ASSESSMENT DAY

College of Business, Engineering and Technology

School of Engineering and Information Technology
BSET

January 28, 2020

Strengths

Challenges

Recommendations

Academic Assessment

	LEVEL	FOCUS	CONDUCTED BY	FREQUENCY
Academic Success Committee	Program	• Quality of assessment practices	Committee of peers	Years 1 & 2
Instructional Program Review	Program / Cluster	• Enrollment, retention, completion • Industry certifications and job placement • Program budget and staffing • Advisory committees • Curriculum changes	Committee of peers	Year 3
Assessment Day	Course/ Program	• Enrollment by demographics • Graduation and retention • Average class size • Course success rate • Placement rate • SLOs, PLOs and ILOs	Program Chair and Faculty	Years 1, 2, 3

Programs

6331 - Bachelor of Science in Engineering Technology (BSET)

6333 - Bachelor of Science in Engineering Technology - Electrical Engineering Technology Concentration

3004 – Construction and Design

Action Items from Last Assessment Day

Last Assessment Day: 03/05/2019

- Curriculum mapping-for new ABET program learning outcomes;
- ABET report for reaccreditation cycle;
- Remove EET3086 and MAP3401 from assessment report;
- Talk to Math department (Eric) regarding statistics course;
- Adding discrete math as a requirement for CET3116 and CET3198;
- Option for guaranteed schedule and full year registration;
- Send e-mail to all students for early registration;
- Option for a red alert in the students To-Do List (notification);
- Cross train advisors;
- Bring all courses to QM standards

Program Educational Objectives (PEO)

1. <u>Career</u>: Graduates will have a broad understanding of the key principles and practices of engineering technology, the written and oral communications skills, and the ability to work with others to apply these skills and knowledge to the design, implementation, and maintenance of systems.

2. <u>Skills</u>: Graduates will have an understanding of the mathematical and scientific concepts that underlie engineering technology applications, will apply this understanding, and acquire new skills and knowledge necessary to analyze technology problems and develop suitable solutions.

3. <u>Professionalism and Ethics</u>: Graduates will have an understanding of the ethical, human, and social issues of their field and will be involved members of the local and global communities acting as responsible technical professionals.

4. <u>Life-Long Learning</u>: Graduates will be active contributors to their profession with a strong commitment to continuous individual and organizational improvement, effective communication, teamwork, quality, and timeliness.

Program Learning Outcomes
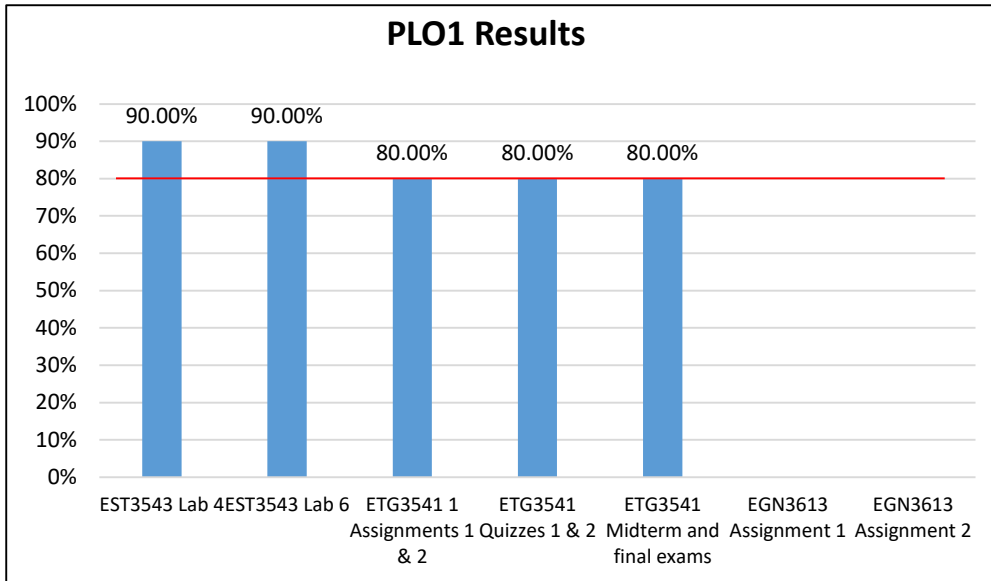
BS Engineering Technology (BSET) # 6331
BS Engineering Technology with Electrical Engineering Technology Concentration #6333

Graduates of the program will be able to:

1. Demonstrate an ability to select and apply the knowledge, techniques, skills, and modern tools of the discipline to broadly-defined engineering technology activities.

2. Demonstrate an ability to select and apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require the application of principles and applied procedures or methodologies.

3. Demonstrate an ability to conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes.

4. Demonstrate an ability to design systems, components, or processes for broadly-defined engineering technology problems appropriate to program educational objectives.

5. Demonstrate an ability to function effectively as a member or leader on a technical team.

6. Demonstrate an ability to identify, analyze, and solve broadly-defined engineering technology problems.

7. Demonstrate an ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature.

8. Demonstrate an understanding of the need for and an ability to engage in self-directed continuing professional development.

9. Demonstrate an understanding of and a commitment to address professional and ethical responsibilities including a respect for diversity.

10. Demonstrate a knowledge of the impact of engineering technology solutions in a societal and global context.

11. Display a commitment to quality, timeliness, and continuous improvement.
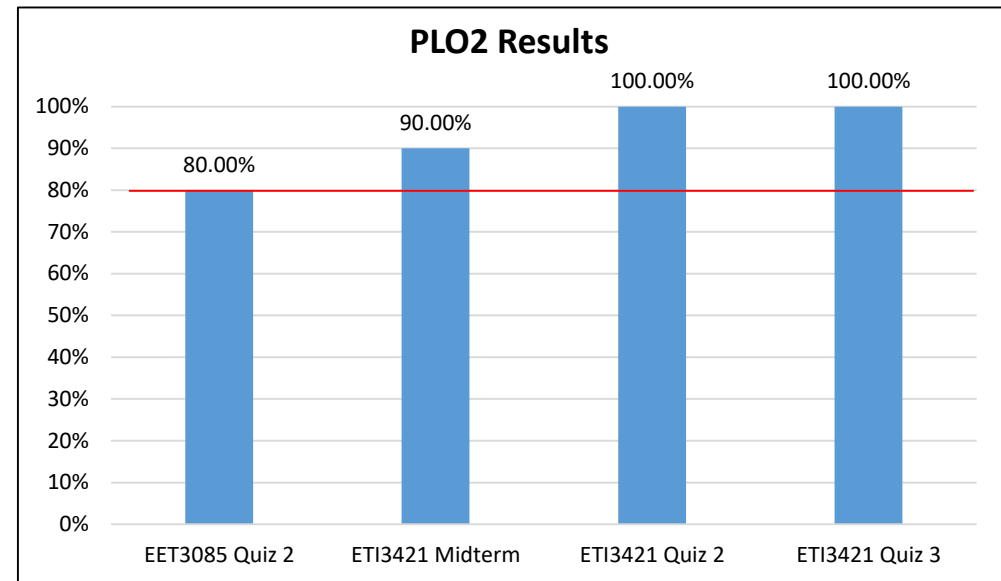
Assessment Results

PLO1 Results

Bar chart values:
- EST3543 Lab 4: 90.00%
- EST3543 Lab 6: 90.00%
- ETG3541 1 Assignments 1 & 2: 80.00%
- ETG3541 Quizzes 1 & 2: 80.00%
- ETG3541 Midterm and final exams: 80.00%
- EGN3613 Assignment 1
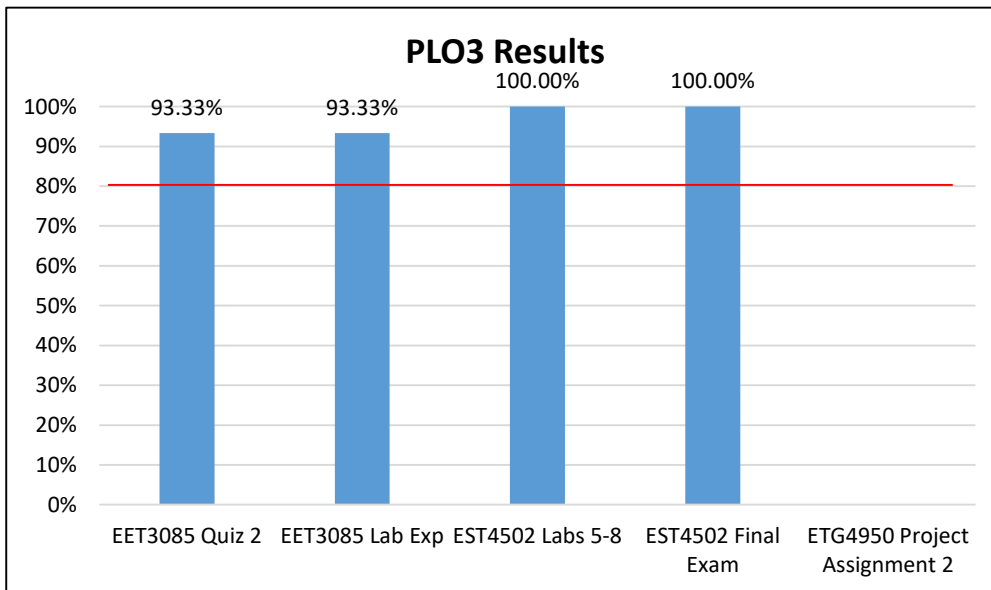- EGN3613 Assignment 2

PLO1: Demonstrate an ability to select and apply the knowledge, techniques, skills, and modern tools of the discipline to broadly-defined engineering technology activities. *Target: 80% of the students achieving 75% or higher in all assessment measures*

PLO2 Results

Bar chart values:
- EET3085 Quiz 2: 80.00%
- ETI3421 Midterm: 90.00%
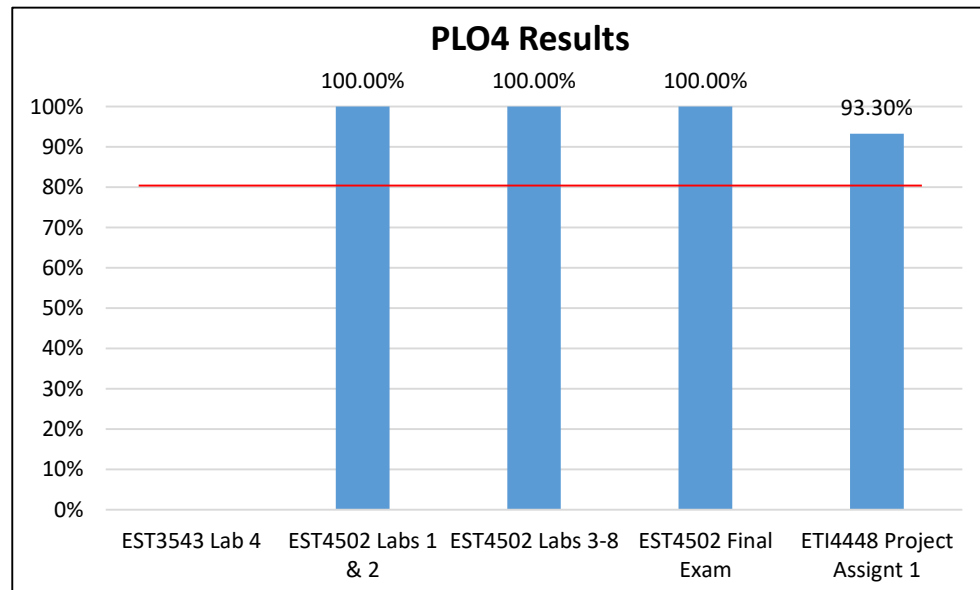- ETI3421 Quiz 2: 100.00%
- ETI3421 Quiz 3: 100.00%

PLO2: Demonstrate an ability to select and apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require the application of principles and applied procedures or methodologies. *Target: 80% of the students achieved 70%75% or higher in all assessment measures*

PLO3 Results

Bar chart values:
- EET3085 Quiz 2: 93.33%
- EET3085 Lab Exp: 93.33%
- EST4502 Labs 5-8: 100.00%
- EST4502 Final Exam: 100.00%
- ETG4950 Project Assignment 2

PLO3: Demonstrate an ability to conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes. *Target: 80% of the students achieved 70% or higher in all assessment measures*

PLO4 Results

Bar chart values:
- EST3543 Lab 4
- EST4502 Labs 1 & 2: 100.00%
- EST4502 Labs 3-8: 100.00%
- EST4502 Final Exam: 100.00%
- ETI4448 Project Assignt 1: 93.30%

PLO4: Demonstrate an ability to design systems, components, or processes for broadly-defined engineering technology problems appropriate to PEO. Target: 80% of the students achieved 70% or higher in all assessment measures

Assessment Results

PLO5 Results

Bar chart with categories: ETG4950 Project Assignt 2, ETG4950 Project Assignt 3, ETI3116 Project Report 1 (79.50%), ETI4448 Project & Team discussion areas (100.00%). Red target line at 70%.
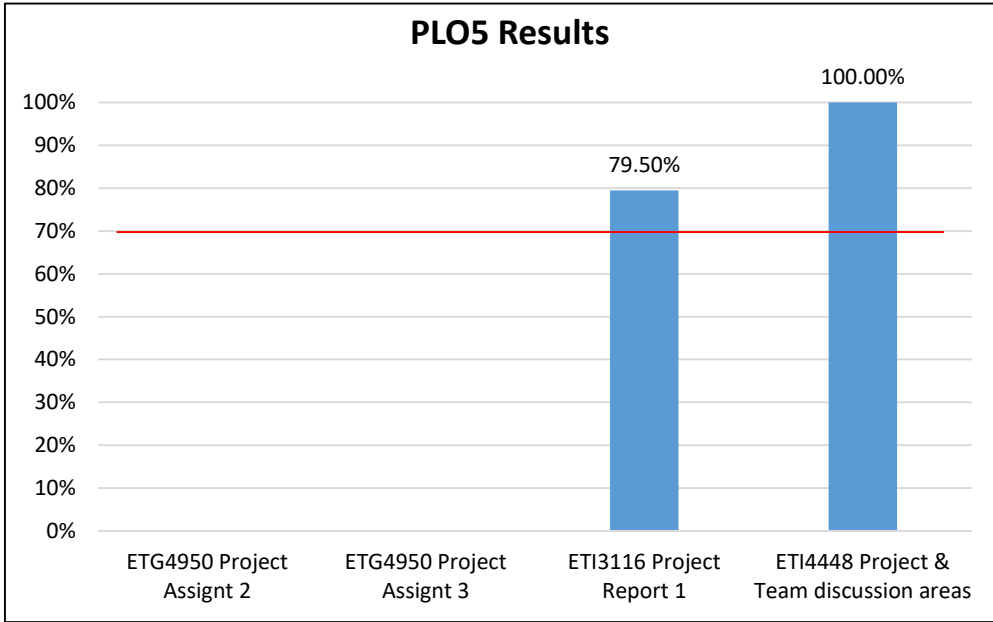
PLO5: Demonstrate an ability to function effectively as a member or leader on a technical team. *Target: 70% of the students achieved 75% or higher in all assessment measures*

PLO6 Results

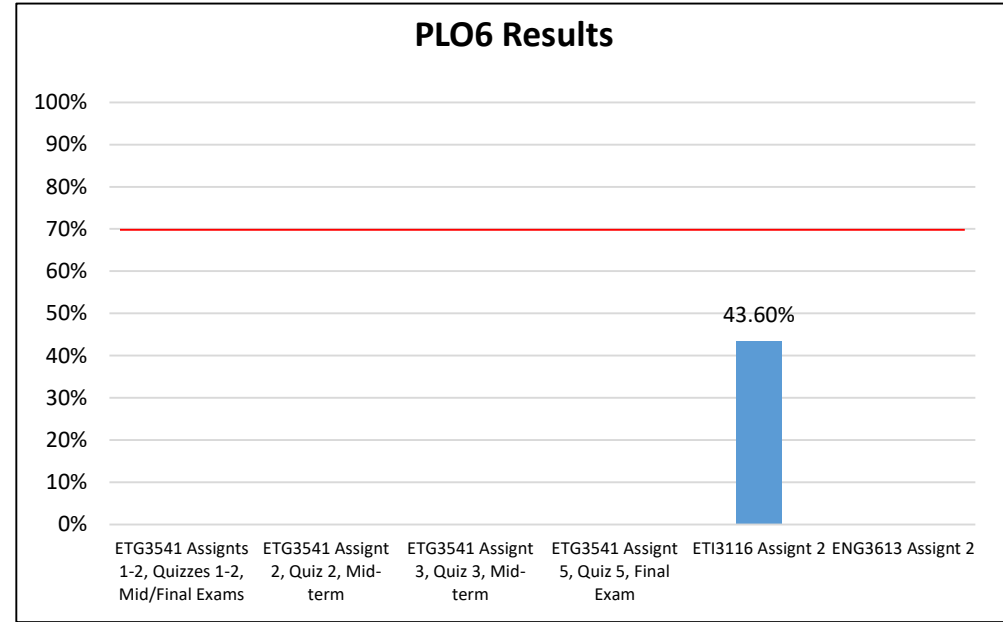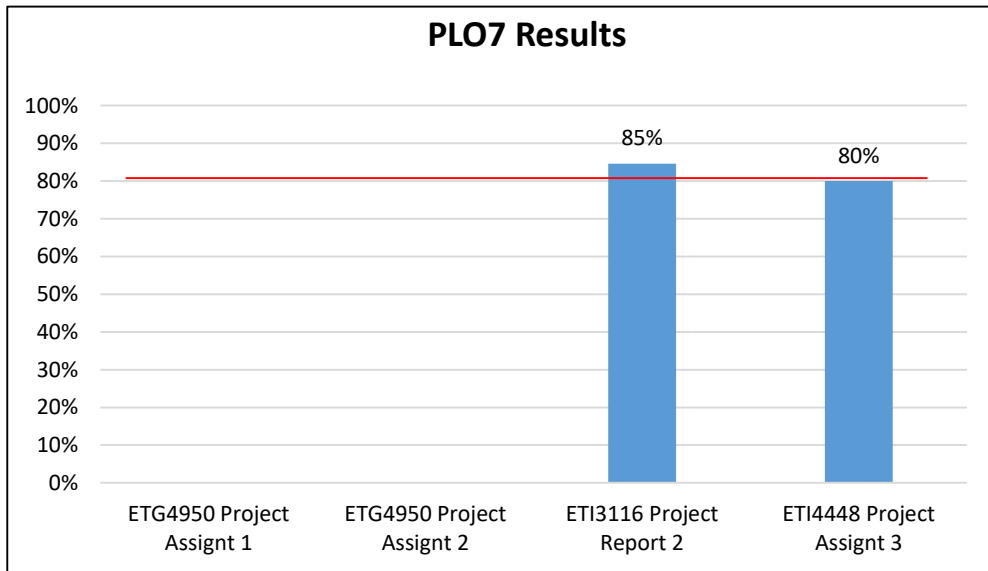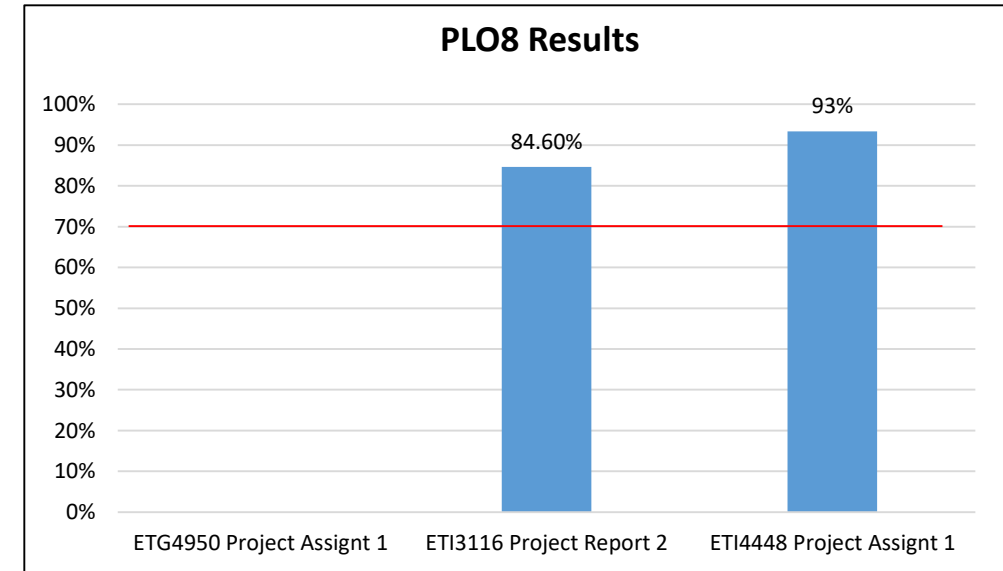Bar chart with categories: ETG3541 Assignts 1-2, Quizzes 1-2, Mid/Final Exams; ETG3541 Assignt 2, Quiz 2, Mid-term; ETG3541 Assignt 3, Quiz 3, Mid-term; ETG3541 Assignt 5, Quiz 5, Final Exam; ETI3116 Assignt 2 (43.60%); ENG3613 Assignt 2. Red target line at 70%.

PLO6: Demonstrate an ability to identify, analyze, and solve broadly-defined engineering technology problems. *Target: 70% of the students achieved 70% or higher in all assessment measures*

PLO7 Results

Bar chart with categories: ETG4950 Project Assignt 1, ETG4950 Project Assignt 2, ETI3116 Project Report 2 (85%), ETI4448 Project Assignt 3 (80%). Red target line at 80%.

PLO7: Demonstrate an ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature. *Target: 80% of the students achieved 75% or higher in all assessment measures*

PLO8 Results

Bar chart with categories: ETG4950 Project Assignt 1, ETI3116 Project Report 2 (84.60%), ETI4448 Project Assignt 1 (93%). Red target line at 70%.

PLO8: Demonstrate an understanding of the need for and an ability to engage in self-directed continuing professional development. *Target:70% of the students achieved 75% or higher in all assessment measures*

Assessment Results

PLO9 Results
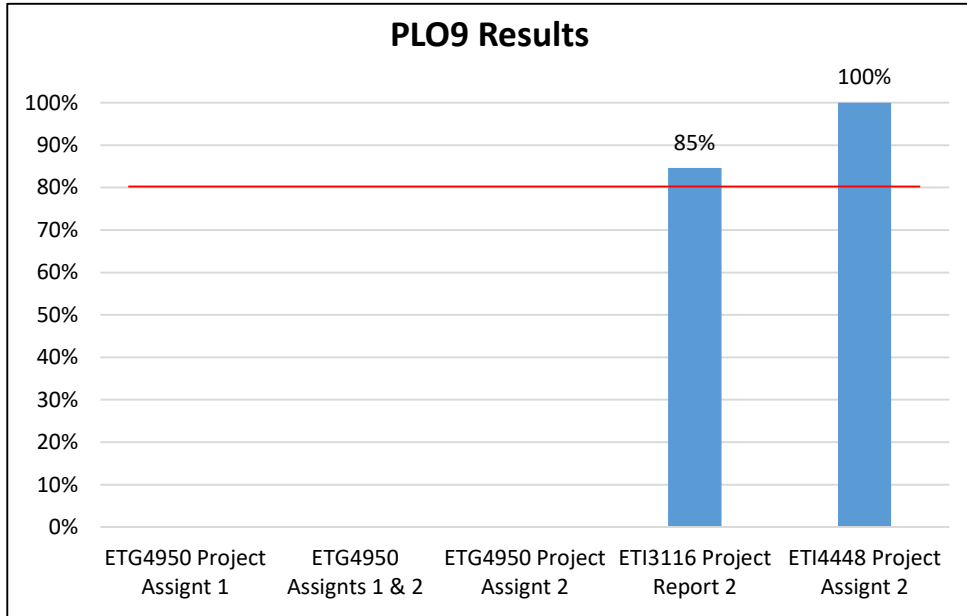
PLO9: Demonstrate an understanding of and a commitment to address professional and ethical responsibilities including a respect for diversity *Target: 80% of the students achieved 75% or higher in all assessment measures*

PLO10 Results
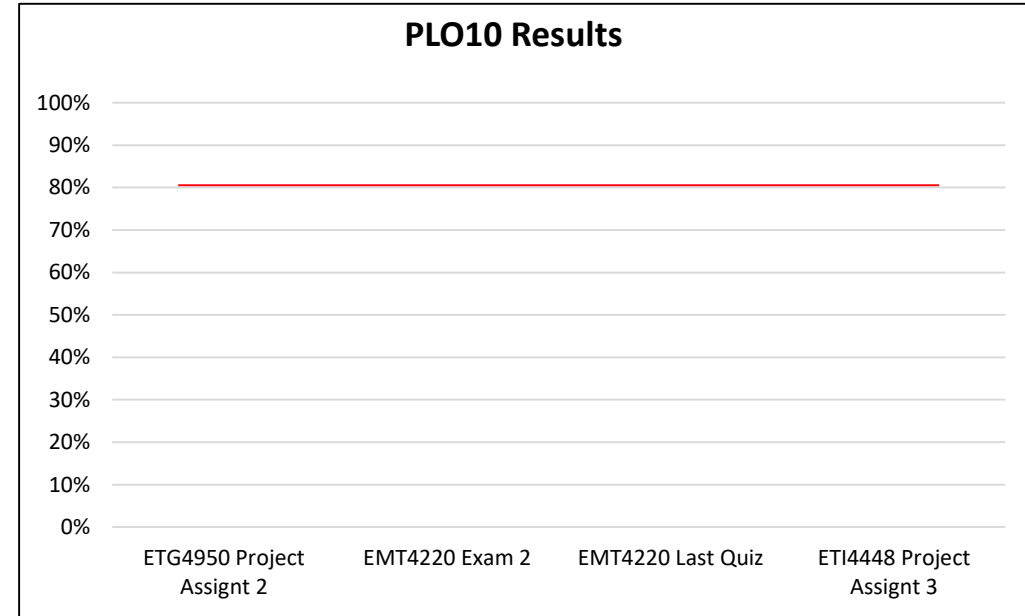
PLO10: Demonstrate a knowledge of the impact of engineering technology solutions in a societal and global context. *Target: 80% of the students achieved 75% or higher in all assessment measures*

PLO11 Results
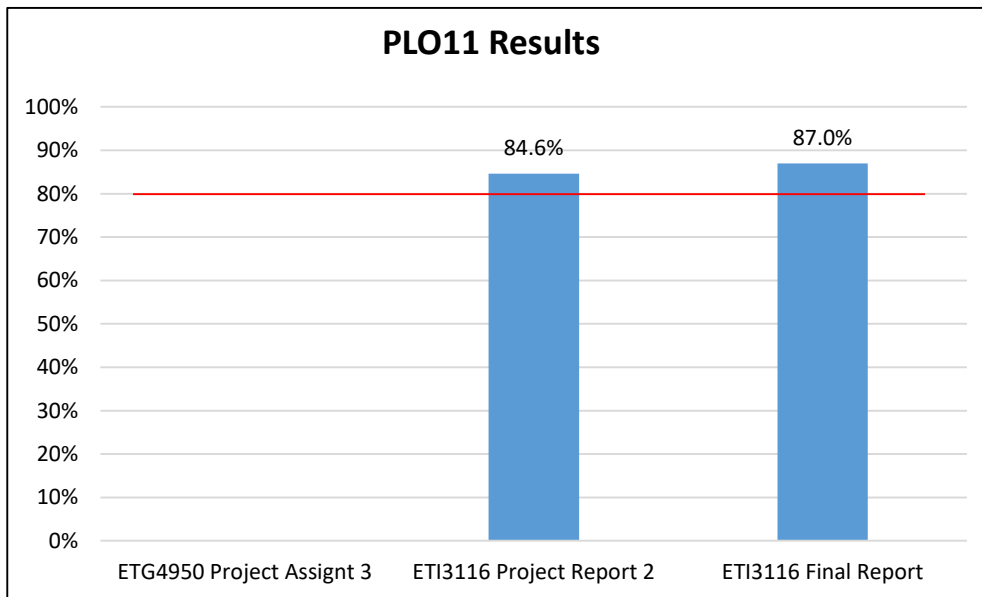
PLO11: Display a commitment to quality, timeliness, and continuous improvement. *Target: 80% of the students achieved 75% or higher in all assessment measures*

Assessment Data 2017-2018 and 2018-2019:
Programs and Institutional Learning Outcomes

Program	Critical/ Creative Thinking		Communication		Cultural Literacy		Information and Technical Literacy	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
6331-B.S. in Engineering Technology	86.96%-100%	80%-100%	86.96%-100%	80%-100%	86.96%-100%	80%-100%	80%-100%	80%-100%
6333- B.S. in Engineering Technology - Electrical Engineering Technology Concentration	86.96%-100%	80%-100%	86.96%-100%	80%-100%	86.96%-100%	80%-100%	80%-100%	80%-100%
3004 – Construction and Design		80%-100%		80%-100%		80%-100%		80%-100%

Headcount by Major

Major	2015-2016	2016-2017	2017-2018	2018-2019
6331 - BS-ENGR TECH	130	102	115	127
6333 - BS-ENGR TECH - EE	73	62	75	67
3004 – Construction and Design				1
School Total	203	164	181	195

Source: IR Program Assessment Data

Students are duplicated across programs, unduplicated in the total.

Graduates in Major

Major	2015-2016	2016-2017	2017-2018	2018-2019
6331 - BS-Engr Tech	18	13	15	16
6333 - BS-Engr Tech - EE	7	4	8	17
3004 – Construction and Design				
Total	25	17	23	33

Source: IR Program Assessment Data

2018-2019 Number of Graduates by Race/Ethnicity

Source: IR Program Assessment Data
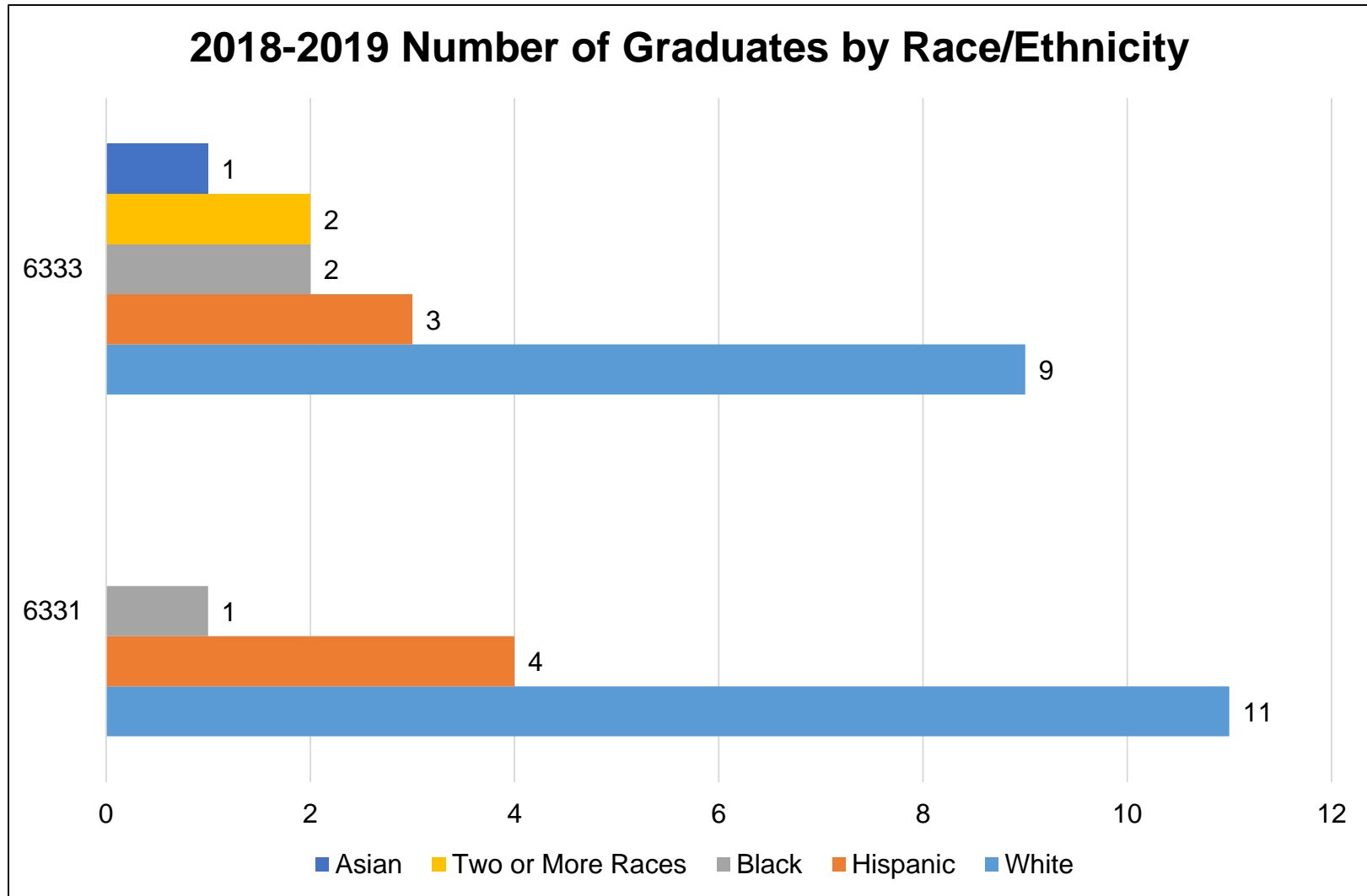
Graduation Rates

Major	Fall Cohort Year	# in Cohort	150% Graduates	150% Graduation Rate	200% Graduates	200% Graduation Rate
6331- Engineering Tech	2013	36	8	22.2%	12	33.3%
	2014	22	6	27.3%	6	27.3%
	2015 –200% In progress	22	6	27.3%	6	27.3%
	2016 – In progress	18	5	27.8%	5	27.8%
6333- Engineering Tech- EE	2013	15	4	26.7%	4	26.7%
	2014	10	4	40%	4	40%
	2015 – 200% In progress	23	2	8.7%	8	34.8%
	2016 – In progress	14	4	28.6%	4	28.6%

College average (150%- 58.3%, 200%- 66.1%)
Fall terms include prior Summer term enrollment in major.
Graduation within 200% time includes graduates within 150% time.

Graduation Rates by Race/Ethnicity

Major	Fall Cohort Year	Race/Ethnicity	# in Cohort	150% Graduates	150% Graduation Rate	200% Graduates	200% Graduation Rate
6331- Engineering Tech	2014	Black	2	1	50%	1	50%
		Hispanic	5	1	20%	1	20%
		Two or More Races	1	1	100%	1	100%
		Unknown	1	0	0%	0	0%
		White	13	3	23.1%	3	23.1%
	2015 – 200% In progress	Asian	1	0	0%	0	0%
		Black	3	0	0%	0	0%
		Hispanic	5	1	20%	1	20%
		Unknown	1	1	100%	1	100%
		White	12	4	33.3%	4	33.3%
	2016 – In progress	Black	2	1	50%	1	0%
		Hispanic	4	1	25%	1	0%
		Two or More Races	1	0	0%	0	20%
		White	11	3	27.3%	3	100%
6333- Engineering Tech- EE	2014	Asian	1	0	0%	0	0%
		White	9	4	44.4%	4	44.4%
	2015 – 200% In progress	Asian	1	0	0%	0	0%
		Black	3	0	0%	0	0%
		Hispanic	1	0	0%	0	0%
		Two or More Races	1	0	0%	1	100%
		Unknown	1	0	0%	0	0%
		White	16	2	12.5%	7	43.8%
	2016 – In progress	Black	1	0	0%	0	0%
		Hispanic	1	0	0%	0	0%
		Two or More Races	2	0	0%	0	0%
		White	10	4	40%	4	40%

Source: IR Program Assessment Data

Graduation Rates By Gender

Major	Fall Term	Race/Ethnicity	# Students	Graduation			
				Graduated within 150% Time	Graduation Rate	Graduated within 200% Time	Graduation Rate
6331- Engineering Tech	2014	Female	2	0	0%	0	0%
		Male	19	6	31.6%	6	31.6%
		Unknown	1	0	0%	0	0%
	2015	Female	3	0	0%	0	0%
		Male	18	6	33.3%	6	33.3%
		Unknown	1	0	0%	0	0%
	2016	Female	2	1	50%	1	50%
		Male	16	4	25%	4	25%
6333- Engineering Tech- EE	2014	Female	10	4	40%	4	40%
	2015	Female	4	0	0%	1	25%
		Male	19	2	10.5%	7	36.8%
	2016	Female	1	1	100%	1	100%
		Male	13	3	23.1%	3	23.1%

Source: IR Program Assessment Data

Persistence Rate

Major	Term	Registered	Exclusions	Adjusted Cohort	Retained by Program	
					N	%
3004 – Construction and Design	FA18 to SP19	1	0	1	1	100%

Persistence Rate by Race/Ethnicity

Major	Term	Race/ Ethnicity	Registered	Exclusions	Adjusted Cohort	Retained by Program	
						N	%
3004 – Construction and Design	FA18 to SP19	Asian	1	0	1	1	100%

Persistence Rate by Gender

Major	Term	Gender	Registered	Exclusions	Adjusted Cohort	Retained by Program	
						N	%
3004 – Construction and Design	FA18 to SP19	Male	1	0	1	1	100%

Performance Funding - Retention Rates

Program and Cohort Year		Registered	Exclusions	Adjusted Cohort	Retained by DSC		Retained by Program		DSC Total Retained
					N	%	N	%	
6331 BS-Engr. Tech	2014	99	20	79	6	7.59%	49	62.03%	69.62%
	2015	41	5	36	1	2.30%	23	63.90%	66.20%
	2016	67	12	55	1	2.00%	30	55.00%	57.00%
	2017	80	11	69	2	2.90%	41	59.42%	62.32%
6333 BS-Engr. Tech - EE	2014	43	7	36	4	11.11%	23	63.89%	75.00%
	2015	28	2	26	0	0.00%	16	61.50%	61.50%
	2016	44	2	42	2	5.00%	28	67.00%	71.00%
	2017	62	7	55	1	1.82%	30	54.55%	59.68%

College average (67.1%)
Registered - Includes all students enrolled in the fall term of the specified year, with the specified program as their primary major.
Exclusions - Includes students who are deceased or graduated fall of the specified year or the following spring or summer.
Not retained - Students who were not registered the following fall term.
Retained by DSC - Students who were still registered at DSC the following fall but with a different primary major.
Retained by Program - Students who were registered the following fall with the same primary major.

Source: IR Program Assessment Data

Fall 2017 to Fall 2018 Retention Rates by Race/Ethnicity

Major	Fall Term	Registered	Exclusions	Adjusted Cohort	Retained by Program N	%
6331- Engineering Tech	Asian	2	0	2	0	0.0%
	Black	6	0	6*	3	50.0%
	Hispanic	15	2	13	8	61.5%
	Two or More Races	2	0	2	0	0.0%
	Unknown	2	1	1	1	100.0%
	White	53	8	45*	29	64.4%
6333- Engineering Tech- EE	Am. Ind.	1	0	1	1	100.0%
	Asian	1	0	1	1	100.0%
	Black	7	1	6	3	50.0%
	Hispanic	9	0	9*	6	66.7%
	Two or More Races	5	0	5	4	80.0%
	Unknown	3	0	3	0	0.0%
	White	36	6	30	15	50.0%

*one student retained by DSC

College average (African American: 49.9%, Hispanic: 66.3%)

Registered - Includes all students enrolled in the fall term of the specified year, with the specified program as their primary major.

Exclusions - Includes students who are deceased or graduated fall of the specified year or the following spring or summer.

Adjusted Cohort - Registered students less exclusions.

Not retained - Students who were not registered the following fall term.

Retained by DSC - Students who were still registered at DSC the following fall but with a different primary major.

Retained by Program - Students who were registered the following fall with the same primary major.

Source: IR Program Assessment Data

Fall 2017 to Fall 2018 Retention Rates by Gender

Major	Fall Term	Registered	Exclusions	Adjusted Cohort	Retained by Program	
					N	%
6331- Engineering Tech	Female	12	1	11	5	45.45%
	Male	67	10	57**	36	63.16%
	Unknown	1	0	1	0	0.00%
6333- Engineering Tech- EE	Female	10	0	10	5	50.00%
	Male	52	7	45*	25	55.56%

*one student retained by DSC; **two students retained by DSC

Performance Funding - Placement Rates
(College average: 95.5%)

Program Title	Cohort Year	Grads Reported	Continuing Education	Employed		Estimated Average Annual Full-Time Wage	
				DSC	FCS	DSC	FCS
BS Engineering Technology (BSET) and BS Engineering Technology (BSET) – Electrical Concentration	2016/17	18	****	72%	72%	$54,356	$54,356
	2015/16	36	N/A	69%	69%	$49,160	$49,160
	2014/15	44	N/A	75%	75%	$49,736	$49,736
	2013/14	41	4%	95%	97%	$37,952	$49,832
	2012/13	65	11%	52%	52%	$ 45,092	$ 45,092

Source: Florida Education Training Placement Information Program (FETPIP)

*Currently Inactive Program.

N/A - No placement data for the program.

Note: Programs with no graduates are excluded from this report for the reporting year.
(****), ($**,***), or (***%) - Number of graduates less than 10 but greater than 0 suppressed.

Indicates the College average above the State Averages
Indicates the College average same as the State Averages
Indicates the College average below the State Averages

Source: IR Program Assessment Data

Course Success Rates (1 of 2)

Major	Course	2015-2016		2016-2017		2017-2018		2018-2019		
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	
6331- BS Engineering Technology	CIS4510	8	88%			15	93%	51	90%	
	EET3085	41	71%	30	73%	39	74%	42	86%	↑
	EET3086	63	81%			43	77%	27	85%	
	EGN2045			28	89%	21	71%	44	91%	
	EGN3046			62	87%	40	83%			
	ENG3214							29	79%	
	EGN3311	15	93%	18	100%	23	100%	37	100%	
	EGN3321					17	100%	26	100%	
	EGN3343	25	76%							
	EGN3613	6	83%	45	89%	39	87%	46	89%	↑
	ETC4241	12	83%			7	100%	8	100%	
	ETG3533	23	83%	12	100%	19	95%	7	86%	
	ETG3541			18	100%			17	100%	
	ETG3907					21	100%	24	96%	
	ETG4950C	25	92%	24	92%	35	91%	28	100%	↑
	ETI3116	46	80%	36	92%	31	97%	40	98%	
	ETI3421	22	91%	14	100%	30	93%	16	88%	
	ETI4186					25	84%			
	ETI4205	22	100%	12	83%			10	100%	
	ETI4448	35	77%	26	88%	39	90%	16	94%	↑
	ETI4640	23	91%			13	100%			
	ETI4704	21	90%	18	100%			22	100%	
	ETM4220	21	100%	18	100%	19	100%	24	100%	
	ETM4331	15	87%	8	100%	14	100%	6	100%	
	ETS4502C	19	95%	21	95%			19	95%	
	Major	526	84%	390	91%	490	89%	539	93%	↑

Indicates a success rate of 90% or higher
Indicates a success rate between 70% and 89%
Indicates a success rate below 70%

Source: IR Program Assessment Data

Course Success Rates (2 of 2)

Major	Course	2015-2016		2016-2017		2017-2018		2018-2019		
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	
6333- BS Engineering Technology - EE	CET3198	14	64%	12	75%	25	56%	18	89%	↑
	EET3716	9	78%	22	91%	20	80%	12	100%	
	EET4158	6	83%	8	100%	15	87%	12	100%	
	EET4732	5	100%	6	100%	16	94%	10	90%	
	ETP4240	9	56%	15	87%	12	100%	16	100%	
	ETS3543C	69	77%	44	71%	60	68%	50	72%	↑
	ETS4502C					16	100%			
	Major	146	75%	107	81%	164	77%	118	92%	↑

Indicates a success rate of 90% or higher
Indicates a success rate between 70% and 89%
Indicates a success rate below 70%

Source: IR Program Assessment Data

Course Success Rates by Race/Ethnicity (1 of 3)

Program, Course, IM and Race/Ethnicity	2017-2018		2018-2019	
	Enrolled	Success Rate	Enrolled	Success Rate
6331 - BSET	**477**	**89%**	**539**	**93%**
EET3085	38	74%	51	90%
Asian	3	100%	1	100%
Black	6	50%	3	67%
Hispanic	8	63%	10	100%
Two or More Races			5	100%
Unknown			2	50%
White	20	80%	30	90%
EET3086	43	77%	42	86%
Asian	1	100%	1	100%
Black	5	100%	1	0%
Hispanic	4	75%	3	100%
Two or More Races	1	100%	2	100%
Unknown			2	100%
White	32	72%	33	85%
EGN2045	21	71%	27	85%
Am. Ind.			1	100%
Black	4	50%	1	100%
Hispanic	3	67%	5	100%
Two or More Races			6	83%
White	14	79%	14	79%
EGN3046	40	83%	44	91%
Asian			1	100%
Black	2	100%	6	83%
Hispanic	6	67%	6	100%
Two or More Races	3	100%	3	100%
Unknown			1	100%
White	29	83%	27	89%

Program, Course, IM and Race/Ethnicity	2017-2018		2018-2019	
	Enrolled	Success Rate	Enrolled	Success Rate
6331 - BSET	**477**	**89%**	**539**	**93%**
EGN3214			29	79%
Black			4	75%
Hispanic/Latino			5	80%
Two or More Races			1	0%
White			19	84%
EGN3311	20	100%	37	100%
Asian			3	100%
Black	4	100%	2	100%
Hispanic	3	100%	9	100%
Two or More Races	1	100%	2	100%
White	12	100%	21	100%
EGN3321	16	100%	26	100%
Asian	1	100%	2	100%
Black	1	100%	2	100%
Hispanic	4	100%	6	100%
Two or More Races	1	100%	1	100%
White	9	100%	15	100%
EGN3613	38	87%	46	89%
Am. Ind			1	100%
Asian	1	100%	2	100%
Black	3	100%	2	100%
Hispanic	9	89%	11	91%
Two or More Races	3	100%	5	100%
Unknown			1	100%
White	22	82%	24	83%
ETC4241	7	100%	8	100%
Asian			1	100%
White	5	100%	7	100%
ETG3533	17	94%	7	86%
Two or More Races			1	100%
White	10	90%	6	83%

Indicates a success rate of 90% or higher
Indicates a success rate between 70% and 89%
Indicates a success rate below 70%

Course Success Rates by Race/Ethnicity (2 of 3)

Program, Course, IM and Race/Ethnicity	2017-2018		2018-2019	
	Enrolled	Success Rate	Enrolled	Success Rate
6331 - BSET	477	89%	539	93%
ETG3541			17	100%
Black			1	100%
Hispanic			7	100%
Two or More Races			3	100%
White			6	100%
ETG3907	20	100%	24	96%
Am. Ind.			1	100%
Black	3	100%	2	100%
Hispanic	5	100%	3	100%
Two or More Races	1	100%	1	100%
Unknown			1	100%
White	9	100%	16	94%
ETG4950C	35	91%	28	100%
Asian	1	100%	1	100%
Black	2	100%	3	100%
Hispanic	6	83%	6	100%
Two or More Races	2	100%	2	100%
White	24	92%	16	100%
ETI3116	29	97%	40	98%
Asian			1	100%
Black	2	100%	1	100%
Hispanic	6	100%	10	90%
Two or More Races	3	100%	5	100%
Unknown			1	100%
White	18	94%	22	100%
ETI3421	29	93%	16	88%
Asian	1	100%	1	100%
Hispanic	4	100%	4	100%
White	21	95%	11	82%
ETI4205	25	84%	10	100%
Hispanic	7	86%	3	100%
Two or More Races			1	100%
White	14	93%	6	100%

Program, Course, IM and Race/Ethnicity	2017-2018		2018-2019	
	Enrolled	Success Rate	Enrolled	Success Rate
6331 - BSET	477	89%	539	93%
ETI4448	39	90%	16	94%
Asian	2	50%	1	100%
Hispanic	5	100%	3	100%
Two or More Races	2	100%	2	100%
White	25	88%	10	90%
ETI4704			22	100%
Black			3	100%
Hispanic			5	100%
Two or More Races			2	100%
Unknown			1	100%
White			11	100%
ETM4220	19	100%	24	100%
Am. Ind.			1	100%
Asian			1	100%
Black	1	100%	2	100%
Hispanic	6	100%	6	100%
Unknown			1	100%
White	12	100%	13	100%
ETM4331	13	100%	6	100%
Asian			1	100%
Two or More Races			1	100%
White	9	100%	4	100%
ETS4502C			19	95%
Asian			1	100%
Hispanic/Latino			5	100%
Two or More Races			1	100%
White			12	92%
6333 - BSET-EE	161	78%	118	86%
CET3198	24	54%	18	89%
Black	5	20%	2	100%
Hispanic	3	33%	6	83%
Two or More Races	2	0%	2	50%
White	14	79%	8	100%

Course Success Rates by Modality and Race/Ethnicity (3 of 3)

Program, Course, IM and Race/Ethnicity	2017-2018		2018-2019	
	Enrolled	Success Rate	Enrolled	Success Rate
6333 - BSET-EE	161	78%	118	86%
EET3716	20	80%	12	100%
Black	3	67%	1	100%
Hispanic	2	50%	3	100%
Two or More Races	1	100%	2	100%
White	13	85%	6	100%
EET4158	15	87%	12	100%
Black	3	67%	2	100%
Hispanic			3	100%
Two or More Races	1	100%	2	100%
White	10	90%	5	100%
EET4732	16	94%	10	90%
Black	3	100%	1	100%
Hispanic			3	100%
White	11	91%	6	83%
ETP4240	12	100%	16	100%
Asian			1	100%
Black	1	100%	2	100%
Hispanic			3	100%
Two or More Races	2	100%	1	100%
White	9	100%	9	100%
ETS3543C	58	69%	50	72%
Asian	1	100%	1	100%
Black	6	33%	4	50%
Hispanic	20	70%	10	70%
Two or More Races	2	100%	6	67%
Unknown			1	100%
White	29	72%	28	75%
Grand Total	638	85%	657	92%

Source: IR Program Assessment Data

Indicates a success rate of 90% or higher
Indicates a success rate between 70% and 89%
Indicates a success rate below 70%

Overall Course Success Rates by Race/Ethnicity

Program vs. Race/Ethnicity	2018-2019	
	Enrolled	Success Rate
6331 - BSET	606	91%
American Indian/Alas	4	100%
Asian	20	100%
Black	38	84%
Hispanic/Latino	116	97%
Two or More Races	50	96%
Unknown	12	83%
White	366	89%
6333 – BSET Electrical Concentration	175	88%
Asian	3	100%
Black	20	90%
Hispanic/Latino	43	88%
Two or More Races	18	78%
Unknown	1	100%
White	90	89%
Grand Total	781	91%

Indicates a success rate of 90% or higher
Indicates a success rate between 70% and 89%
Indicates a success rate below 70%

Source: IR Program Assessment Data

CIVITAS – Illume Students

CIVITAS – Illume Courses

DAYTONA STATE COLLEGE

2019-2020
Academic Affairs
Assessment Day – Program Guides

A Review of Program Guide and Course Catalog Information

Program Guides - Overview

- Given Assessment Day results, are there any changes <u>needed to</u> or <u>desired for</u> the Program Guide?

- Please Review:

  – Program Information

  – General Education Course Selections (if applicable)

  – Program Course Catalog Information

  – Program of Study

Program Guides – Information Review

- Mission statement

  - Does it accurately state the purpose and goals of the program?

- Description

  - Does it clearly portray the nature of the program and any unique characteristics (i.e. embedded certificates, industry certifications, program accreditations, etc.)?

Program Guides – General Ed. Review

- ## General Education Courses *(if applicable)*

  - Are the selection of courses aligned with the academic knowledge students need to be successful in the related field(s)/occupations?

    - Must be a minimum of 15 credit hours for A.S. programs *(F.A.C. 6A-10.024)*
    - Must include ENC1101 and a Math Core course

  - Do the selection of courses allow for seamless transition to the Baccalaureate level (if applicable)?

Program Guides – Course Reqs. Review

- Program Specific Course Requirements

  – Are the courses relevant to the academic and technical skills required in the related field(s)/occupation(s)?

  – Are there any required courses offered by another department? If so, consult with that department on upcoming changes (if any).

  – Are there any courses that have not been offered in over 5 years?

Program Guides – Course Info. Review

- Program Specific Course Catalog Information

  - Is the course description accurate?

  - Are the course prefix, number and/or title relevant?

  - Are the term offerings up-to-date?

  - Are the prerequisite and corequisite course assignments appropriate to what students need to know to be successful in the requisite *(required)* course?

Program Guide – Program of Study Review

- Program of Study

  - Is the sequence of courses structured from foundational to advanced content, as appropriate?

  - Does the sequence align with course, term offerings?

  - Does the sequence align with course, prerequisite/co-requisite assignments?

  - Are there any special notes/information missing, incorrect or desired?