Cycle: 2018-2021
Associate in Arts Degree (AA.AA)

Program Mission Statement:
The Associate in Arts 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: Technical & General Education
AVP: Dan Averette
Department Chair: Debi McCandrew
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 (AA.AA) – 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 pertaining to regression – 87.6%.	

STUDENT LEARNING OUTCOMES FOR (AA.AA) – 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 (AA.AA) – 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 (AA.AA) – 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 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	**Hybrid modality:** of the 4, the average was 80.5. **Online modality:** of the 27, the average was 73.3. **Traditional modality**: of the 104, the average was 73.5. **Dual Enrollment modality**: of the 15, 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	**Online modality**: of the 22, the average was 76.6. **Traditional modality:** Of the 22, the average was 74.1. **Dual Enrollment modality**: of the 38, the average was 86.1	

STUDENT LEARNING OUTCOMES FOR (AA.AA) – 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)	At least 70% of the students will show clear steps to a correct conclusion.	Spring 2020	Of the 29 students, 21 arrived to a correct conclusion – 72%	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.	The overall percentage of correct responses to the selected questions will be 70% or higher.	Spring 2020	The overall percentage of correct responses to the selected questions was 65%. This was lower than the expected 70%	The expected level of learning 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 (AA.AA) – 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 (AA.AA) – 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 (AA.AA) – 2020-2021

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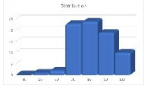
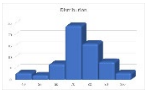
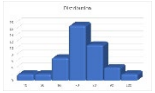
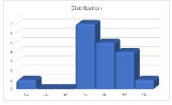
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	When will you collect the data needed to evaluate 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 (AA.AA) – 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
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 (AA.AA) – 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 (AA.AA) – 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 Mathematics Department oversees the Associate-in-Arts (AA) 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 like most programs at the College. Of the required courses needed for the program, the faculty in the department teaches less than 5% of those courses; and more often than not, students in their classes are in other programs; again, this is different than most departments.

Due to the aforesaid uniqueness of the program and the progression of administrative viewpoints, the Institutional Effectiveness (IE) objectives have periodically been redefined. For example, IE for academic areas includes learning goals – should the goals be math objectives or program objectives? Of course, students in the AA program take courses from many subject areas: English, history, psychology, lab sciences, humanities, social sciences, and etcetera. 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; unfortunately, the number of faculty needed to do this task is sizable. This process led to a surfeit of learning objectives for the General Education requirements, but this compilation shed little focus on the AA program itself.

To increase this focus, it was clear that the Mathematics Department needed collaboration from other departments. The Mathematics Department created a curriculum map then employed the other departments to measure the map's objectives – Program Student Learning Objectives (PSLOs). In addition, there is now a clear separation of IE objectives and PSLOs. Also, there has been more collaboration with Institutional Research (IR) that allows the Department to better analyze the data within the AA program, even though the College has always done a good job dispersing the College's overall vital statistics.

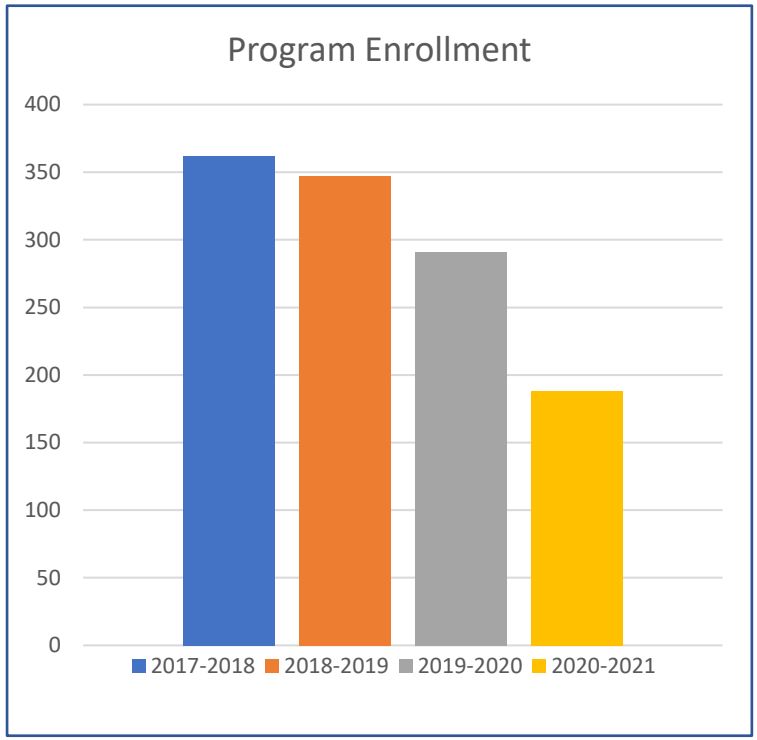
The curriculum map shows the following PSLOs for the program: Quantitative Literacy, Written Communication, Reading Comprehension, Computer Literacy, Information Literacy, Oral Communication, and Critical Thinking. These are measured by all or a subset of the following courses: **ENG 101**, **ENG 102**, HIS 101, HIS 102, **SPC 205**, **PSY 201**, MAT 110, MAT 120, BIO 101, and PHS 101. The classes in boldface are courses that are required in the program; the others are the most common choices. The program offers students a large list of choices since it is the off ramp to a myriad of 4-year degree programs at universities; there is a list of 86 courses offered by technical colleges that are guaranteed to transfer to state universities.

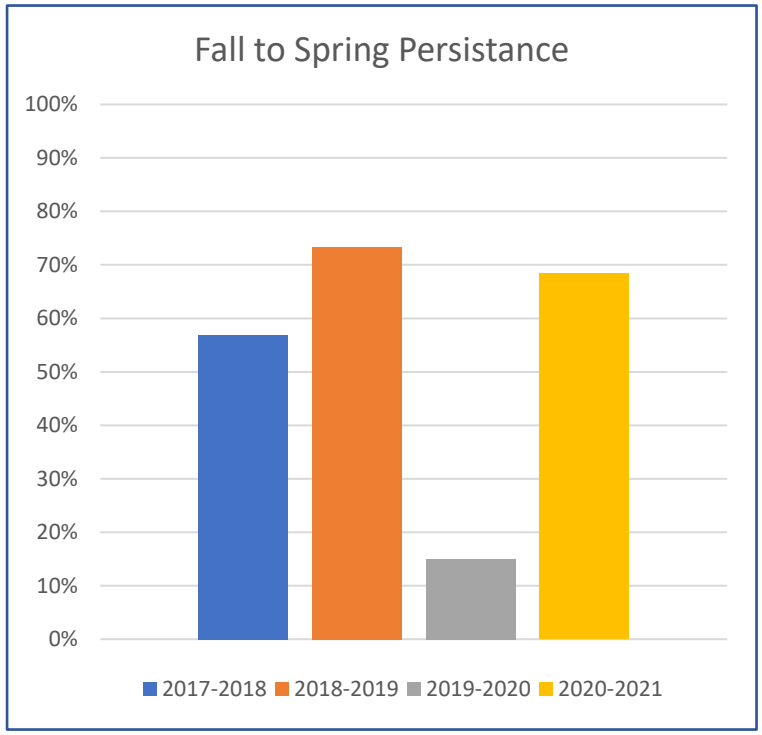
Through collaboration with other subject areas, it was clear that there needed to be some changes in the AA program when setting out to measure these objectives. It was noted that it was possible to complete the AA program without taking a history class even though it would be rare for that to happen. Now the AA program requires students to take at least a Western Civilization class or an American History class. It also became clear through collaboration with other departments that the list of electives needed to be broader to increase the graduation and retention rates.

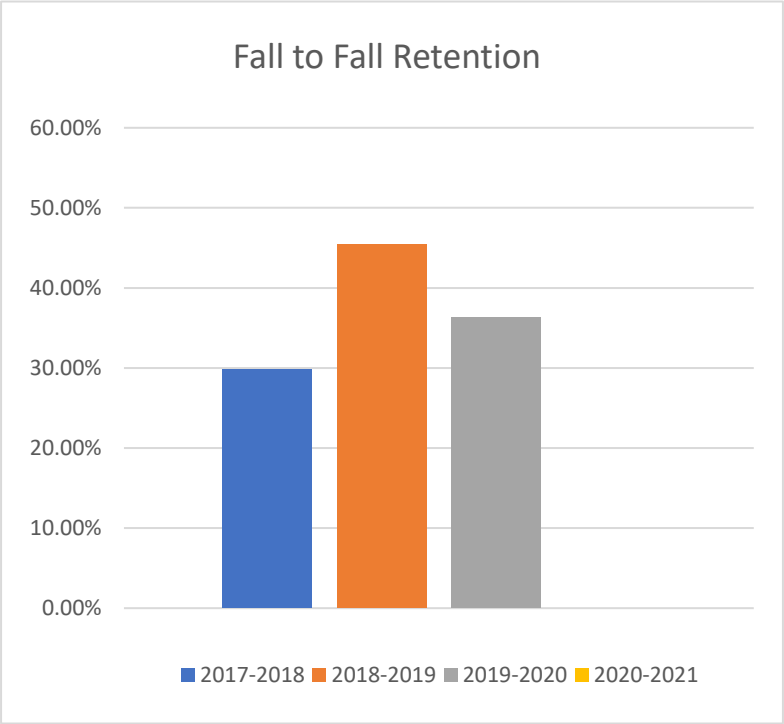
The Mathematics Department is satisfied with the measured results from the past cycle considering much of the cycle was during the COVID-19 pandemic. FDTC has always been on the forefront of using technology, and the College met the challenge better than most from hearsay. That is not to say that the College did not have challenges and a learning curve to overcome. Faculty is now adept at using numerous video conferencing platforms, lockdown browsers, proctoring software, reminder apps, and other work arounds when working from home. Needless to say, faculty is more capable and more confident delivering instruction through different mediums.

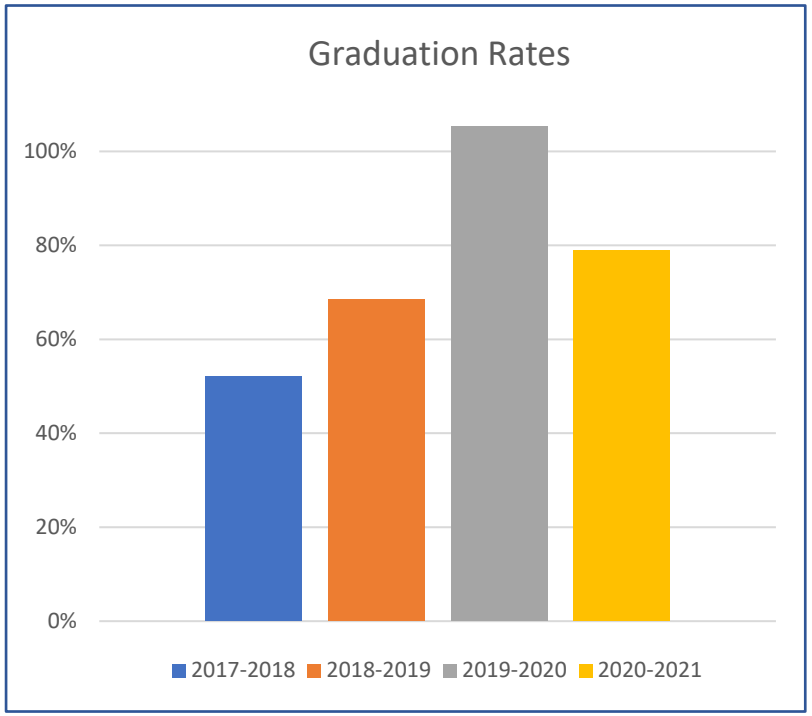
What will change in the next cycle? There still needs to be more cooperation with other departments. Sometimes departments had measurable goals but they did not fit into the framework of the AA curriculum map; this sometimes led to increased effort within multiple departments to get the measured objective needed for the AA program. The Mathematics Department is confident that the process will be much smoother on the next cycle.

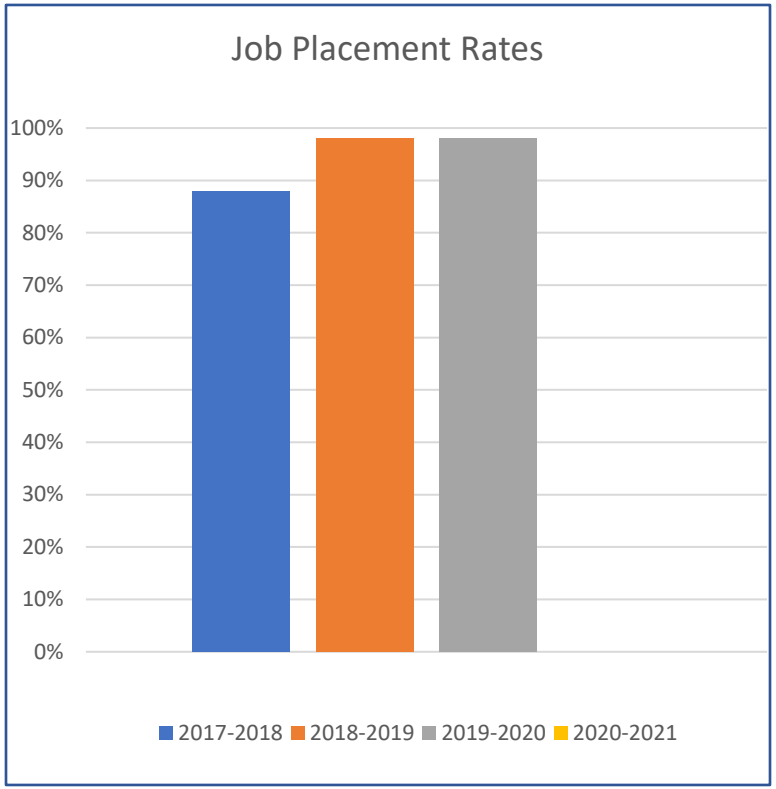
ASSOCIATE IN ARTS DEGREE PROGRAM (AA) VITAL STATISTICS

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 AA 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 AA 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. Currently, the AA program is geared toward transfer to universities. 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.

Indicator	Trend Analysis	Action Plans
	The program has made great strides retaining students from the fall to the spring; this includes a call campaign. The graph showed this to be true until the pandemic. The College adjusted by creating multiple types of delivery during the pandemic. Even though we still had the pandemic in the spring of 2021, persistence jumped back to an acceptable level; it actually exceeded the persistence rate in 2017-2018. We believe that we can continue increasing the persistence rate from fall to spring as we did before COVID-19.	The program will continue the efforts before the pandemic. In addition, we will retain many of the delivery platforms that were created during the pandemic. We hope that the combination will result in a persistence rate over 80% in 2021-2022.

Indicator	Trend Analysis	Action Plans
	It has always been difficult to get students to finish all 60+ credit hours in the AA program with us. Most students are satisfied getting their freshman classes (30+ hours) with us then entering a university with sophomore status. The 30+ hours are usually completed in a fall and a spring semester. They began the program with no intention of finishing the AA 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 persistence rate above 50%.

Indicator	Trend Analysis	Action Plans
	The graduation rate is calculated with the formula: $\frac{\text{Number of Graduates in the program}}{\text{Number of new students in the program}}$ In 2019-2020, we graduated more students in the AA Program than we accepted as First Time AA Students in the Fall Semester. According to the formula, the rate is 105%. It is clear that this formula does not work well for the AA program.	The math department plans to discuss this formula with administration. A low enrollment coupled with past students sending back university credit to complete the AA degree program distorts the true graduation rate.

Indicator	Trend Analysis	Action Plans
	The job placement rates for the AA 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 88%, and from the years 2018-19 and 2019-20, the rates were 98%. The AA 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 AA program.