

ASSESSMENT DAY

College of Business, Engineering and Technology
School of Engineering and Information Technology
BSET

March 2, 2021

Strengths

Challenges

Recommendations

Academic Assessment

	LEVEL	FOCUS	CONDUCTED BY	FREQUENCY
Academic Success Committee	Program	<ul style="list-style-type: none"> Quality of assessment practices 	Committee of peers	Years 1 & 2
Instructional Program Review	Program / Cluster	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

BSET Last Assessment Day: 01/28/2020

- Look at effect of adding discrete math as a requirement for CET3116 and CET3198;
- Update program guides (PEO, courses and other areas);
- Work on ABET self-study report (July 2021);
- Update program learning outcomes

Program Educational Objectives (PEO)

- 1. Career:** 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. Skills:** 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. Professionalism and Ethics:** 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. Life-Long Learning:** 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) # 633100

BS Engineering Technology with Electrical Engineering Technology Concentration #633300

Graduates of the program will be able to:

1. Apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve broadly-defined engineering problems appropriate to the discipline;
2. Design systems, components, or processes meeting specified needs for broadly-defined engineering problems appropriate to the discipline;
3. Apply written, oral, and graphical communication in broadly-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature.
4. Conduct standard tests, measurements, and experiments and to analyze and interpret the results to improve processes; and
5. Function effectively as a member as well as a leader on technical teams.

Program Learning Outcomes

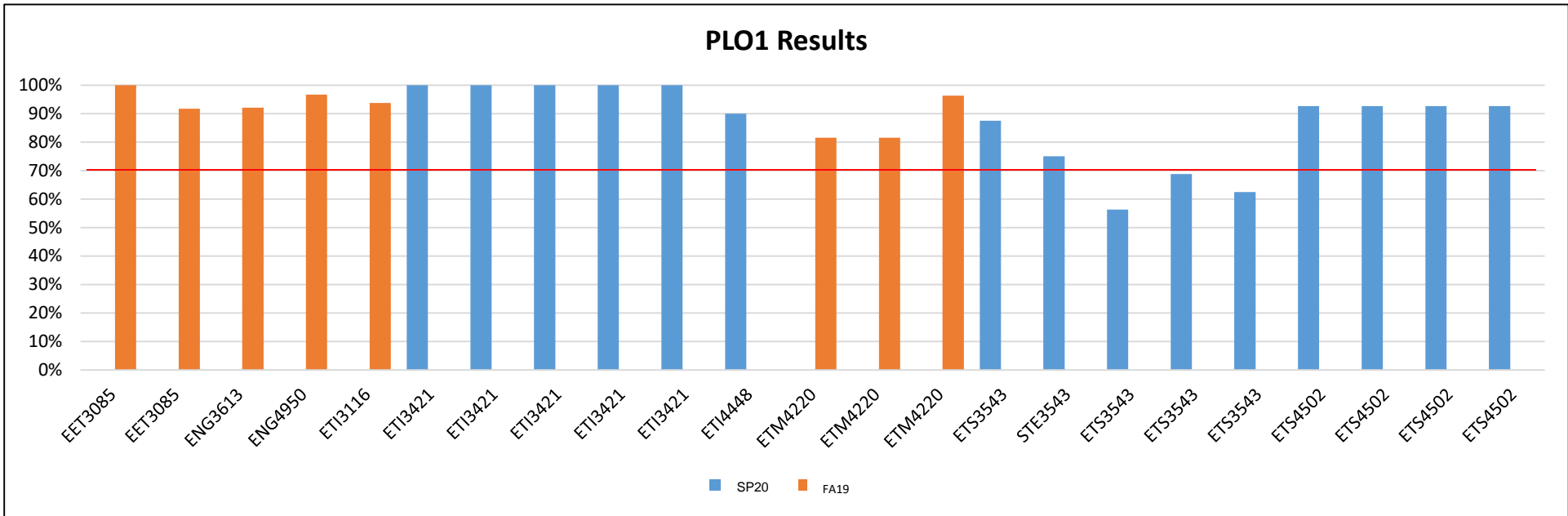
Construction and Design Advanced Technical Certificate #300400

Graduates of the program will be able to:

1. Implement engineering principles in construction of residential and commercial building projects.
2. Design and understand basic structural systems in construction.
3. Apply principles of construction technology in construction of buildings.
4. Analyze basic construction systems and their applications based on engineering principles.
5. Develop construction plans and procedures.

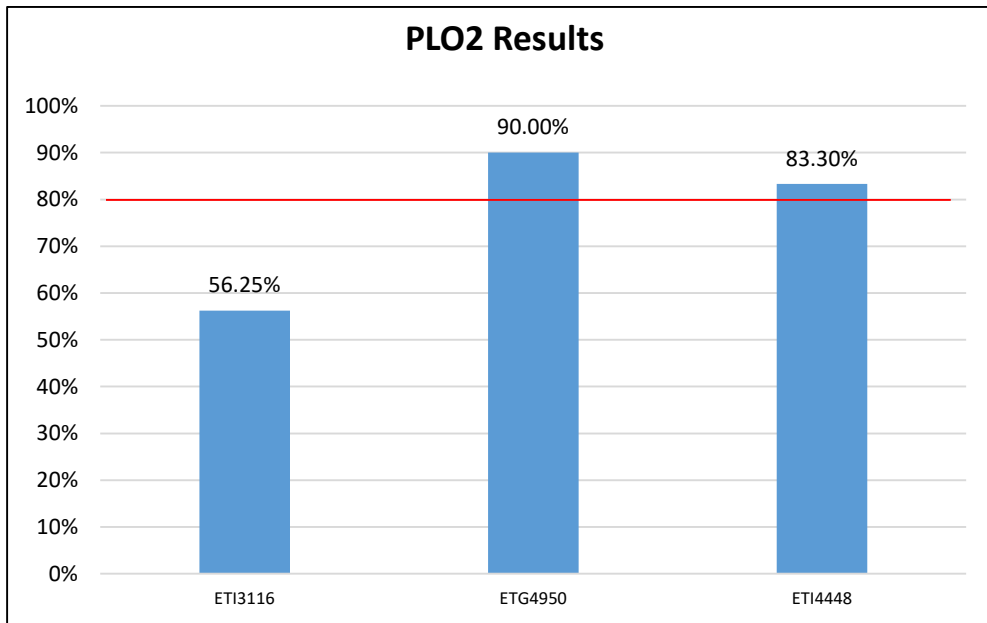
Assessment Results

PLO1 Results



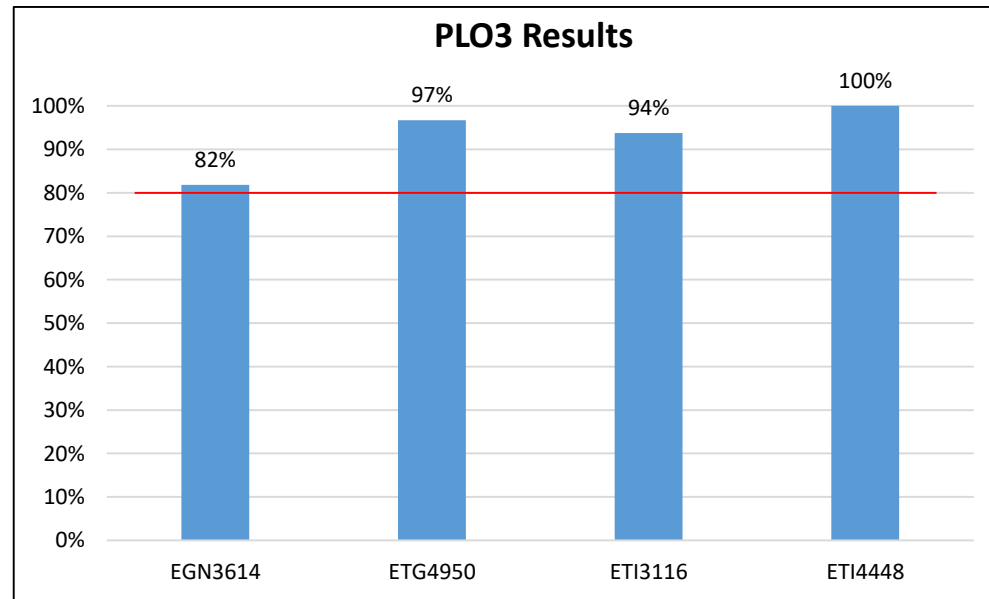
PLO1: Apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve broadly-defined engineering problems appropriate to the discipline. *Target: 70% of the students achieved 70% or higher in all assessment measures*

PLO2 Results



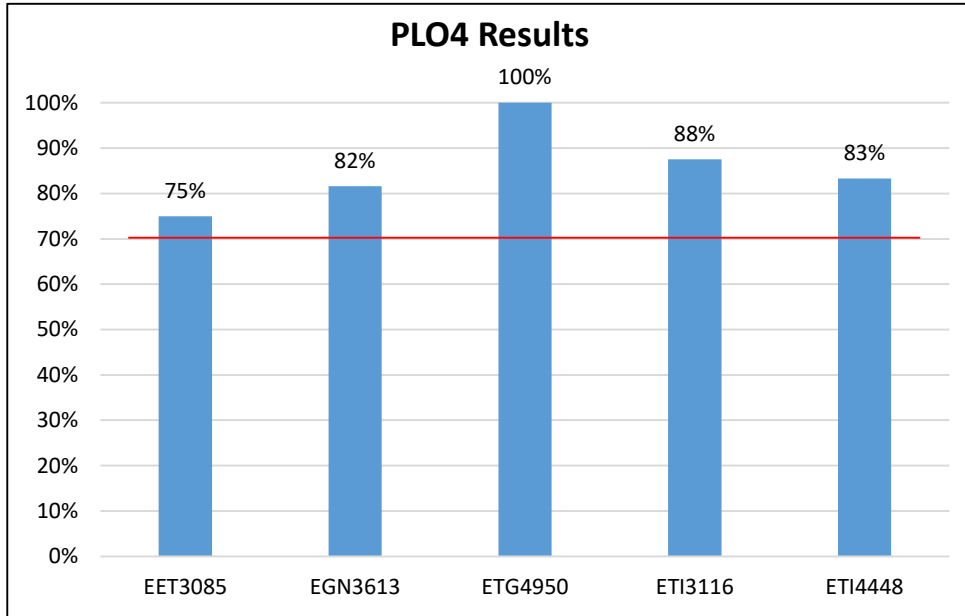
PLO2: Design systems, components, or processes meeting specified needs for broadly-defined engineering problems appropriate to the discipline. *Target: 80% of the students achieved 70%/75% or higher in all assessment measures*

PLO3 Results

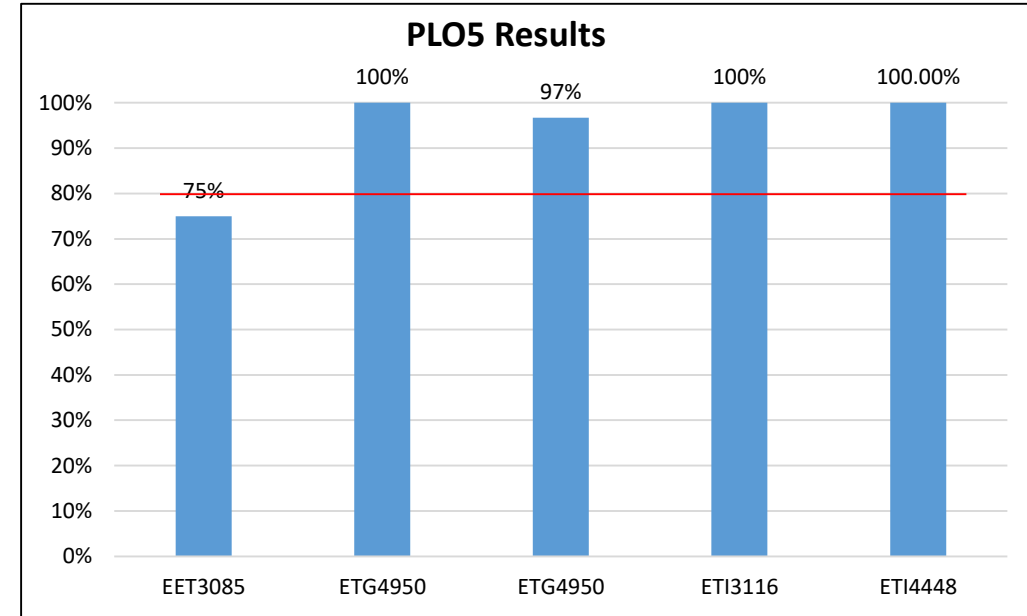


PLO3: Apply written, oral, and graphical communication in broadly-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature. *Target: 80% of the students achieved 70% or higher in all assessment measures*

Assessment Results



PLO4: Conduct standard tests, measurements, and experiments and to analyze and interpret the results to improve processes. *Target: 70% of the students achieved 70% or higher in all assessment measures*



PLO5: Demonstrate an ability to function effectively as a member or leader on a technical team. *Target: 80% of the students achieved 75% or higher in all assessment measures*

Assessment Data 2018-2019 and 2019-2020: Programs and Institutional Learning Outcomes

Program	Critical/ Creative Thinking		Communication		Cultural Literacy		Information and Technical Literacy	
	18/19	19/20	18/19	19/20	18/19	19/20	18/19	19/20
6331-B.S. in Engineering Technology	80%-100%	56.3%-100%	80%-100%	81.8%-100%	80%-100%	100%	80%-100%	75%-100%
6333- B.S. in Engineering Technology - Electrical Engineering Technology Concentration	80%-100%	56.3%-100%	80%-100%	81.8%-100%	80%-100%	100%	80%-100%	75%-100%
3004 – Construction and Design	80%-100%	56.3%-100%	80%-100%	81.8%-100%	80%-100%	100%	80%-100%	75%-100%

Headcount by Major

Major	2016-2017	2017-2018	2018-2019	2019-2020
6331 - BS-ENGR TECH	102	115	127	119
6333 - BS-ENGR TECH - EE	62	75	67	53
3004 – Construction and Design			1	
School Total	164	181	195	171

Blank cells or indicate no headcount.

Graduates in Major

Major	2016-2017	2017-2018	2018-2019	2019-2020
6331 - BS-Engr Tech	13	15	16	21
6333 - BS-Engr Tech - EE	4	8	17	12
3004 – Construction and Design				
Total	17	23	33	33



Blank cells or missing years indicate no graduates.

Number of Graduates by Race/Ethnicity

Program, Race/Ethnicity	2018-2019	2019-2020
633100 - Engineering Technology B.S.	16	21
Asian		1
Black	1	
Hispanic/Latino	4	6
Two or More Races		1
Unknown		1
White	11	12
633300 - Eng. Tech. Elec. Eng. B.S.	17	12
Asian	1	
Black	2	1
Hispanic/Latino	3	5
Two or More Races	2	2
White	9	4
Grand Total	43	33

Average of Yrs to Degree

Program, Race/Ethnicity	2019-2020 Cohort
633100 - Engineering Technology B.S.	2.97
633300 - Eng. Tech. Elec. Eng. B.S.	3.33

Graduation Rates

Major	Fall Cohort Year	# in Cohort	150% Graduates	150% Graduation Rate	200% Graduates	200% Graduation Rate
3004 – Construction and Design	2019	1	0	0%	0	0%
6331- Engineering Tech	2014	22	6	27.3%	6	27.3%
	2015	22	6	27.3%	6	27.3%
	2016 – 200% In progress	18	5	27.8%	9	50%
	2017– In progress	38	7	18.4%	7	18.4%
6333- Engineering Tech- EE	2014	10	4	40%	4	40%
	2015	23	2	8.7%	8	34.8%
	2016 – 200% In progress	14	4	28.6%	7	50%
	2017 – In progress	19	6	31.6%	6	31.6%

Workforce Completion Rate for 150%: 34.28% and for 200%: 41.09%

Graduation Rates by Race/Ethnicity

Major	Fall Cohort Year	Race/Ethnicity	# in Cohort	150% Graduates	150% Graduation Rate	200% Graduates	200% Graduation Rate
3004 – Construction and Design	2019	White	1	0	0%	0	0%
6331- Engineering Tech	2015	Asian	1	0	0%	0	0%
		Black	4	0	0%	0	0%
		Hispanic	5	1	20%	1	20%
		Unknown	1	1	100%	1	100%
		White	11	4	36.4%	4	36.4%
	2016 – 200% In progress	Black	2	1	50%	1	50%
		Hispanic	4	1	25%	3	75%
		Two or More Races	1	0	0%	0	0%
		White	11	3	27.3%	5	45.5%
	2017 – In progress	Asian	2	0	0%	0	0%
		Black	5	0	0%	0	0%
		Hispanic	6	1	16.7%	1	16.7%
Two or More Races		1	0	0%	0	0%	
White		24	6	25%	6	25%	
6333- Engineering Tech- EE	2015	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 – 200% In progress	Black	1	0	0%	0	0%
		Hispanic	1	0	0%	0	0%
		Two or More Races	2	0	0%	1	50%
		White	10	4	40%	6	60%
	2017 – In progress	American Indian	1	0	0%	0	0%
		Black	2	0	0%	0	0%
		Hispanic	5	2	40%	2	40%
Two or More Races		2	1	50%	1	50%	
Unknown		1	0	0%	0	0%	
White		8	3	37.5%	3	37.5%	

Graduation Rates By Gender

Major	Fall Term	Race/Ethnicity	# Students	Graduation			
				Graduated within 150% Time	Graduation Rate	Graduated within 200% Time	Graduation Rate
3004 – Construction and Design	2019	Male	1	0	0%	0	0%
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	2	0	0%	0	0%
		Male	19	6	31.6%	6	31.6%
		Unknown	1	0	0%	0	0%
	2016	Female	2	1	50%	1	50%
		Male	16	4	25%	8	50%
	2017	Female	5	1	20%	1	20%
		Male	32	6	18.8%	6	18.8%
		Unknown	1	0	0%	0	0%
	6333- Engineering Tech- EE	2014	Female	10	4	40%	4
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%	6	46.2%
2017		Female	6	2	33.3%	2	33.3%
	Male	13	4	30.8%	4	30.8%	

Persistence Rate

Major	Term	Registered	Exclusions	Adjusted Cohort	Persisted by Program	
					N	%
3004 – Construction and Design	FA18 to SP19	1	0	1	1	100%
	FA19 to SP20	0				

Persistence Rate by Race/Ethnicity

Major	Term	Race/Ethnicity	Registered	Exclusions	Adjusted Cohort	Persisted by Program	
						N	%
3004 – Construction and Design	FA18 to SP19	Asian	1	0	1	1	100%
	FA19 to SP20						

Persistence Rate by Gender

Major	Term	Gender	Registered	Exclusions	Adjusted Cohort	Persisted by Program	
						N	%
3004 – Construction and Design	FA18 to SP19	Male	1	0	1	1	100%
	FA19 to SP20						

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	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%
	2018	98	15	83	1	1.2%	56	67.5%	68.7%
6333 BS-Engr. Tech - EE	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%
	2018	53	16	37	0	0%	30	81.1%	81.1%

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

Retention Rates by Race/Ethnicity

Major	Fall Term	Race/Ethnicity	Registered	Exclusions	Adjusted Cohort	Retained by Program	
						N	%
6331- Engineering Tech	2017	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%
	2018	Asian	5	0	5	4	80%
		Black	10	1	9*	5	55.6%
		Hispanic	16	2	14	11	78.6%
		Two or More Races	3	0	3	3	100%
		Unknown	3	0	3	1	33.3%
		White	61	12	49	32	65.3%
6333- Engineering Tech- EE	2017	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%
	2018	Am. Ind.	1	0	1	1	100%
		Asian	1	1	0		
		Black	5	3	2	1	50%
		Hispanic	10	2	8	6	75%
		Two or More Races	7	1	6	6	100%
White	29	9	20	16	80%		

Retention of Underserved Populations: 56.25% Black, 57.95% Hispanic, and 73.08% Unknown

**one student retained by DSC*

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

Retention Rates by Gender

Major	Fall Term	Gender	Registered	Exclusions	Adjusted Cohort	Retained by Program	
						N	%
6331- Engineering Tech	2017	Female	12	1	11	5	45.45%
		Male	67	10	57**	36	63.16%
		Unknown	1	0	1	0	0.00%
	2018	Female	13	1	12	7	67.5%
		Male	84	14	70*	49	58.3%
		PrefNoAns	1	0	1	0	0%
6333- Engineering Tech- EE	2017	Female	10	0	10	5	50.00%
		Male	52	7	45*	25	55.56%
	2018	Female	10	5	5	3	60%
		Male	43	11	32	27	84.4%

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

Workforce High Demand Occupations: 12.96%
Workforce High Demand Occupations: 12.96%
DSC Workforce High Skill/High Wage Earnings: 59.10%

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	2017/18	24	****	71%	71%	\$57,920	\$57,920
	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	2016-2017		2017-2018		2018-2019		2019-2020	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
6331- BS Engineering Technology	EET3085	30	73%	39	74%	42	86%	72	76%
	EET3086							34	82%
	EGN2045	28	89%	21	71%	44	91%	36	72%
	EGN3046	62	87%	40	83%			41	90%
	ENG3214					29	79%	34	65%
	EGN3311	18	100%	23	100%	37	100%	24	100%
	EGN3321			17	100%	26	100%	40	98%
	EGN3343							14	93%
	EGN3613	45	89%	39	87%	46	89%	55	82%
	ETC4241			7	100%	8	100%	11	100%
	ETG3533	12	100%	19	95%	7	86%	12	100%
	ETG3541	18	100%			17	100%	36	97%
	ETG3907			21	100%	24	96%		
	ETG4950C	24	92%	35	91%	28	100%	30	100%
	ETI3116	36	92%	31	97%	40	98%	33	97%
	ETI3421	14	100%	30	93%	16	88%	26	100%
	ETI4186			25	84%				
	ETI4205	12	83%			10	100%	19	100%
	ETI4448	26	88%	39	90%	16	94%	30	97%
	ETI4640			13	100%			20	90%
	ETI4704	18	100%			22	100%	19	100%
	ETM4220	18	100%	19	100%	24	100%	28	96%
	ETM4331	8	100%	14	100%	6	100%	9	100%
ETS4502C	21	95%			19	95%	21	100%	
Major		390	91%	490	89%	539	93%	644	90%

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 (2 of 2)

Major	Course	2016-2017		2017-2018		2018-2019		2019-2020	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
6333- BS Engineering Technology - EE	CET3198	12	75%	25	56%	18	89%	21	67%
	EET3716	22	91%	20	80%	12	100%	18	89%
	EET4158	8	100%	15	87%	12	100%	17	88%
	EET4732	6	100%	16	94%	10	90%	18	100%
	ETP4240	15	87%	12	100%	16	100%	15	93%
	ETS3543C	44	71%	60	68%	50	72%	82	63%
	ETS4502C			16	100%				
	Major	107	81%	164	77%	118	92%	171	75%

■ 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 (1 of 3)

Program, Course, IM and Race/Ethnicity	2018-2019		2019-2020	
	Enrolled	Success Rate	Enrolled	Success Rate
6331 - BSET	539	93%	734	88%
EET3085	51	90%	72	76%
Asian	1	100%	4	75%
Black	3	67%	9	89%
Hispanic	10	100%	13	54%
Two or More Races	5	100%	2	100%
Unknown	2	50%	4	100%
White	30	90%	40	78%
EET3086	42	86%	34	82%
American Indian			1	100%
Asian	1	100%	2	100%
Black	1	0%	1	100%
Hispanic	3	100%	4	100%
Two or More Races	2	100%	3	100%
Unknown	2	100%	1	100%
White	33	85%	22	73%
EGN2045	27	85%	36	72%
Am. Ind.	1	100%		
Asian			3	100%
Black	1	100%	4	75%
Hispanic	5	100%	5	40%
Two or More Races	6	83%	4	75%
Unknown			1	100%
White	14	79%	19	74%
EGN3046	44	91%	41	90%
American Indian			1	100%
Asian	1	100%	1	100%
Black	6	83%	2	100%
Hispanic	6	100%	11	91%
Two or More Races	3	100%	6	67%
Unknown	1	100%		
White	27	89%	20	95%

Program, Course, IM and Race/Ethnicity	2018-2019		2019-2020	
	Enrolled	Success Rate	Enrolled	Success Rate
6331 - BSET	539	93%	734	88%
EGN3214	29	79%	34	65%
Asian			1	100%
Black	4	75%	1	100%
Hispanic/Latino	5	80%	7	57%
Two or More Races	1	0%	2	50%
Unknown			3	33%
White	19	84%	20	70%
EGN3311	37	100%	24	100%
Asian	3	100%		
Black	2	100%	2	100%
Hispanic	9	100%	5	100%
Two or More Races	2	100%	1	100%
Unknown			1	100%
White	21	100%	15	100%
EGN3321	26	100%	40	98%
Asian	2	100%	2	100%
Black	2	100%	3	100%
Hispanic	6	100%	7	100%
Two or More Races	1	100%	1	100%
Unknown			2	100%
White	15	100%	25	96%
EGN3343			14	93%
Asian			1	100%
Black			2	50%
Hispanic/Latino			5	100%
Two or More Races			1	100%
White			5	100%
EGN3613	46	89%	55	82%
Am. Ind	1	100%		
Asian	2	100%	2	100%
Black	2	100%	6	83%
Hispanic	11	91%	8	75%
Two or More Races	5	100%	9	78%
Unknown	1	100%	2	100%
White	24	83%	28	82%

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

Program, Course, IM and Race/Ethnicity	2018-2019		2019-2020	
	Enrolled	Success Rate	Enrolled	Success Rate
6331 - BSET	539	93%	734	88%
ETC4241	8	100%	11	100%
Asian	1	100%		
Black			2	100%
Two or More Races			1	100%
White	7	100%	7	100%
ETG3533	7	86%	12	100%
Black			1	100%
Hispanic			2	100%
Two or More Races	1	100%	1	100%
White	6	83%	8	100%
ETG3541	17	100%	36	97%
Asian			1	100%
Black	1	100%	4	100%
Hispanic	7	100%	6	100%
Two or More Races	3	100%	4	100%
Unknown			1	100%
White	6	100%	20	95%
ETG4950C	28	100%	30	100%
American Indian				
Asian	1	100%		
Black	3	100%		
Hispanic	6	100%	6	100%
Two or More Races	2	100%	2	100%
Unknown			1	100%
White	16	100%	20	100%
ETI3116	40	98%	33	97%
Asian	1	100%	2	100%
Black	1	100%	2	100%
Hispanic	10	90%	5	100%
Two or More Races	5	100%	3	100%
Unknown	1	100%	1	100%
White	22	100%	20	95%

Program, Course, IM and Race/Ethnicity	2018-2019		2019-2020	
	Enrolled	Success Rate	Enrolled	Success Rate
6331 - BSET	539	93%	734	88%
ETI3421	16	88%	26	100%
Asian	1	100%		
Hispanic	4	100%	3	100%
Two or More Races			4	100%
Unknown			2	100%
White	11	82%	17	100%
ETI4205	10	100%	19	100%
Asian			2	100%
Hispanic	3	100%	8	100%
Two or More Races	1	100%	1	100%
White	6	100%	8	100%
ETI4448	16	94%	30	97%
American Indian			1	100%
Asian	1	100%		
Hispanic	3	100%	6	83%
Two or More Races	2	100%	2	100%
Unknown			1	100%
White	10	90%	20	100%
ETI4640			20	90%
Asian			1	100%
Black			2	100%
Hispanic/Latino			5	100%
Two or More Races			2	100%
White			10	80%
ETI4704	22	100%	19	100%
Asian			1	100%
Black	3	100%		
Hispanic	5	100%	3	100%
Two or More Races	2	100%	1	100%
Unknown	1	100%	1	100%
White	11	100%	13	100%

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

Program, Course, IM and Race/Ethnicity	2018-2019		2019-2020	
	Enrolled	Success Rate	Enrolled	Success Rate
ETM4220	24	100%	28	96%
Am. Ind.	1	100%		
Asian	1	100%		
Black	2	100%	2	100%
Hispanic	6	100%	2	100%
Two or More Races			5	100%
White	13	100%	18	94%
ETM4331	6	100%	9	100%
Asian	1	100%		
Black			1	100%
Two or More Races	1	100%	1	100%
White	4	100%	7	100%
ETS4502C	19	95%	21	100%
Asian	1	100%		
Hispanic/Latino	5	100%	6	100%
Two or More Races	1	100%		
Unknown			1	100%
White	12	92%	14	100%
6333 - BSET-EE	118	86%	171	75%
CET3198	18	89%	21	67%
American Indian			1	100%
Black	2	100%	2	0%
Hispanic	6	83%	4	75%
Two or More Races	2	50%	5	80%
White	8	100%	9	67%

Program, Course, IM and Race/Ethnicity	2018-2019		2019-2020	
	Enrolled	Success Rate	Enrolled	Success Rate
6333 - BSET-EE	118	86%	171	75%
EET3716	12	100%	18	89%
American Indian			1	100%
Black	1	100%		
Hispanic	3	100%	5	100%
Two or More Races	2	100%	3	67%
White	6	100%	9	89%
EET4158	12	100%	17	88%
American Indian			1	100%
Black	2	100%		
Hispanic	3	100%	5	80%
Two or More Races	2	100%	2	50%
White	5	100%	9	100%
EET4732	10	90%	18	100%
Black	1	100%		
Hispanic	3	100%	5	100%
Two or More Races			2	100%
White	6	83%	11	100%
ETP4240	16	100%	15	93%
American Indian			1	100%
Asian	1	100%		
Black	2	100%	1	100%
Hispanic	3	100%	4	100%
Two or More Races	1	100%	3	67%
White	9	100%	6	100%
ETS3543C	50	72%	82	63%
Asian	1	100%	4	75%
Black	4	50%	7	57%
Hispanic	10	70%	14	64%
Two or More Races	6	67%	8	50%
Unknown	1	100%	1	0%
White	28	75%	48	67%
Grand Total	657	92%	815	87%

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%

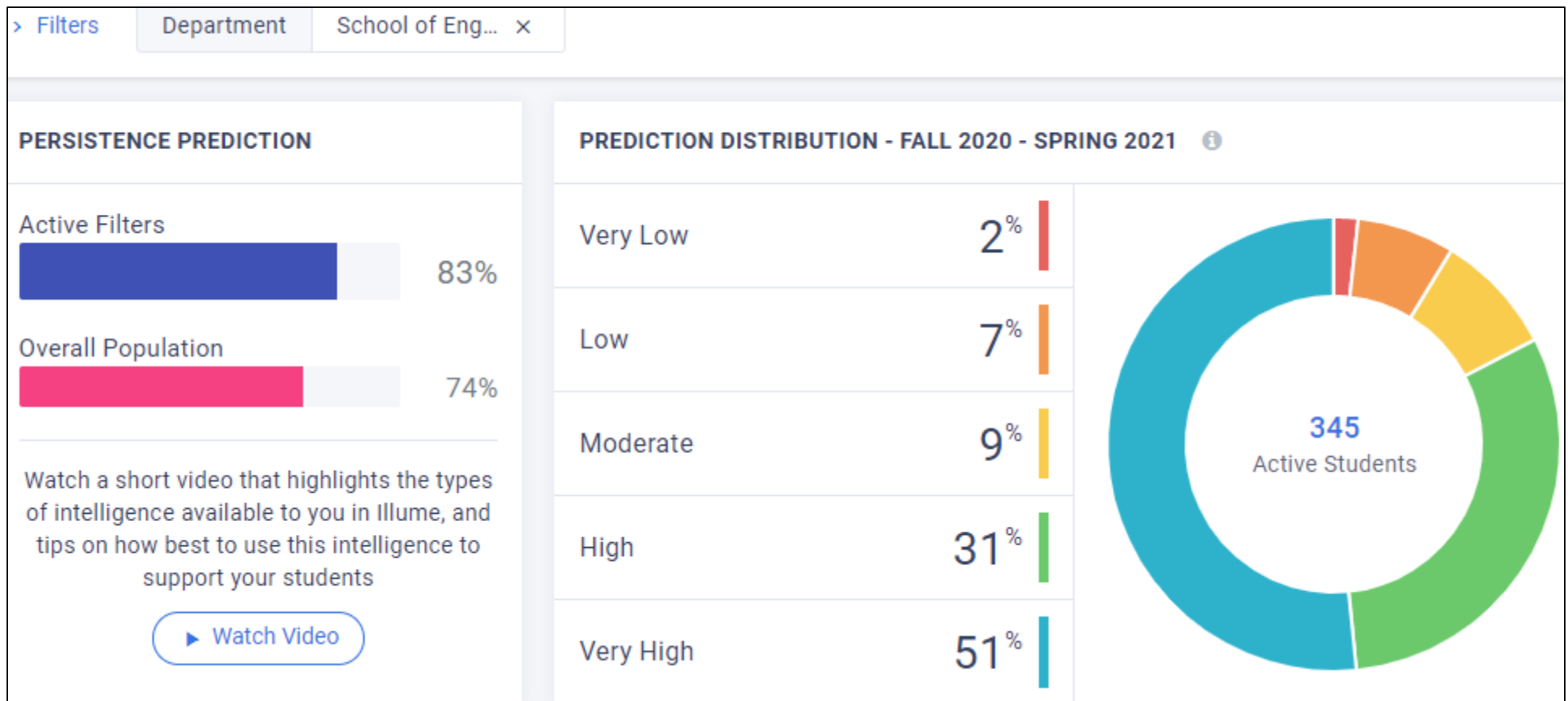
Overall Course Success Rates by Race/Ethnicity

Program vs. Race/Ethnicity	2018-2019		2019-2020	
	Enrolled	Success Rate	Enrolled	Success Rate
6331 - BSET	606	91%	734	88%
American Indian/Alas	4	100%	4	100%
Asian	20	100%	27	93%
Black	38	84%	53	87%
Hispanic/Latino	116	97%	131	85%
Two or More Races	50	96%	62	89%
Unknown	12	83%	28	89%
White	366	89%	429	89%
6333 – BSET Electrical Concentration	175	88%	242	79%
American Indian/Alas			7	100%
Asian	3	100%	4	75%
Black	20	90%	13	46%
Hispanic/Latino	43	88%	55	84%
Two or More Races	18	78%	34	74%
Unknown	1	100%	1	0%
White	90	89%	128	80%
Grand Total	781	91%	976	86%

■ 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

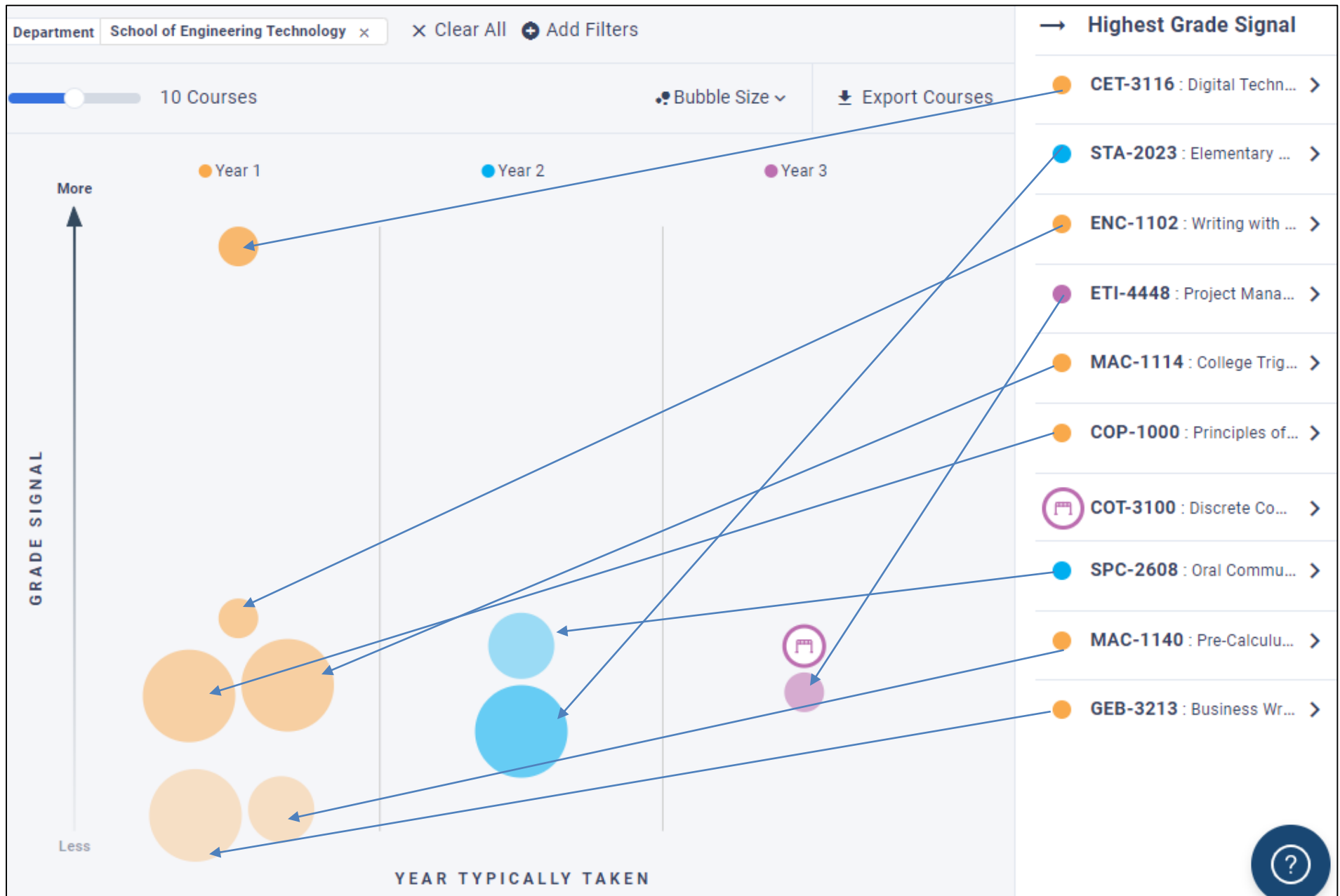
CIVITAS – Illume Students



CIVITAS – Completion Insights



CIVITAS – Ilume Courses





2020-2021
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 needed to or desired for 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?