Cycle: 2018-2021
Associate in Science Degree (AS.AS)

Program Mission Statement:
The Associate in Science degree provides graduates with a strong foundation in general education, thereby preparing them to transfer to a four-year college or university in pursuit of a bachelor's degree, or enter the workplace prepared for a variety of career choices.

Division: Health & Sciences
AVP: Dan Averette
Department Chair: David Saleeby
Director: None
SACSCOC Standard: 8.2A

Accrediting Agency: ☐ Yes ☒ No
Name: **NA**
Certification Exam(s): ☐ Yes ☒ No
Agency Name: NA
Credential: NA

Program Student Learning Outcome	Monitoring Year
Students will be able to model a real application with a regression function then make a prediction with it. **(Quantitative Literacy)**	2018-2019
Students will be able to successfully construct and deliver a persuasive speech. (**Oral Communications**)	2018-2019
Students will be able to (1) communicate and use information effectively, (2) identify find, evaluate, and establish relationships between facts and major trends. **(Information Literacy)**	2018-2019
Students will demonstrate the ability the ability to reason and solve quantitative problems using a variety of formats including words, tables, graphs, and mathematical expressions. **(Quantitative Literacy)**	2019-2020
Students will demonstrate the ability to review information from a variety of sources: reading, lectures, and discussions to formulate a well-reasoned conclusion that addresses a specific issue and reflects the material presented. **(Critical Thinking)**	2019-2020
Students will be able to apply application software to course related materials. **(Technology Literacy)**	2019-2020
Students will demonstrate the ability the ability to reason and solve quantitative problems using a variety of formats including words, tables, graphs, and mathematical expressions. **(Quantitative Literacy)**	2020-2021
Students will be able to construct a composition that is: clear, well-organized, informative, grammatically-correct, and free of spelling errors. (**Written Communications)**	2020-2021
Students will demonstrate the ability to understand and apply material from academic, technical, professional, and personal readings. **(Reading Comprehension)**	2020-2021
Students will be able to successfully construct and deliver a persuasive speech. (**Oral Communications)**	2020-2021

STUDENT LEARNING OUTCOMES FOR (AS.AS) – 2018-2019

A. Program Student Learning Outcomes	B. Courses Assessing PSLOs	C. Methods of Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan for Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation?	How will you use this information to improve the program
Quantitative Literacy: Students will be able to model a real application with a regression function then make a prediction with it.	MAT 110 (College Algebra)	Questions on the comprehensive final exam pertaining to regression.	85% of the students will be able to answer the questions on the final exam pertaining to regression.	Spring 2018	Of the 274 who took the final exam, 244 answered the questions pertaining to regression – 89.1%.	The expected level of learning was met. Next time we plan to measure all the topics of the course by using all the questions on the comprehensive final exam and stratify the data by modality.
	MAT 120 (Probability & Statistics)	Questions on the comprehensive final exam pertaining to regression.	85% of the students will be able to answer the questions on the final exam pertaining to regression.	Spring 2018	Of the 161 who took the final exam, 141 answered the questions correctly pertaining to regression – 87.6%.	

STUDENT LEARNING OUTCOMES FOR (AS.AS) – 2018-2019

A. Program Student Learning Outcomes	B. Courses Assessing PSLOs	C. Methods of Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan for Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation?	How will you use this information to improve the program
Oral Communications: Students will be able to successfully construct and deliver a persuasive speech.	SPC 205 (Public Speaking)	Speeches assessed using a Rubric.	At least 80% of the students will receive 80 points or more out of 100 possible points.	Spring 2018	Of the 86 who delivered a speech, 43 students received 80 points or more – 50.0%.	The expected level of learning was not met. Provide more opportunities that will allow students the time to practice in class so they may become more comfortable with audience members.

STUDENT LEARNING OUTCOMES FOR (AS.AS) – 2018-2019

A. Program Student Learning Outcomes	B. Courses Assessing PSLOs	C. Methods of Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan for Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation?	How will you use this information to improve the program
Information Literacy: (1) Students will be able to communicate and use information effectively.	HIS 101 (Western Civilization to 1689)	Two sections of HIS 101 selected. Students write a research paper that includes citations. A Rubric will be used to grade the papers.	On average, students will receive at least 70 points out of a possible 100.	Fall 2018	Section 10 averaged 73 points. Section 73 averaged 79 points.	The expected level of learning was met. Some students did a good job presenting their papers. Most papers had proper citing. Those who did best submitted a rough draft and revised their papers based on feedback. The biggest problems were: using proper citations, no citations at all and providing details to support research. Action: Continue to focus on communicating historical knowledge through written analytical essays on issues and giving students feedback regarding successful completion of assignments or what deficiencies that were found within their papers.
Information Literacy: (2) Students will be able to identify find, evaluate, and establish relationships between facts and major trends.	HIS 101 (Western Civilization to 1689	Two sections of HIS 101 selected. Exam 1, Exam 2, and Essay on Athens and Sparta.	On average, students will receive at least a 70 on each assignment.	Fall 2018	Exam 1: 71% (Section 10) 79% (Section 73) Exam 2: 64% (Section 10) 56% (Section 73) Essay: 77% (Section 10) 86% (Section 73)	Overall student performance was much better on exam 1 than exam 2; Overall, essays were good and much better than the research paper. Analyzing passages from original document in historical perspective proved challenging for students on exam 2. Action: practice with analyzing sources (both primary and secondary).

STUDENT LEARNING OUTCOMES FOR (AS.AS) – 2019-2020

A. Program Student Learning Outcomes	B. Courses Assessing PSLOs	C. Methods of Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan for Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation?	How will you use this information to improve the program
Quantitative Literacy: Students will demonstrate the ability to reason and solve quantitative problems using a variety of formats including words, tables, graphs, and mathematical expressions	MAT 110 (College Algebra)	A comprehensive test at the course's conclusion.	The average grade on the comprehensive test of students who earned a D in the class (likely graduates) will be at least 70%.	Fall 2019	**In the Hybrid modality:** of the 4 who passed, the average was 80.5. **In the Online modality:** of the 27 who passed, the average was 73.3. **In the Traditional modality**: of the 104 who passed, the average was 73.5. **In the Dual Enrollment modality**: of the 15 who passed, the average was 89.8.	The expected level of learning was met. Since the population of focus is all students who pass the class, we think the goal of 70% might be a little low. Achieving a goal of 70% might have many students in the sample to be quite a bit lower than 70. The department has changed the benchmark to 72%.
	MAT 120 (Probability & Statistics)	A comprehensive test at the course's conclusion.	The average grade on the comprehensive test of students who earned a D in the class (likely graduates) will be at least 70%.	Fall 2019	**In the Online modality**: of the 22 who passed, the average was 76.6. **In the Traditional modality:** Of the 22 who passed, the average was 74.1. **In the Dual Enrollment modality**: of the 38 who passed, the average was 86.1	

STUDENT LEARNING OUTCOMES FOR (AS.AS) – 2019-2020

A. Program Student Learning Outcomes	B. Courses Assessing PSLOs	C. Methods of Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan for Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation?	How will you use this information to improve the program
Critical Thinking: Students will demonstrate the ability to review information from a variety of sources: reading, lectures, and discussions to formulate a well-reasoned conclusion that addresses a specific issue and reflects the material presented.	BIO 101 (Biological Science I)	Students will answer a short-answer question concerning trophic level in a food chain (exam 5)	80% of the students will receive 70% or higher on this assessment.	Spring 2020	Of the 29 students, 21 arrived to a correct conclusion – 72%	Benchmark was slightly exceeded. BIO 101 Strategy for improvement: Practice question and case study will be used more in the class to help students understand the concepts and be able to apply them in solving real problems/questions.
	CHM 110 (College Chemistry I)	This outcome will be assessed using a selection of questions from the final exam that assess critical thinking skills.	80% of the students will receive 70% or higher on this assessment.	Spring 2020	The overall percentage of correct responses to the selected questions was 65%. This was lower than the expected 70%	Benchmark was not met. CHM 110: A possible source of lower-than-expected results for the students assessed was the sudden change of course delivery mode mid-semester from fully face-to-face delivery to fully online caused by the COVID-19 pandemic. It is reasonable that students faced with such disruption during a semester might perform more poorly on critical thinking questions than they normally would perform without the disruption. As at least partially online classes are likely for the near future due to the continuation of the COVID-19 outbreak into the fall, the department will focus on improving online course materials and activities available for all science courses.
	HIS 201 (American History Discovery to 1877)	Students will demonstrate that they can write a term paper that supports their thesis and actually puts thinking into the process. A critical-thinking rubric was developed to rate the term papers.	At least 80% of students will score 85% or higher.	Spring 2020	RESULT: In Spring 2020, 84.3% of students scored at least 85.	HIS 201: Continue…Goal Met.

STUDENT LEARNING OUTCOMES FOR (AS.AS) – 2019-2020

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What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation?	How will you use this information to improve the program
Technology Literacy: Students will successfully demonstrate the use of Microsoft Word to modify an existing document using features of Word to format text and graphic elements.	CPT 170 (Microcomputer Applications)	Students will try to complete the Word Module 3 Project (10-Project Word Module 3). It will be graded according to a standard course rubric. Success is defined as a score of 70% or better on the rubric.	75% of students in Spring will successfully complete the Word Module 3 Project.	Spring 2020	83.7% successfully completed the Word project.	The expected level of learning was met.
	COL 103 (College Orientation)	Students will be able to successfully complete and upload a career portfolio PowerPoint into their COL 103 D2L shell.	At least 80% will submit their career portfolio and receive a grade of 80% or above on their power point career portfolio assignment. The assignment will be graded using the course rubric for the career portfolio assignment.	Spring 2020	82.5% of students received a grade of 80 or above. Col 103 data: Total number of students in all Col 103 sections165 out of 200 students successful.	

STUDENT LEARNING OUTCOMES FOR (AS.AS) – 2020-2021

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What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation?	How will you use this information to improve the program
Quantitative Literacy: Students will demonstrate the ability the ability to reason and solve quantitative problems using a variety of formats including words, tables, graphs, and mathematical expressions	MAT 110 (College Algebra)	A comprehensive test at the course's conclusion.	The average grade on the comprehensive test of students who earned a D in the class (likely graduates) will be at least 72%.	Fall 2020	**Online modality:** Of the 71, the average was 74.9. **Traditional modality**: Of the 59, the average was 73.7. **Dual Enrollment modality**: Of the 12, the average was 78.3	See next page for Plan of Improvement since this is measured in two semesters.
	MAT 120 (Probability & Statistics)	A comprehensive test at the course's conclusion.	The average grade on the comprehensive test of students who earned a D in the class (likely graduates) will be at least 72%.	Fall 2020	**Online modality**: Of the 31, the average was 67.8. **Traditional modality:** Of the 22, the average was 77.6. **In the Dual Enrollment modality**: Of the 36, the average was 87.1	

STUDENT LEARNING OUTCOMES FOR (AS.AS) – 2020-2021

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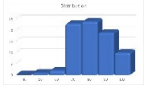
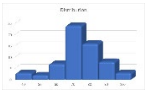
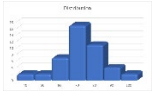
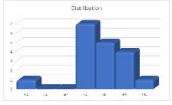
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation?	How will you use this information to improve the program
Quantitative Literacy: Students will demonstrate the ability the ability to reason and solve quantitative problems using a variety of formats including words, tables, graphs, and mathematical expressions	MAT 110 (College Algebra)	A comprehensive test at the course's conclusion.	The average grade on the comprehensive test of students who got at least a D in the class (likely graduates) will be at least 72%.	**Spring 2021 Overall:** Of the 121, 75 scored at least a 72 (62.0%). The average was 74.8. The quartiles were 67, 73, 82. SD=11.4	**Online modality:** Of the 79, 53 scored at least a 72 (67%). The average was 76.4. The quartiles were 70, 76, 82. SD=12.5  **Traditional modality**: Of the 42, 22 scored at least a 72 (52.4%). The average was 71.7. The quartiles were 67, 73, 79. SD=10.5	The expected level of learning was mostly met. The only modality that did not meet the goal was MAT 120 in the Online modality for both semesters. This class require a heavy use of a graphing calculator. This is a challenge to teach during a semester without COVID-19. Many students who took this class would not have taken it online. They indicated that they would have done better face-to-face. In addition, in the spring semester, the College's server went down for a week that disrupted many services including email. This was especially a challenge for online students who do not have the luxury of communicating with faculty face-to-face. Before the pandemic, there was a GPA requirement to take online classes. The non-skewedness in the data for MAT 120 indicates to the math department that the re-institutionalizing of this policy should help tremendously; there were a number of students in the left tail of the histogram that would have benefited from face-to-face.
	MAT 120 (Probability & Statistics)	A comprehensive test at the course's conclusion.	The average grade on the comprehensive test of students who got at least a D in the class (likely graduates) will be at least 72%.	**Spring 2021 Overall:** Of the 63, 27 scored at least a 72 (42.9%). The average was 68.7. The quartiles were 64, 70, 77.5. SD=12.9 	**Online modality:** Of the 45, 17 scored at least a 72 (38%). The average was 67.0. The quartiles were 61, 70, 73. SD=13.4  **Traditional modality**: Of the 18, 10 scored at least a 72 (55.6%). The average was 72.8. The quartiles were 67, 73, 80.5. SD=12.5 	

STUDENT LEARNING OUTCOMES FOR (AS.AS) – 2020-2021

A. Program Student Learning Outcomes	B. Courses Assessing PSLOs	C. Methods of Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan for Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation?	How will you use this information to improve the program
Written Communications: Students will be able to construct a composition that is: clear, well-organized, informative, grammatically-correct, and free of spelling errors.	ENG 101 (English Composition I)	An essay that is the department's final exam. The ENG 101 CSLO is for students to be able to demonstrate knowledge of the basic writing process: selecting a topic, gathering information (including electronic information retrieval), determining a thesis, organizing main and secondary points, developing ideas using evidence, drawing conclusions, editing, and revising. The essay will be scored with a rubric.	At least 70% of the students will score at least a 70% on the essay's rubric.	Spring 2021	**Online modality**: Of the 160 students, 50 scored at least a 70% (31.3%). This was from nine (9) sections of ENG 101; of those 9 sections, none of the sections had 70% or more of their students to score at least a 70% on the essay. **Traditional modality:** Of the 219 students, 119 scored at least a 70% (54.3%). This was from eleven (11) sections of ENG 101; of those 3 sections, three (3) of the sections had 70% or more of their students to score at least a 70% on the essay.	The expected level of learning was not met. This semester was a challenge due to the pandemic and a computer disruption that limited many services including email to our students for days. This greatly affected our Online students. Before the pandemic, there was a GPA requirement to take online classes. The English department recommends the re-institutionalizing of this policy. The Department will convene to determine why 3 of the 11 sections of traditional English 101 were successful. The department hopes to glean information from those sections to determine if the differences in instruction could be fruitful and implementable in all sections of ENG 101.

STUDENT LEARNING OUTCOMES FOR (AS.AS) – 2020-2021

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What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation?	How will you use this information to improve the program
Reading Comprehension: Students will demonstrate the ability to understand and apply material from academic, technical, professional, and personal readings.	PSY 201 (General Psychology)	Students will complete a case study assignment applying the concepts of psychopathology.	The class average will be 70% or higher on the assignment.	Fall 2020	246 students completed the assignment with an overall average of 82.10%.	The expected level of learning was met.

STUDENT LEARNING OUTCOMES FOR (AS.AS) – 2020-2021

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What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation?	How will you use this information to improve the program
Oral Communications: Students will be able to successfully construct and deliver a persuasive speech.	SPC 205 (Public Speaking)	Throughout the semester, students will be asked to put together trial persuasive arguments and present to the class for feedback. Students will provide suggestions as to how the arguments could have been improved. These will provide good practice before the actual persuasive speech for grading is presented.	At least 80% of the students will receive 80 points or more out of 100 possible points.	Spring 2021	**Online Modality**: 68% achieved 80% or higher Note: All classes transitioned to online because of COVID-19; this presented somewhat of a challenge. **Dual Enrollment Modality:** 75% achieved 80% or higher	Objective not met. The action plan for improvement is: (1) Students will develop a questionnaire that will help analyze the audience: (2) Based on audience analysis, students will select appropriate topics that directly impact audience members; (3) Topics will be developed to meet appropriate timeframe; (4) Appropriate emotional techniques will be incorporated in the presentation that will lead to persuasion.

CONTINUOUS STUDENT IMPROVEMENT

At Florence-Darlington Technical College, the Natural Sciences Department oversees the Associate-in-Science (AS) Degree program, a pre-Baccalaureate program in which its graduates may fully transfer to state Universities with third-year status; thus, the program does not lead to direct employment, unlike most programs at the College. Of the required courses needed for the program, the faculty in the department teach almost one-third of those courses. The Department teaches twelve (12) transfer and six (6) non-transfer courses in the areas of biology, chemistry, physical science, and physics. Each non-transfer course serves either as a prerequisite to a transfer course or as a requirement for another program in the College. At least one of seven (7) transfer courses serve as a requirement for another program at the College.

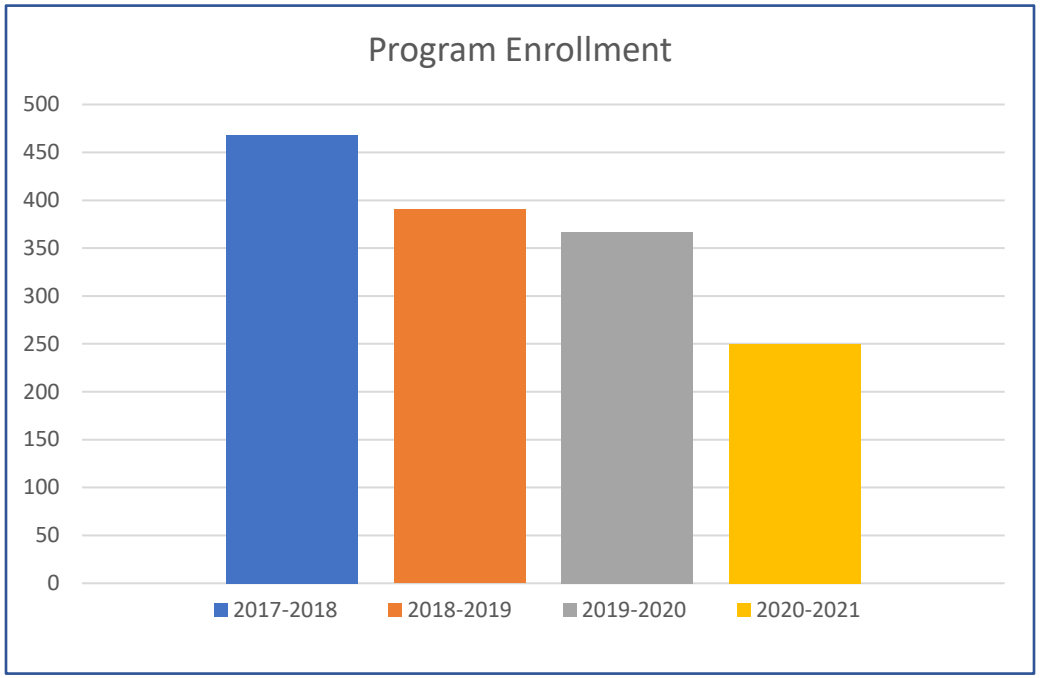
Institutional Effectiveness (IE) objectives have been periodically redefined over the years due to a progression of administrative viewpoints. Students in the AS program take courses from many subject areas: English, history, psychology, lab sciences, math, humanities, and literature. Many faculty members in these areas – areas in support of general education requirements – are advisors to students who need remediation before transitioning to curricular courses in their chosen program of study. This has led to an abundance of learning objectives for the general education requirements but with little focus on the AS program itself.

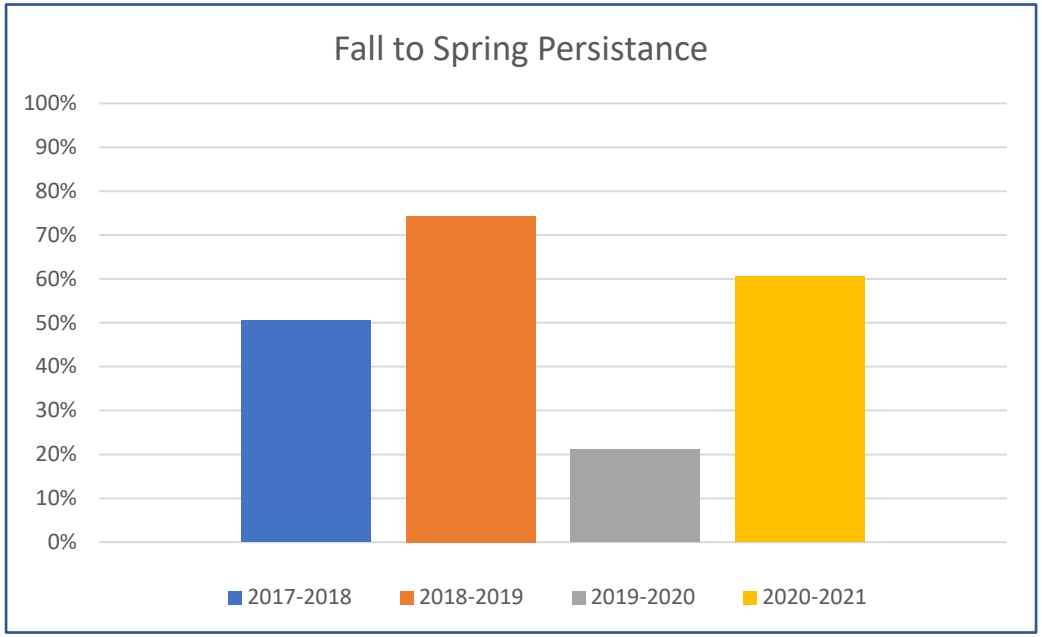
To increase this focus, the Natural Science Department collaborates with other departments. The Department has employed the other departments to identify Program Student Learning Objectives (PSLOs). The PSLOs for the program cover the following areas: Quantitative Literacy, Written Communication, Reading Comprehension, Computer Literacy, Information Literacy, Oral Communication, and Critical Thinking.

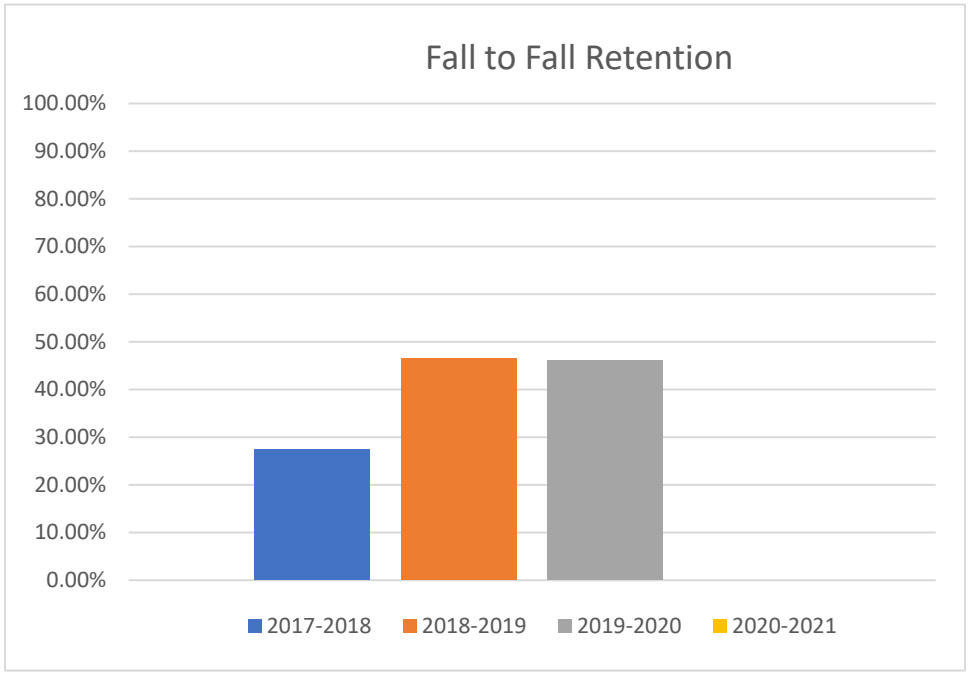
COVID-19 has force changes in the modality of instruction at the College, and the Science Department has used this as an opportunity to offer students resources which were not previously available to them. Videos and other visual materials have been added for many courses. Courses in an online format have provided the opportunity for more practice exercises and assignments, and students can play the videos multiple times to ensure they grasp concepts. As a result of not meeting with instructors face to face, students have been forced to email their instructors more often. In on-campus classes, students may see an instructor twice a week, but in the online format, they are force to communicate with their instructors (though not in person) more frequently in some cases. This additional communication can help to reinforce their learning.

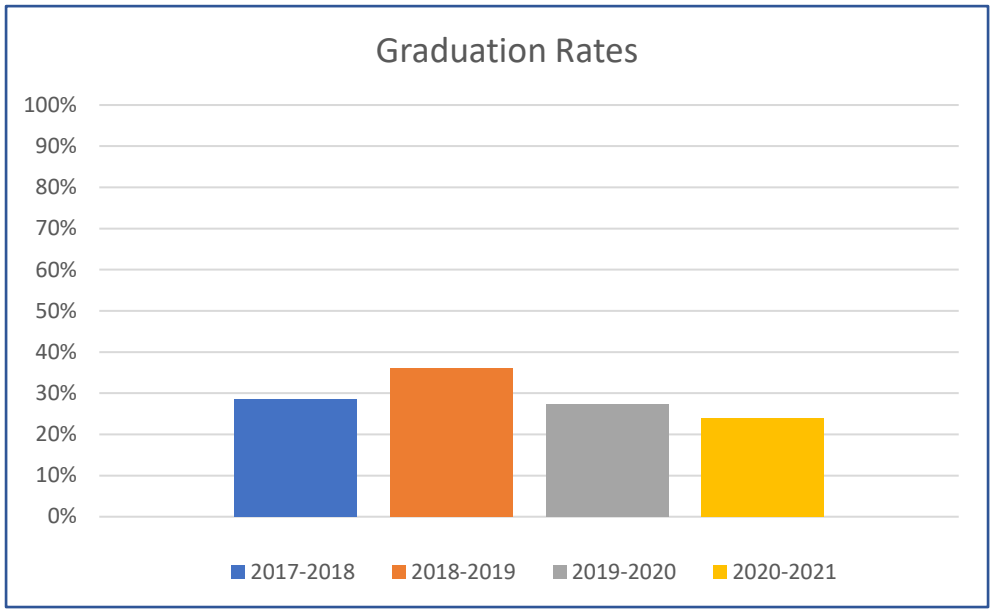
The Department has identified two non-transfer courses – BIO 110 (General Anatomy & Physiology) and BIO 112 (Basic Anatomy & Physiology) – where student success rates have been low. These two courses are used or may be used as prerequisites to BIO 210 (Anatomy & Physiology I), a college-transfer course commonly taken by students in the AS program. Current efforts are aimed at evaluating course content, reviewing test questions for clarity, and implementing Mastering A & P as a study and assessment tool for those non-transfer courses. Course statistics and assessment data will be collected and reported in the next cycle.

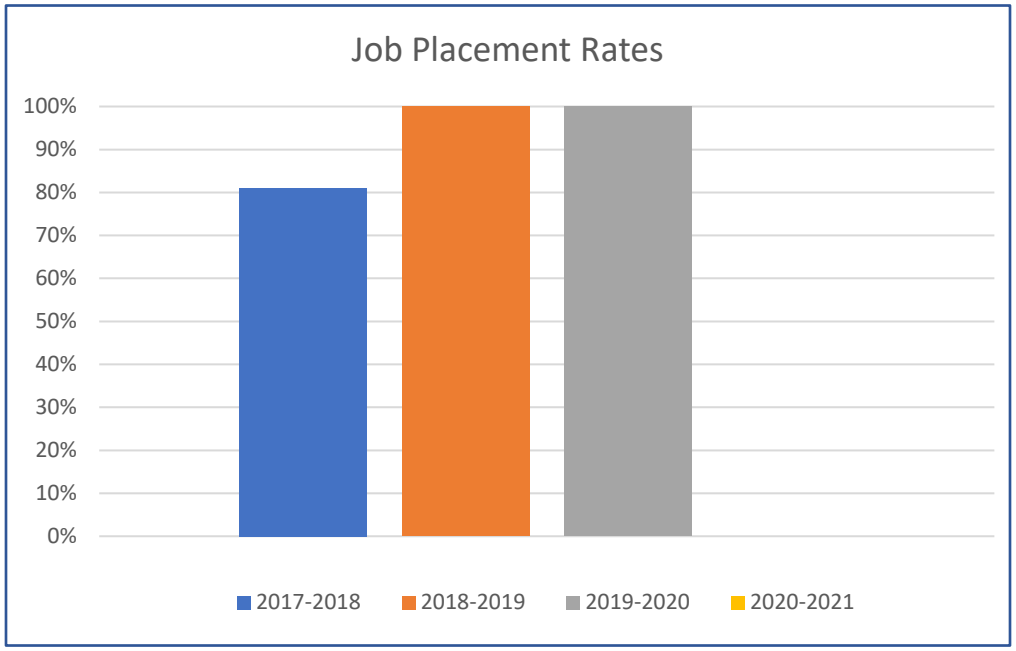
PROGRAM VITAL STATISCS

Indicator	Trend Analysis	Action Plans
	From 2012 to 2015 (the recession years without a pandemic), the College had record-breaking enrollment – over 6000 students. Prior to those years, the College stayed steady with an enrollment between 3750 and 4250 students. Since 2015, the enrollment has slowly declined to what was typical enrollment. The AS program typically follows the trend of the general enrollment of the College. During the current pandemic, 22% of high school graduates were less likely to go to any college than the prior year. With the vaccinations, we hope this number will turn around, but this is an unprecedented time, and no one can honestly predict future enrollment; however, the goal is to get AS enrollment back to the 2017 level or higher in the fall 2021 semester.	The pre-baccalaureate degree programs (AA and AS) are much less expensive than the first two years at a university—this fact needs to be advertised: visits to high schools, open houses, ads in HS newspapers, forums with parents of high school seniors, and more meetings with HS counselors. The Science Department should also promote the AS program to nursing students. The AS program is geared toward transfer to 4-year institutions. Many nursing students after graduation eventually move on to a BSN program, and the AS program has many credits they can transfer to the 4-year schools.

Indicator	Trend Analysis	Action Plans
	The values in the chart represent the percentage of freshmen starting in the Fall semester who continue in the program in the spring semester for the given academic year. 2018-19 saw an increase in the persistence rate over 2017-18, but a sharp decline was experienced in the following 2019-20 period before a return to a more normal level in 2020-21. Depending exactly at what point in time the data was collected (beginning, middle, or end of the semester) the decline, the sharp drop for 2019-20 may be due the sudden conversion to online instruction at the beginning of the COVID-19 period. Many students probably felt more comfortable in a face-to-face mode and were averse to testing online under the Honorlock proctoring system, and so they withdrew from their spring classes.	The Science Department will transition back to on-campus classes but will continue to offer online classes for those students who are unable to attend in-person.

Indicator	Trend Analysis	Action Plans
	The values in the chart represent the percentage of freshmen starting in the Fall semester of their first academic year who continue in the program in the Fall semester of the following academic year. The Fall to Fall retention increased from about 28% in the 2017-18 year to 46% for the following two years. It has always been difficult to get students to finish all 60+ credit hours in the AS program with us. Most students intend to get their freshman classes (30+ hours) at FDTC and then enter a university with sophomore status. The 30+ hours are usually completed in one academic year (fall, spring, and summer). They begin the program with no intention of finishing the AS program. Prior years suggests that this number plateaus between 40 to 45%.	Students need incentive to complete the program here. There is discussion about possibly embedding marketable skills into the program (coding, IT). The argument is that by equipping students with marketable skills, the College can ensure that AA graduates can achieve a high-salary career with an AA degree. The goal is to get this Retention rate above 50%.

Indicator	Trend Analysis	Action Plans
	The graduation rate is calculated with the formula: $\frac{\text{Number of Graduates in the program}}{\text{Number of New Students in the program}}$ The trend slightly rises from the 2017-18 period to the 2018-19 period and then declines each year after. This recent decline may be attributed in part to converting to the online modality of instruction during the COVID-19 period. The expanded use of technology and the lack of face-to-face instruction presented challenges to many students, and this affected their performance in the courses.	Many students have been able to adapt to the new learning environment resulting from COVID-19, but many prefer the traditional face-to-face interaction. The Science Department will transition back to on-campus classes but will continue to offer online classes for those students who are unable to attend in-person.

Indicator	Trend Analysis	Action Plans
	The job placement rates for the AS program reflect the percentage of students who either obtained employment, went on to finish up their dual major at FDTC, or entered a 2- or 4-year institution upon graduation for the given academic year. The job placement rate for graduates from the 2017-18 academic year was 81%, and from the years 2018-19 and 2019-20, the rates were 100%. The AS program is a college-transfer program, and the large majority of the students continue their education rather than seek employment.	The College will continue to promote the quality and affordability of the AS program.