 24; Spring 2012 SPC N 16; Spring 2011 SPC N 18. State Avg. N 6497

V. Discussion and Analysis of Assessment Findings

SPC students consistently performed at or above-state average and met the criteria for success.

#6: Demonstrate Knowledge of skills related to teaching interpersonal interactions and participation.

I. Use of Past Results

Use of Past Results:

In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Exceptional Student Education K-12 with Reading and ESOL Endorsements (ESEDR) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, ESEDR faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Exceptional Student Education K-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: Spring 2011, Spring 2012, and Spring 2013

Method:

The Florida Subject Area Competencies (FSAC) Exceptional Student Education K-12 examination is designed to

test for knowledge required of graduates of the ESEDR program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument:

The Florida Subject Area Competencies (FSAC) Exceptional Student Education K-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 6 represent approximately 5% of the examination.

Population:

The population of students included in the "SPC average" group is comprised of Exceptioanl Student Education K-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC during the referenced time frames. The SPC spring 2011 cohort included 18 students; the spring 2012 cohort included 16 students; the spring 2013 cohort included 24 students. SPC Students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The State Overall Average comparison group includes Exceptional Student Education K-12 subject area exam test takers enrolled in a teacher preparation program and testing any time from January 1, 2009 to May 31, 2013. A total of 6,497 students represented the "state overall average" comparison group.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average consistently and meets or exceeds the overall required exam score consistently.

IV. Summary of Assessment Findings

Competency	Reqd. Exam Pass Score	SPC Avg. Spring 20
6.Knowledge of skills related to teaching interpersonal interactions and participation	69%	84%

Spring 2013 SPC N 24; Spring 2012 SPC N 16; Spring 2011 SPC N 18. State Avg. N 6497

V. Discussion and Analysis of Assessment Findings

SPC students consistently performed at or above-state average and met the criteria for success.

#7: Demonstrate Knowledge of the transition process.

I. Use of Past Results

Use of Past Results:
In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Exceptional Student Education K-12 with Reading and ESOL Endorsements (ESEDR) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, ESEDR faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Exceptional Student Education K-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: Spring 2011, Spring 2012, and Spring 2013

Method:

The Florida Subject Area Competencies (FSAC) Exceptional Student Education K-12 examination is designed to test for knowledge required of graduates of the ESEDR program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument:

The Florida Subject Area Competencies (FSAC) Exceptional Student Education K-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 7 represent approximately 10% of the examination.

Population:

The population of students included in the "SPC average" group is comprised of Exceptioanl Student Education K-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC during the referenced time frames. The SPC spring 2011 cohort included 18 students; the spring 2012 cohort included 16 students; the spring 2013 cohort included 24 students. SPC Students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The State Overall Average comparison group includes Exceptional Student Education K-12 subject area exam test takers enrolled in a teacher preparation program and testing any time from January 1, 2009 to May 31, 2013. A total of 6,497 students represented the "state overall average" comparison group.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average consistently and meets or exceeds the overall required exam score consistently.

IV. Summary of Assessment Findings

Competency	Reqd. Exam Pass Score	SPC Avg. Spring 2011	SPC Avg. Spring 2012	SPC Avg. Spring 2013	State Avg.
7.Knowledge of the transition process	69%	81%	81%	90%	83%

Spring 2013 SPC N 24; Spring 2012 SPC N 16; Spring 2011 SPC N 18. State Avg. N 6497

V. Discussion and Analysis of Assessment Findings

SPC students consistently performed at or above-state average and met the criteria for success.

Action Plan

Category	Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
E. None			
E1. No Action Plan is deemed necessary			
	No Action Plan is deemed necessary	#1	

Approvals

Program Administrator:
Carla Rossiter - Assessment Director

Approved by Carla Rossiter - Assessment Director on Sep 24, 2013

Educational Outcomes Coordinators:
Ashley Caron - Coordinator, Baccalaureate Assessment & Accreditation
Magaly Tymms - Assessment Director

Approved by Ashley Caron - Coordinator, Baccalaureate Assessment & Accreditation on Oct 3, 2013

Program Administrator:
Carla Rossiter - Assessment Director

Approved by Carla Rossiter - Assessment Director on Oct 3, 2013

Provost:
Conferlete Carney - Provost

Approved by Conferlete Carney - Provost on Oct 8, 2013

Vice President:
Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Nov 12, 2013

Program Assessment Report

Program: College of Education: Math 6-12, BS
Option: Math 6-12
Report Year: 2012-13

Drafted by Carla Rossiter on Nov 20, 2013

Data Files

MTSED Data Review Packet

Overall Introduction

In support of the mission of St. Petersburg College, faculty committees established several specific goals. Two of these goals, as stated in the College's Mission Statement are to:

- Expand student access to baccalaureate programs, bachelor's degrees, graduate degrees, and careers; as well as prepare lower division students for successful transfer into baccalaureate programs through the associate in arts and articulated associate in science degree programs
- Perform continuous institutional self-evaluation and efficient and effective operations to assure a culture of excellence in student services and academic success

It is the intent of St. Petersburg College to incorporate continuous improvement practices in all areas. Assessment reports provide comparisons of present and past results which are used to identify topics where improvement is possible. SPC has traditionally used past results as a vital tool in achieving its commitment to continuous improvement.

Program Learning Outcomes

#1: Demonstrate Knowledge of algebra.

I. Use of Past Results

Use of Past Results:

In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Mathematics Education 6-12 (MTSED) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, MTSED faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment:

The results of the Florida Subject Area Competencies (FSACs) Mathematics 6-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: January 1, 2009 to May 31, 2013

Method: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is designed to test for knowledge required of graduates of the MTSED program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 1 represent approximately 13% of the examination.

Population: The population of students included in the SPC group is comprised of Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC and testing any time between January 1, 2009 and May 31, 2013. A total of 21 SPC students tested from January 1, 2009 to May 31, 2013. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The State comparison group includes Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program and testing during the above-mentioned time frame. A total of 2,771 students are represented in the state comparison group. Because of the small number of SPC program enrollees and completers data was collected over an extended period of time to allow faculty an opportunity to review learning outcomes data on the largest possible cohort.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average.

IV. Summary of Assessment Findings

Terms	Competency Name	SPC	State
Spring 2009 to Spring 2013	1. Knowledge of algebra	74%	74%

State N=2771 SPC N=21

V. Discussion and Analysis of Assessment Findings

SPC students met the criteria for success.

#2: Demonstrate Knowledge of functions.

I. Use of Past Results

Use of Past Results:

In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Mathematics Education 6-12 (MTSED) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-

2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, MTSED faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Mathematics 6-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: January 1, 2009 to May 31, 2013

Method: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is designed to test for knowledge required of graduates of the MTSED program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 2 represent approximately 8% of the examination.

Population: The population of students included in the "SPC" group is comprised of Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC and testing any time between January 1, 2009 and May 31, 2013. A total of 21 SPC students tested from January 1, 2009 to May 31, 2013. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The "State" comparison group includes Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program and testing during the above-mentioned time frame. A total of 2,771 students are represented in the state comparison group. Because of the small number of SPC program enrollees and completers data was collected over an extended period of time to allow faculty an opportunity to review learning outcomes data on the largest possible cohort.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average.

IV. Summary of Assessment Findings

Terms	Competency Name	SPC	State
Spring 2009 to Spring 2013	2. Knowledge of functions	72%	64%

State N=2771 SPC N=21

V. Discussion and Analysis of Assessment Findings

SPC students performed above the state average and met the criteria for success.

#3: Demonstrate Knowledge of geometry from a synthetic perspective.

I. Use of Past Results

Use of Past Results:

In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Mathematics Education 6-12 (MTSED) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, MTSED faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Mathematics 6-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: January 1, 2009 to May 31, 2013

Method: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is designed to test for knowledge required of graduates of the MTSED program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 3 represent approximately 12% of the examination.

Population: The population of students included in the SPC group is comprised of Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC and testing any time between January 1, 2009 and May 31, 2013. A total of 21 SPC students tested from January 1, 2009 to May 31, 2013. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The State comparison group includes Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program and testing during the above-mentioned time frame. A total of 2,771 students are represented in the state comparison group. Because of the small number of SPC program enrollees and completers data was collected over an extended period of time to allow faculty an opportunity to review learning outcomes data on the largest possible cohort.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average.

IV. Summary of Assessment Findings

Terms	Competency Name	SPC	State
Spring 2009 to Spring 2013	3. Knowledge of geometry from a synthetic perspective	61%	63%

State N=2771 SPC N=21

V. Discussion and Analysis of Assessment Findings

Faculty discussed that they could enhance students knowledge of this MLO by incorporating knowledge of geometry into assignments in the mathematics methods courses (MAE 3320 & MAE 4330).

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Incorporate knowledge of geometry into assignments in the mathematics methods courses (MAE 3320 & MAE 4330). This action item applies to MLOs 3 and 4.
  - / Jul 2014

#4: Demonstrate Knowledge of geometry from an algebraic perspective.

I. Use of Past Results

Use of Past Results:

In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Mathematics Education 6-12 (MTSED) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, MTSED faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Mathematics 6-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: January 1, 2009 to May 31, 2013

Method: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is designed to test for knowledge required of graduates of the MTSED program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 4 represent approximately 6% of the examination.

Population: The population of students included in the SPC group is comprised of Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC and testing any time between January 1, 2009 and May 31, 2013. A total of 21 SPC students tested from January 1, 2009 to May 31, 2013. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The State comparison group includes Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program and testing during the above-mentioned time frame. A total of 2,771 students are represented in the state comparison group. Because of the small number of SPC program enrollees and completers data was collected over an extended period of time to allow faculty an opportunity to review learning outcomes data on the largest possible cohort.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average.

IV. Summary of Assessment Findings

Terms	Competency Name	SPC	State
Spring 2009 to Spring 2013	4. Knowledge of geometry from an algebraic perspective	60%	67%

State N=2771 SPC N=21

V. Discussion and Analysis of Assessment Findings

Upon review of the results and identifying that the SPC average did not meet the criteria for success, faculty discussed that they could enhance students knowledge of this MLO by incorporating knowledge of geometry into assignments in the mathematics methods courses (MAE 3320 & MAE 4330).

#5: Demonstrate Knowledge of trigonometry.

I. Use of Past Results

Use of Past Results:

In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Mathematics Education 6-12 (MTSED) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, MTSED faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Mathematics 6-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: January 1, 2009 to May 31, 2013

Method: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is designed to test for knowledge required of graduates of the MTSED program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 5 represent approximately 6% of the examination.

Population: The population of students included in the SPC group is comprised of Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC and testing any time between January 1, 2009 and May 31, 2013. A total of 21 SPC students tested from January 1, 2009 to May 31, 2013. SPC students are required to take the subject area examination prior to final internship and

typically do so in the semester prior to internship. The State comparison group includes Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program and testing during the above-mentioned time frame. A total of 2,771 students are represented in the state comparison group. Because of the small number of SPC program enrollees and completers data was collected over an extended period of time to allow faculty an opportunity to review learning outcomes data on the largest possible cohort.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average.

IV. Summary of Assessment Findings

Terms	Competency Name	SPC	State
Spring 2009 to Spring 2013	5. Knowledge of trigonometry	59%	59%

State N=2771 SPC N=21

V. Discussion and Analysis of Assessment Findings

SPC students met the criteria for success.

#6: Demonstrate Knowledge of statistics.

I. Use of Past Results

Use of Past Results:

In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Mathematics Education 6-12 (MTSED) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

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As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, MTSED faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Mathematics 6-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: January 1, 2009 to May 31, 2013

Method: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is designed to test for knowledge required of graduates of the MTSED program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is

comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 6 represent approximately 6% of the examination.

Population: The population of students included in the SPC group is comprised of Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC and testing any time between January 1, 2009 and May 31, 2013. A total of 21 SPC students tested from January 1, 2009 to May 31, 2013. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The State comparison group includes Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program and testing during the above-mentioned time frame. A total of 2,771 students are represented in the state comparison group. Because of the small number of SPC program enrollees and completers data was collected over an extended period of time to allow faculty an opportunity to review learning outcomes data on the largest possible cohort.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average.

IV. Summary of Assessment Findings

Terms	Competency Name	SPC	State
Spring 2009 to Spring 2013	6. Knowledge of statistics	84%	79%

State N=2771 SPC N=21

V. Discussion and Analysis of Assessment Findings

SPC students performed above-state average and met the criteria for success.

#7: Demonstrate Knowledge of probability.

I. Use of Past Results

Use of Past Results:

In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Mathematics Education 6-12 (MTSED) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, MTSED faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Mathematics 6-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: January 1, 2009 to May 31, 2013

Method: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is designed to test for knowledge required of graduates of the MTSED program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 7 represent approximately 6% of the examination.

Population: The population of students included in the SPC group is comprised of Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC and testing any time between January 1, 2009 and May 31, 2013. A total of 21 SPC students tested from January 1, 2009 to May 31, 2013. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The State comparison group includes Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program and testing during the above-mentioned time frame. A total of 2,771 students are represented in the state comparison group. Because of the small number of SPC program enrollees and completers data was collected over an extended period of time to allow faculty an opportunity to review learning outcomes data on the largest possible cohort.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average.

IV. Summary of Assessment Findings

Terms	Competency Name	SPC	State
Spring 2009 to Spring 2013	7. Knowledge of probability	66%	67%

State N=2771 SPC N=21

V. Discussion and Analysis of Assessment Findings

Upon review of the results, faculty discussed that STA 2023 is no longer a viable coverage point for this competency. Students are provided some coverage of this competency in MGF 1106. However, students are not required to take MGF 1106. Faculty further discussed that adding probability coverage, including an emphasis on counting methods and probability, to MAD 3107 will provide students additional coverage of needed content.Slimming down the graph theory component of this course will allow for the inclusion of probability and counting methods.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Add probability coverage including an emphasis on counting methods and probability to MAD 3107 to provide students additional coverage of needed content. Slimming down the graph theory component of this course will allow for the inclusion of probability and counting methods.
  - / Jul 2014

#8: Demonstrate Knowledge of discrete mathematics.

I. Use of Past Results

Use of Past Results:

In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Mathematics Education 6-12 (MTSED) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, MTSED faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Mathematics 6-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: January 1, 2009 to May 31, 2013

Method: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is designed to test for knowledge required of graduates of the MTSED program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 8 represent approximately 5% of the examination.

Population: The population of students included in the SPC group is comprised of Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC and testing any time between January 1, 2009 and May 31, 2013. A total of 21 SPC students tested from January 1, 2009 to May 31, 2013. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The State comparison group includes Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program and testing during the above-mentioned time frame. A total of 2,771 students are represented in the state comparison group. Because of the small number of SPC program enrollees and completers data was collected over an extended period of time to allow faculty an opportunity to review learning outcomes data on the largest possible cohort.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average.

IV. Summary of Assessment Findings

Terms	Competency Name	SPC	State
Spring 2009 to Spring 2013	8. Knowledge of discrete mathematics	65%	66%

State N=2771 SPC N=21

V. Discussion and Analysis of Assessment Findings

Faculty discussed that the revised MTSED learning outcomes will not address this competency. Therefore, no action was taken as coverage of this content is no longer a program requirement.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- No Action Plan is deemed necessary

#9: Demonstrate Knowledge of calculus.

I. Use of Past Results

Use of Past Results:

In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Mathematics Education 6-12 (MTSED) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, MTSED faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Mathematics 6-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: January 1, 2009 to May 31, 2013

Method: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is designed to test for knowledge required of graduates of the MTSED program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 9 represent approximately 6% of the examination.

Population: The population of students included in the SPC group is comprised of Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC and testing any time between January 1, 2009 and May 31, 2013. A total of 21 SPC students tested from January 1, 2009 to May 31, 2013. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The State comparison group includes Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program and testing during the above-mentioned time frame. A total of 2,771 students are represented in the state comparison group. Because of the small number of SPC program enrollees and completers data was collected over an extended period of time to allow faculty an opportunity to review learning outcomes data on the largest possible cohort.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average.

IV. Summary of Assessment Findings

Terms	Competency Name	SPC	State
Spring 2009 to Spring 2013	9. Knowledge of calculus	57%	56%

State N=2771 SPC N=21

V. Discussion and Analysis of Assessment Findings

SPC students performed above state average and met the criteria for success.

#10: Demonstrate Knowledge of number sense and mathematical structure.

I. Use of Past Results

Use of Past Results:

In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Mathematics Education 6-12 (MTSED)
program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, MTSED faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Mathematics 6-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: January 1, 2009 to May 31, 2013

Method: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is designed to test for knowledge required of graduates of the MTSED program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 10 represent approximately 5% of the examination.

Population: The population of students included in the SPC group is comprised of Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC and testing any time between January 1, 2009 and May 31, 2013. A total of 21 SPC students tested from January 1, 2009 to May 31, 2013. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The State comparison group includes Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program and testing during the above-mentioned time frame. A total of 2,771 students are represented in the state comparison group. Because of the small number of SPC program enrollees and completers data was collected over an extended period of time to allow faculty an opportunity to review learning outcomes data on the largest possible cohort.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average.

IV. Summary of Assessment Findings

Terms	Competency Name	SPC	State
Spring 2009 to Spring 2013	10. Knowledge of number sense and mathematical structure	73%	66%

State N=2771 SPC N=21

V. Discussion and Analysis of Assessment Findings

SPC students performed above the state average and met the criteria for success.

#11: Demonstrate Knowledge of mathematics as communication.

I. Use of Past Results

Use of Past Results:

In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Mathematics Education 6-12 (MTSED) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, MTSED faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Mathematics 6-12 examination were utilized by the College of Education (COE) to assess student competencies. This statement applies to all MLOs.

Date(s) of Administration: January 1, 2009 to May 31, 2013

Method: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is designed to test for knowledge required of graduates of the MTSED program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 11 represent approximately 3% of the examination.

Population: The population of students included in the SPC group is comprised of Mathematics 6-12 subject area

exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC and testing any time between January 1, 2009 and May 31, 2013. A total of 21 SPC students tested from January 1, 2009 to May 31, 2013. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The State comparison group includes Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program and testing during the above-mentioned time frame. A total of 2,771 students are represented in the state comparison group. Because of the small number of SPC program enrollees and completers data was collected over an extended period of time to allow faculty an opportunity to review learning outcomes data on the largest possible cohort.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average.

IV. Summary of Assessment Findings

Terms	Competency Name	SPC	State
Spring 2009 to Spring 2013	11. Knowledge of mathematics as communication	90%	75%

State N=2771 SPC N=21

V. Discussion and Analysis of Assessment Findings

SPC students performed above the state average and met the criteria for success.

#12: Demonstrate Knowledge of mathematics as reasoning.

I. Use of Past Results

Use of Past Results:

In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Mathematics Education 6-12 (MTSED)
program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, MTSED faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Mathematics 6-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: January 1, 2009 to May 31, 2013

Method: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is designed to test for knowledge required of graduates of the MTSED program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 12 represent approximately 4% of the examination.

Population: The population of students included in the SPC group is comprised of Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC and testing any time between January 1, 2009 and May 31, 2013. A total of 21 SPC students tested from January 1, 2009 to May 31, 2013. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The State comparison group includes Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program and testing during the above-mentioned time frame. A total of 2,771 students are represented in the state comparison group. Because of the small number of SPC program enrollees and completers data was collected over an extended period of time to allow faculty an opportunity to review learning outcomes data on the largest possible cohort.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average.

IV. Summary of Assessment Findings

Terms	Competency Name	SPC	State
Spring 2009 to Spring 2013	12. Knowledge of mathematics as reasoning	79%	67%

State N=2771 SPC N=21

V. Discussion and Analysis of Assessment Findings

SPC students performed above the state average and met the criteria for success.

#13: Demonstrate Knowledge of mathematical connections.

I. Use of Past Results

Use of Past Results:

In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Mathematics Education 6-12 (MTSED) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, MTSED faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject

Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Mathematics 6-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: January 1, 2009 to May 31, 2013

Method: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is designed to test for knowledge required of graduates of the MTSED program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 13 represent approximately 3% of the examination.

Population: The population of students included in the SPC group is comprised of Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC and testing any time between January 1, 2009 and May 31, 2013. A total of 21 SPC students tested from January 1, 2009 to May 31, 2013. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The State comparison group includes Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program and testing during the above-mentioned time frame. A total of 2,771 students are represented in the state comparison group. Because of the small number of SPC program enrollees and completers data was collected over an extended period of time to allow faculty an opportunity to review learning outcomes data on the largest possible cohort.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average.

IV. Summary of Assessment Findings

Terms	Competency Name	SPC	State
Spring 2009 to Spring 2013	13. Knowledge of mathematical connections	55%	62%

State N=2771 SPC N=21

V. Discussion and Analysis of Assessment Findings

Upon review of the results and identifying that the SPC average (55%) did not meet the criteria for success, faculty discussed that the revised MTSED learning outcomes will not address this competency. Therefore, no action was taken as coverage of this content is no longer a program requirement.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- No Action Plan is deemed necessary

#14: Demonstrate Knowledge of instruction.

I. Use of Past Results

Use of Past Results:

In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Mathematics Education 6-12 (MTSED)
program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, MTSED faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Mathematics 6-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: January 1, 2009 to May 31, 2013

Method: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is designed to test for knowledge required of graduates of the MTSED program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 14 represent approximately 6% of the examination.

Population: The population of students included in the SPC group is comprised of Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC and testing any time between January 1, 2009 and May 31, 2013. A total of 21 SPC students tested from January 1, 2009 to May 31, 2013. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The State comparison group includes Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program and testing during the above-mentioned time frame. A total of 2,771 students are represented in the state comparison group. Because of the small number of SPC program enrollees and completers data was collected over an extended period of time to allow faculty an opportunity to review learning outcomes data on the largest possible cohort.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average.

IV. Summary of Assessment Findings

Terms	Competency Name	SPC	State
Spring 2009 to Spring 2013	14. Knowledge of instruction	73%	75%

State N=2771 SPC N=21

V. Discussion and Analysis of Assessment Findings

SPC students met the criteria for success.

#15: Demonstrate Knowledge of assessment.

I. Use of Past Results

Use of Past Results:

In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Mathematics Education 6-12 (MTSED) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, MTSED faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Mathematics 6-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: January 1, 2009 to May 31, 2013

Method: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is designed to test for knowledge required of graduates of the MTSED program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Mathematics 6-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 15 represent approximately 6% of the examination.

Population: The population of students included in the SPC group is comprised of Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC and testing any time between January 1, 2009 and May 31, 2013. A total of 21 SPC students tested from January 1, 2009 to May 31, 2013. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The State comparison group includes Mathematics 6-12 subject area exam test takers enrolled in a teacher preparation program and testing during the above-mentioned time frame. A total of 2,771 students are represented in the state comparison group. Because of the small number of SPC program enrollees and completers data was collected over an extended period of time to allow faculty an opportunity to review learning outcomes data on the largest possible cohort.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average.

IV. Summary of Assessment Findings

Terms	Competency Name	SPC	State
Spring 2009 to Spring 2013	15. Knowledge of assessment	80%	80%

State N=2771 SPC N=21

V. Discussion and Analysis of Assessment Findings

SPC students met the criteria for success.

Action Plan

Category	Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
B. Enhance Curriculum & Faculty Development			
B4. Revise course content			
	Incorporate knowledge of geometry into assignments in the mathematics methods courses (MAE 3320 & MAE 4330). This action item applies to MLOs 3 and 4.	#3	Jul 2014
	Add probability coverage including an emphasis on counting methods and probability to MAD 3107 to provide students additional coverage of needed content. Slimming down the graph theory component of this course will allow for the inclusion of probability and counting methods.	#7	Jul 2014
E. None			
E1. No Action Plan is deemed necessary			
	No Action Plan is deemed necessary	#8	
	No Action Plan is deemed necessary	#13	

Approvals

Program Administrator:
Carla Rossiter - Assessment Director
Approved by Carla Rossiter - Assessment Director on Nov 20, 2013

Educational Outcomes Coordinators:
Ashley Caron - Coordinator, Baccalaureate Assessment & Accreditation
Magaly Tymms - Assessment Director
Approved by Ashley Caron - Coordinator, Baccalaureate Assessment & Accreditation on Nov 20, 2013

Program Administrator:
Carla Rossiter - Assessment Director
Approved by Carla Rossiter - Assessment Director on Nov 20, 2013

Provost:
Kimberly Hartman - Dean
Approved by Kimberly Hartman - Dean on Nov 20, 2013

Vice President:
Anne Cooper - Senior VP Instruction and Academic Programs
Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Nov 21, 2013

Program Assessment Report

Program: College of Education: Biology 6-12, BS
Option: Biology 6-12
Report Year: 2012-13

Drafted by Carla Rossiter on Nov 19, 2013

Data Files

BSCED Data Review Packet

Overall Introduction

In support of the mission of St. Petersburg College, faculty committees established several specific goals. Two of these goals, as stated in the College's Mission Statement are to:

- Expand student access to baccalaureate programs, bachelor's degrees, graduate degrees, and careers; as well as prepare lower division students for successful transfer into baccalaureate programs through the associate in arts and articulated associate in science degree programs
- Perform continuous institutional self-evaluation and efficient and effective operations to assure a culture of excellence in student services and academic success

It is the intent of St. Petersburg College to incorporate continuous improvement practices in all areas. Assessment reports provide comparisons of present and past results which are used to identify topics where improvement is possible. SPC has traditionally used past results as a vital tool in achieving its commitment to continuous improvement.

Program Learning Outcomes

#1: Demonstrate knowledge of the investigative processes of science.

I. Use of Past Results

Use of Past Results:
In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Secondary Science Education with a Biology emphasis (BSCED) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, BSCED faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Biology 6-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: January 1, 2009 to May 31, 2013

Method: The Florida Subject Area Competencies (FSAC) Biology 6-12 examination is designed to test for knowledge required of graduates of the BSCED program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Biology 6-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 1 represent approximately 18% of the examination. During the data collection time frame refrenced below in "population", the subject area examination items changed. The second set of competency averages displayed in each MLO table represents scores after the change and reflective of current test items.

Population: The population of students included in the "SPC" group is comprised of Biology 6-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC and testing any time between January 1, 2009 and May 31, 2013. A total of 19 SPC students tested from Jauary 1, 2009 to May 31, 2013. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The "State" comparison group includes Biology 6-12 subject area exam test takers enrolled in a teacher preparation program and testing during the above-mentioned time frame. A total of 1,329 students are represented in the state comparison group. Because of the small number of SPC program enrollees and completers data was collected over an extended period of time to allow faculty an opportunity to review learning outcomes data on the largest possible cohort.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average.

IV. Summary of Assessment Findings

Terms	Competency Name	SPC	State
Spring 2009 to Spring 2010	1. Knowledge of the investigative processes of science	75%	74%
Summer 2010 to Spring 2013	1. Knowledge of the investigative processes of science	87%	79%

State N= 377,952 SPC N=7,12

V. Discussion and Analysis of Assessment Findings

SPC students consistently performed above-state average and met the criteria for success.

Faculty discussed that changes to GEN ED requirements may impact LD course offerings relevant to BSCED majors.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Monitor changes to HB 7135 with consideration for how GEN ED requirement changes might impact LD course availability for COE BSCED majors. This statement is appropriate for all MLOs.
  - / Dec 2013

#2: Demonstrate knowledge of the interactions between science, technology, and society.

I. Use of Past Results

I. Use of Past Results

Use of Past Results:
In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Secondary Science Education with a Biology emphasis (BSCED) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, BSCED faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Biology 6-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: January 1, 2009 to May 31, 2013

Method: The Florida Subject Area Competencies (FSAC) Biology 6-12 examination is designed to test for knowledge required of graduates of the BSCED program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Biology 6-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 2 represent approximately 4% of the examination. During the data collection time frame refrenced below in "population", the subject area examination items changed. The second set of competency averages displayed in each MLO table represents scores after the change and reflective of current test items.

Population: The population of students included in the "SPC" group is comprised of Biology 6-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC and testing any time between January 1, 2009 and May 31, 2013. A total of 19 SPC students tested from Jauary 1, 2009 to May 31, 2013. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The "State" comparison group includes Biology 6-12 subject area exam test takers enrolled in a teacher preparation program and testing during the above-mentioned time frame. A total of 1,329 students are represented in the state comparison group. Because of the small number of SPC program enrollees and completers data was collected over an extended period of time to allow faculty an opportunity to review learning outcomes data on the largest possible cohort.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average.

IV. Summary of Assessment Findings

Terms	Competency Name	S
Spring 2009 to Spring 2010	2. Knowledge of the interaction of science, technology, and society, including ethical, legal, and social issues	1

Summer 2010 to Spring 2013	2. Knowledge of the interactions between science, technology, and society	

State N= 377,952 SPC N=7,12

V. Discussion and Analysis of Assessment Findings

SPC students consistently performed above-state average and met the criteria for success.

#3: Demonstrate knowledge of the chemical processes of living things.

I. Use of Past Results

Use of Past Results:
In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Secondary Science Education with a Biology emphasis (BSCED) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, BSCED faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Biology 6-12 examination were
utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: January 1, 2009 to May 31, 2013

Method: The Florida Subject Area Competencies (FSAC) Biology 6-12 examination is designed to test for knowledge required of graduates of the BSCED program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Biology 6-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 3 represent approximately 14% of the examination. During the data collection time frame refrenced below in "population", the subject area examination items changed. The second set of competency averages displayed in each MLO table represents scores after the change and reflective of current test items.

Population: The population of students included in the "SPC" group is comprised of Biology 6-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC and testing any time between January 1, 2009 and May 31, 2013. A total of 19 SPC students tested from Jauary 1, 2009 to May 31, 2013. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The "State" comparison group includes Biology 6-12 subject area exam test takers enrolled in a teacher preparation program and testing during the above-mentioned time frame. A total of 1,329 students are represented in the state comparison group. Because of the small number of SPC program enrollees and completers data was collected over an extended period of time to allow faculty an opportunity to review learning outcomes data on the largest possible cohort.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average.

IV. Summary of Assessment Findings

Terms	Competency Name	SPC	State
Spring 2009 to Spring 2010	3. Knowledge of the chemical processes of living things	64%	62%
Summer 2010 to Spring 2013	3. Knowledge of the chemical processes of living things	85%	75%

State N= 377,952 SPC N=7,12

V. Discussion and Analysis of Assessment Findings

SPC students consistently performed above state average and met the criteria for success. Faculty discuseed that this MLO is primarily addressed in BSC 3096. After considering enrollment figures and course content for BSC 3096 faculty agreed that an alternative course should be explored. Faculty suggested that where this course may have once been required for the program of study it is possible that this requirement can now be met with BSC 1083.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Explore the feasibility of replacing the BSC 3096 requirement with BSC 1083.
  - / Sep 2013

#4: Demonstrate knowledge of the interactions between cell structure and cell function.

I. Use of Past Results

Use of Past Results:
In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Secondary Science Education with a Biology emphasis (BSCED) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, BSCED faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Biology 6-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: January 1, 2009 to May 31, 2013

Method: The Florida Subject Area Competencies (FSAC) Biology 6-12 examination is designed to test for knowledge required of graduates of the BSCED program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Biology 6-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 4 represent approximately 7% of the examination. During the data collection time frame refrenced below in "population", the subject area examination items changed. The second set of competency averages displayed in each MLO table represents scores after the change and reflective of current test items.

Population: The population of students included in the "SPC" group is comprised of Biology 6-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC and testing any time between January 1, 2009 and May 31, 2013. A total of 19 SPC students tested from Jauary 1, 2009 to May 31, 2013. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The "State" comparison group includes Biology 6-12 subject area exam test takers enrolled in a teacher preparation program and testing during the above-mentioned time frame. A total of 1,329 students are represented in the state comparison group. Because of the small number of SPC program enrollees and completers data was collected over an extended period of time to allow faculty an opportunity to review learning outcomes data on the largest possible cohort.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average.

IV. Summary of Assessment Findings

Terms	Competency Name	SPC	State
Spring 2009 to Spring 2010	4. Knowledge of the interaction of cell structure and function	71%	65%
Summer 2010 to Spring 2013	4. Knowledge of the interactions between cell structure and cell function	91%	74%

State N= 377,952 SPC N=7,12

V. Discussion and Analysis of Assessment Findings

SPC students consistently performed above-state average and met the criteria for success.

#5: Demonstrate knowledge of genetic principles, processes, and applications.

I. Use of Past Results

Use of Past Results:
In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Secondary Science Education with a Biology emphasis (BSCED) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, BSCED faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Biology 6-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: January 1, 2009 to May 31, 2013

Method: The Florida Subject Area Competencies (FSAC) Biology 6-12 examination is designed to test for knowledge required of graduates of the BSCED program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Biology 6-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 5 represent approximately 11% of the examination. During the data collection time frame refrenced below in "population", the subject area examination items changed. The second set of competency averages displayed in each MLO table represents scores after the change and reflective of current test items.

Population: The population of students included in the "SPC" group is comprised of Biology 6-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC and testing any time between January 1, 2009 and May 31, 2013. A total of 19 SPC students tested from Jauary 1, 2009 to May 31, 2013. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The "State" comparison group includes Biology 6-12 subject area exam test takers enrolled in a teacher preparation program and testing during the above-mentioned time frame. A total of 1,329 students are represented in the state comparison group. Because of the small number of SPC program enrollees and completers data was collected over an extended period of time to allow faculty an opportunity to review learning outcomes data on the largest possible cohort.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average.

IV. Summary of Assessment Findings

Terms	Competency Name	SPC	State
Spring 2009 to Spring 2010	5. Knowledge of genetic principles, processes, and applications	70%	60%
Summer 2010 to Spring 2013	5. Knowledge of genetic principles, processes, and applications	82%	75%

State N= 377,952 SPC N=7,12

V. Discussion and Analysis of Assessment Findings

SPC students met the criteria for success in the first year reported, and improved the score in the second year, consistently exceeding the state average.

#6: Demonstrate knowledge of the structural and functional diversity of viruses and prokaryotic organisms.

I. Use of Past Results

Use of Past Results:
In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Secondary Science Education with a Biology emphasis (BSCED) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, BSCED faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Biology 6-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: January 1, 2009 to May 31, 2013

Method: The Florida Subject Area Competencies (FSAC) Biology 6-12 examination is designed to test for knowledge required of graduates of the BSCED program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Biology 6-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 6 represent approximately 4% of the examination. During the data collection time frame refrenced below in "population", the subject area examination items changed. The second set of competency averages displayed in each MLO table represents scores after the change and reflective of current test items.

Population: The population of students included in the "SPC" group is comprised of Biology 6-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC and testing any time between January 1, 2009 and May 31, 2013. A total of 19 SPC students tested from Jauary 1, 2009 to May 31, 2013. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The "State" comparison group includes Biology 6-12 subject area exam test takers enrolled in a teacher preparation program and testing during the above-mentioned time frame. A total of 1,329 students are represented in the state comparison group. Because of the small number of SPC program enrollees and completers data was collected over an extended period of time to allow faculty an opportunity to review learning outcomes data on the largest possible cohort.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average.

IV. Summary of Assessment Findings

Terms	Competency Name	SPC	State
Spring 2009 to Spring 2010	6. Knowledge of the structural and functional diversity of viruses and prokaryotic organisms	62%	61%

Summer 2010 to Spring 2013	6. Knowledge of the structural and functional diversity of viruses and prokaryotic organisms	83%	75%

State N= 377,952 SPC N=7,12

V. Discussion and Analysis of Assessment Findings

SPC students consistently performed above state average and met the criteria for successs.

#7: Demonstrate knowledge of the structural and functional diversity of protists,fungi, and plants.

I. Use of Past Results

Use of Past Results:
In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Secondary Science Education with a Biology emphasis (BSCED) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, BSCED faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Biology 6-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: January 1, 2009 to May 31, 2013

Method: The Florida Subject Area Competencies (FSAC) Biology 6-12 examination is designed to test for knowledge required of graduates of the BSCED program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument:The Florida Subject Area Competencies (FSAC) Biology 6-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 7 represent approximately 8% of the examination. During the data collection time frame refrenced below in "population", the subject area examination items changed. The second set of competency averages displayed in each MLO table represents scores after the change and reflective of current test items.

Population: The population of students included in the "SPC" group is comprised of Biology 6-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC and testing any time between January 1, 2009 and May 31, 2013. A total of 19 SPC students tested from Jauary 1, 2009 to May 31, 2013. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The "State" comparison group includes Biology 6-12 subject area exam test takers enrolled in a teacher preparation program and testing during the above-mentioned time frame. A total of 1,329 students are represented in the state comparison group. Because of the small number of SPC program enrollees and completers data was collected over an extended period of time to allow faculty an opportunity to review learning

outcomes data on the largest possible cohort.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average.

IV. Summary of Assessment Findings

Terms	Competency Name	SPC	State
Spring 2009 to Spring 2010	7. Knowledge of the structural and functional diversity of protists, fungi, and plants	65%	58%
Summer 2010 to Spring 2013	7. Knowledge of the structural and functional diversity of protists, fungi, and plants	85%	75%

State N= 377,952 SPC N=7,12

V. Discussion and Analysis of Assessment Findings

SPC students consistently performed above state average and met the criteria for success.

#8: Demonstrate knowledge of the structural and functional diversity of animals.

I. Use of Past Results

Use of Past Results:
In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Secondary Science Education with a Biology emphasis (BSCED) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, BSCED faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Biology 6-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: January 1, 2009 to May 31, 2013

Method: The Florida Subject Area Competencies (FSAC) Biology 6-12 examination is designed to test for knowledge required of graduates of the BSCED program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Biology 6-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 8 represent approximately 13% of the examination. During the data collection time frame refrenced below in "population", the subject area examination items changed. The second set of competency averages displayed in each MLO table represents scores after the change and reflective of current test items.

Population: The population of students included in the "SPC" group is comprised of Biology 6-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC and testing any time between January 1, 2009 and May 31, 2013. A total of 19 SPC students tested from Jauary 1, 2009 to May 31, 2013. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The "State" comparison group includes Biology 6-12 subject area exam test takers enrolled in a teacher preparation program and testing during the above-mentioned time frame. A total of 1,329 students are represented in the state comparison group. Because of the small number of SPC program enrollees and completers data was collected over an extended period of time to allow faculty an opportunity to review learning outcomes data on the largest possible cohort.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average.

IV. Summary of Assessment Findings

Terms	Competency Name	SPC	State
Spring 2009 to Spring 2010	8. Knowledge of the structural and functional diversity of animals	57%	56%
Summer 2010 to Spring 2013	8. Knowledge of the structural and functional diversity of animals	81%	72%

State N= 377,952 SPC N=7,12

V. Discussion and Analysis of Assessment Findings

SPC students consistently performed above state average and met the criteria for success.

#9: Demonstrate knowledge of ecological principles and processes.

I. Use of Past Results

Use of Past Results:
In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Secondary Science Education with a Biology emphasis (BSCED) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, BSCED faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Biology 6-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: January 1, 2009 to May 31, 2013

Method: The Florida Subject Area Competencies (FSAC) Biology 6-12 examination is designed to test for knowledge required of graduates of the BSCED program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Biology 6-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 9 represent approximately 11% of the examination. During the data collection time frame refrenced below in "population", the subject area examination items changed. The second set of competency averages displayed in each MLO table represents scores after the change and reflective of current test items.

Population: The population of students included in the "SPC" group is comprised of Biology 6-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC and testing any time between January 1, 2009 and May 31, 2013. A total of 19 SPC students tested from Jauary 1, 2009 to May 31, 2013. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The "State" comparison group includes Biology 6-12 subject area exam test takers enrolled in a teacher preparation program and testing during the above-mentioned time frame. A total of 1,329 students are represented in the state comparison group. Because of the small number of SPC program enrollees and completers data was collected over an extended period of time to allow faculty an opportunity to review learning outcomes data on the largest possible cohort.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average.

IV. Summary of Assessment Findings

Terms	Competency Name	SPC	State
Spring 2009 to Spring 2010	9. Knowledge of ecological principles and processes	66%	65%
Summer 2010 to Spring 2013	9. Knowledge of ecological principles and processes	84%	77%

State N= 377,952 SPC N=7,12

V. Discussion and Analysis of Assessment Findings

SPC students consistently performed above the state average and met the criteria for success.

#10: Demonstrate knowledge of evolutionary mechanisms.

I. Use of Past Results

Use of Past Results:
In September 2010, St. Petersburg College's (SPC) College of Education (COE) participated in an onsite review by the Florida Department of Education's, Bureau of Educator Recruitment, Development, and Retention receiving full approval for the Secondary Science Education with a Biology emphasis (BSCED) program through June 30, 2017.

During preparation for the onsite review, faculty and administration concerns over the utility of the college's learning outcomes assessment system surfaced. Further, elements of the state-mandate Uniform Core Curriculum (UCC) or Learning Outcomes were being revised with a mandate to fully implement revised learning outcomes by Fall 2013. In recognition of the importance of the COEs learning outcomes assessment, the COE hired a consultant during 2011-2012 to conduct an analysis of the COE's learning outcomes assessment needs and capabilities. The results of this

analysis guided the COE to acquire a new assessment data management system to capture learning outcomes data.

Learning outcomes data from the newly acquired assessment data management system, Chalk and Wire, and the revised learning outcomes will be available in the 2013-2014 academic year.

As part of the preparation to transition to a new assessment data management system and revised student learning outcomes, BSCED faculty concentrated the 2012-2013 learning outcomes data review on student's Florida Subject Area Competency examination scores and on further defining the program learning outcomes.

II. Methodology

Means of Assessment: The results of the Florida Subject Area Competencies (FSACs) Biology 6-12 examination were utilized by the College of Education (COE) to assess student competencies.

Date(s) of Administration: January 1, 2009 to May 31, 2013

Method: The Florida Subject Area Competencies (FSAC) Biology 6-12 examination is designed to test for knowledge required of graduates of the BSCED program. A passing score on the FSAC portion of the Florida Teacher Certification Examination is required for certification as a Florida teacher, which is required for employment in the state of Florida.

Assessment Instrument: The Florida Subject Area Competencies (FSAC) Biology 6-12 examination is comprised solely of multiple choice questions. Each Major Learning Outcome is assessed using the results of its corresponding competency/skill area on the examination. Questions assessing MLO 10 represent approximately 10% of the examination. During the data collection time frame refrenced below in "population", the subject area examination items changed. The second set of competency averages displayed in each MLO table represents scores after the change and reflective of current test items**.**

Population: The population of students included in the "SPC" group is comprised of Biology 6-12 subject area exam test takers enrolled in a teacher preparation program requesting that their test scores be sent to SPC and testing any time between January 1, 2009 and May 31, 2013. A total of 19 SPC students tested from Jauary 1, 2009 to May 31, 2013. SPC students are required to take the subject area examination prior to final internship and typically do so in the semester prior to internship. The "State" comparison group includes Biology 6-12 subject area exam test takers enrolled in a teacher preparation program and testing during the above-mentioned time frame. A total of 1,329 students are represented in the state comparison group. Because of the small number of SPC program enrollees and completers data was collected over an extended period of time to allow faculty an opportunity to review learning outcomes data on the largest possible cohort.

III. Criteria for Success

The aggregated results for each competency (MLO) of the FSAC exam will be used as the criteria for success. The SPC average is considered successful when the SPC average on a competency exceeds or falls narrowly below the state average.

IV. Summary of Assessment Findings

Terms	Competency Name	SPC	State
Spring 2009 to Spring 2010	10. Knowledge of evolutionary mechanisms	60%	59%
Summer 2010 to Spring 2013	10. Knowledge of evolutionary mechanisms	84%	74%

State N= 377,952 SPC N=7,12

V. Discussion and Analysis of Assessment Findings

SPC students consistently performed above state average and met the criteria for success.

Action Plan

Category	Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
B. Enhance Curriculum & Faculty Development			
B10. Other			
	Explore the feasibility of replacing the BSC 3096 requirement with BSC 1083.	#3	Sep 2013
C. Improve Teaching and Learning Throughout the College			
C2. Communicate & collaborate with other areas of the college (eg. Counseling, library, etc.)			
	Monitor changes to HB 7135 with consideration for how GEN ED requirement changes might impact LD course availability for COE BSCED majors. This statement is appropriate for all MLOs.	#1	Dec 2013

Approvals

Program Administrator:
Carla Rossiter - Assessment Director

Approved by Carla Rossiter - Assessment Director on Nov 19, 2013

Educational Outcomes Coordinators:
Ashley Caron - Coordinator, Baccalaureate Assessment & Accreditation
Magaly Tymms - Assessment Director

Approved by Ashley Caron - Coordinator, Baccalaureate Assessment & Accreditation on Nov 20, 2013

Program Administrator:
Carla Rossiter - Assessment Director

Approved by Carla Rossiter - Assessment Director on Nov 20, 2013

Provost:
Conferlete Carney - Provost

Approved by Conferlete Carney - Provost on Nov 20, 2013

Vice President:
Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Nov 20, 2013

Program Assessment Followup Report

Program: College of Education: Educational Studies, BS
Option: Ed Studies
Report Year: 2012-13

Drafted by Carla Rossiter on Jul 9, 2014

Data Files

Rubric

Program Learning Outcomes

#1: Graduates will be able to further organizational decision making by creating research supported communications.

#2: Graduates will be able to connect historical and policy developments to practice in educational settings at the global level.

Action Plan

Completed Action Items

Category	Action Plan Detail / Completion Explanation	For PLO	Responsible Party / Due Date
There are no items to display			

Incomplete Action Items

Category	Action Plan Detail / Explanation / Completion Plan	For PLO	Responsible Party / Due Date
D. Improve Assessment Methodology			
D1. Restructure Major Learning Outcomes to agree with curriculum changes			
	Although the overall outcomes assessment scores met the criteria for success, faculty have decided to review the program learning outcomes and consider revisions and additions to the existing outcomes. One consideration to make will be the students enrolled in Subplan B of the Educational Studies program and how to apply the outcomes to this population. This action item applies to all MLOs. **Explanation:** A committee was formed and chaired by the newly appointed Academic Department Chair for EDST. The committee made several recommendations for revising program learning outcomes and restructuring program curriculum. These recommendations are currently be refined with consideration for the strategic direction of the institution and college. **Plan for Completion:** The academic chair and committee members will continue to refine program revisions and prepare necessary documentation for submission to Curricunet and C & I in the 2014-2015 academic year.	#1	Jul 2015
D5. Revise assessment instruments			
	Revisions to the existing MLOs will include a need to review and potentially revise the senior capstone project and the assessment instrument associated with that project. This action item applies to all MLOs. **Explanation:** A committee was formed and chaired by the newly appointed Academic Department Chair for EDST. The committee made several recommendations for revising program learning outcomes and restructuring program curriculum and assessments. These recommendations are currently be refined with consideration for the strategic direction of the institution and college. Presently there is a consideration to replace the existing capstone course with an internship. **Plan for Completion:** The academic chair and committee members will continue to refine program revisions and prepare necessary documentation for submission to Curricunet and C & I in the 2014-2015 academic year.	#1	Jul 2015

Evaluation of the Impact of Action Plan Items on Program Quality

It is anticipated that revisions will increase student success by providing a clear path to program completion and workforce experience. It is further anticipated that program retention, completion, and placement rates will be positively impacted.

Approvals

Program Administrator:
Carla Rossiter - Assessment Director

Approved by Carla Rossiter - Assessment Director on Jul 9, 2014

Educational Outcomes Coordinators:
Ashley Caron - Coordinator, Baccalaureate Assessment & Accreditation
Magaly Tymms - Assessment Director

Approved by Magaly Tymms - Assessment Director on Jul 14, 2014

Dean:
Kimberly Hartman - Dean

Approved by Kimberly Hartman - Dean on Jul 14, 2014

Senior Vice President:
Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Jul 14, 2014

Program Assessment Followup Report

Program: College of Education: Elementary K-6, BS
Option: Elementary K-6
Report Year: 2012-13

Drafted by Carla Rossiter on Jul 9, 2014

Data Files

- Documentation provided to faculty in advance of learning outcomes review meeting on 6/20/13

Program Learning Outcomes

#1: Demonstrate language arts and reading subarea competencies.
#2: Demonstrate social science competencies.
#3: Demonstrate competencies in music, visual arts, physical education, and Health.
#4: Demonstrate science and technology competencies.
#5: Demonstrate mathematics competencies.

Action Plan

Completed Action Items

Category	Action Plan Detail / Completion Explanation	For PLO	Responsible Party / Due Date
B. Enhance Curriculum & Faculty Development			
B1. Align curriculum with General Education Objective and/or Accreditation/National Standards of the discipline			
	Faculty discussed that they will form a committee of ELEDR faculty to revise curriculum for ELEDR FSACs during the Fall 2013 term. Faculty further discussed that the committee may wish to consider reviewing CCSS as appropriate for consideration in revision of curriculum. This action item applies to all MLOs. **Explanation:** Faculty met and created new ELEDR FSAC (MLO) matrices detailing an assessment point and authentic assessment associated with each FSAC. These assessments were incorporated into program curriculum in Spring 2014.	#1	Dec 2013
B4. Revise course content			
	Faculty discussed a need to consider curriculum revisions, including revising course offerings, in light of the elimination of subarea three. **Explanation:** Integrated Health and Recreation (EDE 4220) was replaced with Science Concepts & Procedures in K-6 Classroom (EDE 4324). This change will become effective Spring 2015.	#3	Jul 2014
D. Improve Assessment Methodology			
D5. Revise assessment instruments			
	Faculty discussed that they will form a committee of ELEDR faculty to revise assessments for ELEDR FSACs during the Fall 2013 term. Faculty further discussed that the committee may wish to consider reviewing CCSS as appropriate for consideration in revision of assessments. This action item applies to all MLOs. **Explanation:** Faculty met and created new ELEDR FSAC (MLO) matrices detailing an assessment point and authentic assessment associated with each FSAC. Assessment instruments corresponding with each authentic assessment were created. These assessments were incorporated into program curriculum in Spring 2014.	#1	Dec 2013

Incomplete Action Items

Category	Action Plan Detail / Explanation / Completion Plan	For PLO	Responsible Party / Due Date
	There are no items to display		

Evaluation of the Impact of Action Plan Items on Program Quality

It is anticipated that these changes will accurately align program curriculum with the newly revised content area requirements for elementary education educators in the state of Florida enabling program completers to enter the teaching profession with the requisite content area knowledge.

Approvals

Program Administrator:
Carla Rossiter - Assessment Director

Approved by Carla Rossiter - Assessment Director on Jul 9, 2014

Educational Outcomes Coordinators:
Ashley Caron - Coordinator, Baccalaureate Assessment & Accreditation
Magaly Tymms - Assessment Director

Approved by Ashley Caron - Coordinator, Baccalaureate Assessment & Accreditation on Jul 11, 2014

Dean:
Kimberly Hartman - Dean

Approved by Kimberly Hartman - Dean on Jul 14, 2014

Senior Vice President:
Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Jul 14, 2014

Program Assessment Followup Report

Program: College of Education: Exceptional Student K-12, BS
Option: Exceptional Student K-12
Report Year: 2012-13

Drafted by Carla Rossiter on Jul 9, 2014

Program Learning Outcomes

#1: Demonstrate Knowledge of foundations of exceptional student education.
#2: Demonstrate Knowledge of assessment and evaluation.
#3: Demonstrate Knowledge of instructional practices in exceptional student education.
#4: Demonstrate Knowledge of assessing, designing, and implementing positive behavioral supports.
#5: Demonstrate Knowledge of language development, reading, and communication skills.
#6: Demonstrate Knowledge of skills related to teaching interpersonal interactions and participation.
#7: Demonstrate Knowledge of the transition process.

Action Plan

Completed Action Items

Category	Action Plan Detail / Completion Explanation	For PLO	Responsible Party / Due Date
E. None			
E1. No Action Plan is deemed necessary			
	No Action Plan is deemed necessary **Explanation:** The new assessment management system was fully implemented in August 2013.	#1	Aug 2013

Incomplete Action Items

Category	Action Plan Detail / Explanation / Completion Plan	For PLO	Responsible Party / Due Date
	There are no items to display		

Evaluation of the Impact of Action Plan Items on Program Quality

It is anticipated that implementation of the new assessment management system will positively impact faculty's ability to collect, analyze, and use assessment data to inform curriculum and program revisions.

Approvals

Program Administrator:
Carla Rossiter - Assessment Director

Approved by Carla Rossiter - Assessment Director on Jul 9, 2014

Educational Outcomes Coordinators:
Ashley Caron - Coordinator, Baccalaureate Assessment & Accreditation
Magaly Tymms - Assessment Director

Approved by Magaly Tymms - Assessment Director on Jul 14, 2014

Dean:
Kimberly Hartman - Dean

Approved by Kimberly Hartman - Dean on Jul 14, 2014

Senior Vice President:
Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Jul 15, 2014

Program Assessment Followup Report

Program: College of Education: Math 6-12, BS
Option: Math 6-12
Report Year: 2012-13

Drafted by Carla Rossiter on Jul 9, 2014

Data Files

- MTSED Data Review Packet

Program Learning Outcomes

#1: Demonstrate Knowledge of algebra.
#2: Demonstrate Knowledge of functions.
#3: Demonstrate Knowledge of geometry from a synthetic perspective.
#4: Demonstrate Knowledge of geometry from an algebraic perspective.
#5: Demonstrate Knowledge of trigonometry.
#6: Demonstrate Knowledge of statistics.
#7: Demonstrate Knowledge of probability.
#8: Demonstrate Knowledge of discrete mathematics.
#9: Demonstrate Knowledge of calculus.
#10: Demonstrate Knowledge of number sense and mathematical structure.
#11: Demonstrate Knowledge of mathematics as communication.
#12: Demonstrate Knowledge of mathematics as reasoning.
#13: Demonstrate Knowledge of mathematical connections.
#14: Demonstrate Knowledge of instruction.
#15: Demonstrate Knowledge of assessment.

Action Plan

Completed Action Items

Category	Action Plan Detail / Completion Explanation	For PLO	Responsible Party / Due Date
B. Enhance Curriculum & Faculty Development			
B4. Revise course content			
	Incorporate knowledge of geometry into assignments in the mathematics methods courses (MAE 3320 & MAE 4330). This action item applies to MLOs 3 and 4. **Explanation:** Geometry central assignments were added to MAE 3320, MAE 4330, and MHF 4404.	#3	Jul 2014
	Add probability coverage including an emphasis on counting methods and probability to MAD 3107 to provide students additional coverage of needed content. Slimming down the graph theory component of this course will allow for the inclusion of probability and counting methods. **Explanation:** Coverage of textbook chapters addressing counting methods and probability has been enhanced and related supplemental materials have been added to the course.	#7	Jun 2014
E. None			
E1. No Action Plan is deemed necessary			
	No Action Plan is deemed necessary	#8	Jul 2014
	No Action Plan is deemed necessary	#13	Jul 2014

Incomplete Action Items

Category	Action Plan Detail / Explanation / Completion Plan	For PLO	Responsible Party / Due Date
	There are no items to display		

Evaluation of the Impact of Action Plan Items on Program Quality

It is anticipated that these changes will accurately align program curriculum with the newly revised content area requirements for Math 6-12 educators in the state of Florida enabling program completers to enter the teaching profession with the requisite content area knowledge.

Approvals

Program Administrator:
Carla Rossiter - Assessment Director

Approved by Carla Rossiter - Assessment Director on Jul 9, 2014

Educational Outcomes Coordinators:
Ashley Caron - Coordinator, Baccalaureate Assessment & Accreditation
Magaly Tymms - Assessment Director

Approved by Ashley Caron - Coordinator, Baccalaureate Assessment & Accreditation on Jul 11, 2014

Dean:
Kimberly Hartman - Dean

Approved by Kimberly Hartman - Dean on Jul 14, 2014

Senior Vice President:
Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Jul 14, 2014

Program Assessment Followup Report

Program: College of Education: Biology 6-12, BS
Option: Biology 6-12
Report Year: 2012-13

Drafted by Carla Rossiter on Jul 14, 2014

Data Files

- BSCED Data Review Packet

Program Learning Outcomes

#1: Demonstrate knowledge of the investigative processes of science.
#2: Demonstrate knowledge of the interactions between science, technology, and society.
#3: Demonstrate knowledge of the chemical processes of living things.
#4: Demonstrate knowledge of the interactions between cell structure and cell function.
#5: Demonstrate knowledge of genetic principles, processes, and applications.
#6: Demonstrate knowledge of the structural and functional diversity of viruses and prokaryotic organisms.
#7: Demonstrate knowledge of the structural and functional diversity of protists,fungi, and plants.
#8: Demonstrate knowledge of the structural and functional diversity of animals.
#9: Demonstrate knowledge of ecological principles and processes.
#10: Demonstrate knowledge of evolutionary mechanisms.

Action Plan

Completed Action Items

Category	Action Plan Detail / Completion Explanation	For PLO	Responsible Party / Due Date
B. Enhance Curriculum & Faculty Development			
B10. Other			
	Explore the feasibility of replacing the BSC 3096 requirement with BSC 1083. **Explanation:** Faculty determined that the BSC 3096 requirement will remain intact as it best meets the requisite subject area knowledge for Florida teachers.	#3	Sep 2013
C. Improve Teaching and Learning Throughout the College			
C2. Communicate & collaborate with other areas of the college (eg. Counseling, library, etc.)			
	Monitor changes to HB 7135 with consideration for how GEN ED requirement changes might impact LD course availability for COE BSCED majors. This statement is appropriate for all MLOs. **Explanation:** Presently, there is no impact. The COE realizes that this legislation has the potential to impact LD course availability in the future and will continue to communicate with other areas of the college to monitor potential impact and plan accordingly.	#1	Dec 2013

Incomplete Action Items

Category	Action Plan Detail / Explanation / Completion Plan	For PLO	Responsible Party / Due Date
	There are no items to display		

Evaluation of the Impact of Action Plan Items on Program Quality

Presently the impact on program quality is neutral.

Approvals

Program Administrator:
Carla Rossiter - Assessment Director

Approved by Carla Rossiter - Assessment Director on Jul 14, 2014

Educational Outcomes Coordinators:
Ashley Caron - Coordinator, Baccalaureate Assessment & Accreditation
Magaly Tymms - Assessment Director

Approved by Magaly Tymms - Assessment Director on Jul 14, 2014

Dean:
Kimberly Hartman - Dean

Approved by Kimberly Hartman - Dean on Jul 14, 2014

Senior Vice President:
Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Jul 15, 2014

Appendix C: 2015 Advisory Committee Minutes and Recommendations

Advisory Board Meeting Minutes for February 2015 and September 2015 are provided within this Appendix.

For additional Advisory Board Committee Minutes and Recommendations, please refer to the following link:
http://www.spcollege.edu/epicenter/advisory/advisory_committees.htm

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Members Present: Mr. William Lawrence, Mayor David Archie, Ms. Diane Carlo

COE Staff Present: Dr. Kimberly Hartman, Ms. Carla Rossiter, Ms. Terri Mossgrove, Ms. Sherri Kent-Roberts, Ms. Jane Wilson, Ms. Pam Wilkins, Ms. Marilyn Lovely

9:00 a.m. I. Meeting called to order at 9:15 a.m.
Mr. William Lawrence

II. Approval of the September 9, 2014 Meeting Minutes
Motion made by Mayor Archie, seconded by Ms. Carlo, approved.

III. Update on College of Education Initiatives
Dr. Kimberly Hartman, Dean, COE

- ELITE Program update. The first cohort included eleven students. Recruitment efforts should ensure larger cohorts for upcoming sessions. The College of Education is working with the SPC Foundation on possible scholarships.
- New positions included a new Academic Chair, who will also head the Office for School Partnerships, new ESOL and ESE faculty positions as well as two Education Generalists. There has been one resignation, Dr. Mary Harper. There have been two retirements, Ms. Barbara Styers and Dr. Michele Gerent.
- Update on the Center of Excellence for Elementary Teacher Prep Grant. The grant will entail a curriculum revamp and make scholarships available for ELED students, up to six credit hours. SPC is partnering with PCS and TNTP on training and collaborative work. Dr Hartman introduced the Grant Director, Ms. Jane Wilson.
- Announced the suspension of admissions to the Pre-K Program to evaluate the course content to see if students need to be prepared differently.

IV. Miscellaneous Updates
Carla Rossiter

SPC Board approved continuing approval guidelines for the annual program performance report card. Carla shared that the Marzano Center conference would be held at Lake Buena Vista in June. She also reminded board members that SPC would be hosting Florida Standards Implementation Conference at the Clearwater Campus on April 16th and 17th.

V. Update from local school districts

Member William Lawrence, Pinellas School District

Member Diane Carlo, Hillsborough County School District,

- William Lawrence reported that the Pinellas County School District completed a district wide accreditation and will be recommended. The Summer Bridge Program registration will be opening in March. There are five new choice programs this year. Under a Gates Grant the district is opening an Excel Learning center in South Pinellas.

- Diane Carlo reported that Hillsborough County School District has also finished their accreditation, but haven't received the feedback yet. The district is on the lookout for good ESE teachers with many openings unfilled. Hillsborough County Schools received a five year "Now is the Time" grant initiative in response to the Sandy Hook school shootings. The grant will provide mental health first aid for 50 or so schools. The Project Prevent Grant, on the same theme, will provide training in twenty-one elementary, middle, and high schools as well as for bus drivers. A five year grant "Transforming School Climate" will be benefit twenty-five target schools attempting to use CHAMPS. The grant will provide training in the "Check and Connect" mentoring program and develop intervention teams at schools There may be some actual data to report next time.

VI Other issues to come before the board

Dr. Hartman mentioned that SPC is working with the Junior Welfare Board and the City of St. Petersburg to provide funds for child care workers to get certificates in Early Childhood Education. Mayor Archie requested a list of the child care centers involved. Dr. Hartman explained that JWB would select the centers, but she would provide the list once it was available.

Dr. Hartman then asked board for suggestions of the things they would like SPC to look at. Suggestions from the board included incorporating the school district's rubrics and evaluation system, focusing on leadership and professional development, and mentoring for new teachers

VII Topics for Next Board Meeting
Suggested topics were:

- Mentoring and retention in the districts
- SPC retention rate for completers

VIII. Next Board Meeting: September 2015, Seminole Campus (in conjunction with Advisory Board Dinner) – date TBA

10:05 a.m. Adjournment

Members Present: Mr. William Lawrence, Ms. Pam Moore, Mr. Darrell Clark

COE Staff Present: Dr. Kimberly Hartman, Ms. Sherri Kent-Roberts, Dr. Meg Delgato, Dr. Daniel Gardner, Dr. Andrea Kelly

4:30 p.m. I. As not enough members of the Advisory Board were present for a quorum, an informal discussion followed.

II. Informal Discussion Topics

- Update on the Center of Excellence for Elementary Teacher Preparation Grant and the status of its relationship with TNTP
  Dr. Daniel Gardner

- Update on the Dean's recent trip to Australia to attend the Community of Practice Initial Teacher Education Conference.
  Dr. Kimberly Hartman

- Discussion on five Scale-up for Success schools in Pinellas County

- Discussion on Fast Start Academy

- PCS Executive Leaders are doing a book study on the book: "**Widening the Circle**" by Mara Sapon-Shevin. Dr. Hartman mentioned that the COE may purchase some of these books for the COE faculty/staff to read

- Mr. Lawrence commented that he finds this Advisory Board and partnership with SPC very helpful and beneficial, stating that anytime PCS discusses current needs of their district, that SPC comes through for them

- General discussion about revitalizing membership on this board and recruiting some new members from principals, district personnel, etc.

III. Next Board Meeting: Thursday, February 11, 2016, Tarpon Springs Campus, Room BB160

5:30 p.m. Adjournment

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