# ASSESSMENT DAY

College of Business, Engineering and Technology

School of Computer Science

March 11, 2021

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<br>• Industry certifications and job placement<br>• Program budget and staffing<br>• Advisory committees<br>• Curriculum changes | Committee of peers | Year 3 |
| **Assessment Day** | Course/ Program | • Enrollment by demographics<br>• Graduation and retention<br>• Average class size<br>• Course success rate<br>• Placement rate<br>• SLOs, PLOs and ILOs | Program Chair and Faculty | Years 1, 2, 3 |

# Programs

0820 - Applied Technology Specialist
2013 - Computer Engineering Technology
2067 - Computer Information Technology
0938 - Computer Programming
2047 - Computer Programming and Analysis (Software Engineering Technology)
0821 - Computer-Aided Design and Drafting
2234 - Database Technology
2003 - Electronics Engineering Technology
2232 - Engineering Technology
0823 - Engineering Technology Support Specialist
0903 - Information Technology Analysis
0904 - Network Server Administration
2002 - Network Systems Technology
2204 - Simulation and Robotics Technology
0909 - Web Development Specialist

# Action Items from Last Assessment Day

**Computer Science Action Items (04/23/2020):**

- Streamline the process to get access to computers and software for faculty and students, add IT to Curriculum meetings;
- Look into an alumni database, Dante can run a query;
- Look into PD funds for training

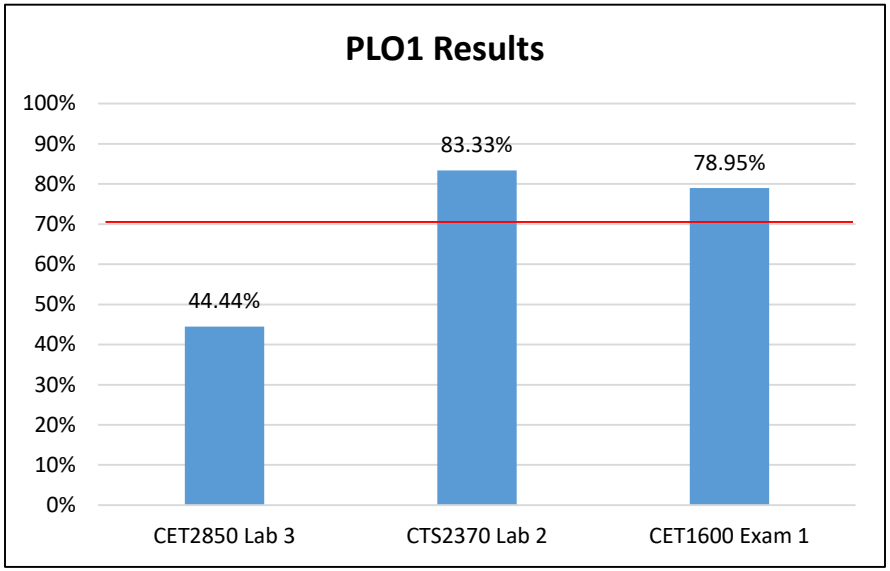
# Program Learning Outcomes

**Network Systems Technology, code 200200**
**Certificate Network Server Administration, code 090400**

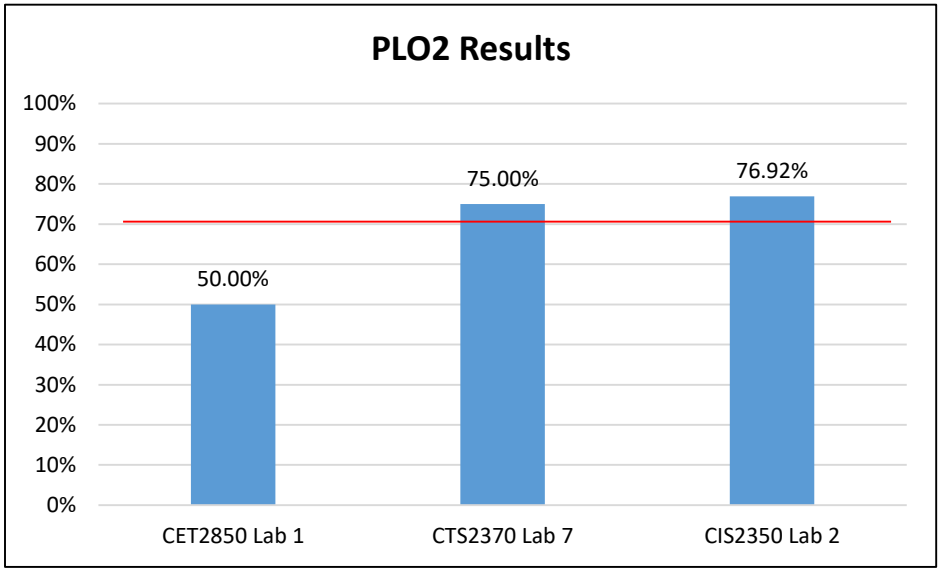
Graduates of the program will be able to:

1. Analyze a problem, and identify and define the network services requirements appropriate to its solution.
2. Design, implement and evaluate a network services based system, process, component, or program to meet desired needs.
3. Apply knowledge of network services appropriate to the discipline.
4. Function effectively on teams to accomplish a common goal.
5. Apply and understand professional, ethical, legal, security, and social issues and responsibilities.
6. Communicate effectively with a range of audiences.
7. Analyze the local and global impact of network services on individuals, organizations and society.
8. Recognize the need for, and an ability to engage in, continuing professional development.
9. Use current techniques, skills, and tools necessary for network services practices.
10. Apply network services foundations and theory in the modeling and design of network services based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.
11. Apply design and development principles in the construction of network services systems of varying complexity.

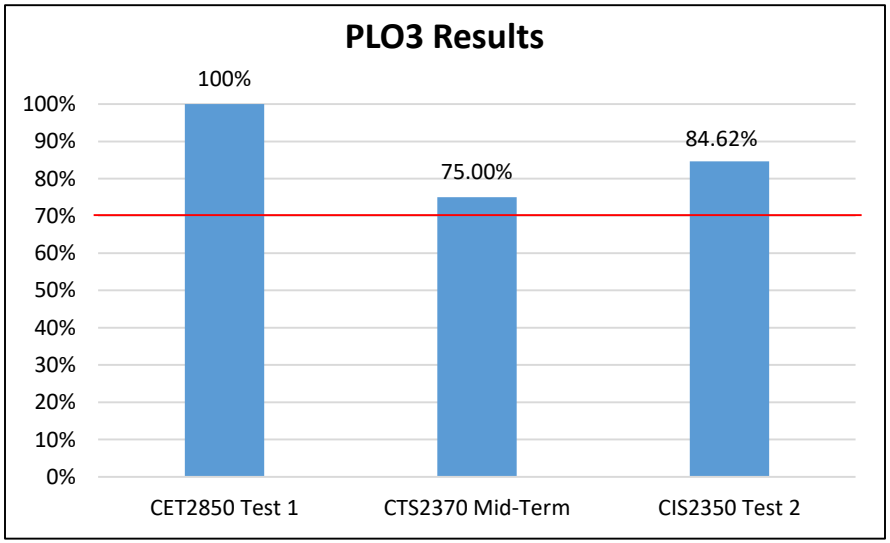
# Assessment Results 2019-2020



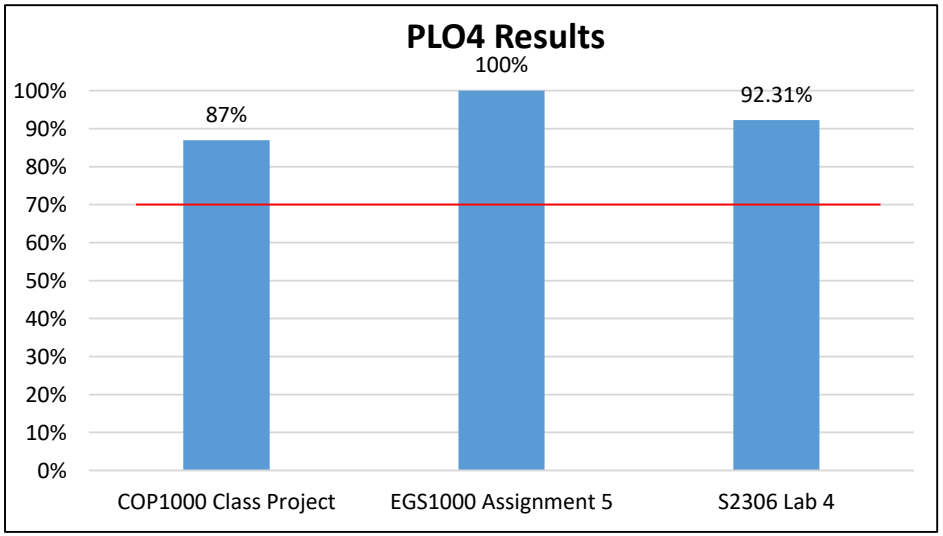

PO1: Analyze a problem, and identify and define the network services requirements appropriate to its solution. *Target: 70% of students achieving 70% or higher in all assessment measures*




PO2: Design, implement and evaluate a network services based system, process, component, or program to meet desired needs. *Target: 70% of students achieving 70% or higher in all assessment measures*

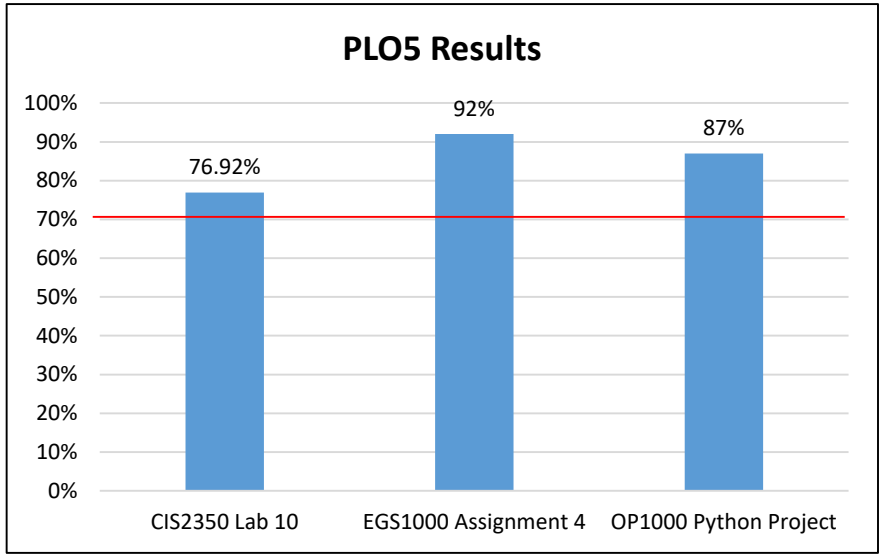



PO3: Apply knowledge of network services appropriate to the discipline. *Target: 70% of students achieving 70% or higher in all assessment measures*

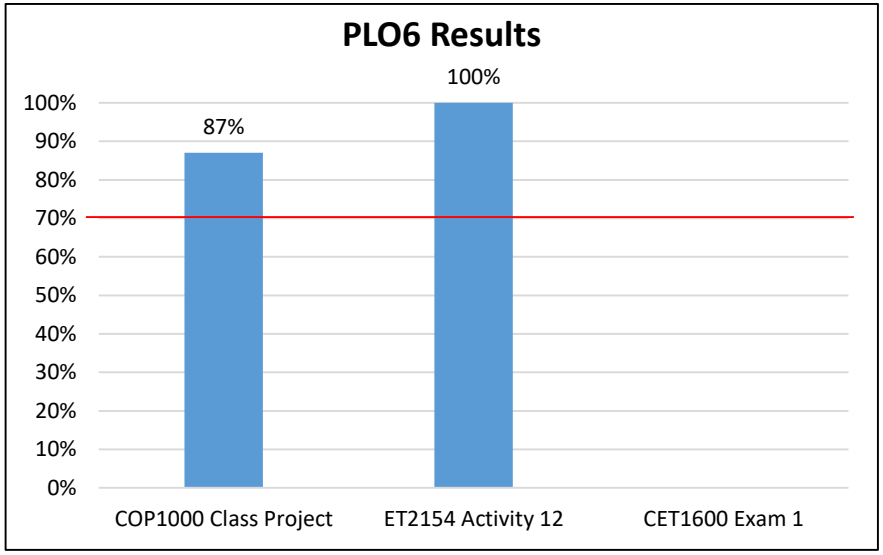



PO4: Function effectively on teams to accomplish a common goal. *Target: 70% of students achieving 70% or higher in all assessment measures*

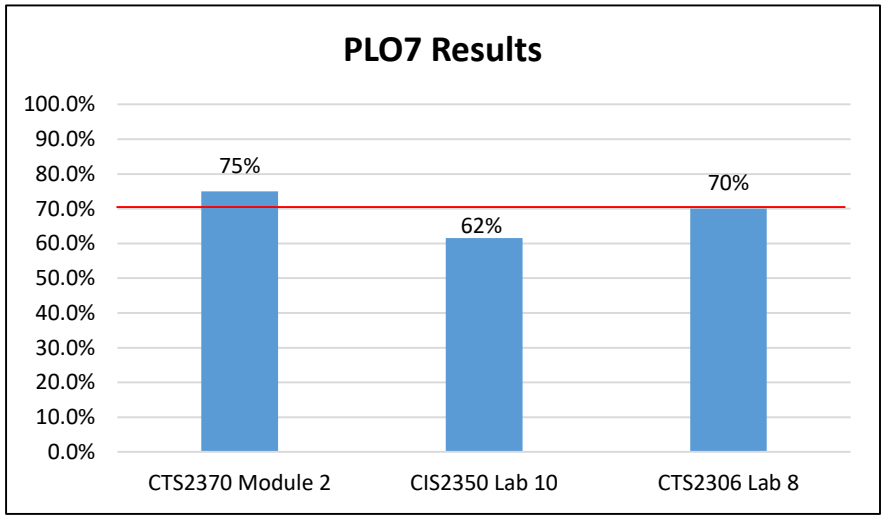
# Assessment Results 2019-2020



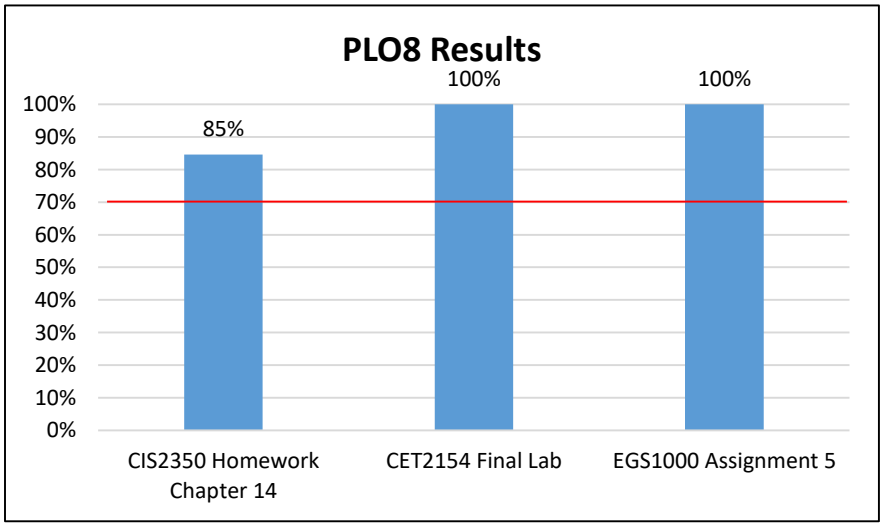

PO5: Apply and understand professional, ethical, legal, security, and social issues and responsibilities. *Target: 70% of students achieving 70% or higher in all assessment measures*




PO6: Communicate effectively with a range of audiences. *Target: 70% of students achieving 70% or higher in all assessment measures.*

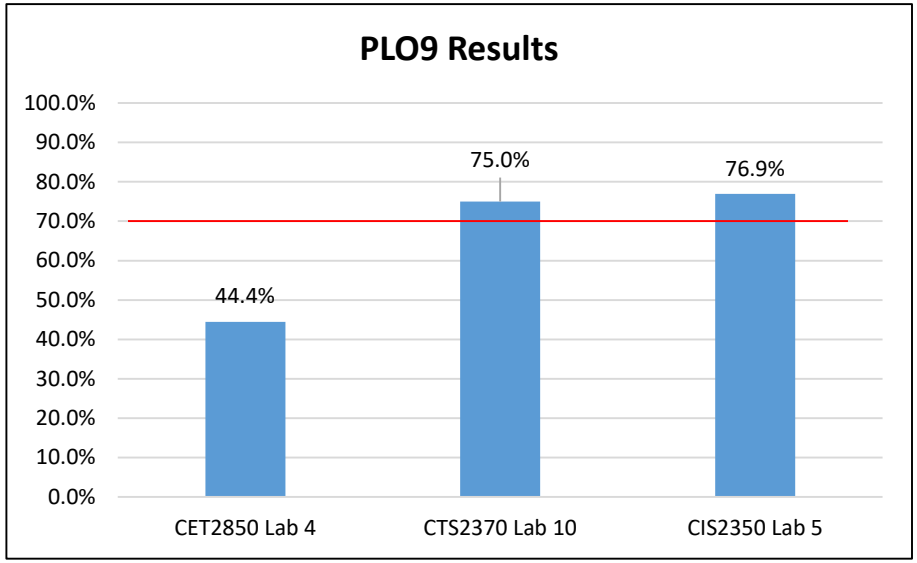



PO7: Analyze the local and global impact of network services on individuals, organizations and society. *Target: 70% of students achieving 70% or higher in all assessment measures.*

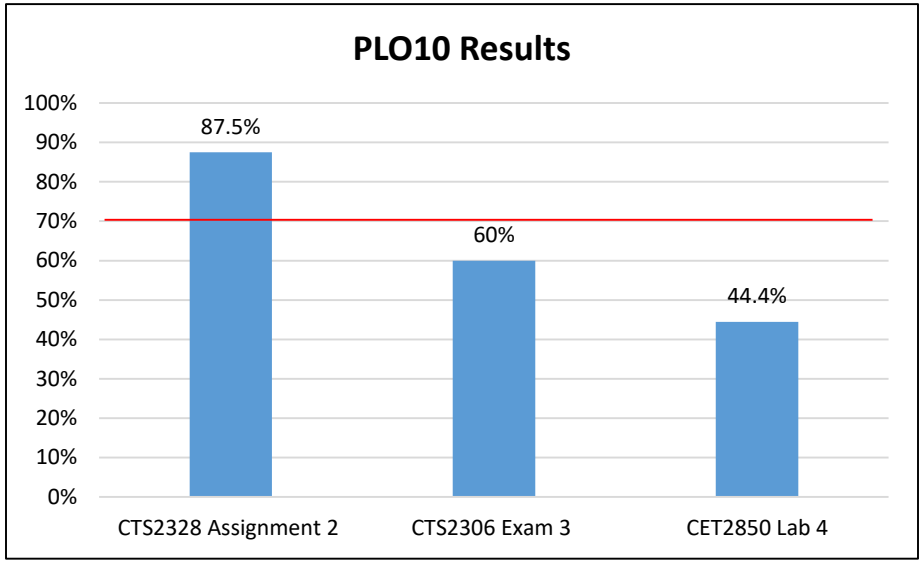



PO8: Recognize the need for, and an ability to engage in, continuing professional development. *Target: 70% of students achieving 70% or higher*

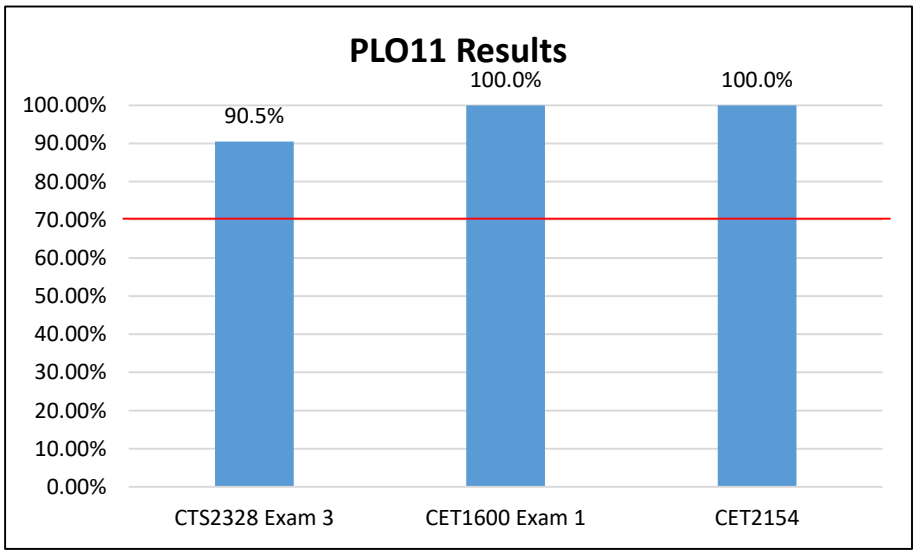
# Assessment Results 2019-2020




PO9: Use current techniques, skills, and tools necessary for network services practices. *Target: 70% of students achieving 70% or higher in all assessment measures.*




PO10: Apply network services foundations and theory in the modeling and design of network services based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices. *Target: 70% of students achieving 70% or higher in all assessment measures*




PO11: Apply design and development principles in the construction of network services systems of varying complexity. *Target: 70% of students achieving 70% or higher*

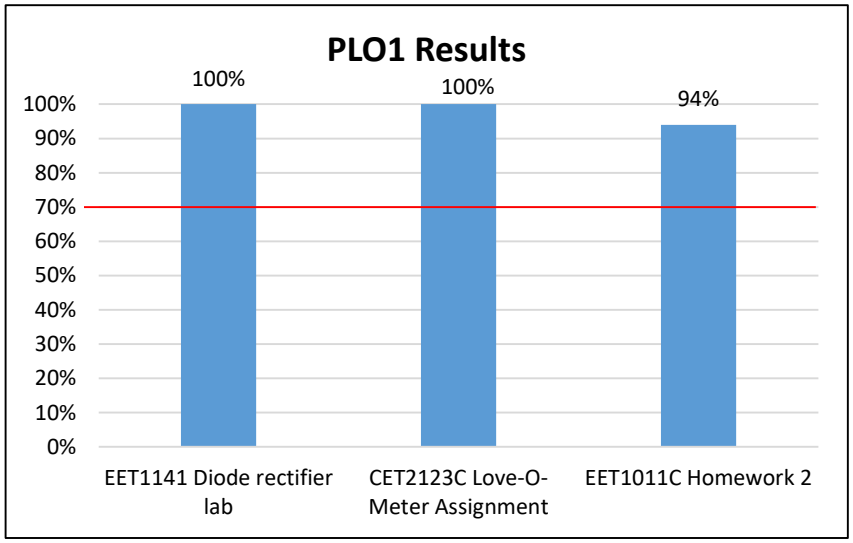
# Program Learning Outcomes

**AS Electronics Engineering Technology, code 200300**

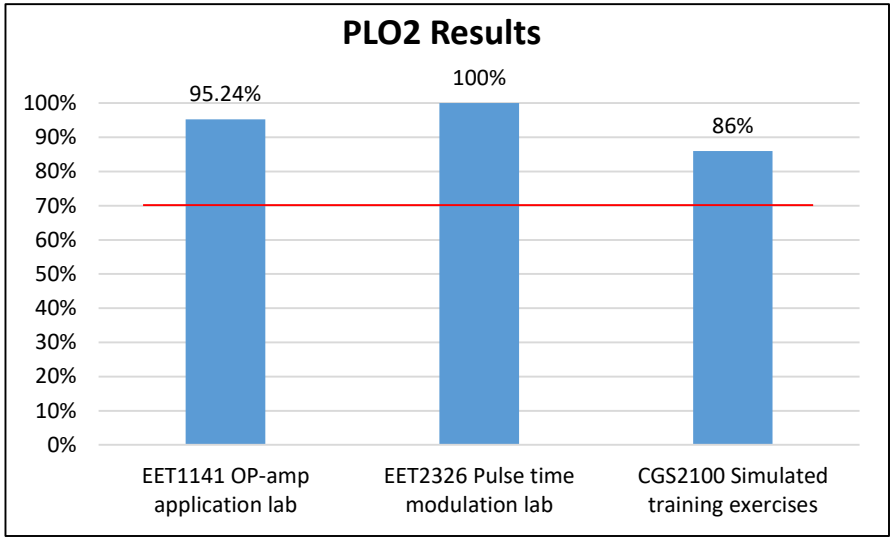
Graduates of the program will be able to:

1. Apply knowledge of mathematics, basic science, and engineering to solve problems encompassing the fundamental areas of electronic engineering technology.
2. Apply knowledge of one or more disciplines within electronic engineering technology to the solution of technical problems.
3. Identify and analyze applications of electrical components or systems to meet desired needs.
4. Create and conduct experiments to acquire needed data, and to analyze and interpret data to solve engineering technology problems.
5. Demonstrate proficiency in the use of computers and other modern tools and skills to solve technical problems.
6. Comply with and function as a member of a diverse multidisciplinary team in the solution of engineering problems.
7. Demonstrate proficiency in communicating ideas and information orally and in writing.
8. Relate the need for, and an ability to learn new concepts as required for the continuing practice of electronic engineering technology.
9. Comprehend ethical responsibility and professional integrity issues related to the practice of electronic engineering technology.
10. Comprehend contemporary technological and societal issues, and the impact of technology on society in both a local and global context.

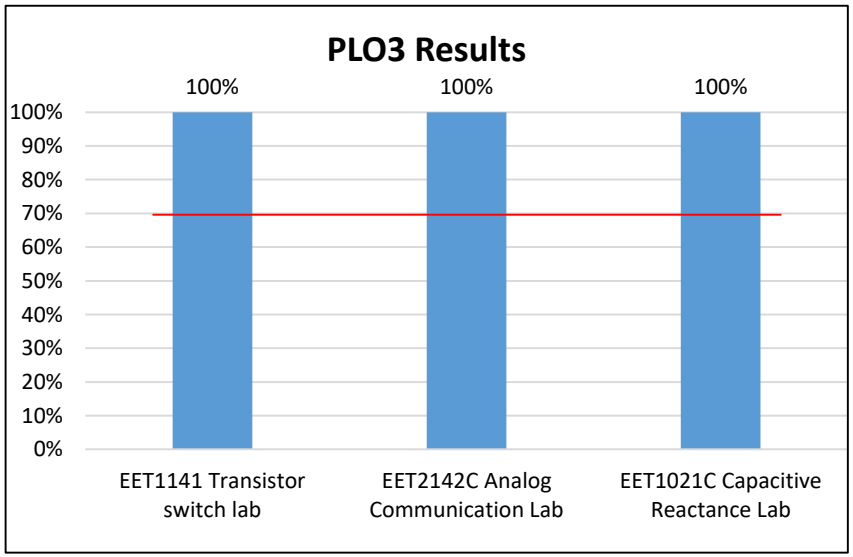
# Assessment Results 2019-2020




PO1: Apply knowledge of mathematics, basic science, and engineering to solve problems encompassing the fundamental areas of electronic engineering technology. *Target: 70% of students will achieve 70% of higher in all assessment measures.*

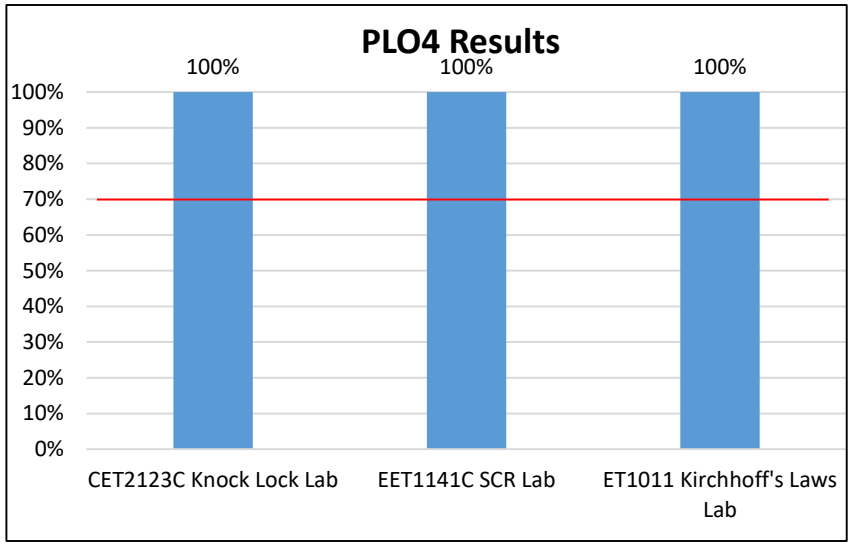



PO2: Apply knowledge of one or more disciplines within electronic engineering technology to the solution of technical problems. *Target: 70% of students will achieve 70% of higher in all assessment measures.*

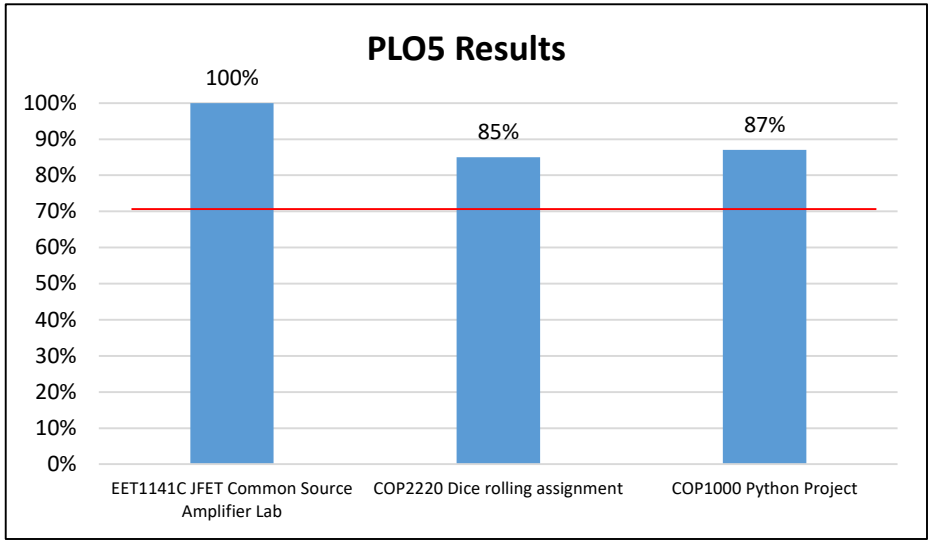



PO3: Identify and analyze applications of electrical components or systems to meet desired needs. *Target: 70% of students will achieve 70% of higher in all assessment measures.*

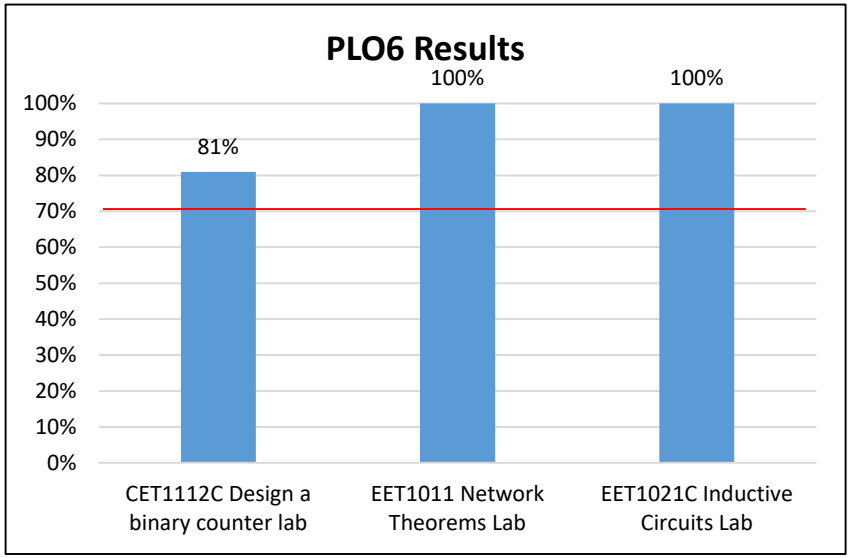
# Assessment Results 2019-2020




PO4: Create and conduct experiments to acquire needed data, and to analyze and interpret data to solve engineering technology problems. *Target: 70% of students will achieve 70% of higher in all assessment measures.*

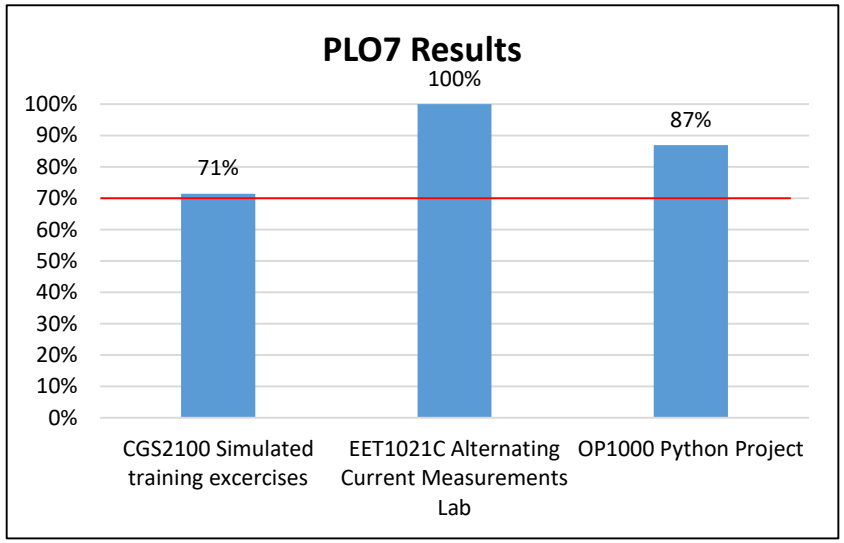



PO5: Demonstrate proficiency in the use of computers and other modern tools and skills to solve technical problems. *Target: 70% of students will achieve 70% of higher in all assessment measures.*

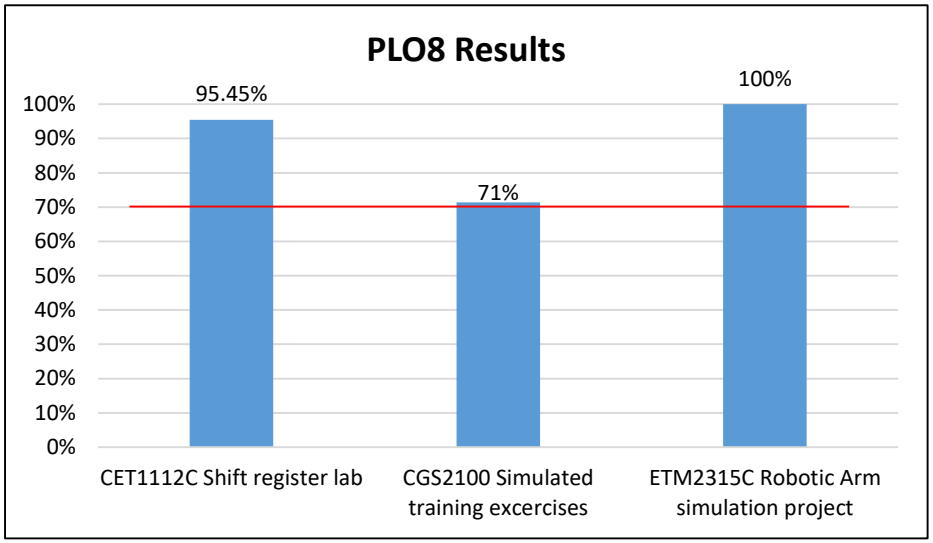



PO6: Comply with and function as a member of a diverse multidisciplinary team in the solution of engineering problems. *Target: 70% of students will achieve 70% of higher in all assessment measures.*

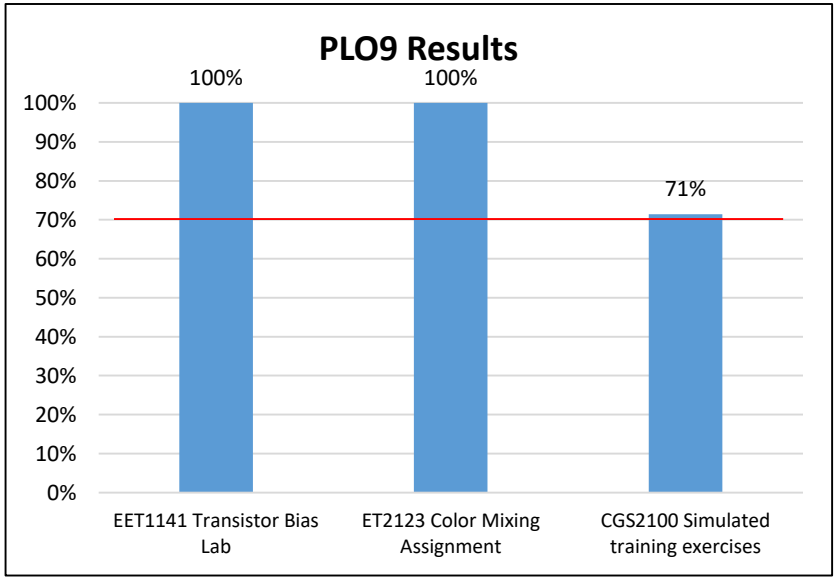
# Assessment Results 2019-2020



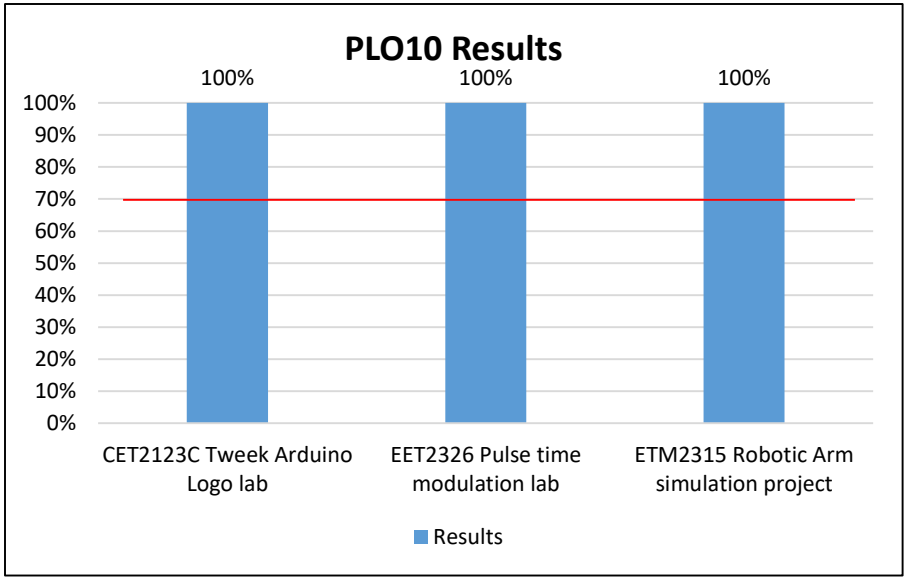

PO7: Demonstrate proficiency in communicating ideas and information orally and in writing. *Target: 70% of students will achieve 70% of higher in all assessment measures.*




PO8: Relate the need for, and an ability to learn new concepts as required for the continuing practice of electronic engineering technology. *Target: 70% of students will achieve 70% of higher in all assessment measures.*




PO9: Comprehend ethical responsibility and professional integrity issues related to the practice of electronic engineering technology. *Target: 70% of students will achieve 70% of higher in all assessment measures.*




PO10: Comprehend contemporary technological and societal issues, and the impact of technology on society in both a local and global context. *Target: 70% of students will achieve 70% of higher in all assessment measures.*

# Program Learning Outcomes

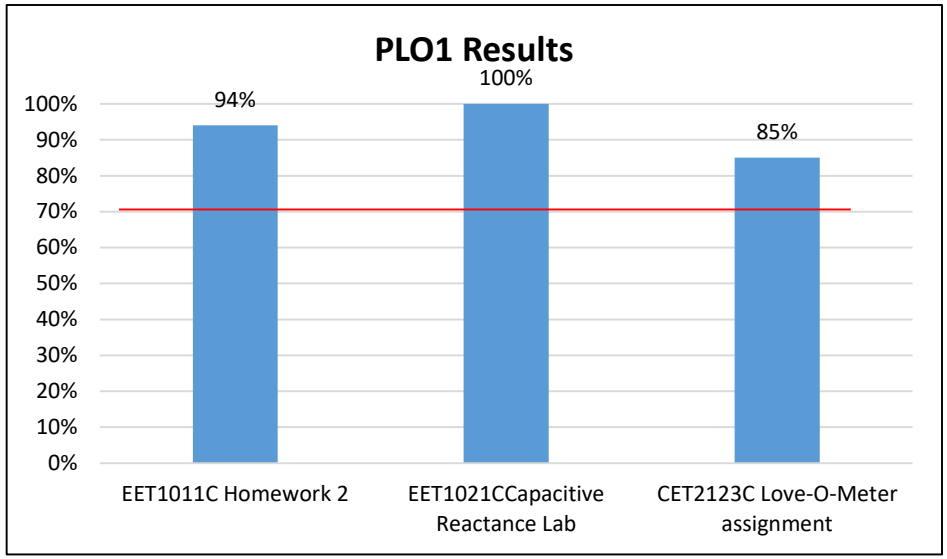
**AS Computer Engineering Technology, code 201300**

**Certificate Microcomputer Repairer Technology, code 090700**

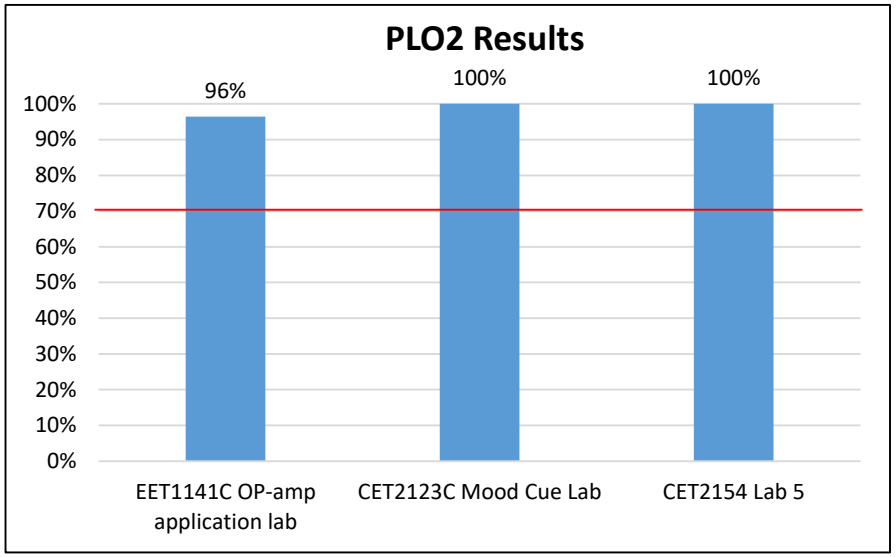
Graduates of the program will be able to:

1. Apply knowledge of mathematics, basic science, and engineering technology to solve problems encompassing the fundamental areas of computer engineering technology.
2. Apply knowledge of one or more disciplines to the application, installation, operation, and/or maintenance of computer systems.
3. Conduct and create experiments to acquire needed data and to analyze and interpret the data to solve engineering technology problems.
4. Comply and function as a member of a diverse multidisciplinary team in the solution of engineering problems.
5. Demonstrate proficiency in communicating ideas and information orally and in writing.
6. Relate the need for, and an ability to learn and apply new concepts as required in the continually evolving and rapidly changing practice of computer engineering technology.
7. Comprehend ethical responsibility and professional integrity issues as related to computer technology.
8. Comprehend contemporary technological and societal issues and the impact of computer technology on society in both a local and global context.

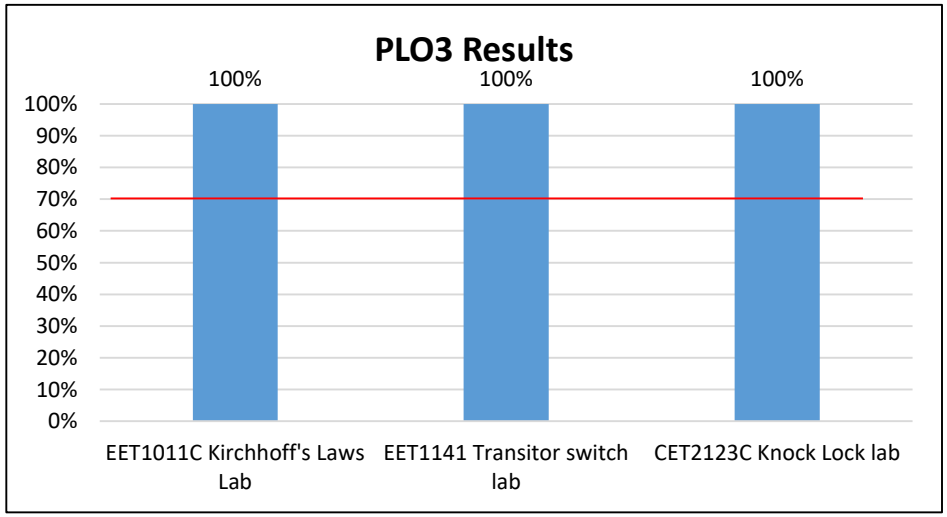
# Assessment Results 2019-2020



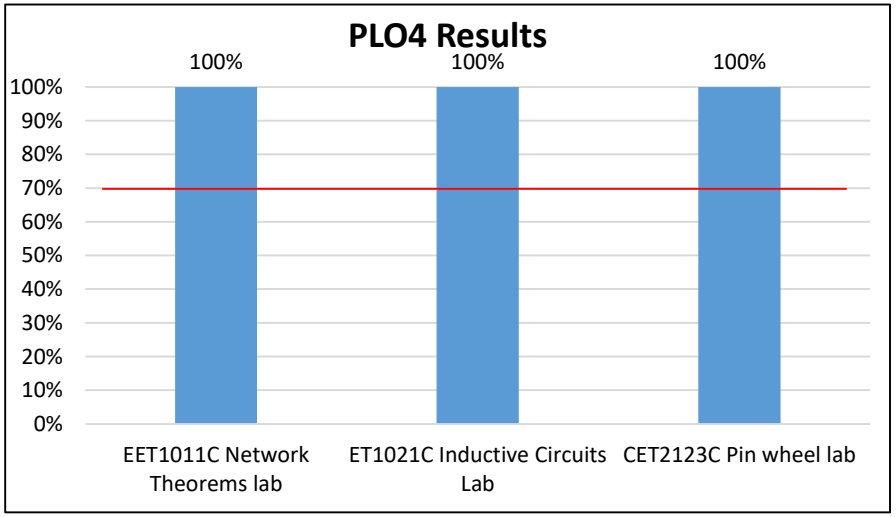

PO1: Apply knowledge of mathematics, basic science, and engineering technology to solve problems encompassing the fundamental areas of computer engineering technology. *Target: 70% of students will achieve 70% of higher in all assessment measures.*




PO2: Apply knowledge of one or more disciplines to the application, installation, operation, and/or maintenance of computer systems. *Target: 70% of students will achieve 70% of higher in all assessment measures.*

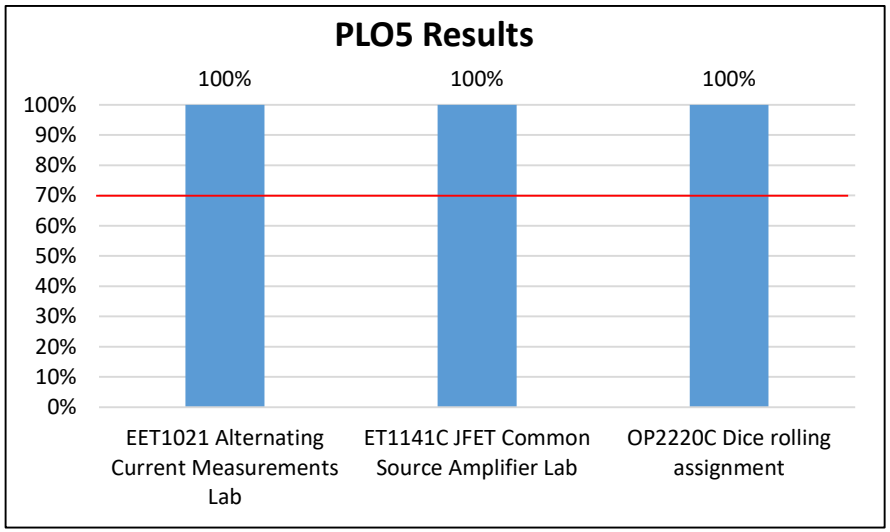



PO3: Conduct and create experiments to acquire needed data and to analyze and interpret the data to solve engineering technology problems. *Target: 70% of students will achieve 70% of higher in all assessment measures.*

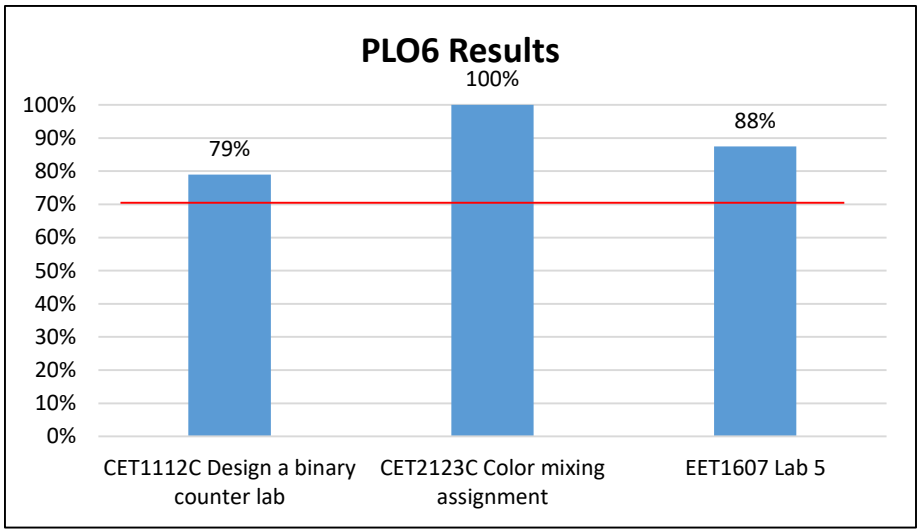



PO4: Comply and function as a member of a diverse multidisciplinary team in the solution of engineering problems. *Target: 70% of students will achieve 70% of higher in all assessment measures*

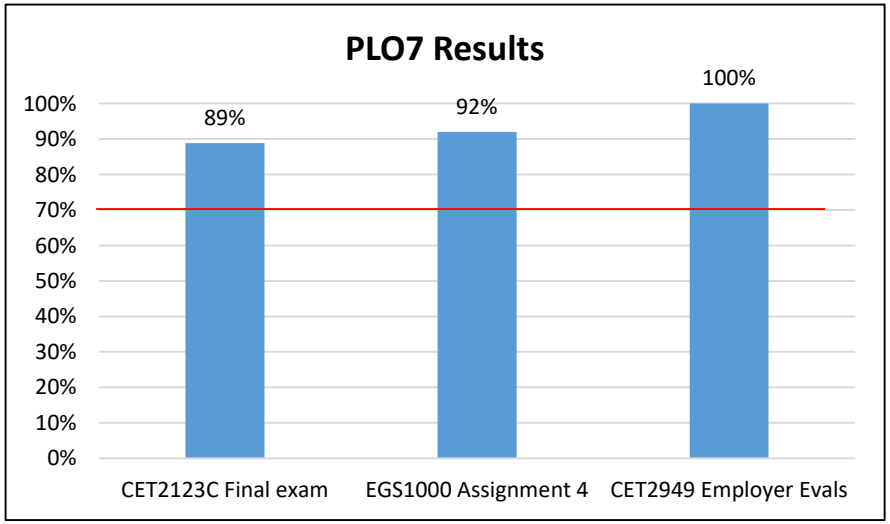
# Assessment Results 2019-2020



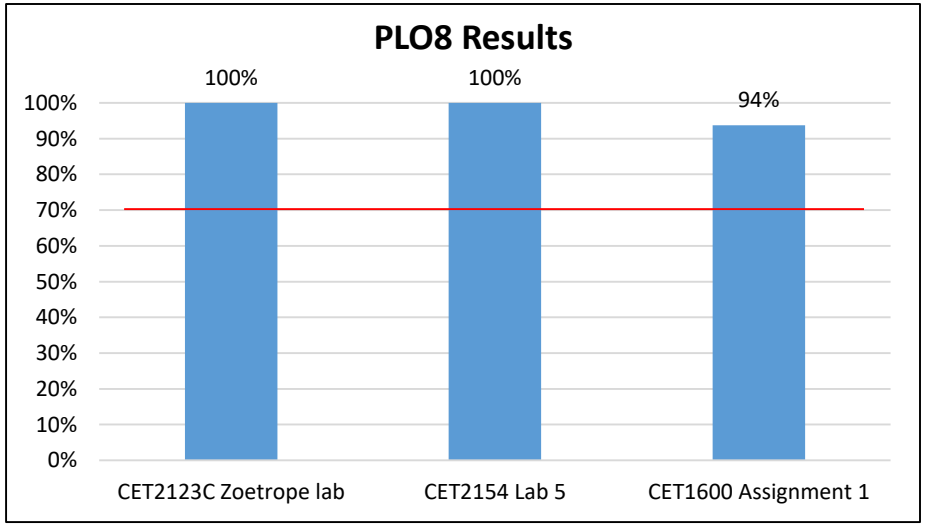

PO5: Demonstrate proficiency in communicating ideas and information orally and in writing. *Target: 70% of students will achieve 70% of higher in all assessment measures*




PO6: Relate the need for, and an ability to learn and apply new concepts as required in the continually evolving and rapidly changing practice of computer engineering technology. *Target: 70% of students will achieve 70% of higher in all assessment measures*




PO7: Comprehend ethical responsibility and professional integrity issues as related to computer technology. *Target: 70% of students will achieve 70% of higher in all assessment measures*.




PO8: Comprehend contemporary technological and societal issues and the impact of computer technology on society in both a local and global context. *Target: 70% of students will achieve 70% of higher in all assessment measures*

# Program Learning Outcomes

**AS Computer Programming and Analysis (Software Engineering Technology), code 204700**

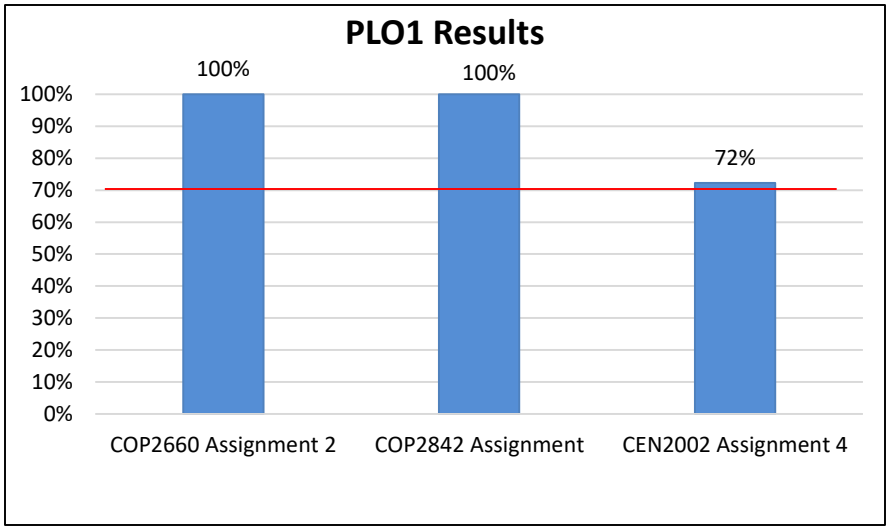
**Certificate Computer Programming, code 093800**

**Certificate Computer Specialist, code 090100**

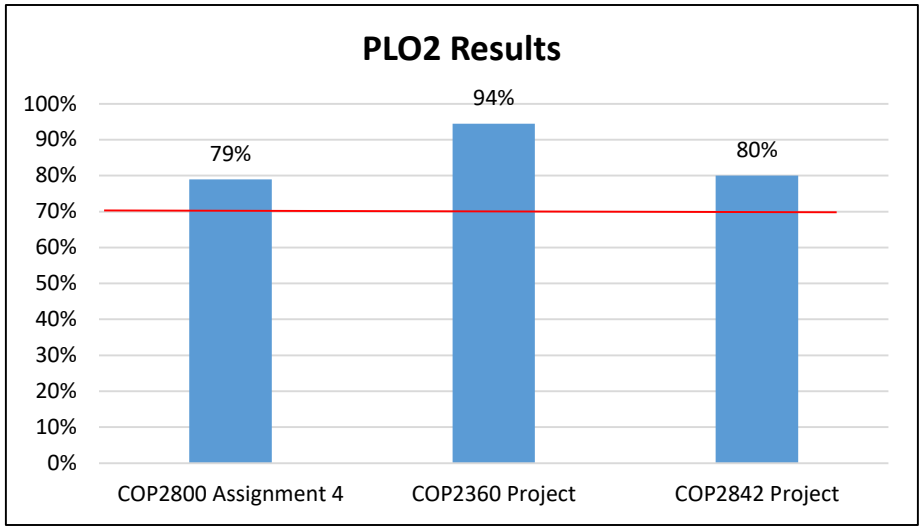
Graduates of the program will be able to:

1. Use current techniques, skills, tools, and emerging technologies necessary for computing practices.
2. Apply critical thinking and problem solving skills in designing algorithms and programming code in various programming languages.
3. Demonstrate knowledge and understanding of computer hardware and networked environments.
4. Demonstrate proficiency with Internet structure, organization, and Web site development.
5. Design, implement and manage database applications.
6. Communicate effectively with customers, supervisors and peers both orally and in writing, including technical training for users.
7. Ability to function as a member of a team in the solution of problems.
8. Contribute to chosen field by gaining employment in a related field or by continuing professional development.
9. Evaluate and practice ethical and professional behaviors in the area of computer programming and analysis.

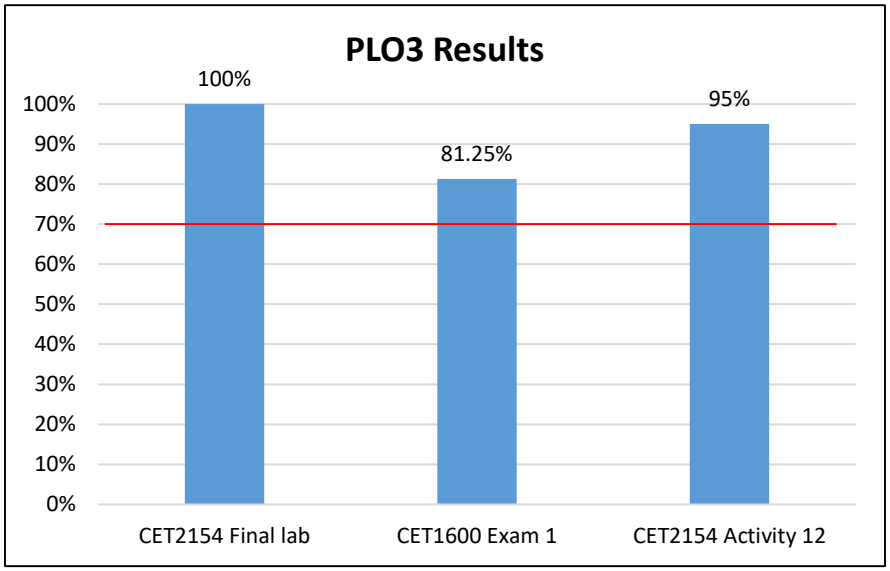
# Assessment Results 2019-2020




PO1: Use current techniques, skills, tools, and emerging technologies necessary for computing practices. *Target: 70% of students will achieve 70% of higher in all assessment measures*

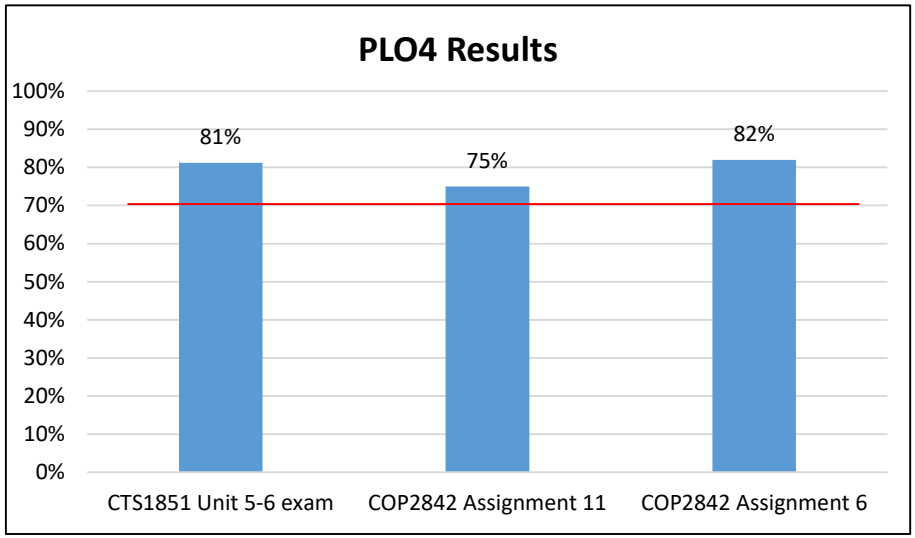



PO2: Apply critical thinking and problem solving skills in designing algorithms and programming code in various programming languages. *Target: 70% of students will achieve 70% of higher in all assessment measures*

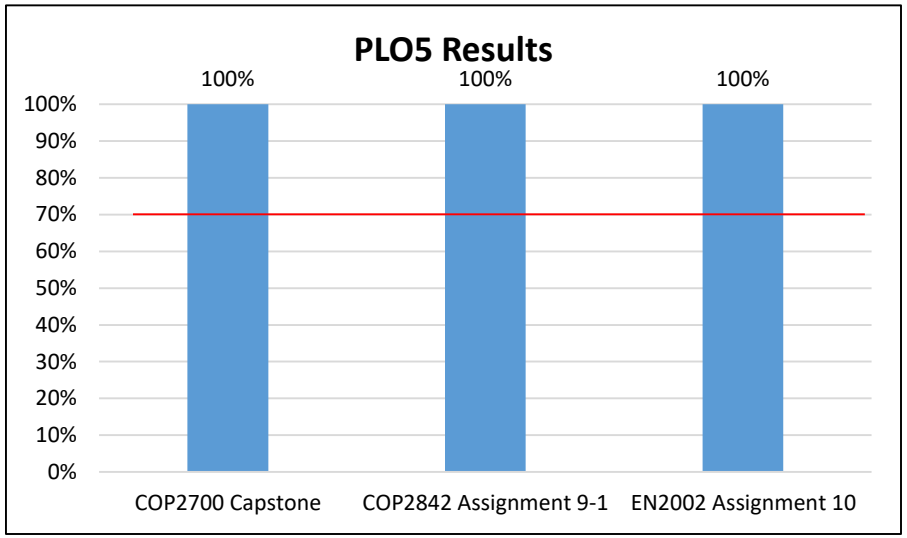



PO3: Demonstrate knowledge and understanding of computer hardware and networked environments. *Target: 70% of students will achieve 70% of higher in all assessment measures*

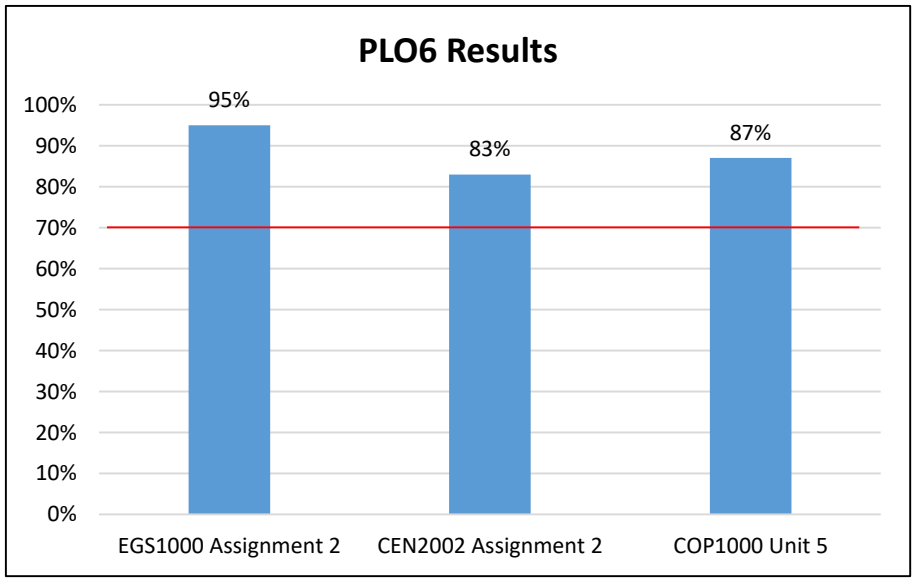
# Assessment Results 2019-2020




PO1: Demonstrate proficiency with Internet structure, organization, and Web site development. *Target: 70% of students will achieve 70% of higher in all assessment measures*

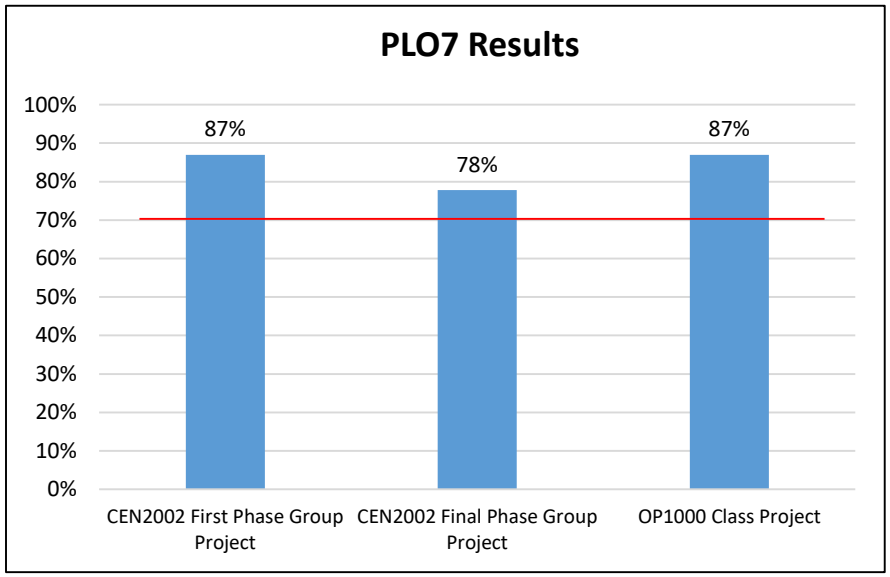



PO2: Design, implement and manage database applications. *Target: 70% of students will achieve 70% of higher in all assessment measures*

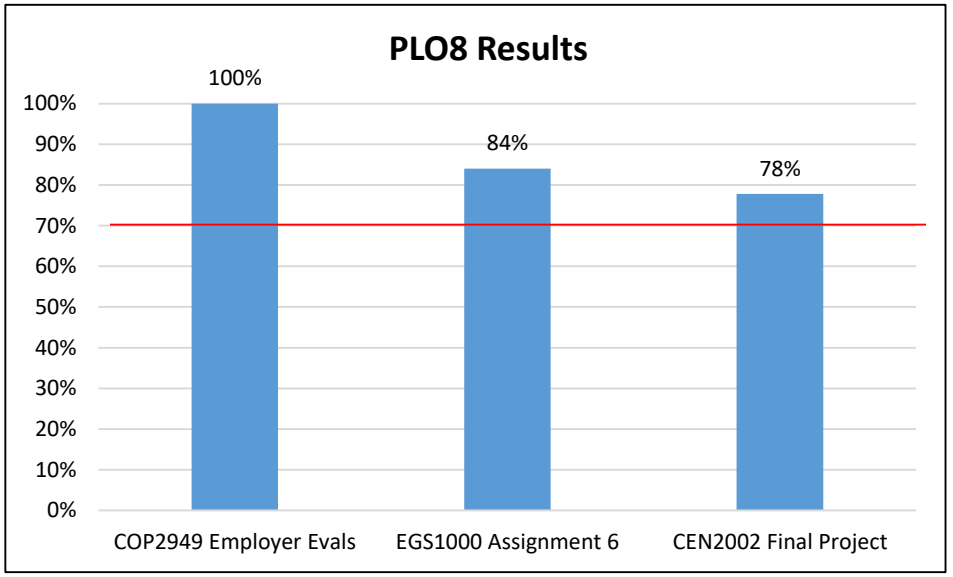



PO3: Communicate effectively with customers, supervisors and peers both orally and in writing, including technical training for users. *Target: 70% of students will achieve 70% of higher in all assessment measures*

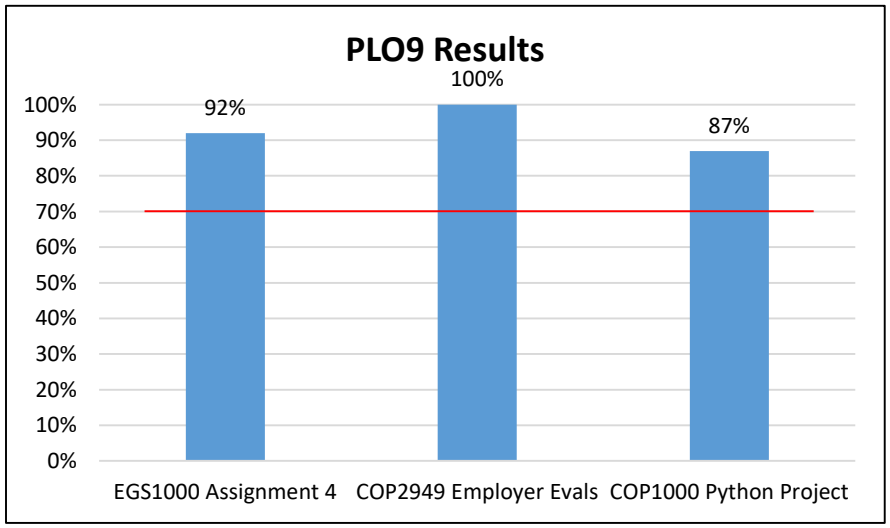
# Assessment Results 2019-2020




PO7: Ability to function as a member of a team in the solution of problems. *Target: 70% of students will achieve 70% of higher in all assessment measures*




PO8: Contribute to chosen field by gaining employment in a related field or by continuing professional development. *Target: 70% of students will achieve 70% of higher in all assessment measures*




PO9: Evaluate and practice ethical and professional behaviors in the area of computer programming and analysis. *Target: 70% of students will achieve 70% of higher in all assessment measures*

# Program Learning Outcomes

**AS Computer Information Technology, code 206700**

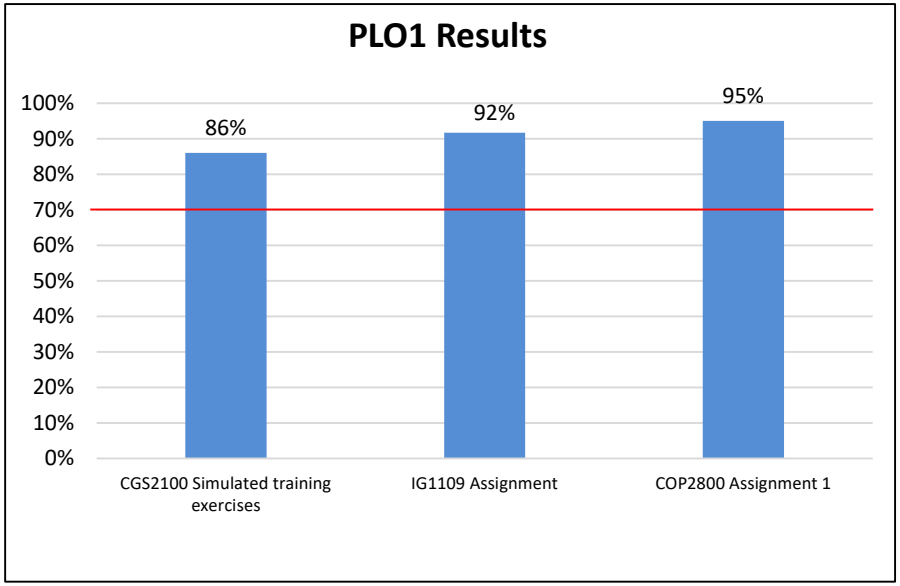
**Certificate Information Technology Analysis, code 090300**

**Certificate Information Technology Support Specialist, code 090500**

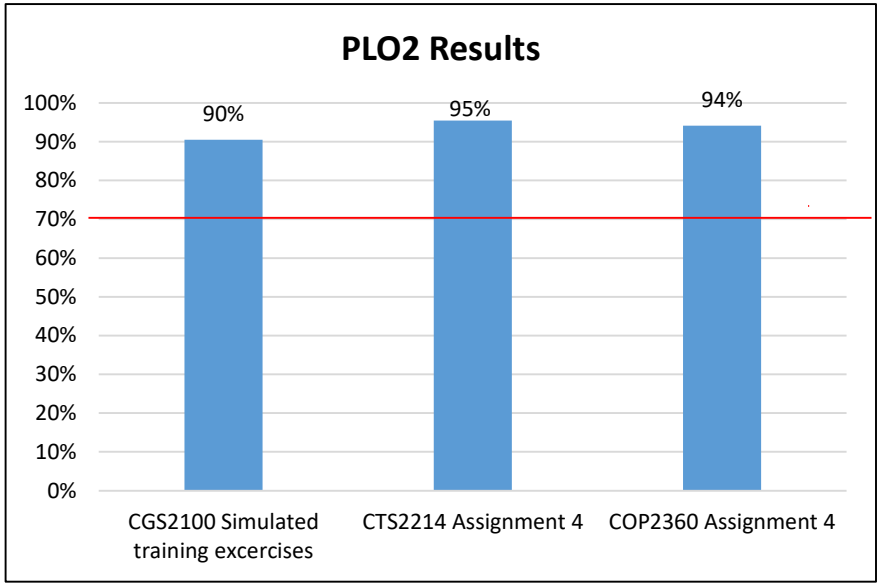
Graduates of the program will be able to:

1. Use current techniques, skills, tools, and emerging technologies necessary for computing practices.
2. Create information systems solutions for transactional, operational, managerial and executive problems.
3. Demonstrate knowledge and understanding of computer hardware and networked environments.
4. Demonstrate proficiency with Internet structure, organization, and Web site development.
5. Design, implement and manage database applications.
6. Communicate effectively with customers, supervisors and peers both orally and in writing, including technical training for users.
7. Participate and function as a member of a team in the solution of problems.
8. Contribute to chosen field by gaining employment in a related field or by continuing professional development.
9. Evaluate and practice ethical and professional behaviors in the area of computer information technology.

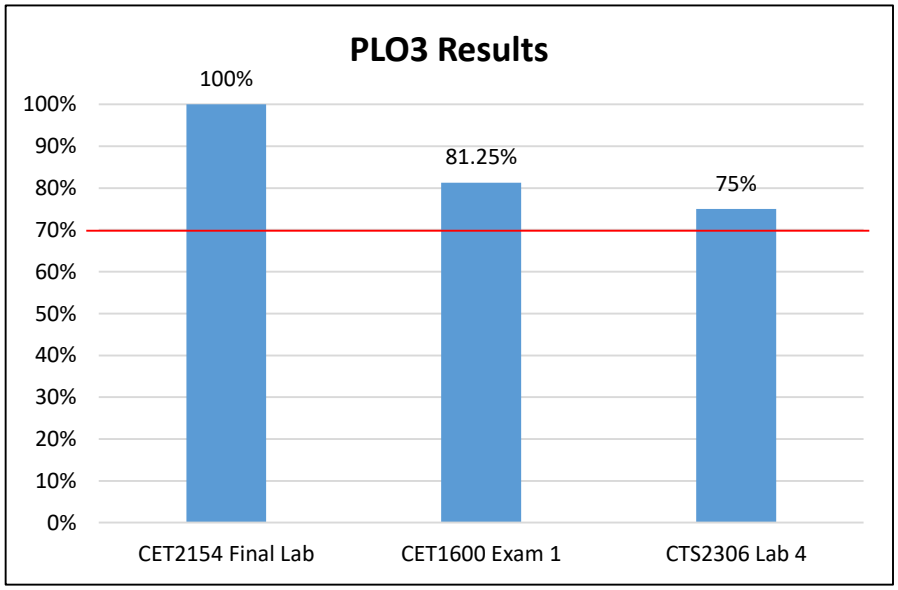
# Assessment Results 2019-2020




PO1: Use current techniques, skills, tools, and emerging technologies necessary for computing practices. *Target: 70% of students will achieve 70% of higher in all assessment measures*

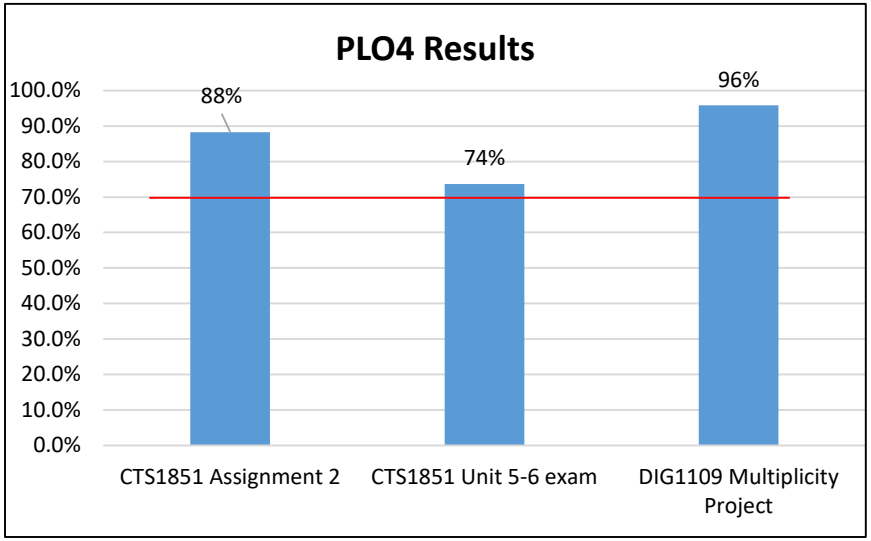



PO2:Create information systems solutions for transactional, operational, managerial and executive problems. *Target: 70% of students will achieve 70% of higher in all assessment measures*

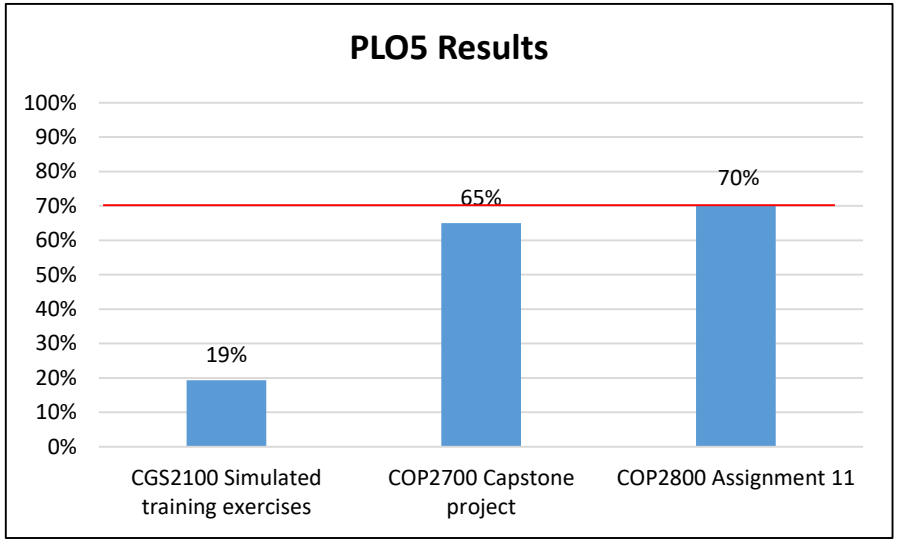



PO3: Demonstrate knowledge and understanding of computer hardware and networked environments. *Target: 70% of students will achieve 70% of higher in all assessment measures*

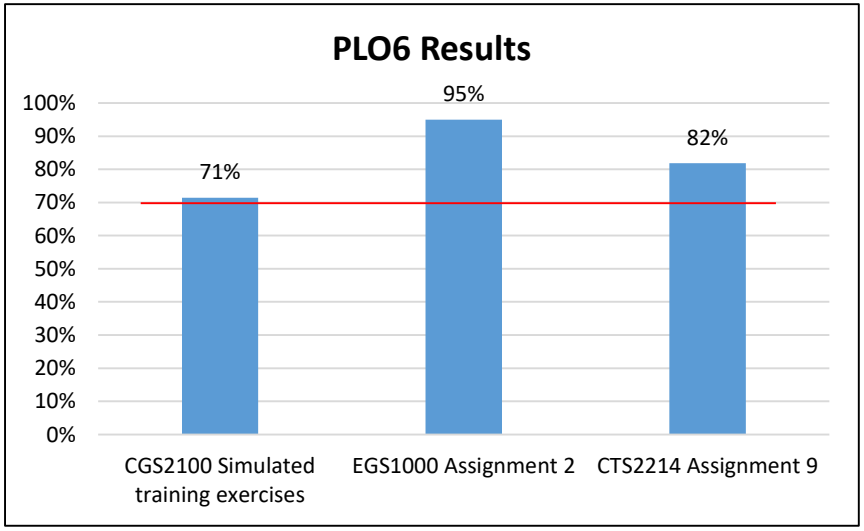
# Assessment Results 2019-2020




PO4: Demonstrate proficiency with Internet structure, organization, and Web site development. *Target: 70% of students will achieve 70% of higher in all assessment measures*

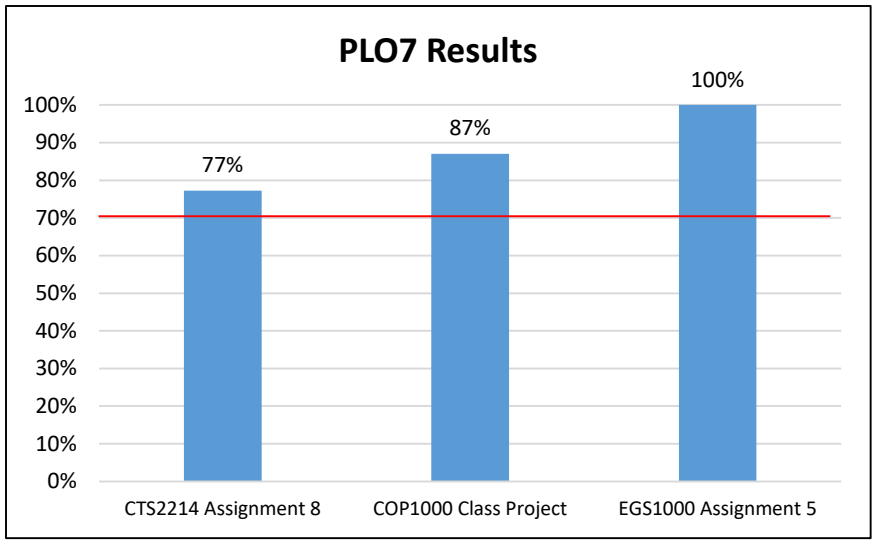



PO5: Design, implement and manage database applications. *Target: 70% of students will achieve 70% of higher in all assessment measures*

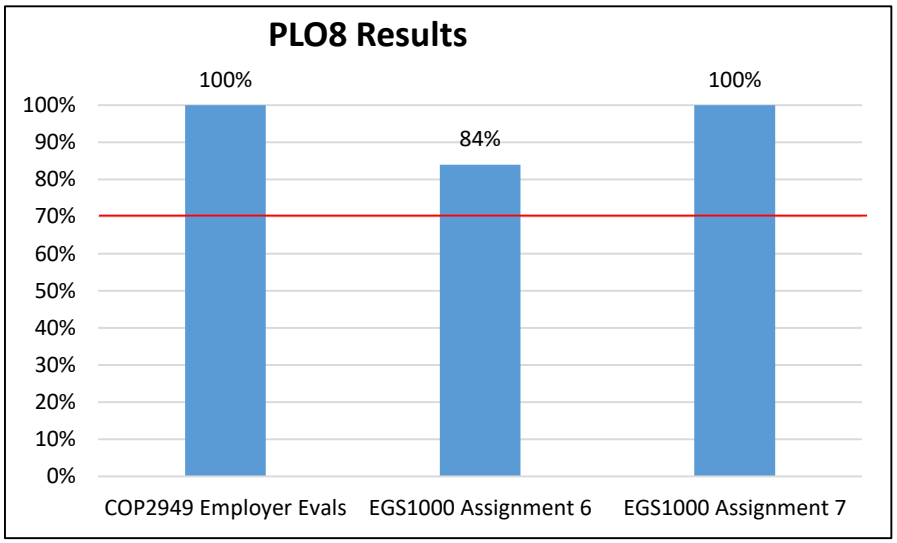



PO6: Communicate effectively with customers, supervisors and peers both orally and in writing, including technical training for users. *Target: 70% of students will achieve 70% of higher in all assessment measures*

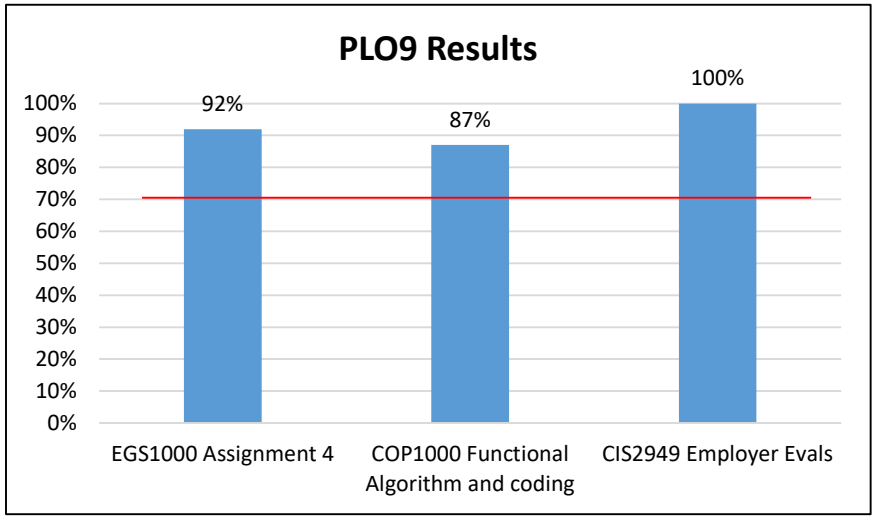
# Assessment Results 2019-2020




PO7: Participate and function as a member of a team in the solution of problems. *Target: 70% of students will achieve 70% of higher in all assessment measures*




PO8: Contribute to chosen field by gaining employment in a related field or by continuing professional development. *Target: 70% of students will achieve 70% of higher in all assessment measures*




PO9: Evaluate and practice ethical and professional behaviors in the area of computer information technology. *Target: 70% of students will achieve 70% of higher in all assessment measures*

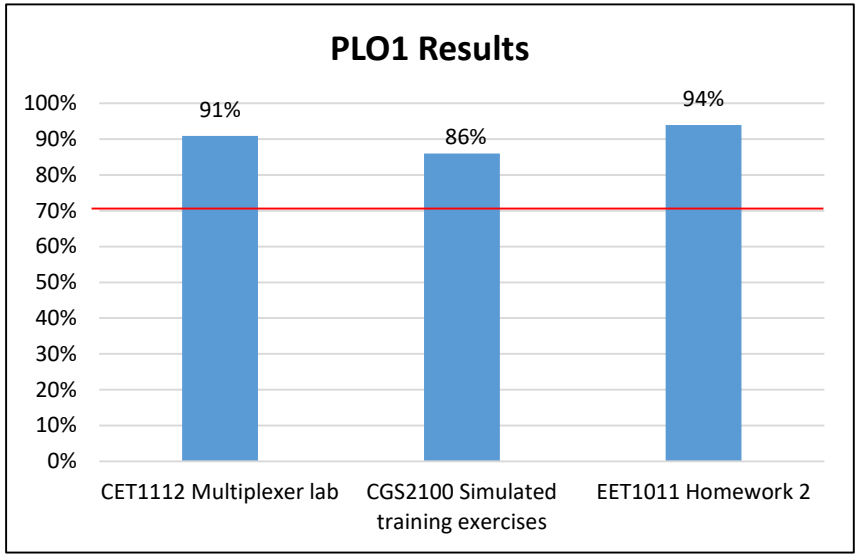
# Program Learning Outcomes

**AS Simulation and Robotics Technology, code 220400**

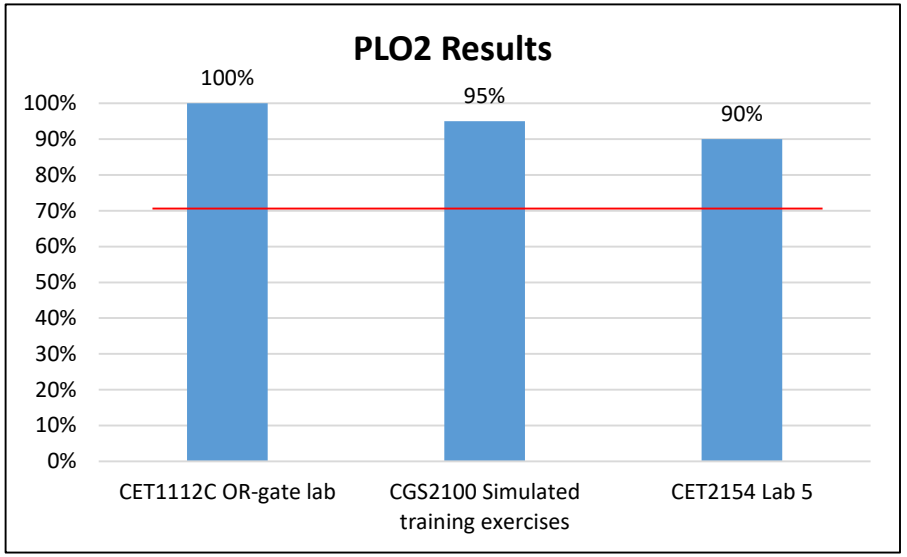
Graduates of the program will be able to:

1. Apply knowledge of mathematics, basic science, and engineering to solve problems encompassing the fundamental areas of simulation and robotics technology.
2. Apply knowledge of one or more disciplines to the operation and maintenance of simulation and robotics systems.
3. Identify and apply software solutions appropriate to simulation and robotics systems.
4. Conduct experiments to acquire needed data, and to analyze and interpret data to solve engineering technology problems.
5. Use computers and other modern tools and skills to solve technical problems.
6. Function as a member of a multidisciplinary team in the solution of engineering problems.
7. Demonstrate proficiency in communicating ideas and information orally and in writing.
8. Relate the need for, and an ability to learn new concepts as required within the field of simulation and robotics technology.
9. Comprehend ethical responsibility and professional integrity issues related to the practice of simulation and robotics technology.
10. Comprehend contemporary technological and societal issues, and the impact of technology on society in both a local and global context.

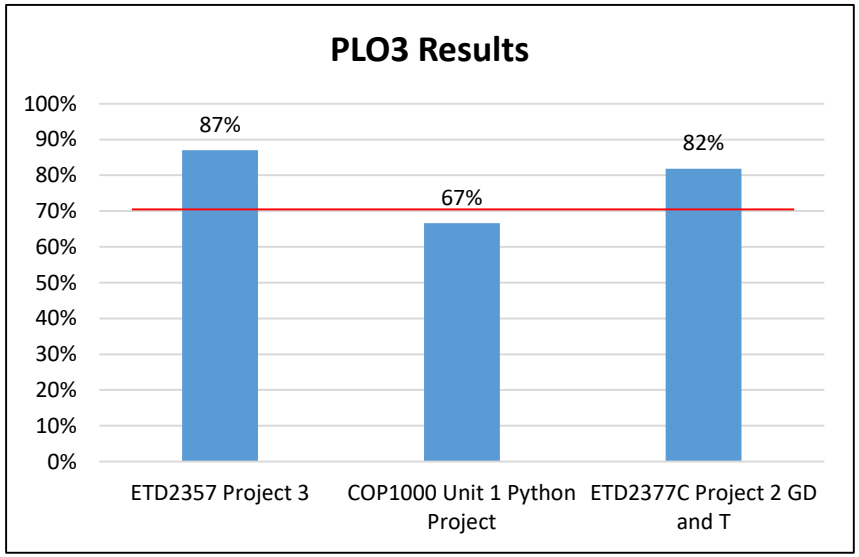
# Assessment Results 2019-2020




PO1: Apply knowledge of mathematics, basic science, and engineering to solve problems encompassing the fundamental areas of simulation and robotics technology. *Target: 70% of students will achieve 70% of higher in all assessment measure*

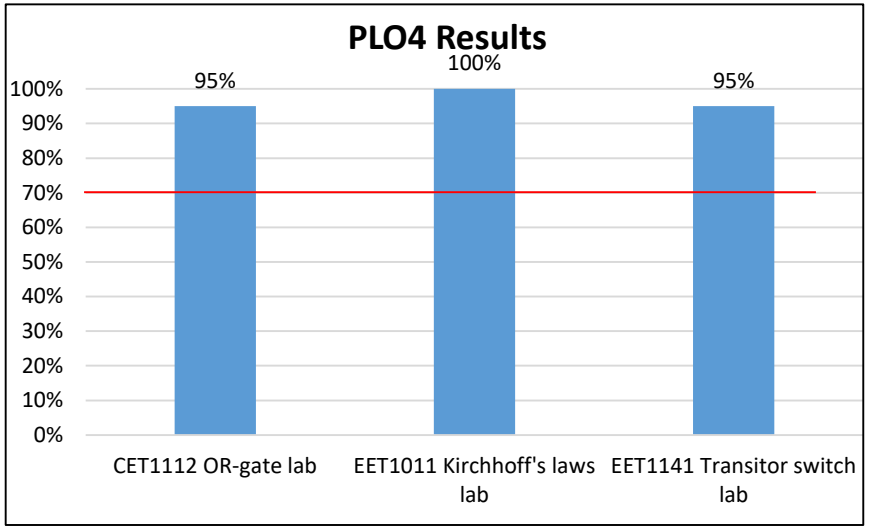



PO2: Apply knowledge of one or more disciplines to the operation and maintenance of simulation and robotics systems. *Target: 70% of students will achieve 70% of higher in all assessment measure*

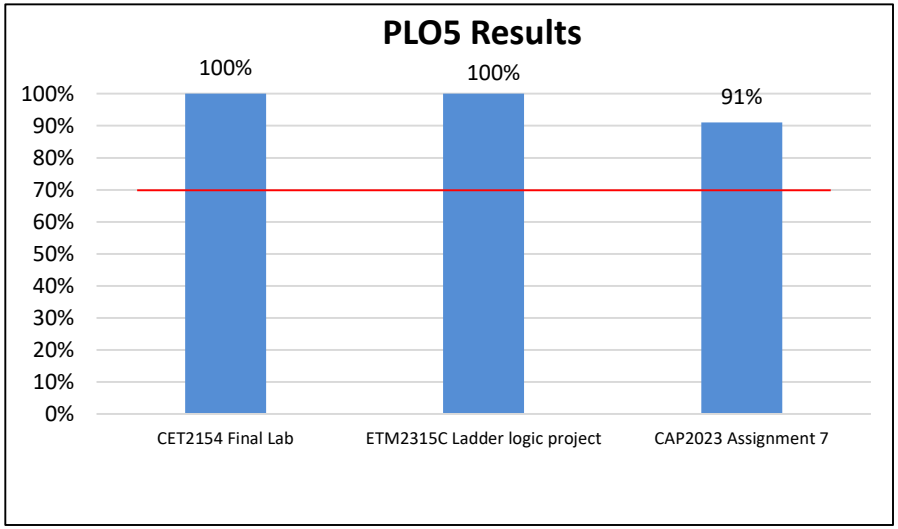



PO3: Identify and apply software solutions appropriate to simulation and robotics systems. *Target: 70% of students will achieve 70% of higher in all assessment measure*

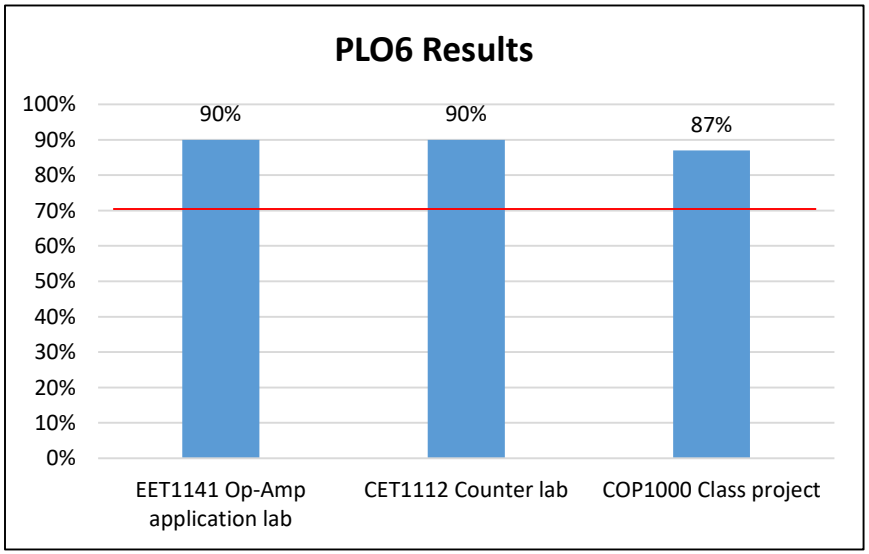
# Assessment Results 2019-2020




PO4: Conduct experiments to acquire needed data, and to analyze and interpret data to solve engineering technology problems. *Target: 70% of students will achieve 70% of higher in all assessment measure*

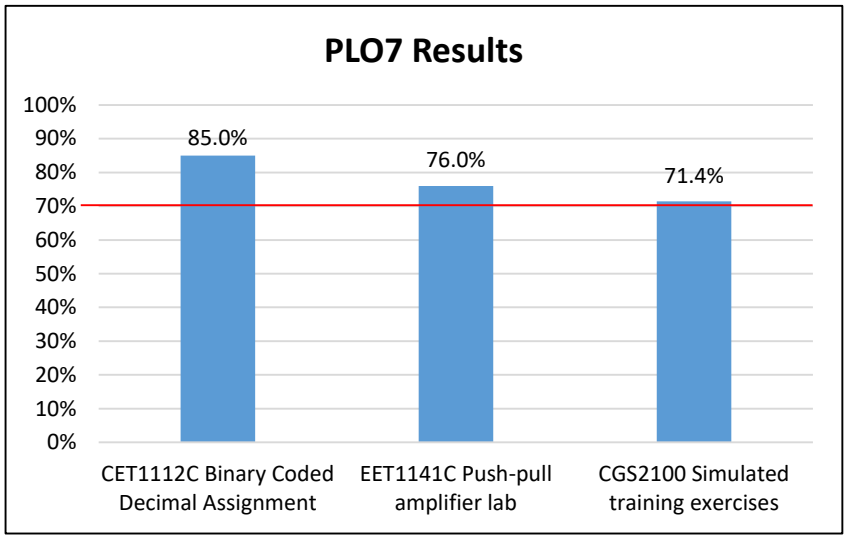



PO5: Use computers and other modern tools and skills to solve technical problems. *Target: 70% of students will achieve 70% of higher in all assessment measure*

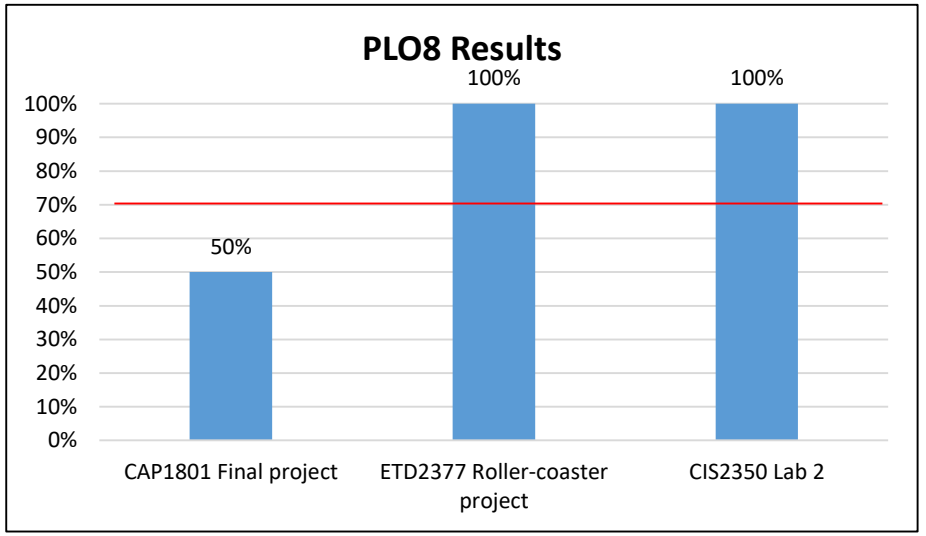



PO6: Function as a member of a multidisciplinary team in the solution of engineering problems. *Target: 70% of students will achieve 70% of higher in all assessment measure*

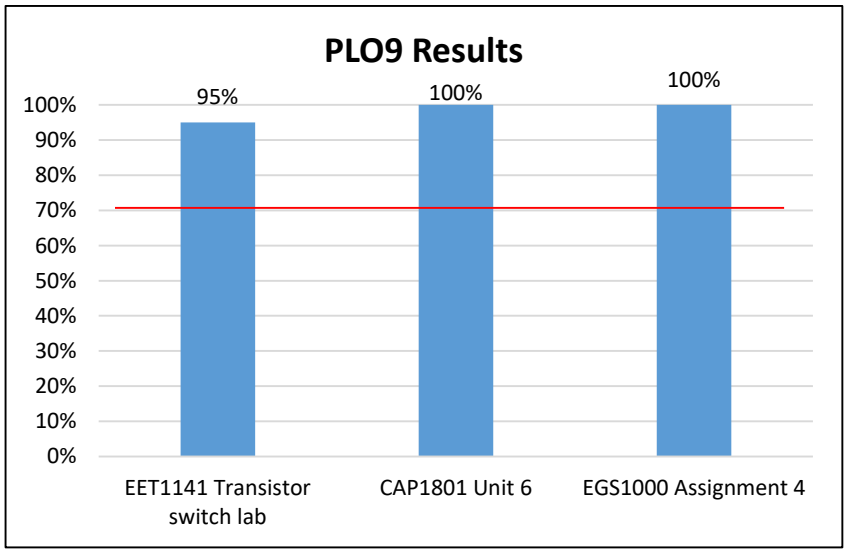
# Assessment Results 2019-2020



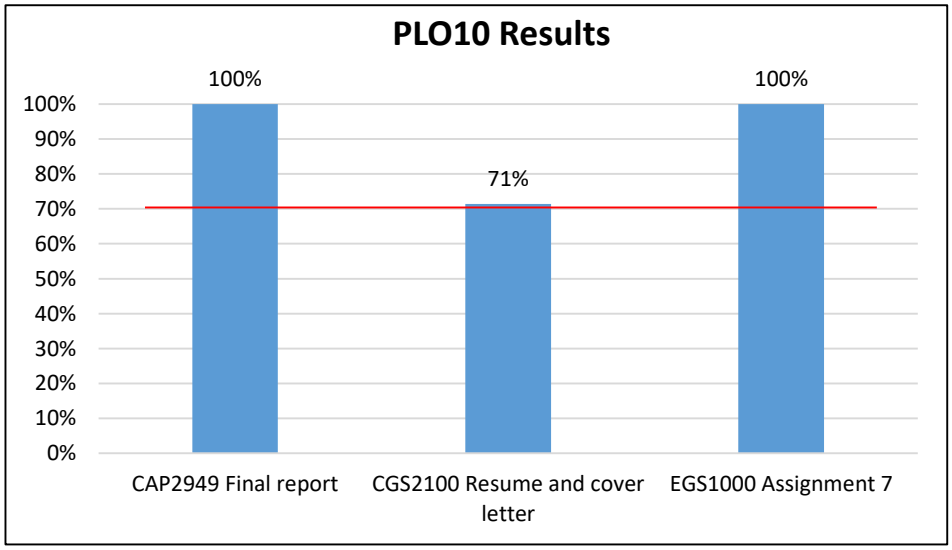

PO7: Demonstrate proficiency in communicating ideas and information orally and in writing. *Target: 70% of students will achieve 70% of higher in all assessment measure*




PO8: Relate the need for, and an ability to learn new concepts as required within the field of simulation and robotics technology. *Target: 70% of students will achieve 70% of higher in all assessment measure*




PO9: Comprehend ethical responsibility and professional integrity issues related to the practice of simulation and robotics technology. *Target: 70% of students will achieve 70% of higher in all assessment measure*




PO10: Comprehend contemporary technological and societal issues, and the impact of technology on society in both a local and global context. *Target: 70% of students will achieve 70% of higher in all assessment measure*

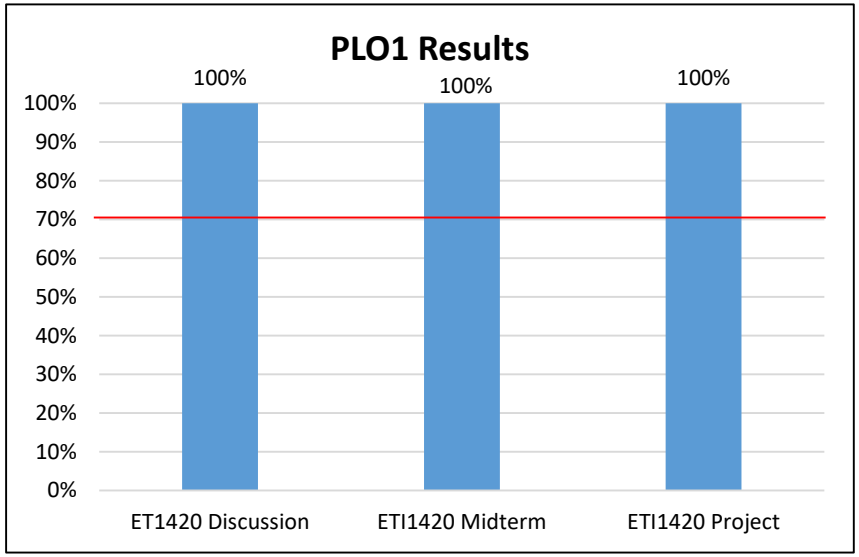
# Program Learning Outcomes

**AS Engineering Technology, code 223200**
**Applied Technology Specialist, code 082000**
**Computer-Aided Design and Drafting, code 082100**
**Engineering Technology Support Specialist, code 082300**

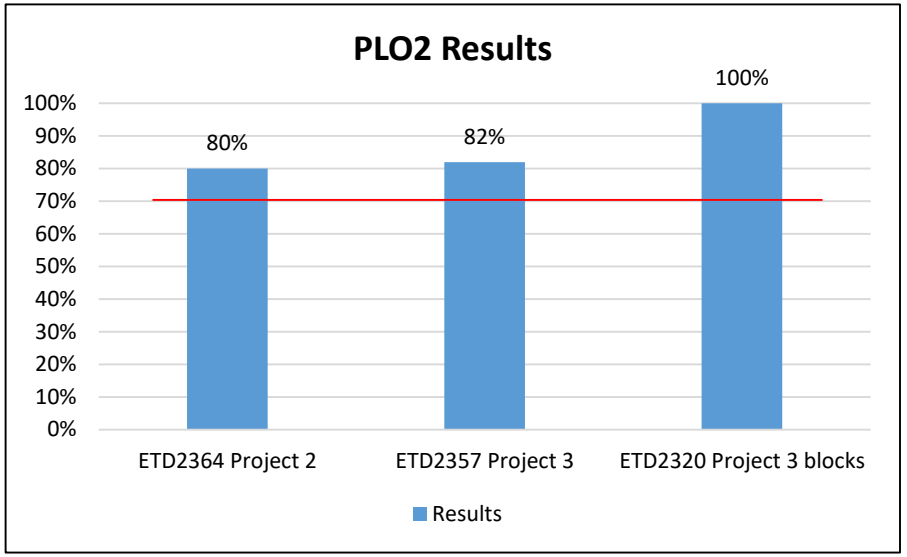
Graduates of the program will be able to:

1. Demonstrate an understanding of industrial processes and material properties.
2. Generate and interpret computer-aided drawings.
3. Demonstrate a fundamental understanding of electronics and electricity.
4. Demonstrate an understanding of industrial safety, health, and environmental requirements.
5. Evaluate the use of quality assurance methods and quality control concepts.
6. Design tests using tools, instruments and testing devices.
7. Assess failure in equipment and troubleshoot equipment/devices.
8. Demonstrate appropriate communication skills.
9. Demonstrate appropriate math skills.
10. Evaluate modern business practices and strategies.
11. Demonstrate employability skills.

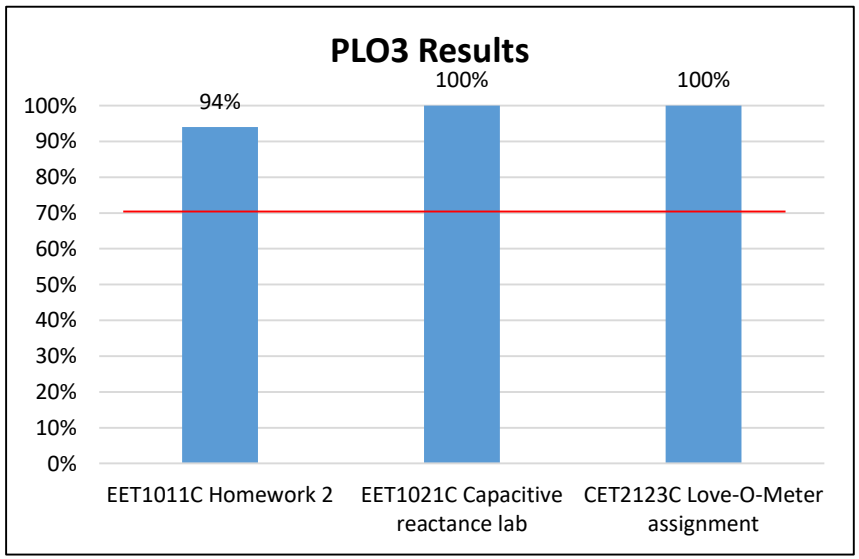
# Assessment Results 2019-2020



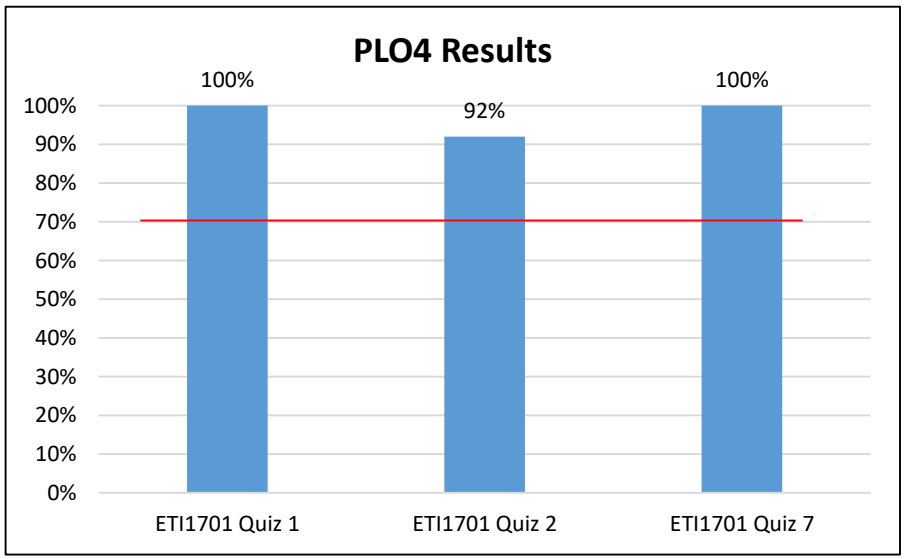

PO1: Demonstrate an understanding of industrial processes and material properties. *Target: 70% of students will achieve 70% of higher in all assessment measure*




PO2: Generate and interpret computer-aided drawings. *Target: 70% of students will achieve 70% of higher in all assessment measure*

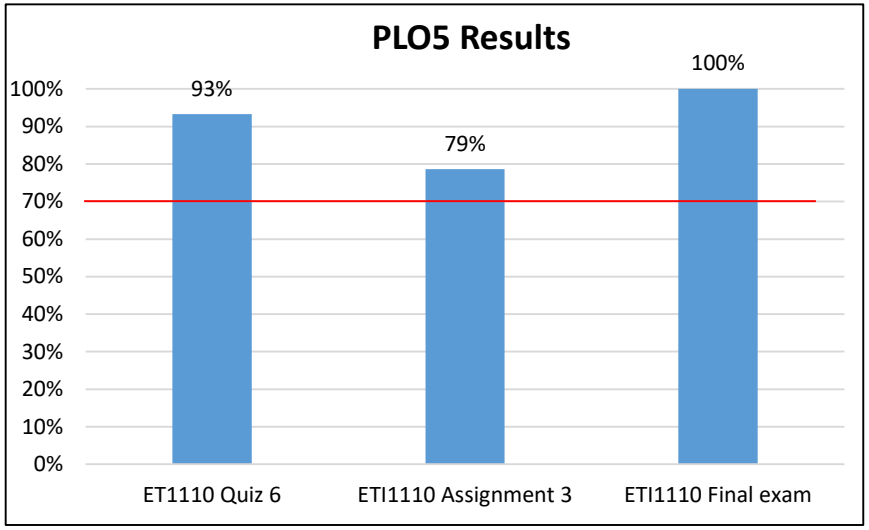



PO3: Demonstrate a fundamental understanding of electronics and electricity. *Target: 70% of students will achieve 70% of higher in all assessment measure*

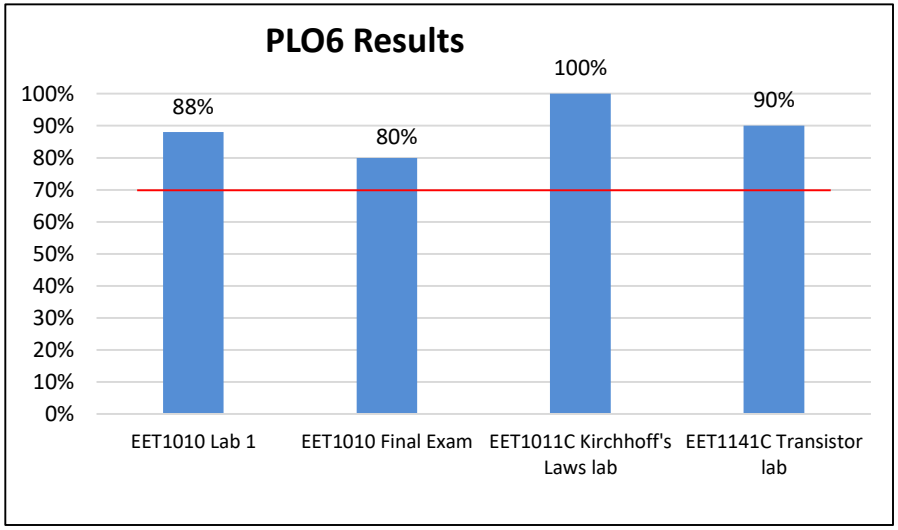



PO4: Demonstrate an understanding of industrial safety, health, and environmental requirements. *Target: 70% of students will achieve 70% of higher in all assessment measure*

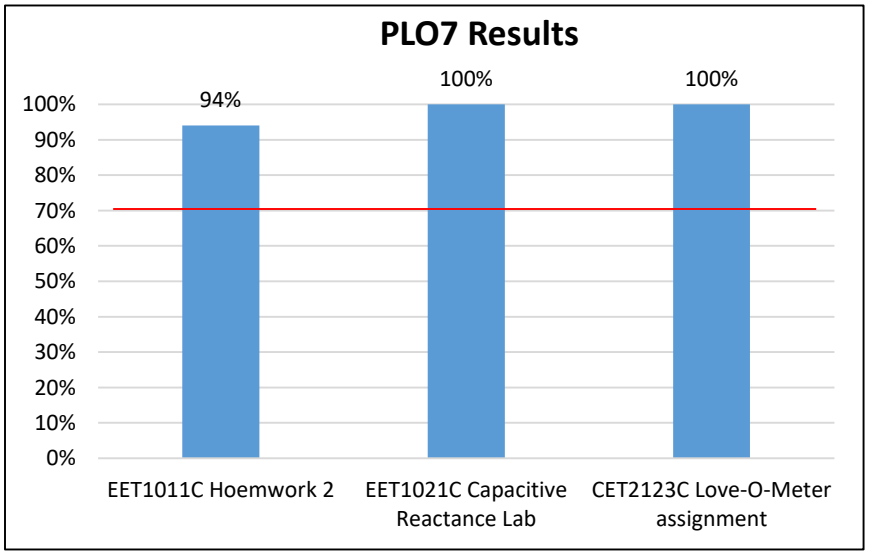
# Assessment Results 2019-2020



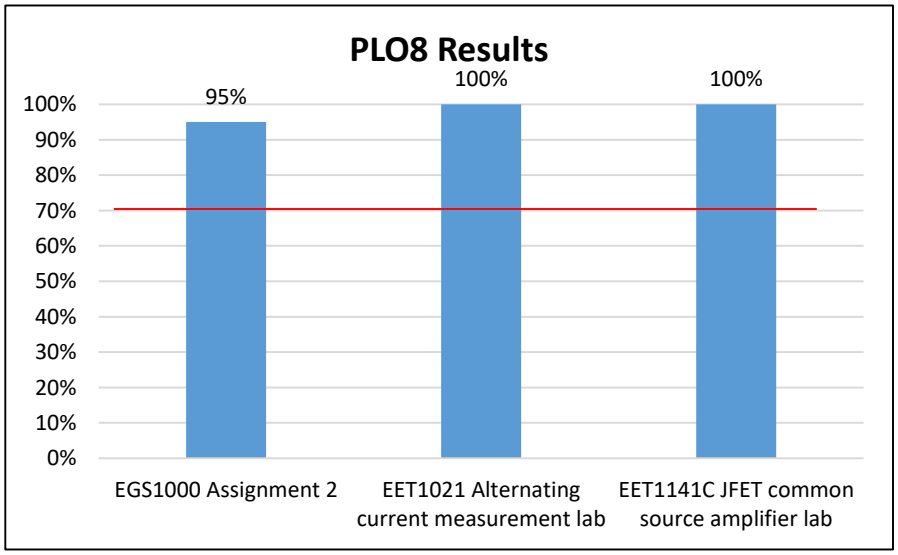

PO5: Evaluate the use of quality assurance methods and quality control concepts. *Target: 70% of students will achieve 70% of higher in all assessment measure*




PO6: Design tests using tools, instruments and testing devices. *Target: 70% of students will achieve 70% of higher in all assessment measure*

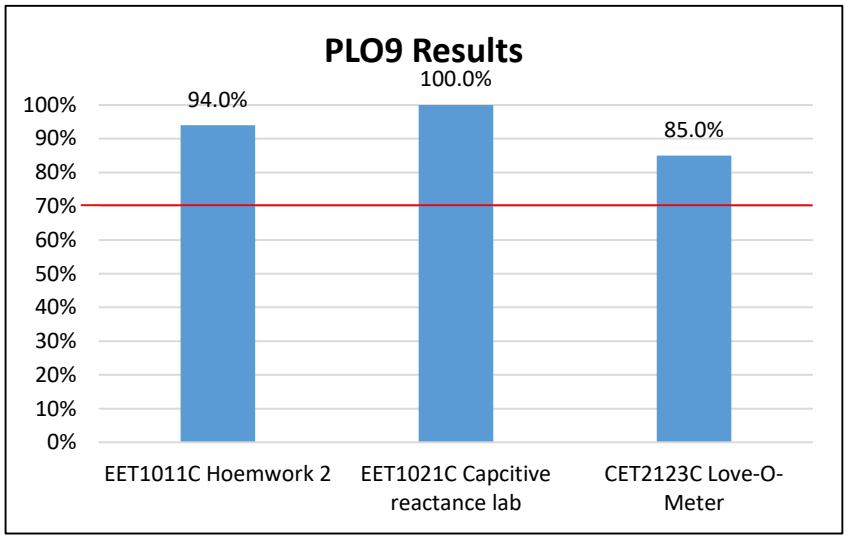



PO7: Assess failure in equipment and troubleshoot equipment/devices. *Target: 70% of students will achieve 70% of higher in all assessment measure*

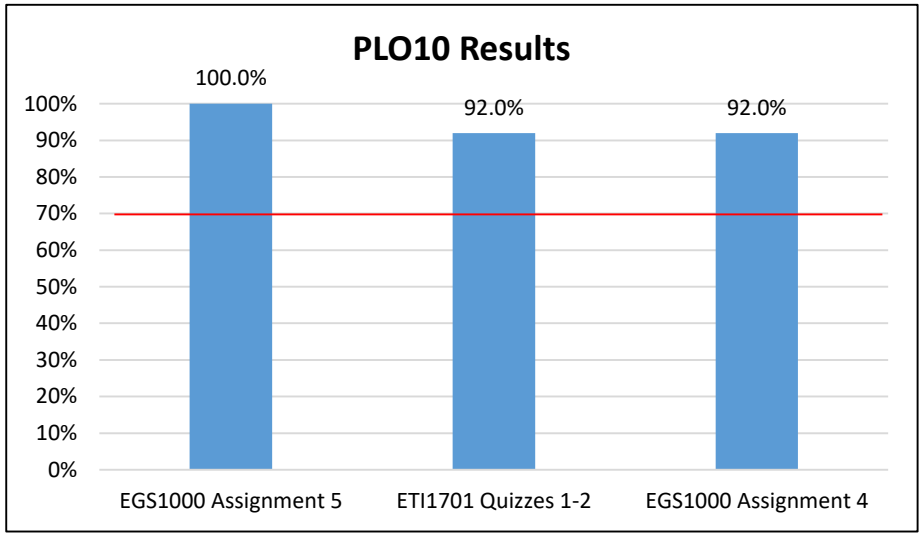



PO8: Demonstrate appropriate communication skills. *Target: 70% of students will achieve 70% of higher in all assessment measure*

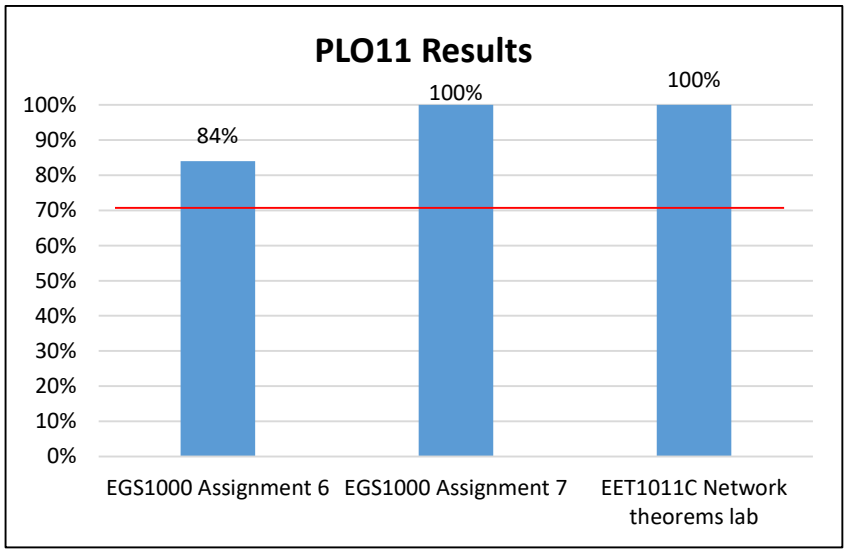
# Assessment Results 2019-2020




PO9: Demonstrate appropriate math skills. *Target: 70% of students will achieve 70% of higher in all assessment measure*




PO10: Evaluate modern business practices and strategies. *Target: 70% of students will achieve 70% of higher in all assessment measure*




PO11: Demonstrate employability skills. *Target: 70% of students will achieve 70% of higher in all assessment measure*

# Assessment Data 2018-2019 and 2019-2020: Programs and Institutional Learning Outcomes (1 of 2)

| 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 |
| 2013 - Computer Engineering Technology | 80%-100% | 80%-100% | 87%-100% | 87%-100% | 76.2%-100% | 76.2%-100% | 83%-100% | 83%-100% |
| 2067 - Computer Information Technology | 70%-100% | 65%-87% | 77%-95% | 71.4%-95% | 67%-100% | 66.7%-100% | 72%-100% | 28.6%-85% |
| 0938 - Computer Programming | 70%-87% | 65%-100% | 87%-95% | 87%-100% | 67%-100% | 87%-100% | 82%-100% | 94% |
| 2047 - Computer Programming and Analysis (Software Engineering Technology) | 70%-87% | 65%-100% | 87%-95% | 87%-100% | 67%-100% | 87%-100% | 82%-100% | 94% |
| 2003 - Electronics Engineering Technology | 81%-100% | 79%-100% | 86%-100% | 71%-100% | 67%-87% | 66.7%-87% | 72%-91% | 28.6%-91% |
| 0903 - Information Technology Analysis | 70%-100% | 65%-87% | 77%-95% | 71.4%-95% | 67%-100% | 66.7%-100% | 72%-100% | 28.6%-85% |
| 2234 – Database Technology* | | | | | | | | |

**New Program*

# Assessment Data 2018-2019 and 2019-2020: Programs and Institutional Learning Outcomes (2 of 2)

| | Critical/ Creative Thinking | | Communication | | Cultural Literacy | | Information and Technical Literacy | |
|---|---|---|---|---|---|---|---|---|
| Program | 18/19 | 19/20 | 18/19 | 19/20 | 18/19 | 19/20 | 18/19 | 19/20 |
| 0907 - Microcomputer Repairer/Installer | 80%-100% | 80%-100% | 87%-100% | 87%-100% | 76.2%-100% | 76.2%-100% | 83%-100% | 83%-100% |
| 0904 - Network Server Administration | 50%-87% | 76.9%-95.83% | 87%-100% | 76.2%-100% | 87%-100% | 66.7%-100% | 75%-100% | 70%-100% |
| 2002 - Network Systems Technology | 50%-87% | 76.9%-95.83% | 87%-100% | 76.2%-100% | 87%-100% | 66.7%-100% | 75%-100% | 70%-100% |
| 2204 - Simulation and Robotics Technology | 72%-100% | 19.4%-100% | 60%-95% | 60%-90% | 50%-100% | 50%-100% | 72%-82% | 72%-100% |
| 0909 - Web Development Specialist | 70%-87% | 65%-100% | 87%-95% | 87%-100% | 67%-100% | 87%-100% | 82%-100% | 94% |
| 2232 – Engineering Technology | 100% | 68%-100% | 60%-100% | 73%-100% | 81%-100% | 82%-100% | 100% | 100% |
| 0820 – Applied Technology Specialist | 100% | 68%-100% | 60%-100% | 73%-100% | 81%-100% | 82%-100% | 100% | 100% |
| 0821 – Computer-Aided Design and Drafting | 100% | 68%-100% | 60%-100% | 73%-100% | 81%-100% | 82%-100% | 100% | 100% |
| 0823 – Engineering Technology Support Specialist | 100% | 68%-100% | 60%-100% | 73%-100% | 81%-100% | 82%-100% | 100% | 100% |

# Headcount by Major

| Major | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|---|---|---|---|---|
| 0821 – COMPUTER-AIDED DESIGN/DRAFTING | | 7 | 4 | |
| 0823 – ENGINEERING TECH SUPPORT SPEC. | | | 1 | 3 |
| 0902 - INFORMATION TECH ADMINIS* | 5 | 4 | 2 | 1 |
| 0903 - INFORMATION TECH ANALYSI | 12 | 8 | 10 | 11 |
| 0904 - NETWORK SERVER ADM | 7 | 10 | 4 | 12 |
| 0905 - INFO TECH SUPPORT SPECST* | 9 | 9 | 5 | 3 |
| 0906 - NETWORK SUPPORT TECH* | 2 | | 1 | 1 |
| 0907 - MICROCOMPUTER REPAIRER* | 2 | | 1 | 1 |
| 0908 - ADVANCED NETWORK INFRA* | 1 | 1 | | |
| 0909 - WEB DEVELOP. SPECIALIST | 20 | 19 | 18 | 23 |
| 0921 - CABLE INSTALLATION* | 1 | | | |
| 0922 - NETWORK INFRASTRUCTURE* | 2 | 3 | 2 | 1 |
| 0923 - NETWORK COMM. (LAN)* | 1 | 2 | 1 | |
| 0924 - NETWORK COMM. (WAN)* | 1 | | | |
| 0925 - WIRELESS COMMUNICATIONS* | 3 | 1 | | |
| 0938 - COMPUTER PROGRAMMING | 35 | 25 | 28 | 23 |
| 2002 - NETWORK SYSTEMS TECH | 100 | 80 | 83 | 59 |
| 2003 - ELECTRONICS ENGIN TECH | 36 | 31 | 22 | 17 |
| 2005 - INTERNET SERVICES TECH* | 20 | 16 | 10 | 3 |
| 2013 - COMPUTER ENG TECHNOLOGY | 87 | 77 | 50 | 48 |
| 2047 - COMPUTER PROGRAM ANALYSI | 138 | 126 | 137 | 113 |
| 2067 - COMPUTER INFORMATION ADM | 136 | 119 | 116 | 117 |
| 2204 - SIMULATION AND ROBOTICS | 11 | 12 | 6 | 4 |
| 2232 – ENGINEERING TECHNOLOGY | 19 | 35 | 39 | 36 |
| 2234 – DATABASE TECHNOLOGY | | | 5 | 2 |
| Total | 629 | 585 | 545 | 474 |

*Students are duplicated across programs, unduplicated in the total.*
**Program in teach-out*

Source: IR Program Assessment Data

# Graduates in Major

| Major | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|---|---|---|---|---|
| 0821 – Computer-Aided Design/Drafting | | 3 | | 1 |
| 0823 – Engineering Tech Support Spec. | | | | 2 |
| 0902 - Information Tech Admin | 6 | 21 | 20 | 1 |
| 0903 - Information Tech Analysis | 5 | 8 | 9 | 10 |
| 0904 - Network Server Adm | 4 | 11 | 5 | 4 |
| 0905 - Info Tech Support Specst | 16 | 18 | 8 | 2 |
| 0906 - Network Support Tech | 10 | 16 | | 3 |
| 0907 - Microcomputer Repairer | 8 | 18 | | |
| 0908 - Advanced Network Infra | 4 | 4 | | |
| 0909 - Web Develop. Specialist | 2 | 7 | | |
| 0921 - Cable Installation | 9 | 22 | 6 | |
| 0922 - Network Infrastructure | 6 | 5 | | 1 |
| 0923 - Network Comm. (Lan) | 4 | 7 | | |
| 0924 - Network Comm. (Wan) | 4 | 7 | | |
| 0925 - Wireless Communications | 5 | 14 | | |
| 0938 - Computer Programming | 12 | 18 | 24 | 12 |
| 2002 - Network Systems Tech | 21 | 16 | 10 | 8 |
| 2003 - Electronics Eng. Tech | 6 | 4 | 6 | 2 |
| 2005 - Internet Services Tech | 2 | 6 | 1 | |
| 2013 - Computer Eng. Technology | 5 | 12 | 5 | 4 |
| 2047 - Computer Program Analysis | 14 | 15 | 21 | 10 |
| 2067 - Computer Information Adm | 13 | 14 | 15 | 12 |
| 2204 - Simulation And Robotics | 0 | 3 | 1 | 2 |
| 2232 – Engineering Technology | | 1 | 5 | 1 |
| Total | 156 | 250 | 136 | 75 |

Source: IR Program Assessment Data

# Number of Graduates by Race/Ethnicity (1 of 2)



| Program and Race/Ethnicity | 2018-19 | 2019-20 |
|---|---|---|
| 082100 - Computer-Aided Design/Drafting | | 1 |
| White | | 1 |
| 082300 - Engineering Tech Support Spec | | 2 |
| White | | 2 |
| 090200 - Information Tech. Admin. Cert. | 20 | 1 |
| Asian | 3 | |
| Hispanic/Latino | 3 | |
| White | 14 | 1 |
| 090300 - Information Tech. Analy. Cert. | 9 | 10 |
| Asian | | 2 |
| Black | | 1 |
| Hispanic/Latino | 2 | 2 |
| White | 7 | 5 |
| 090400 - Network Server Admin. Cert. | 5 | 4 |
| Hispanic/Latino | 1 | 1 |
| White | 4 | 3 |
| 090500 - Information Tech Support Cert. | 8 | 2 |
| Asian | | 1 |
| Hispanic/Latino | 2 | |
| White | 6 | 1 |
| 090600 - Network Support Tech. Cert. | | 3 |
| Black | | 1 |
| White | | 2 |
| 090900 – Web Development Spec. | 6 | |
| Hispanic/Latino | 1 | |
| Two or More Races | 1 | |
| White | 4 | |
| 092200 - Network Infrastructure Cert. | | 1 |
| Hispanic/Latino | | 1 |
| 093800 - Computer Programming Cert. | 24 | 12 |
| Asian | 3 | 1 |
| Black | 2 | 1 |
| Hispanic/Latino | 2 | 1 |
| Two or More Races | 1 | |
| Unknown | | 1 |
| White | 16 | 8 |

| Program and Race/Ethnicity | 2018-19 | 2019-20 |
|---|---|---|
| 200200 - Network Systems Tech. A.S. | 10 | 8 |
| Black | | 1 |
| Hispanic/Latino | 2 | 1 |
| Native Hawaiian | 1 | |
| Unknown | | 1 |
| White | 7 | 5 |
| 200300 - Electronics Engineer Tech A.S. | 6 | 2 |
| Asian | | 1 |
| Black | 1 | |
| Hispanic/Latino | 1 | |
| White | 4 | 1 |
| 200500 – Internet Services | 1 | |
| Hispanic/Latino | 1 | |
| 201300 - Computer Engineer. Tech. A.S. | 5 | 4 |
| Asian | | 1 |
| Black | | 1 |
| White | 5 | 2 |
| 204700 - Comp. Program. & Analysis A.S. | 21 | 10 |
| Asian | 3 | |
| Black | 1 | 1 |
| Hispanic | 2 | |
| Two or More Races | | 1 |
| White | 15 | 8 |
| 206700 - Computer Info. Technology A.S. | 15 | 12 |
| Asian | | 2 |
| Black | 1 | 1 |
| Hispanic/Latino | 4 | 2 |
| White | 10 | 7 |
| 220400 - Simulation & Robotics A.S. | 1 | 2 |
| Unknown | | 1 |
| White | 1 | 1 |
| 223200 - Engineering Technology | 5 | 1 |
| Black | 1 | |
| White | 4 | 1 |
| Grand Total | 136 | 75 |

Source: IR Program Assessment Data

# Time to Degree

| Program | Average of Yrs to Degree (2019-2020 Graduates Cohort) |
|---|---|
| 2002 - Network Systems Tech | 3.1 |
| 2003 - Electronics Eng. Tech | 1.5 |
| 2013 - Computer Eng. Technology | 2.4 |
| 2047 - Computer Program Analysis | 1.6 |
| 2067 - Computer Information Adm | 3 |
| 2204 - Simulation And Robotics | 1.1 |
| 2232 – Engineering Technology | 2 |

Source: IR Program Assessment Data

# Performance Funding - Graduation Rates (1 of 2)

| Major | Fall Cohort Year | # in Cohort | Graduated within 150% Time | 150% Graduation Rate | Graduated within 200% Time | 200% Graduation Rate |
|---|---|---|---|---|---|---|
| 2002- Network Systems Technology | 2014 | 27 | 9 | 33.3% | 11 | 40.7% |
| | 2015 | 27 | 7 | 25.9% | 9 | 33.3% |
| | 2016 – 200% In progress | 25 | 11 | 44% | 13 | 52% |
| | 2017 – In progress | 13 | 5 | 38.5% | 5 | 38.5% |
| 2003- Electronics Engineering Technology | 2014 | 23 | 2 | 8.7% | 4 | 17.4% |
| | 2015 | 15 | 1 | 6.7% | 1 | 6.7% |
| | 2016 – 200% In progress | 11 | 1 | 9.1% | 1 | 9.1% |
| | 2017 – In progress | 9 | 3 | 33.3% | 3 | 33.3% |
| 2005- Internet Services Technology | 2014 | 9 | 5 | 55.6% | 6 | 66.7% |
| | 2015 | 8 | 3 | 37.5% | 3 | 37.5% |
| | 2016 – 200% In progress | 4 | 1 | 25% | 1 | 25% |
| | 2017 – In progress | 3 | 0 | 0% | 0 | 0% |

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

Fall terms include prior Summer term enrollment in major.
Graduation within 200% time includes graduates within 150% time.

Source: IR Program Assessment Data

# Performance Funding - Graduation Rates (2 of 2)

| Major | Fall Cohort Year | # in Cohort | Graduated within 150% Time | 150% Graduation Rate | Graduated within 200% Time | 200% Graduation Rate |
|---|---|---|---|---|---|---|
| 2013- Computer Engineering Technology | 2014 | 22 | 2 | 9.1 | 4 | 18.2% |
| | 2015 | 26 | 3 | 11.5% | 3 | 11.5% |
| | 2016 – 200% In progress | 38 | 6 | 15.8% | 8 | 21.1% |
| | 2017 – In progress | 24 | 1 | 4.2% | 1 | 4.2% |
| 2047- Computer Programming & Analysis | 2014 | 40 | 6 | 15% | 6 | 15% |
| | 2015 | 44 | 8 | 18.2% | 12 | 27.3% |
| | 2016 – 200% In progress | 50 | 8 | 16% | 9 | 18% |
| | 2017 – In progress | 37 | 6 | 16.2% | 6 | 16.2% |
| 2067- Computer Information Technology | 2014 | 44 | 9 | 20.5% | 10 | 22.7% |
| | 2015 | 43 | 10 | 23.3% | 12 | 27.9% |
| | 2016 – 200% In progress | 50 | 8 | 16% | 10 | 20% |
| | 2017 – In progress | 35 | 6 | 17.1% | 6 | 17.1% |
| 2204- Simulation & Robotics Technology | 2014 | 7 | 0 | 0.0% | 1 | 14.3% |
| | 2015 | 3 | 1 | 33.3% | 1 | 33.3% |
| | 2016 – 200% In progress | 3 | 1 | 33.3% | 1 | 33.3% |
| | 2017 – In progress | 11 | 2 | 18.2% | 2 | 18.2% |
| 2232 – Engineering Technology | 2016 – 200% In progress | 7 | 1 | 14.3% | 1 | 14.3% |
| | 2017 – In progress | 15 | 4 | 26.7% | 4 | 26.7% |

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

Fall terms include prior Summer term enrollment in major.
Graduation within 200% time includes graduates within 150% time.

Source: IR Program Assessment Data

# Graduation Rates by Race/Ethnicity (1 of 3)

| Major | Fall Cohort Year | Race/Ethnicity | # in Cohort | Graduated within 150% Time | 150% Graduation Rate | Graduated within 200% Time | 200% Graduation Rate |
|---|---|---|---|---|---|---|---|
| 2002- Network Systems Technology | 2015 | Black | 4 | 2 | 50.0% | 2 | 50.0% |
| | | Hawaii/Pac | 1 | 0 | 0.0% | 1 | 100.0% |
| | | Hispanic | 4 | 2 | 50.0% | 3 | 75.0% |
| | | Two or More Races | 1 | 0 | 0.0% | 0 | 0.0% |
| | | White | 17 | 3 | 17.6% | 3 | 17.6% |
| | 2016 – 200% In progress | Black | 3 | 0 | 0.0% | 0 | 0.0% |
| | | Hispanic | 5 | 4 | 80.0% | 4 | 80.0% |
| | | White | 17 | 7 | 41.2% | 9 | 52.9% |
| | 2017 – In progress | Asian | 1 | 0 | 0% | 0 | 0% |
| | | Black | 1 | 1 | 100% | 1 | 100% |
| | | Hispanic | 2 | 1 | 50% | 1 | 50% |
| | | White | 9 | 3 | 33.3% | 3 | 33.3% |
| 2003- Electronics Engineering Technology | 2015 | Asian | 1 | 0 | 0.0% | 0 | 0.0% |
| | | Black | 2 | 0 | 0.0% | 0 | 0.0% |
| | | Hispanic | 1 | 0 | 0.0% | 0 | 0.0% |
| | | Two or More Races | 1 | 0 | 0.0% | 0 | 0.0% |
| | | White | 10 | 1 | 10.0% | 1 | 10.0% |
| | 2016 – 200% In progress | Black | 2 | 0 | 0.0% | 0 | 0.0% |
| | | Hispanic | 3 | 1 | 33.3% | 1 | 33.3% |
| | | White | 6 | 0 | 0.0% | 0 | 0.0% |
| | 2017 – In progress | Asian | 1 | 1 | 100% | 1 | 100% |
| | | Black | 2 | 1 | 50% | 1 | 50% |
| | | Hispanic | 1 | 0 | 0% | 0 | 0% |
| | | Unknown | 1 | 0 | 0% | 0 | 0% |
| | | White | 4 | 1 | 25% | 1 | 25% |
| 2005- Internet Services Technology | 2015 | Am. Ind | 1 | 0 | 0.0% | 0 | 0.0% |
| | | Black | 1 | 1 | 100% | 1 | 100% |
| | | Hispanic | 1 | 0 | 0.0% | 0 | 0.0% |
| | | White | 5 | 2 | 40.0% | 2 | 40.0% |
| | 2016 – 200% In progress | Hispanic | 1 | 0 | 0.0% | 0 | 0.0% |
| | | White | 3 | 1 | 33.3% | 1 | 33.3% |
| | 2017 – In progress | White | 3 | 0 | 0.0% | 0 | 0.0% |

# Graduation Rates by Race/Ethnicity (2 of 3)

| Major | Fall Cohort Year | Race/Ethnicity | # in Cohort | Graduated within 150% Time | 150% Graduation Rate | Graduated within 200% Time | 200% Graduation Rate |
|---|---|---|---|---|---|---|---|
| 2013- Computer Engineering Technology | 2015 | Asian | 1 | 1 | 100.0% | 1 | 100.0% |
| | | Black | 4 | 0 | 0.0% | 0 | 0.0% |
| | | Hispanic | 5 | 0 | 0.0% | 0 | 0.0% |
| | | Two or More Races | 1 | 1 | 100.0% | 1 | 100.0% |
| | | White | 15 | 1 | 6.7% | 1 | 6.7% |
| | 2016 – 200% In progress | Asian | 1 | 0 | 0.0% | 1 | 100.0% |
| | | Black | 8 | 0 | 0.0% | 1 | 12.5% |
| | | Hispanic | 5 | 0 | 0.0% | 0 | 0.0% |
| | | Two or More Races | 3 | 1 | 33.3% | 1 | 33.3% |
| | | White | 21 | 5 | 23.8% | 5 | 23.8% |
| | 2017 – In progress | Black | 7 | 0 | 0.0% | 0 | 0.0% |
| | | Hispanic | 4 | 0 | 0.0% | 0 | 0.0% |
| | | Two or More Races | 1 | 0 | 0.0% | 0 | 0.0% |
| | | White | 12 | 1 | 8.3% | 1 | 8.3% |
| 2047- Computer Programming & Analysis | 2015 | Asian | 2 | 0 | 0.0% | 0 | 0.0% |
| | | Black | 1 | 0 | 0.0% | 0 | 0.0% |
| | | Hispanic | 6 | 0 | 0.0% | 0 | 0.0% |
| | | Two or More Races | 1 | 0 | 0.0% | 0 | 0.0% |
| | | Unknown | 1 | 0 | 0.0% | 0 | 0.0% |
| | | White | 33 | 8 | 26.7% | 12 | 36.4% |
| | 2016 – 200% In progress | Asian | 4 | 0 | 0.0% | 1 | 25% |
| | | Black | 4 | 0 | 0.0% | 0 | 0.0% |
| | | Hispanic | 9 | 1 | 11.1% | 1 | 11.1% |
| | | Two or More Races | 1 | 0 | 0.0% | 0 | 0.0% |
| | | White | 32 | 7 | 21.9% | 7 | 21.9% |
| | 2017 – In progress | Black | 2 | 1 | 50% | 1 | 50% |
| | | Hispanic | 8 | 0 | 0.0% | 0 | 0.0% |
| | | Two or More Races | 2 | 0 | 0.0% | 0 | 0.0% |
| | | Unknown | 1 | 0 | 0.0% | 0 | 0.0% |
| | | White | 24 | 5 | 20.8% | 5 | 20.8% |

# Graduation Rates by Race/Ethnicity (3 of 3)

| Major | Fall Cohort Year | Race/Ethnicity | # in Cohort | Graduated within 150% Time | 150% Graduation Rate | Graduated within 200% Time | 200% Graduation Rate |
|---|---|---|---|---|---|---|---|
| 2067- Computer Information Technology | 2015 | Asian | 2 | 1 | 50.0% | 1 | 50.0% |
| | | Black | 3 | 1 | 33.3% | 1 | 33.3% |
| | | Hispanic | 8 | 1 | 12.5% | 1 | 12.5% |
| | | White | 30 | 7 | 23.3% | 9 | 30% |
| | 2016 – 200% In progress | Asian | 1 | 1 | 100% | 1 | 100% |
| | | Black | 5 | 0 | 0.0% | 1 | 20.0% |
| | | Hispanic | 8 | 2 | 25.0% | 2 | 25.0% |
| | | Two or More Races | 3 | 0 | 0.0% | 0 | 0.0% |
| | | White | 33 | 5 | 15.6% | 6 | 18.2% |
| | 2017 – In progress | Asian | 2 | 0 | 0.0% | 0 | 0.0% |
| | | Black | 3 | 0 | 0.0% | 0 | 0.0% |
| | | Hispanic | 10 | 1 | 10% | 1 | 10% |
| | | Two or More Races | 1 | 0 | 0.0% | 0 | 0.0% |
| | | White | 19 | 5 | 26.3% | 5 | 26.3% |
| 2204- Simulation & Robotics Technology | 2015 | White | 3 | 1 | 33.3% | 1 | 33.3% |
| | 2016 – 200% In progress | White | 3 | 1 | 33.3% | 1 | 33.3% |
| | 2017 – In progress | Hispanic | 3 | 0 | 0.0% | 0 | 0.0% |
| | | Unknown | 1 | 1 | 100% | 1 | 100% |
| | | White | 7 | 1 | 14.3% | 1 | 14.3% |
| 2232 – Engineering Technology | 2016 – 200% In progress | Hispanic | 2 | 0 | 0.0% | 0 | 0.0% |
| | | White | 5 | 1 | 20.0% | 1 | 20.0% |
| | 2017 – In progress | Black | 2 | 1 | 50% | 1 | 50% |
| | | Hispanic | 4 | 0 | 0.0% | 0 | 0.0% |
| | | Two or More Races | 1 | 0 | 0.0% | 0 | 0.0% |
| | | Unknown | 1 | 0 | 0.0% | 0 | 0.0% |
| | | White | 7 | 3 | 42.9% | 3 | 42.9% |

# Graduation Rates By Gender (1 of 2)

| Major | Fall Term | Gender | # Students | Graduation | | | |
|---|---|---|---|---|---|---|---|
| | | | | Graduated within 150% Time | Graduation Rate | Graduated within 200% Time | Graduation Rate |
| 2002- Network Systems Technology | 2015 | Female | 1 | 1 | 100% | 1 | 100% |
| | | Male | 26 | 6 | 23.1% | 8 | 30.8% |
| | 2016 | Female | 2 | 1 | 50% | 1 | 50% |
| | | Male | 23 | 10 | 43.5% | 12 | 52.2% |
| | 2017 | Male | 12 | 4 | 33.3% | 4 | 33.3% |
| | | Unknown | 1 | 1 | 100% | 1 | 100% |
| 2003- Electronics Engineering Technology | 2015 | Female | 3 | 0 | 0% | 0 | 0% |
| | | Male | 12 | 1 | 8.3% | 1 | 8.3% |
| | 2016 | Female | 1 | 0 | 0% | 0 | 0% |
| | | Male | 10 | 1 | 10% | 1 | 10% |
| | 2017 | Male | 9 | 3 | 33.3 | 3 | 33.3 |
| 2005- Internet Services Technology | 2015 | Female | 3 | 1 | 33.3% | 1 | 33.3% |
| | | Male | 5 | 2 | 40% | 2 | 40% |
| | 2016 | Female | 1 | 0 | 0% | 0 | 0% |
| | | Male | 3 | 1 | 33.3% | 1 | 33.3% |
| | 2017 | Female | 3 | 0 | 0% | 0 | 0% |
| 2013- Computer Engineering Technology | 2015 | Female | 5 | 1 | 20% | 1 | 20% |
| | | Male | 21 | 2 | 9.5% | 2 | 10% |
| | 2016 | Female | 2 | 0 | 0% | 0 | 0% |
| | | Male | 33 | 6 | 18% | 7 | 20.6% |
| | | Unknown | 3 | 0 | 0% | 1 | 33.3% |
| | 2017 | Female | 5 | 0 | 0% | 0 | 0% |
| | | Male | 19 | 1 | 5.3% | 1 | 5.3% |

# Graduation Rates By Gender (2 of 2)

| Major | Fall Term | Gender | # Students | Graduation | | | |
|---|---|---|---|---|---|---|---|
| | | | | Graduated within 150% Time | Graduation Rate | Graduated within 200% Time | Graduation Rate |
| 2047- Computer Programming & Analysis | 2015 | Female | 11 | 1 | 9.1% | 1 | 9.1% |
| | | Male | 33 | 7 | 21.2% | 11 | 33.3% |
| | 2016 | Female | 15 | 1 | 6.7% | 1 | 6.7% |
| | | Male | 34 | 6 | 17.6% | 7 | 20.6% |
| | | PrefNoAns | 1 | 1 | 100% | 1 | 100% |
| | 2017 | Female | 6 | 2 | 33.3% | 2 | 33.3% |
| | | Male | 30 | 4 | 13.3% | 4 | 13.3% |
| | | PrefNoAns | 1 | 0 | 0% | 0 | 0% |
| 2067- Computer Information Technology | 2015 | Female | 5 | 2 | 40% | 2 | 40% |
| | | Male | 38 | 8 | 21.1% | 10 | 26.3% |
| | 2016 | Female | 8 | 3 | 37.5% | 3 | 37.5% |
| | | Male | 40 | 5 | 12.5% | 6 | 15% |
| | | PrefNoAns | 1 | 0 | 0% | 1 | 100% |
| | | Unknown | 1 | 0 | 0% | 0 | 0% |
| | 2017 | Female | 5 | 1 | 20% | 1 | 20% |
| | | Male | 28 | 4 | 14.3% | 4 | 14.3% |
| | | PrefNoAns | 1 | 1 | 100% | 1 | 100% |
| | | Unknown | 1 | 0 | 0% | 0 | 0% |
| 2204- Simulation & Robotics Technology | 2015 | Male | 3 | 1 | 33.3% | 1 | 33.3% |
| | 2016 | Male | 3 | 1 | 33.3% | 1 | 33.3% |
| | 2017 | Female | 1 | 0 | 0% | 0 | 0% |
| | | Male | 9 | 2 | 22.2% | 2 | 22.2% |
| | | Unknown | 1 | 0 | 0% | 0 | 0% |
| 223200 - Engineering Technology | 2016 | Male | 7 | 1 | 14.3% | 1 | 14.3% |
| | 2017 | Female | 1 | 0 | 0% | 0 | 0% |
| | | Male | 14 | 4 | 28.6% | 4 | 28.6% |

# Retention Rates (1 of 2)

| Program and Cohort Year | | Registered | Exclusions | Adjusted Cohort | Retained by DSC | | Retained by Program | | Total Retained |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | N | % | N | % | |
| 2002 Network Systems Tech | 2015 | 70 | 8 | 62 | 6 | 9.68% | 35 | 56.45% | 66.13% |
| | 2016 | 69 | 13 | 56 | 1 | 1.79% | 38 | 67.86% | 69.64% |
| | 2017 | 59 | 13 | 46 | 2 | 4.35% | 30 | 65.22% | 69.57% |
| | 2018 | 63 | 11 | 52 | 0 | 0% | 25 | 48.1% | 48.1 |
| 2003 Electronics Engin Tech | 2015 | 32 | 1 | 31 | 3 | 9.68% | 14 | 45.16% | 54.84% |
| | 2016 | 26 | 4 | 22 | 2 | 9.09% | 12 | 54.55% | 63.64% |
| | 2017 | 21 | 3 | 18 | 3 | 16.67% | 11 | 61.11% | 77.78% |
| | 2018 | 21 | 3 | 18 | 0 | 0% | 11 | 61.1% | 61.1% |
| 2005 Internet Services Tech | 2015 | 19 | 5 | 14 | 1 | 7.14% | 8 | 57.14% | 64.28% |
| | 2016 | 14 | 2 | 12 | 0 | 0.00% | 6 | 50.00% | 50.00% |
| | 2017 | 11 | 3 | 8 | 1 | 12.50% | 4 | 50% | 62.50% |
| | 2018 | 8 | 0 | 8 | 1 | 12.5% | 3 | 37.5% | 50% |

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 (2 of 2)

| Program and Cohort Year | | Registered | Exclusions | Adjusted Cohort | Retained by DSC | | Retained by Program | | Total Retained |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | N | % | N | % | |
| 2013 Computer Eng Technology | 2015 | 62 | 1 | 61 | 2 | 3.28% | 33 | 54.10% | 57.38% |
| | 2016 | 72 | 7 | 65 | 2 | 3.08% | 30 | 46.15% | 49.23% |
| | 2017 | 61 | 8 | 53 | 2 | 3.77% | 15 | 28.30% | 32.08% |
| | 2018 | 33 | 5 | 28 | 1 | 3.6% | 17 | 60.7% | 64.3% |
| 2047 Computer Program Analysis | 2015 | 114 | 8 | 106 | 3 | 2.83% | 62 | 58.49% | 61.32% |
| | 2016 | 108 | 12 | 96 | 2 | 2.08% | 46 | 47.92% | 50.00% |
| | 2017 | 89 | 14 | 75 | 2 | 2.67% | 41 | 54.67% | 57.33% |
| | 2018 | 106 | 19 | 87 | 0 | 0% | 46 | 52.9% | 52.9% |
| 2067 Computer Information Adm. | 2015 | 93 | 5 | 88 | 2 | 2.27% | 44 | 50.00% | 52.27% |
| | 2016 | 103 | 15 | 88 | 0 | 0.00% | 46 | 52.27% | 52.27% |
| | 2017 | 91 | 8 | 83 | 4 | 4.82% | 47 | 56.63% | 61.45% |
| | 2018 | 88 | 14 | 74 | 3 | 4.1% | 35 | 47.3% | 51.4% |
| 2204 Simulation And Robotics | 2015 | 7 | 0 | 7 | 0 | 0.00% | 3 | 42.86% | 42.86% |
| | 2016 | 6 | 0 | 6 | 2 | 33.33% | 2 | 33.33% | 66.67% |
| | 2017 | 11 | 2 | 9 | 0 | 0% | 4 | 44.44% | 44.44% |
| | 2018 | 6 | 1 | 5 | 1 | 20% | 3 | 60% | 80% |
| 2232 Engineering Tech | 2016 | 10 | 0 | 10 | 0 | 0.00% | 4 | 40.00% | 40.00% |
| | 2017 | 19 | 1 | 18 | 1 | 5.56% | 11 | 61.11% | 66.67% |
| | 2018 | 30 | 5 | 25 | 3 | 12% | 14 | 56% | 68% |
| 2234 Database Technology | 2017 | 1 | 0 | 1 | 0 | 0% | 1 | 100% | 100% |
| | 2018 | 2 | 0 | 2 | 1 | 50% | 0 | 0% | 50% |

Source: IR Program Assessment Data

# Retention Rates by Race/Ethnicity (1 of 3)

| Major | Fall Term | Race/Ethnicity | Registered | Exclusions | Adjusted Cohort | Retained by Program | |
|---|---|---|---|---|---|---|---|
| | | | | | | N | % |
| 2002 Network Systems Tech | 2017 | American Indian | 1 | 0 | 1 | 1 | 100.0% |
| | | Asian | 1 | 0 | 1 | 0 | 0.0% |
| | | Black | 3 | 0 | 3 | 3 | 100.0% |
| | | Hispanic | 10 | 4 | 6 | 4 | 66.7% |
| | | Hawaiian | 1 | 0 | 1 | 1 | 100.0% |
| | | Two or More Races | 2 | 0 | 2 | 1 | 50.0% |
| | | Unknown | 3 | 0 | 3 | 2 | 66.7% |
| | | White | 38 | 9 | 29* | 18 | 62.1% |
| | 2018 | American Indian | 1 | 0 | 1 | 0 | 0% |
| | | Black | 6 | 0 | 6 | 4 | 66.7% |
| | | Hispanic | 10 | 2 | 8 | 4 | 50% |
| | | Hawaiian | 1 | 1 | 0 | | |
| | | Two or More Races | 1 | 0 | 1 | 0 | 0% |
| | | Unknown | 1 | 0 | 1 | 1 | 100% |
| | | White | 43 | 8 | 35 | 16 | 45.7% |
| 2003 Electronic Engineer Tech | 2017 | Asian | 1 | 0 | 1 | 1 | 100.0% |
| | | Black | 1 | 1 | 0 | 0 | |
| | | Hispanic | 3 | 0 | 3 | 2 | 66.7% |
| | | Two or More Races | 2 | 0 | 2* | 0 | 0.0% |
| | | Unknown | 1 | 0 | 1* | 0 | 0.0% |
| | | White | 13 | 2 | 11* | 8 | 72.7% |
| | 2018 | Asian | 1 | 0 | 1 | 1 | 100% |
| | | Hispanic | 4 | 1 | 3 | 2 | 66.7% |
| | | White | 16 | 2 | 14 | 8 | 57.1% |
| 2005 Internet Services Tech | 2017 | Hispanic | 3 | 1 | 2* | 0 | 0.0% |
| | | White | 8 | 2 | 6 | 4 | 66.7% |
| | 2018 | Hispanic | 1 | 0 | 1 | 1 | 100% |
| | | White | 7 | 0 | 7* | 2 | 28.6% |

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

**one or more students 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 Race/Ethnicity (2 of 3)



| Major | Fall Term | Race/Ethnicity | Registered | Exclusions | Adjusted Cohort | Retained by Program | |
|---|---|---|---|---|---|---|---|
| | | | | | | N | % |
| 2013- Computer Engineering Technology | 2017 | Asian | 1 | 0 | 1 | 1 | 100.0% |
| | | Black | 10 | 1 | 9 | 1 | 11.1% |
| | | Hispanic | 11 | 2 | 9* | 1 | 11.1% |
| | | Two or More Races | 3 | 1 | 2 | 1 | 50.0% |
| | | White | 36 | 4 | 32* | 11 | 34.4% |
| | 2018 | Asian | 2 | 0 | 2* | 1 | 50% |
| | | Black | 7 | 0 | 7 | 5 | 71.4% |
| | | Hispanic | 4 | 0 | 4 | 2 | 50% |
| | | Two or More Races | 1 | 0 | 1 | 1 | 100% |
| | | White | 19 | 5 | 14 | 8 | 58.9% |
| 2047- Computer Programming & Analysis | 2017 | Asian | 5 | 1 | 4 | 3 | 75.0% |
| | | Black | 6 | 1 | 5 | 3 | 60.0% |
| | | Hispanic | 12 | 1 | 11 | 4 | 36.4% |
| | | Two or More Races | 4 | 0 | 4 | 3 | 75.0% |
| | | Unknown | 4 | 0 | 4 | 3 | 75.0% |
| | | White | 58 | 11 | 47* | 25 | 53.2% |
| | 2018 | Asian | 6 | 3 | 3 | 1 | 33.3% |
| | | Black | 10 | 1 | 9 | 4 | 44.4% |
| | | Hispanic | 13 | 2 | 11 | 3 | 27.3% |
| | | Two or More Races | 8 | 1 | 7 | 6 | 85.7% |
| | | Unknown | 5 | 0 | 5 | 5 | 100% |
| | | White | 64 | 12 | 52 | 27 | 51.9% |
| 2067- Computer information Technology | 2017 | Asian | 5 | 0 | 5 | 4 | 80.0% |
| | | Black | 10 | 0 | 10 | 6 | 60.0% |
| | | Hispanic | 16 | 1 | 15 | 5 | 33.3% |
| | | Two or More Races | 3 | 0 | 3 | 1 | 33.3% |
| | | Unknow | 1 | 0 | 1 | 0 | 0.0% |
| | | White | 56 | 7 | 49* | 31 | 63.3% |
| | 2018 | American Indian | 1 | 0 | 1 | 0 | 0% |
| | | Asian | 6 | 1 | 5 | 2 | 40% |
| | | Black | 16 | 0 | 16* | 8 | 50% |
| | | Hispanic | 19 | 3 | 16* | 8 | 50% |
| | | Two or More Races | 2 | 0 | 2 | 0 | 0% |
| | | Unknown | 2 | 0 | 2 | 1 | 50% |
| | | White | 42 | 10 | 32 | 16 | 50% |

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

**one or more students retained by DSC*

# Retention Rates by Race/Ethnicity (3 of 3)

| Major | Fall Term | Race/Ethnicity | Registered | Exclusions | Adjusted Cohort | Retained by Program | |
|---|---|---|---|---|---|---|---|
| | | | | | | N | % |
| 2204- Simulation & Robotics Technology | 2017 | Black | 1 | 0 | 1 | 1 | 100.0% |
| | | Hispanic | 1 | 0 | 1 | 1 | 100.0% |
| | | Unknown | 2 | 1 | 1 | 1 | 100.0% |
| | | White | 7 | 1 | 6 | 1 | 16.7% |
| | 2018 | Black | 2 | 0 | 2 | 1 | 50% |
| | | Hispanic | 2 | 0 | 2 | 2 | 100% |
| | | Unknown | 1 | 0 | 1* | | |
| | | White | 1 | 1 | 0 | | |
| 2232 – Engineering Technology | 2017 | Asian | 1 | 0 | 1* | 0 | 0.0% |
| | | Black | 2 | 0 | 2 | 1 | 50.0% |
| | | Hispanic | 5 | 1 | 4 | 1 | 25.0% |
| | | Two or More Races | 1 | 0 | 1 | 0 | 0.0% |
| | | Unknown | 1 | 0 | 1 | 1 | 100.0% |
| | | White | 9 | 0 | 9 | 8 | 88.9% |
| | 2018 | Black | 3 | 1 | 2* | 0 | 0% |
| | | Hispanic | 5 | 0 | 5 | 3 | 60% |
| | | Two or More Races | 1 | 0 | 1 | 1 | 100% |
| | | Unknown | 1 | 0 | 1 | 1 | 100% |
| | | White | 20 | 4 | 16* | 9 | 56.3% |
| 2234 Database Technology | 2017 | White | 1 | 0 | 1 | 1 | 100.0% |
| | 2018 | White | 2 | 0 | 2* | 0 | 0% |

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

**one or more students retained by DSC*

# Retention Rates by Gender (1 of 2)

| Major | Fall Term | Gender | Registered | Exclusions | Adjusted Cohort | Retained by Program | |
|---|---|---|---|---|---|---|---|
| | | | | | | N | % |
| 2002 Network Systems Tech | 2017 | Female | 2 | 0 | 2 | 2 | 100% |
| | | Male | 56 | 12 | 44* | 28 | 64% |
| | | Unknown | 1 | 1 | 0 | | |
| | 2018 | Female | 5 | 1 | 4 | 4 | 100% |
| | | Male | 58 | 10 | 48 | 21 | 43.8% |
| 2003 Electronics Engineering Tech | 2017 | Male | 20 | 3 | 17* | 11 | 65% |
| | | Unknown | 1 | 0 | 1 | 0 | 0 |
| | 2018 | Female | 2 | 0 | 2 | 1 | 50% |
| | | Male | 19 | 3 | 16 | 10 | 62.5% |
| 2005 Internet Services Tech | 2017 | Female | 5 | 0 | 5 | 4 | 80% |
| | | Male | 6 | 3 | 3* | 0 | 0% |
| | 2018 | Female | 4 | 0 | 4* | 0 | 0% |
| | | Male | 4 | 0 | 4 | 3 | 75% |
| 2013- Computer Engineering Technology | 2017 | Female | 7 | 0 | 7 | 1 | 14% |
| | | Male | 53 | 8 | 45* | 14 | 31% |
| | | Unknown | 1 | 0 | 1 | 0 | 0% |
| | 2018 | Female | 3 | 0 | 3 | 2 | 66.7% |
| | | Male | 29 | 5 | 24* | 14 | 58.3% |
| | | Unknown | 1 | 0 | 1 | 1 | 100% |
| 2047- Computer Programming & Analysis | 2017 | Female | 19 | 3 | 16 | 9 | 56% |
| | | Male | 70 | 11 | 59* | 32 | 54% |
| | 2018 | Female | 19 | 3 | 16 | 10 | 62.5% |
| | | Male | 86 | 16 | 70 | 36 | 51.4% |
| | | PrefNoAns | 1 | 0 | 1 | 0 | 0% |

# Retention Rates by Gender (2 of 2)

| Major | Fall Term | Gender | Registered | Exclusions | Adjusted Cohort | Retained by Program | |
|---|---|---|---|---|---|---|---|
| | | | | | | N | % |
| 2067- Computer information Technology | 2017 | Female | 15 | 3 | 12 | 6 | 50% |
| | | Male | 75 | 5 | 70* | 41 | 59% |
| | | Unknown | 1 | 0 | 1 | 0 | 0% |
| | 2018 | Female | 15 | 2 | 13* | 6 | 46.2% |
| | | Male | 69 | 11 | 58* | 28 | 48.3% |
| | | PrefNoAns | 3 | 1 | 2 | 1 | 50% |
| | | Unknown | 1 | 0 | 1 | 0 | 0% |
| 2204- Simulation & Robotics Technology | 2017 | Female | 1 | 0 | 1 | 0 | 0% |
| | | Male | 10 | 2 | 8 | 4 | 50% |
| | 2018 | Male | 6 | 1 | 5* | 3 | 60% |
| 2232 – Engineering Technology | 2017 | Male | 19 | 1 | 18* | 11 | 61% |
| | 2018 | Female | 1 | 0 | 1 | 0 | 0% |
| | | Male | 29 | 5 | 24* | 14 | 58.3% |
| 2234 Database Technology | 2017 | Male | 1 | 0 | 1 | 1 | 100% |
| | 2018 | Female | 1 | 0 | 1 | 0 | 0% |
| | | Male | 1 | 0 | 1 | 0 | 0% |

## Performance Funding - Placement Rates (1 of 2)
## Workforce High Demand Occupations: 12.96%
## DSC Workforce High Skill/High Wage Earnings: 59.10%

| Program Title | Major | 2013/14 | | 2014/15 | | 2015/16 | | 2016/17 | | 2017/18 | | Average Annual Salary |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | DSC% | FCS% | DSC% | FCS% | DSC% | FCS% | DSC% | FCS% | DSC% | FCS% | |
| Advanced Network Infrastructure | 0908* | 100% | 97% | 100% | 91% | 100% | 88% | 75% | 85% | 0% | 74% | $**,*** |
| Cable Installation | 0921* | 81% | 71% | 87% | 89% | ***% | 91% | 88% | 88% | ***% | ***% | $31,480 |
| Computer Engineering Technology | 2013 | 64% | 58% | 56% | N/A | 80% | 73% | 50% | 50% | ***% | 62% | $**,*** |
| | | | | | | | | | Revised | 60% | 78% | $**,*** |
| Computer Information Technology | 2067 | 50% | 63% | 57% | 59% | ***% | 69% | ***% | 71% | 80% | 51% | $**,*** |
| | | | | | | | | | Revised | 75% | 79% | $**,*** |
| Computer Programming | 0938 | 92% | 83% | 89% | 88% | 77% | 87% | 100% | 86% | 85% | 78% | $35,580 |
| Computer Programming and Analysis (Software Engineering Technology) | 2047 | 85% | 84% | 89% | 91% | 77% | 82% | 100% | 93% | 75% | 74% | $**,*** |
| Electronics Engineering Technology | 2003 | 100% | 83% | 100% | 78% | 75% | 82% | 100% | 80% | 75% | 78% | $**,*** |
| Information Technology Administration | 0902* | 88% | 85% | 100% | 96% | 80% | 80% | 100% | 87% | ***% | 94% | $**,*** |
| Information Technology Analysis | 0903 | 78% | 89% | 100% | 96% | 100% | 95% | 100% | 97% | 100% | 90% | $**,*** |
| Information Technology Support Specialist | 0905* | 86% | 92% | 97% | 94% | 95% | 92% | 77% | 95% | 100% | 93% | $33,568 |
| Internet Services Technology | 2005 | 40% | 59% | 100% | 79% | 50% | 44% | 50% | 73% | 75% | 86% | $**,*** |

Source: Florida Education Training Placement Information Program (FETPIP)

*Currently Inactive Program
N/A - No placement data for the program
(****), ($**,***), 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

# Performance Funding - Placement Rates (2 of 2)
## Workforce High Demand Occupations: 12.96%
## DSC Workforce High Skill/High Wage Earnings: 59.10%

| Program Title | Major | 2013/14 | | 2014/15 | | 2015/16 | | 2016/17 | | 2017/18 | | Average Annual Salary |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | DSC% | FCS% | DSC% | FCS% | DSC% | FCS% | DSC% | FCS% | DSC% | FCS% | |
| Microcomputer Repairer/Installer | 0907* | 77% | 83% | 93% | 84% | 81% | 83% | 57% | 58% | ***% | 69% | $32,176 |
| Network Communications (LAN) | 0923* | 81% | 84% | N/A | 82% | 100% | 100% | 100% | 100% | 57% | 57% | $ **,*** |
| Network Communications (WAN) | 0924* | 78% | 78% | N/A | N/A | 100% | 100% | 100% | 100% | 83% | 83% | $ **,*** |
| Network Infrastructure | 0922* | 100% | 95% | N/A | 94% | 100% | 90% | 100% | 89% | 60% | 88% | $ **,*** |
| Network Server Administration | 0904 | 90% | 84% | 100% | 93% | 100% | 89% | 100% | 91% | 88% | 85% | $**,*** |
| Network Support Technician | 09068 | 86% | 90% | 100% | 93% | 94% | 90% | 78% | 93% | 93% | 89% | $**,*** |
| Network Systems Technology | 2002 | 95% | 95% | 100% | 99% | 100% | 95% | 94% | 94% | 100% | 87% | $**,*** |
| | | | | | | | | | Revised | 100% | 87% | $**,*** |
| Simulation and Robotics Technology | 2204 | 100% | 100% | 100% | 100% | 100% | 100% | N/A | N/A | 50% | 50% | $**,*** |
| Engineering Technology | 2232 | | | | | | | | New Program | 100% | 80% | $**,*** |
| Web Development Specialist | 0909 | 75% | 68% | 80% | 79% | 100% | 78% | 100% | 71% | 75% | ***% | $**,*** |
| Wireless Communications | 0925* | 92% | 93% | 86% | 88% | 100% | 89% | 100% | 88% | 77% | 93% | $**,*** |

*Currently Inactive Program
N/A - No placement data for the program
(****), ($**,***), or (***%) - Number of graduates less than 10 but greater than 0 suppressed.

Source: Florida Education Training Placement Information Program (FETPIP)

# Course Success Rates (1 of 3)

| Major | Course | 2016-2017 | | 2017-2018 | | 2018-2019 | | 2019-2020 | |
|---|---|---|---|---|---|---|---|---|---|
| | | Attempted | % Successful | Attempted | % Successful | Attempted | % Successful | Attempted | % Successful |
| 2002- Network Systems Technology | CET1600 | 214 | 63% | 229 | 66% | 179 | 69% | 202 | 60% |
| | CET2615 | 13 | 100% | | | 11 | 100% | | |
| | CET2620 | 11 | 100% | | | 6 | 67% | | |
| | CET2660 | 52 | 85% | 30 | 87% | 51 | 78% | 27 | 81% |
| | CET2850 | 34 | 82% | 27 | 78% | 18 | 83% | 19 | 47% |
| | CGS2840 | | | | | 8 | 88% | 9 | 78% |
| | CIS2350 | 51 | 69% | | | | | 66 | 61% |
| | CNT2402 | 23 | 74% | 21 | 90% | 10 | 90% | 7 | 29% |
| | CIS2381 | | | | | | | 9 | 78% |
| | CTS2306 | 84 | 69% | 83 | 70% | 65 | 63% | 90 | 68% |
| | CTS2310 | 11 | 55% | 7 | 71% | 6 | 67% | | |
| | CTS2320 | 21 | 48% | 23 | 74% | 10 | 60% | 4 | 75% |
| | CTS2321 | 87 | 84% | 111 | 82% | 85 | 81% | 80 | 85% |
| | CTS2328 | 31 | 81% | 24 | 75% | 43 | 65% | 26 | 85% |
| | CTS2370 | 14 | 86% | 14 | 71% | 19 | 68% | 15 | 67% |
| 2005- Internet Services Technology | CGS2820 | 43 | 74% | 41 | 71% | 29 | 86% | 18 | 72% |
| | COP2842 | 38 | 76% | 30 | 73% | 32 | 81% | 26 | 50% |
| | COP2850 | 1 | 100% | | | | | | |
| | CIS2350 | | | 49 | 63% | 63 | 70% | | |
| | CIS2381 | | | 10 | 80% | 5 | 80% | | |
| | CTS1851 | 144 | 62% | 134 | 58% | 149 | 56% | 129 | 61% |
| 2013- Computer Engineering Technology | CET1112 | 44 | 86% | | | | | | |
| | CET2123C | 14 | 100% | 11 | 91% | 9 | 100% | 13 | 100% |
| | CET2154 | 203 | 81% | 185 | 76% | 157 | 75% | 177 | 76% |
| | EET1011C | 47 | 85% | 52 | 88% | 58 | 93% | 43 | 84% |
| | EET1021C | 30 | 83% | 24 | 100% | 38 | 95% | 22 | 86% |
| | EET1141C | 36 | 94% | 20 | 90% | 29 | 100% | 22 | 100% |
| | EET1607C | 38 | 92% | 36 | 86% | 32 | 75% | 28 | 75% |
| | EET2142C | | | 3 | 100% | 5 | 100% | 6 | 100% |
| | EET2326C | | | 8 | 88% | 2 | 100% | 3 | 100% |
| | EET2949 | 5 | 80% | 2 | 100% | 10 | 100% | 5 | 100% |

# Course Success Rates (2 of 3)

| Major | Course | 2016-2017 | | 2017-2018 | | 2018-2019 | | 2019-2020 | |
|---|---|---|---|---|---|---|---|---|---|
| | | Attempted | % Successful | Attempted | % Successful | Attempted | % Successful | Attempted | % Successful |
| 2047- Computer Programming & Analysis | CEN2002 | 32 | 84% | 30 | 77% | 34 | 79% | 21 | 81% |
| | CET1112C | | | 37 | 78% | 51 | 82% | 48 | 81% |
| | CET2949 | 8 | 100% | 11 | 91% | 7 | 100% | 3 | 100% |
| | CGS1060 | 31 | 87% | | | | | | |
| | COP1000 | 408 | 71% | 453 | 69% | 420 | 73% | 455 | 68% |
| | COP2001 | 35 | 69% | | | | | | |
| | COP2220 | 52 | 73% | 95 | 81% | 90 | 82% | 59 | 98% |
| | COP2360 | 72 | 58% | 140 | 69% | 112 | 70% | 87 | 70% |
| | COP2654 | | | 10 | 70% | 24 | 58% | 12 | 75% |
| | COP2660 | | | 18 | 78% | 15 | 87% | 15 | 73% |
| | COP2700 | 90 | 50% | 93 | 54% | 100 | 58% | 119 | 76% |
| | COP2800 | 151 | 48% | 165 | 57% | 143 | 58% | 96 | 70% |
| | COP2949 | 32 | 97% | 20 | 100% | 43 | 98% | 37 | 92% |
| 2067- Computer information Technology | CGS2100 | 880 | 80% | 898 | 76% | 837 | 75% | 810 | 76% |
| | CGS2512 | 14 | 86% | | | | | | |
| | CIS2949 | 24 | 100% | 34 | 100% | 25 | 96% | 11 | 100% |
| | CTS2214 | 40 | 63% | 29 | 59% | 24 | 88% | 36 | 86% |
| | CTS2431 | 11 | 82% | 13 | 77% | | | | |

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 (3 of 3)

| Major | Course | 2016-2017 | | 2017-2018 | | 2018-2019 | | 2019-2020 | |
|---|---|---|---|---|---|---|---|---|---|
| | | Attempted | % Successful | Attempted | % Successful | Attempted | % Successful | Attempted | % Successful |
| 2204-Simulation & Robotics | CAP1801 | | | | | 5 | 100% | 8 | 63% |
| | CAP2023 | 26 | 73% | 25 | 72% | 31 | 84% | 24 | 79% |
| | CAP2949 | 1 | 100% | 2 | 100% | 2 | 100% | 1 | 100% |
| | ETM2315C | | | 4 | 100% | 2 | 100% | 2 | 100% |
| 2234 – Database Technology | CTS2361 | | | | | | | 9 | 89% |
| | CTS2375 | | | | | | | 9 | 67% |
| | CAP2741 | | | | | | | 4 | 50% |
| 2232 – Engineering Technology | ETD2371 | | | | | | | 1 | 100% |
| | EET1011C | 47 | 85% | | | | | | |
| | ETI1110 | | | 9 | 78% | 16 | 88% | 22 | 91% |
| | ETI1420 | | | 11 | 100% | 9 | 89% | 6 | 100% |
| | ETI1701 | | | 10 | 90% | 14 | 79% | 13 | 100% |
| | ETM1010 | | | 8 | 100% | 9 | 89% | 11 | 91% |
| Other Courses | DIG1109 | 73 | 49% | 57 | 61% | 50 | 78% | 49 | 82% |
| | DIG2100 | 45 | 64% | 30 | 60% | 37 | 68% | 17 | 65% |
| | EGS1000 | 172 | 86% | 162 | 85% | 158 | 80% | 198 | 79% |

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 5)

| Program, Course, and Race/Ethnicity | 2018-2019 | | 2019-2020 | |
|---|---|---|---|---|
| | Enrolled | Success Rate | Enrolled | Success Rate |
| 2002 Network Systems Technology | 511 | 73% | 554 | 67% |
| CET1600 | 179 | 69% | 202 | 60% |
| American Indian/Alas | 1 | 0% | | |
| Asian | 3 | 100% | 6 | 50% |
| Black | 28 | 43% | 26 | 46% |
| Hispanic/Latino | 31 | 61% | 36 | 50% |
| Two or More Races | 12 | 83% | 13 | 69% |
| Unknown | 2 | 100% | 13 | 54% |
| White | 102 | 76% | 108 | 67% |
| CET2615 | 11 | 100% | | |
| American Indian/Alas | 1 | 100% | | |
| Hispanic/Latino | 2 | 100% | | |
| White | 8 | 100% | | |
| CET2620 | 6 | 67% | | |
| Hispanic/Latino | 1 | 100% | | |
| White | 5 | 60% | | |
| CET2660 | 51 | 78% | 27 | 81% |
| Asian | 1 | 100% | | |
| Black | 7 | 57% | 3 | 67% |
| Hispanic/Latino | 6 | 83% | 5 | 80% |
| Two or More Races | 1 | 100% | 2 | 50% |
| Unknown | 3 | 100% | | |
| White | 33 | 79% | 17 | 88% |
| CET2850 | 18 | 83% | 19 | 47% |
| American Indian/Alas | 1 | 0% | | |
| Black | 1 | 100% | 2 | 0% |
| Hispanic/Latino | 2 | 100% | 4 | 25% |
| Two or More Races | | | 1 | 100% |
| Unknown | 1 | 100% | 1 | 0% |
| White | 13 | 85% | 11 | 64% |
| CGS2840 | 8 | 88% | 9 | 78% |
| Black | 1 | 100% | 2 | 100% |
| Hispanic/Latino | 1 | 100% | | |
| Native Hawaiian/Paci | 1 | 100% | | |
| Unknown | | | 1 | 100% |
| White | 5 | 80% | 6 | 67% |

| Program, Course, and Race/Ethnicity | 2018-2019 | | 2019-2020 | |
|---|---|---|---|---|
| | Enrolled | Success Rate | Enrolled | Success Rate |
| 2002 Network Systems Technology | 511 | 73% | 554 | 67% |
| CNT2402 | 10 | 90% | 7 | 29% |
| Black | 1 | 100% | 1 | 0% |
| Hispanic/Latino | 3 | 100% | 1 | 100% |
| Unknown | | | 1 | 0% |
| White | 6 | 83% | 4 | 25% |
| CTS2306 | 65 | 63% | 90 | 68% |
| Asian | 3 | 67% | 2 | 100% |
| Black | 7 | 71% | 12 | 92% |
| Hispanic/Latino | 7 | 43% | 14 | 50% |
| Two or More Races | 1 | 100% | 2 | 0% |
| Unknown | 1 | 100% | 5 | 80% |
| White | 46 | 63% | 55 | 67% |
| CTS2310 | 6 | 67% | 4 | 75% |
| Black | 1 | 0% | 1 | 100% |
| Hispanic | | | 1 | 100% |
| White | 4 | 75% | 2 | 50% |
| CTS2320 | 10 | 60% | | |
| Hispanic/Latino | 2 | 50% | | |
| Native Hawaiian/Paci | 1 | 100% | | |
| Unknown | 1 | 0% | | |
| White | 6 | 67% | | |
| CTS2321 | 85 | 81% | 80 | 85% |
| American Indian/Alas | 1 | 100% | | |
| Asian | 6 | 100% | 2 | 100% |
| Black | 5 | 100% | 5 | 100% |
| Hispanic/Latino | 10 | 60% | 13 | 85% |
| Two or More Races | 4 | 50% | 4 | 50% |
| Unknown | 4 | 75% | 3 | 100% |
| White | 55 | 84% | 53 | 85% |
| CTS2328 | 43 | 65% | 26 | 85% |
| Asian | 1 | 100% | 1 | 100% |
| Black | 8 | 63% | 4 | 100% |
| Hispanic/Latino | 6 | 83% | 3 | 100% |
| Unknown | 1 | 100% | 1 | 100% |
| White | 27 | 59% | 17 | 76% |

# Course Success Rates by Race/Ethnicity (2 of 5)

| Program, Course, and Race/Ethnicity | 2018-2019 | | 2019-2020 | |
|---|---|---|---|---|
| | Enrolled | Success Rate | Enrolled | Success Rate |
| 2002 Network Systems Technology | 511 | 73% | 554 | 67% |
| CTS2370 | 19 | 68% | 15 | 67% |
| Black | 2 | 50% | 1 | 0% |
| Hispanic/Latino | 3 | 67% | 2 | 50% |
| Unknown | | | 1 | 100% |
| White | 14 | 71% | 11 | 73% |
| CIS2350 | 63 | 70% | 66 | 61% |
| American Indian/Alas | 1 | 0% | | |
| Asian | 1 | 100% | 1 | 100% |
| Black | 4 | 75% | 8 | 63% |
| Hispanic/Latino | 12 | 67% | 9 | 67% |
| Two or More Races | 1 | 100% | 6 | 67% |
| Unknown | 1 | 0% | 4 | 75% |
| White | 43 | 72% | 38 | 55% |
| CIS2381 | 5 | 80% | 9 | 78% |
| Black | | | 1 | 0% |
| Hispanic/Latino | 1 | 100% | 1 | 100% |
| White | 4 | 75% | 7 | 86% |
| 2005 Internet Services Tech | 278 | 65% | 173 | 61% |
| CGS2820 | 29 | 86% | 18 | 72% |
| Asian | 4 | 100% | | |
| Black | 3 | 67% | 3 | 33% |
| Hispanic/Latino | 5 | 80% | 2 | 50% |
| Two or More Races | 1 | 100% | 1 | 100% |
| Unknown | 2 | 100% | 1 | 100% |
| White | 14 | 86% | 11 | 82% |
| COP2842 | 32 | 81% | 26 | 50% |
| Asian | 2 | 100% | 2 | 50% |
| Black | 3 | 33% | 2 | 50% |
| Hispanic/Latino | 5 | 100% | 2 | 50% |
| Two or More Races | 2 | 100% | 3 | 67% |
| Unknown | 1 | 100% | 1 | 100% |
| White | 19 | 79% | 16 | 44% |

| Program, Course, and Race/Ethnicity | 2018-2019 | | 2019-2020 | |
|---|---|---|---|---|
| | Enrolled | Success Rate | Enrolled | Success Rate |
| 2005 Internet Services Tech | 278 | 65% | 173 | 61% |
| CTS1851 | 149 | 56% | 129 | 61% |
| Asian | 2 | 100% | 3 | 100% |
| Black | 19 | 58% | 13 | 38% |
| Hispanic/Latino | 21 | 52% | 17 | 47% |
| Two or More Races | 15 | 40% | 6 | 83% |
| Unknown | 2 | 100% | 4 | 100% |
| White | 90 | 57% | 86 | 63% |
| 2013 Computer Engineering Tech | 340 | 84% | 319 | 82% |
| CET2123C | 9 | 100% | 13 | 100% |
| Asian | | | 2 | 100% |
| Black | 1 | 100% | 1 | 100% |
| Hispanic/Latino | 1 | 100% | 1 | 100% |
| Two or More Races | | | 2 | 100% |
| White | 7 | 100% | 7 | 100% |
| CET2154 | 157 | 75% | 177 | 76% |
| Asian | 6 | 83% | 2 | 0% |
| Black | 17 | 65% | 24 | 67% |
| Hispanic/Latino | 29 | 62% | 27 | 56% |
| Two or More Races | 6 | 83% | 14 | 86% |
| Unknown | 2 | 100% | 7 | 100% |
| White | 97 | 78% | 103 | 83% |
| EET1011C | 58 | 93% | 43 | 84% |
| Asian | 4 | 100% | 1 | 100% |
| Black | 8 | 63% | 5 | 60% |
| Hispanic/Latino | 8 | 100% | 8 | 75% |
| Two or More Races | 2 | 100% | 1 | 100% |
| White | 35 | 97% | 28 | 89% |
| EET1021C | 38 | 95% | 22 | 86% |
| Asian | 2 | 100% | 1 | 100% |
| Black | 4 | 100% | 4 | 75% |
| Hispanic/Latino | 7 | 100% | 3 | 100% |
| White | 21 | 90% | 14 | 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

# Course Success Rates by Race/Ethnicity (3 of 5)

| Program, Course, and Race/Ethnicity | 2018-2019 | | 2019-2020 | |
|---|---|---|---|---|
| | Enrolled | Success Rate | Enrolled | Success Rate |
| 2013 Computer Engineering Tech | 340 | 84% | 319 | 82% |
| EET1141C | 29 | 100% | 22 | 100% |
| Black | 2 | 100% | 3 | 100% |
| Hispanic/Latino | 4 | 100% | 5 | 100% |
| Two or More Races | 3 | 100% | 2 | 100% |
| White | 16 | 100% | 12 | 100% |
| EET1607C | 32 | 75% | 28 | 75% |
| Asian | 1 | 100% | 1 | 100% |
| Black | 8 | 63% | 4 | 50% |
| Hispanic/Latino | 3 | 67% | 4 | 50% |
| Two or More Races | 2 | 50% | 3 | 67% |
| Unknown | 1 | 100% | 1 | 100% |
| White | 17 | 82% | 15 | 87% |
| EET2142C | 5 | 100% | 6 | 100% |
| Asian | | | 1 | 100% |
| Black | 1 | 100% | 1 | 100% |
| White | 4 | 100% | 4 | 100% |
| EET2326C | 2 | 100% | 3 | 100% |
| Hispanic | | | 1 | 100% |
| White | 2 | 100% | 2 | 100% |
| EET2949 | 10 | 100% | 5 | 100% |
| Asian | | | 1 | 100% |
| Hispanic/Latino | 1 | 100% | 1 | 100% |
| White | 8 | 100% | 3 | 100% |
| 2047 Computer Program. & Analysis (Software Engineering Technology) | 1039 | 72% | 952 | 74% |
| CEN2002 | 34 | 79% | 21 | 81% |
| Asian | 1 | 0% | 2 | 100% |
| Black | 4 | 75% | 1 | 0% |
| Hispanic/Latino | 10 | 80% | 4 | 50% |
| Two or More Races | 2 | 100% | 2 | 100% |
| Unknown | 1 | 100% | 2 | 100% |
| White | 16 | 81% | 10 | 90% |

| Program, Course, and Race/Ethnicity | 2018-2019 | | 2019-2020 | |
|---|---|---|---|---|
| | Enrolled | Success Rate | Enrolled | Success Rate |
| 2047 Computer Program. & Analysis (Software Engineering Technology) | 1039 | 72% | 952 | 74% |
| CET1112C | 51 | 82% | 48 | 81% |
| Asian | 2 | 50% | 1 | 100% |
| Black | 4 | 75% | 6 | 67% |
| Hispanic/Latino | 6 | 83% | 10 | 70% |
| Two or More Races | 2 | 100% | 3 | 67% |
| Unknown | 1 | 100% | 1 | 100% |
| White | 36 | 83% | 27 | 89% |
| CET2949 | 7 | 100% | 3 | 100% |
| Black | | | 1 | 100% |
| Hispanic | | | 1 | 100% |
| White | 6 | 100% | 1 | 100% |
| COP1000 | 420 | 73% | 455 | 68% |
| American Indian/Alas | 1 | 0% | 3 | 67% |
| Asian | 10 | 90% | 8 | 88% |
| Black | 35 | 74% | 43 | 47% |
| Hispanic/Latino | 68 | 69% | 84 | 55% |
| Two or More Races | 20 | 70% | 18 | 72% |
| Unknown | 6 | 100% | 16 | 69% |
| White | 280 | 74% | 283 | 75% |
| COP2220 | 90 | 82% | 59 | 98% |
| Asian | 4 | 100% | 3 | 100% |
| Black | 9 | 78% | 4 | 100% |
| Hispanic/Latino | 16 | 88% | 12 | 100% |
| Two or More Races | 3 | 100% | 4 | 100% |
| Unknown | 3 | 67% | 3 | 67% |
| White | 55 | 80% | 33 | 100% |
| COP2360 | 112 | 70% | 87 | 70% |
| Asian | 5 | 80% | 3 | 100% |
| Black | 7 | 57% | 5 | 80% |
| Hispanic/Latino | 15 | 80% | 7 | 57% |
| Two or More Races | 3 | 100% | 7 | 86% |
| Unknown | 3 | 100% | 1 | 100% |
| White | 79 | 66% | 64 | 67% |

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 (4 of 5)

| Program, Course, and Race/Ethnicity | 2018-2019 | | 2019-2020 | |
|---|---|---|---|---|
| | Enrolled | Success Rate | Enrolled | Success Rate |
| 2047 Computer Program. & Analysis (Software Engineering Technology) | 1039 | 72% | 952 | 74% |
| COP2654 | 24 | 58% | 12 | 75% |
| American Indian | | | 1 | 0% |
| Black | 2 | 0% | 2 | 50% |
| Unknown | | | 2 | 100% |
| White | 16 | 56% | 7 | 86% |
| COP2660 | 15 | 87% | 15 | 73% |
| Hispanic/Latino | 2 | 100% | 4 | 50% |
| Two or More Races | 1 | 100% | 1 | 100% |
| Unknown | | | 1 | 100% |
| White | 8 | 75% | 9 | 78% |
| COP2700 | 100 | 58% | 119 | 76% |
| Asian | 3 | 100% | 6 | 83% |
| Black | 11 | 55% | 14 | 79% |
| Hispanic/Latino | 16 | 56% | 13 | 77% |
| Two or More Races | 6 | 83% | 8 | 75% |
| Unknown | 2 | 0% | 4 | 100% |
| White | 62 | 56% | 74 | 73% |
| COP2800 | 143 | 58% | 96 | 70% |
| American Indian/Alas | 1 | 0% | 2 | 50% |
| Asian | 9 | 78% | 1 | 100% |
| Black | 20 | 45% | 4 | 50% |
| Hispanic/Latino | 15 | 40% | 19 | 53% |
| Two or More Races | 6 | 83% | 4 | 75% |
| Unknown | 3 | 100% | 3 | 67% |
| White | 89 | 60% | 63 | 76% |
| COP2949 | 43 | 98% | 37 | 92% |
| Asian | 5 | 100% | 4 | 100% |
| Black | | | 4 | 75% |
| Hispanic/Latino | 9 | 100% | 3 | 100% |
| Two or More Races | 1 | 100% | 2 | 100% |
| Unknown | 1 | 100% | 2 | 100% |
| White | 27 | 96% | 22 | 91% |

| Program, Course, and Race/Ethnicity | 2018-2019 | | 2019-2020 | |
|---|---|---|---|---|
| | Enrolled | Success Rate | Enrolled | Success Rate |
| 2067 Computer Information Tech | 886 | 76% | 857 | 77% |
| CGS2100 | 837 | 75% | 810 | 76% |
| American Indian/Alas | 2 | 50% | 1 | 100% |
| Asian | 15 | 87% | 17 | 71% |
| Black | 102 | 69% | 77 | 61% |
| Hispanic/Latino | 133 | 69% | 136 | 71% |
| Native Hawaiian/Paci | 1 | 0% | 1 | 0% |
| Two or More Races | 37 | 70% | 33 | 76% |
| Unknown | 10 | 80% | 19 | 68% |
| White | 537 | 78% | 526 | 80% |
| CIS2949 | 25 | 96% | 11 | 100% |
| Black | 1 | 100% | 2 | 100% |
| Unknown | | | 2 | 100% |
| White | 15 | 93% | 7 | 100% |
| CTS2214 | 24 | 88% | 36 | 86% |
| Asian | 1 | 100% | 2 | 100% |
| Black | 1 | 100% | 4 | 100% |
| Hispanic/Latino | 3 | 100% | 8 | 75% |
| White | 19 | 84% | 22 | 86% |
| 2204 Simulation and Robotics Tech | 40 | 88% | 35 | 77% |
| CAP1801 | 5 | 100% | 8 | 63% |
| Asian | | | 1 | 100% |
| Black | 1 | 100% | 3 | 100% |
| Two or More Races | | | 1 | 100% |
| White | 3 | 100% | 3 | 0% |
| CAP2023 | 31 | 84% | 24 | 79% |
| Asian | 1 | 100% | 1 | 100% |
| Black | 3 | 67% | 3 | 67% |
| Hispanic/Latino | 8 | 63% | 1 | 0% |
| Two or More Races | 1 | 100% | 3 | 33% |
| Unknown | 1 | 100% | 1 | 100% |
| White | 17 | 94% | 15 | 93% |

Source: IR Program Assessment Data

# Course Success Rates by Race/Ethnicity (5 of 5)

| Program, Course, and Race/Ethnicity | 2018-2019 | | 2019-2020 | |
|---|---|---|---|---|
| | Enrolled | Success Rate | Enrolled | Success Rate |
| 2204 Simulation and Robotics Tech | 40 | 88% | 35 | 77% |
| CAP2949 | 2 | 100% | 1 | 100% |
| Black | | | 1 | 100% |
| ETM2315C | 2 | 100% | 2 | 100% |
| Asian | | | 1 | 100% |
| White | 1 | 100% | 1 | 100% |
| 2232 - Database Technology | | | 22 | 78% |
| CTS2361 | | | 9 | 89% |
| Black | | | 3 | 67% |
| Hispanic/Latino | | | 2 | 100% |
| White | | | 4 | 100% |
| CTS2375 | | | 9 | 67% |
| Black | | | 3 | 67% |
| Hispanic/Latino | | | 1 | 0% |
| Unknown | | | 1 | 0% |
| White | | | 4 | 100% |
| CAP2741 | | | 4 | 50% |
| Black | | | 2 | 100% |
| Hispanic/Latino | | | 1 | 0% |
| Two or More Races | | | 1 | 0% |
| 2232 Engineering Technology | 48 | 85% | 53 | 94% |
| ETD2371 | | | 1 | 100% |
| Black | | | 1 | 100% |
| ETI1110 | 16 | 88% | 22 | 91% |
| Black | 1 | 100% | 2 | 50% |
| Hispanic/Latino | 2 | 100% | 2 | 100% |
| Two or More Races | 1 | 100% | 2 | 100% |
| White | 12 | 83% | 16 | 94% |
| ETI1420 | 9 | 89% | 6 | 100% |
| Black | 1 | 100% | 1 | 100% |
| Two or More Races | 2 | 50% | 1 | 100% |
| White | 6 | 100% | 4 | 100% |

| Program, Course, and Race/Ethnicity | 2018-2019 | | 2019-2020 | |
|---|---|---|---|---|
| | Enrolled | Success Rate | Enrolled | Success Rate |
| ETI1701 | 14 | 79% | 13 | 100% |
| Black | 2 | 100% | | |
| Hispanic/Latino | 1 | 100% | 4 | 100% |
| Two or More Races | 2 | 50% | 1 | 100% |
| White | 9 | 78% | 8 | 100% |
| ETM1010 | 9 | 89% | 11 | 91% |
| Hispanic | | | 3 | 100% |
| Two or More Races | 1 | 0% | 1 | 100% |
| White | 7 | 100% | 7 | 86% |
| Other | 245 | 78% | 264 | 78% |
| DIG1109 | 50 | 78% | 49 | 82% |
| Asian | 2 | 100% | 1 | 100% |
| Black | 7 | 71% | 4 | 75% |
| Hispanic/Latino | 7 | 43% | 14 | 93% |
| Two or More Races | 1 | 100% | 2 | 100% |
| Unknown | | | 2 | 100% |
| White | 33 | 85% | 26 | 73% |
| DIG2100 | 37 | 68% | 17 | 65% |
| Hispanic/Latino | 4 | 75% | 1 | 100% |
| Two or More Races | 2 | 50% | 2 | 50% |
| Unknown | 1 | 100% | 1 | 100% |
| White | 18 | 61% | 13 | 62% |
| EGS1000 | 158 | 80% | 198 | 79% |
| Asian | 8 | 63% | 2 | 50% |
| Black | 17 | 82% | 25 | 68% |
| Hispanic/Latino | 29 | 72% | 37 | 68% |
| Two or More Races | 13 | 92% | 9 | 78% |
| Unknown | 2 | 100% | 8 | 88% |
| White | 89 | 81% | 117 | 85% |
| Grand Total | 3387 | 74% | 3229 | 74% |

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

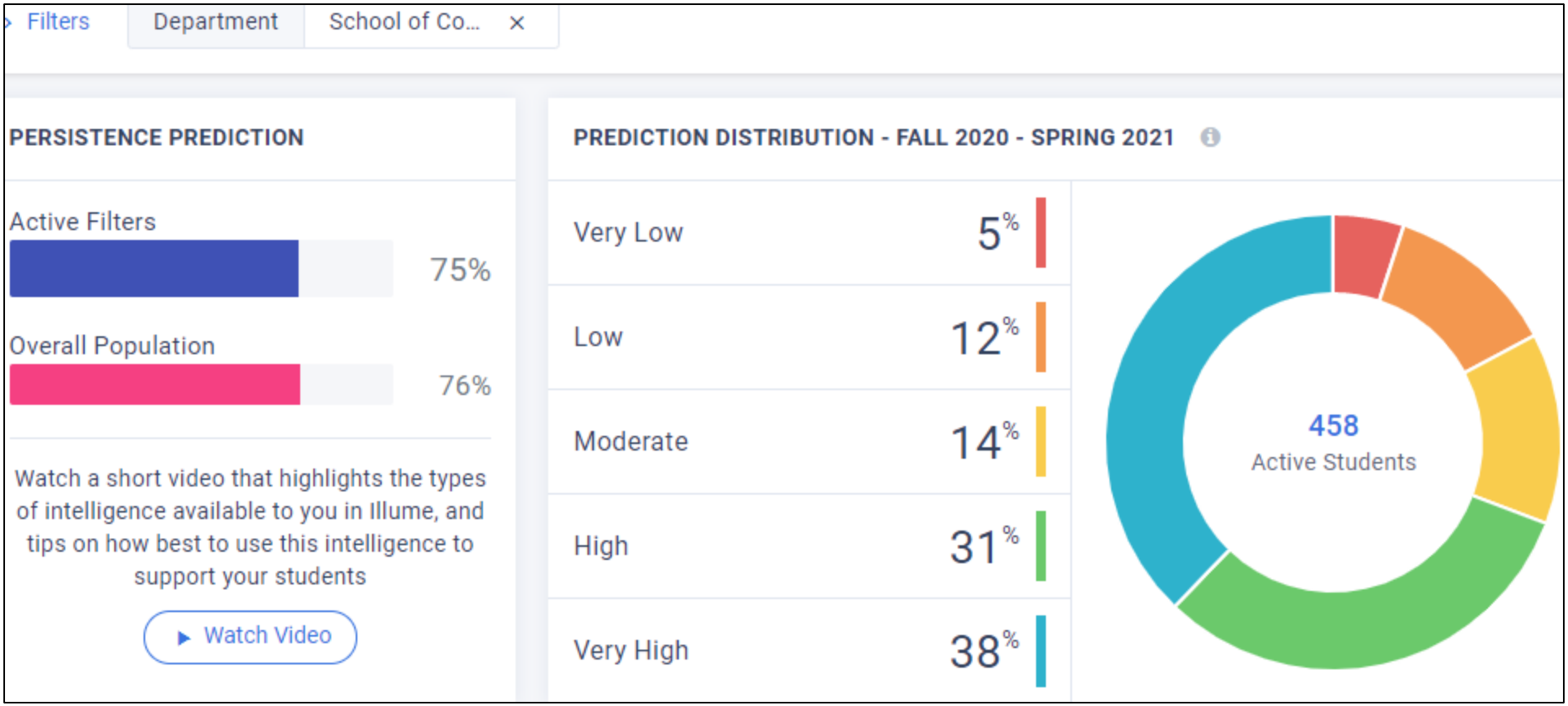
Source: IR Program Assessment Data

# Overall Program Success Rates by Race/Ethnicity

| Program and Race/Ethnicity | 2018-2019 | | 2019-2020 | |
|---|---|---|---|---|
| | Enrolled | Success Rate | Enrolled | Success Rate |
| 2002 Network Systems Technology | 511 | 73% | 554 | 67% |
| American Indian/Alas | 4 | 50% | | |
| Asian | 14 | 93% | 12 | 75% |
| Black | 61 | 57% | 65 | 65% |
| Hispanic/Latino | 74 | 68% | 89 | 60% |
| Native Hawaiian/Paci | 2 | 100% | | |
| Two or More Races | 18 | 78% | 29 | 62% |
| Unknown | 14 | 86% | 30 | 67% |
| White | 324 | 75% | 329 | 70% |
| 2005 Internet Service Technology | 278 | 65% | 173 | 61% |
| American Indian/Alas | 1 | 0% | | |
| Asian | 9 | 100% | 5 | 80% |
| Black | 29 | 59% | 18 | 39% |
| Hispanic/Latino | 44 | 66% | 21 | 48% |
| Two or More Races | 19 | 53% | 10 | 80% |
| Unknown | 6 | 83% | 6 | 100% |
| White | 170 | 66% | 113 | 62% |
| 2013 Computer Engineering Technology | 340 | 84% | 319 | 82% |
| American Indian/Alas | 2 | 100% | | |
| Asian | 15 | 93% | 9 | 78% |
| Black | 42 | 71% | 41 | 68% |
| Hispanic/Latino | 53 | 77% | 50 | 68% |
| Two or More Races | 16 | 88% | 23 | 87% |
| Unknown | 5 | 100% | 8 | 100% |
| White | 207 | 87% | 188 | 87% |
| 2047 Computer Program. & Analysis (Software Engineering Technology) | 1039 | 72% | 952 | 74% |
| American Indian/Alas | 2 | 0% | 6 | 50% |
| Asian | 44 | 86% | 28 | 93% |
| Black | 93 | 63% | 84 | 60% |
| Hispanic/Latino | 161 | 72% | 157 | 62% |
| Two or More Races | 45 | 80% | 49 | 80% |
| Unknown | 20 | 85% | 35 | 80% |
| White | 674 | 71% | 593 | 77% |

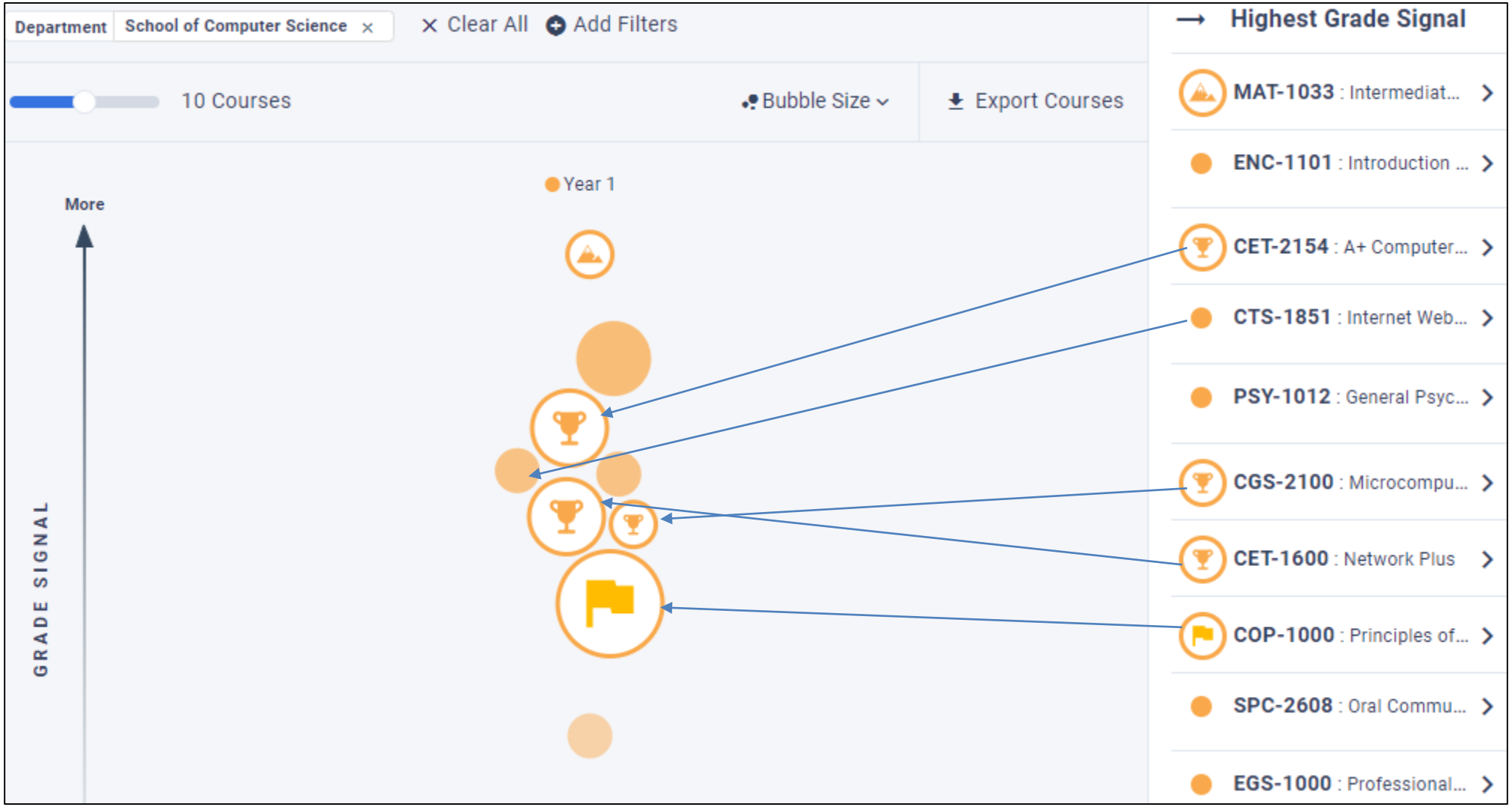
| Program and Race/Ethnicity | 2018-2019 | | 2019-2020 | |
|---|---|---|---|---|
| | Enrolled | Success Rate | Enrolled | Success Rate |
| 2067 Computer Information Tech | 886 | 76% | 857 | 77% |
| American Indian/Alas | 3 | 67% | 1 | 100% |
| Asian | 17 | 88% | 19 | 74% |
| Black | 104 | 69% | 83 | 64% |
| Hispanic/Latino | 141 | 71% | 144 | 72% |
| Native Hawaiian/Paci | 2 | 50% | 1 | 0% |
| Two or More Races | 38 | 71% | 33 | 76% |
| Unknown | 10 | 80% | 21 | 71% |
| White | 571 | 78% | 555 | 80% |
| 2204 Simulation and Robotics Tech | 40 | 88% | 35 | 77% |
| Asian | 1 | 100% | 3 | 100% |
| Black | 4 | 75% | 7 | 86% |
| Hispanic/Latino | 8 | 63% | 1 | 0% |
| Two or More Races | 1 | 100% | 4 | 50% |
| Unknown | 4 | 100% | 1 | 100% |
| White | 22 | 95% | 19 | 79% |
| 2232 - Database Technology | | | 22 | 78% |
| Black | | | 8 | 72% |
| Hispanic/Latino | | | 4 | 50% |
| Two or More Races | | | 1 | 0% |
| Unknown | | | 1 | 0% |
| White | | | 8 | 100% |
| 2232 Engineering Technology | 48 | 85% | 53 | 94% |
| Black | 5 | 100% | 3 | 67% |
| Hispanic/Latino | 3 | 100% | 10 | 100% |
| Two or More Races | 6 | 50% | 5 | 100% |
| White | 34 | 88% | 35 | 94% |
| Other | 245 | 78% | 264 | 78% |
| Asian | 16 | 69% | 3 | 67% |
| Black | 29 | 79% | 29 | 69% |
| Hispanic/Latino | 40 | 68% | 52 | 75% |
| Two or More Races | 16 | 88% | 13 | 77% |
| Unknown | 3 | 100% | 11 | 91% |
| White | 140 | 79% | 156 | 81% |
| Grand Total | 3387 | 74% | 3229 | 74% |

# CIVITAS LEARNING – Illume Students




*Captured on 12/15/2020*

# CIVITAS LEARNING – Illume Courses




*Captured on 12/15/2020*

DAYTONA STATE COLLEGE

# 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?