

ASSESSMENT DAY

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

April 10, 2018

Strengths

Challenges

Recommendations

Academic Assessment

	LEVEL	FOCUS	CONDUCTED BY	FREQUENCY
Academic Success Committee	Program	<ul style="list-style-type: none"> Quality of assessment practices 	Committee of peers	Years 1 & 2
Instructional Program Review	Program / Cluster	<ul style="list-style-type: none"> Enrollment, retention, completion Industry certifications and job placement Program budget and staffing Advisory committees Curriculum changes 	Committee of peers	Year 3
Assessment Day	Course/ Program	<ul style="list-style-type: none"> Enrollment by demographics Graduation and retention Average class size Course success rate Placement rate SLOs, PLOs and ILOs 	Program Chair and Faculty	Years 1, 2, 3

Programs

[6331 - Bachelor of Science in Engineering Technology \(BSET\)](#)

[6333 - Bachelor of Science in Engineering Technology - Electrical Engineering Technology Concentration](#)

Action Items from Last Assessment Day

Assessment Day (02/14/2017)

1. Getting a dedicated advisor for the program;
2. Revise curriculum mapping to include the EE concentration;
3. Create Alumni survey;
4. Work on “behavioral” rubric to make sure students understand the type of work faculty expect from them instead of step-by-step set of instructions of how to do it;
5. Teamwork measured by e-portfolio system;
6. Lifelong learning measured by gap analysis;
7. Research ways to measure global context (PO10);
8. Research ways to collect information from students on (work obligations – part-time, full-time, more than full-time) and family obligations (marital status, children)

For Institutional Effectiveness:

1. Find out if disability process work at the college (status, renews);
2. Calculate time to graduation;
3. Course load versus success rate (0-3, 4-6, 7-9, 10-12, 13+);
4. Number/% students admitted with AS Degree (AS from DSC vs. AS from other)
5. Number % students admitted with AA Degree (AA from DSC vs. AA from other)
6. Number/ % students admitted without previous degree
7. Number/% students admitted with BS or higher degrees

Action Items from Last Assessment Day

Number/% students admitted with AS Degree (AS from DSC vs. AS from other)

Number % students admitted with AA Degree (AA from DSC vs. AA from other)

Number/ % students admitted without previous degree

Number/% students admitted with BS or higher degrees

Degree	AA	AS	DAA	DAS	(blank)	Grand Total
633100	4	4	5	3	3	19
633300	1	4	3	3	2	13
Grand Total	5	8	8	6	5	32

Notes:

Degrees that start with D are from DSC

3 students had multiple degrees so the student HC is actually 29

No student entered with a Bach level degree

Program Educational Objectives (PEO)

1. Career: Graduates will have a broad understanding of the key principles and practices of engineering technology, the written and oral communications skills, and the ability to work with others to apply these skills and knowledge to the design, implementation, and maintenance of systems.
2. Skills: Graduates will have an understanding of the mathematical and scientific concepts that underlie engineering technology applications, will apply this understanding, and acquire new skills and knowledge necessary to analyze technology problems and develop suitable solutions.
3. Professionalism and Ethics: Graduates will have an understanding of the ethical, human, and social issues of their field and will be involved members of the local and global communities acting as responsible technical professionals.
4. Life-Long Learning: Graduates will be active contributors to their profession with a strong commitment to continuous individual and organizational improvement, effective communication, teamwork, quality, and timeliness.

Program Learning Outcomes

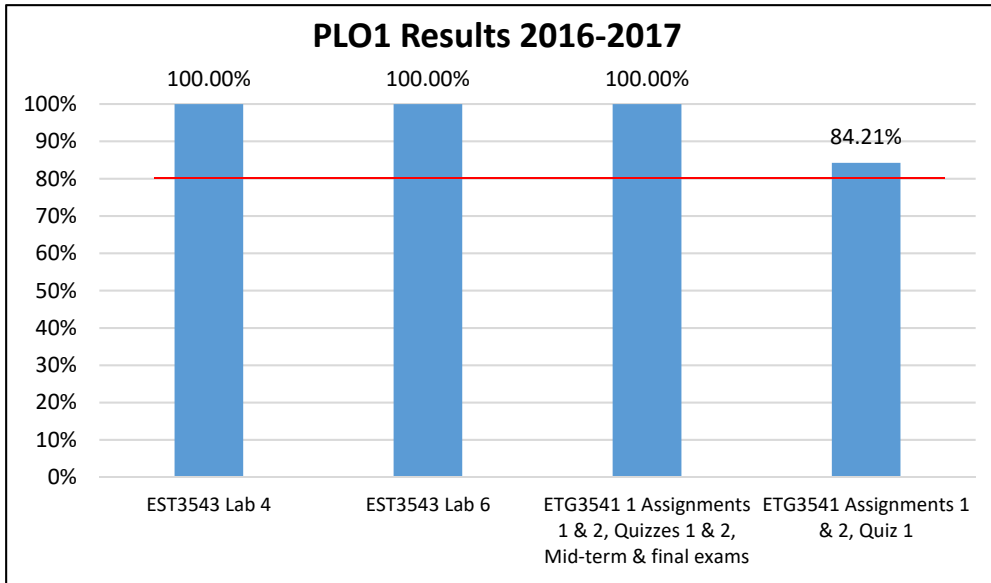
BS Engineering Technology (BSET) # 6331

BS Engineering Technology with Electrical Engineering Technology Concentration #6333

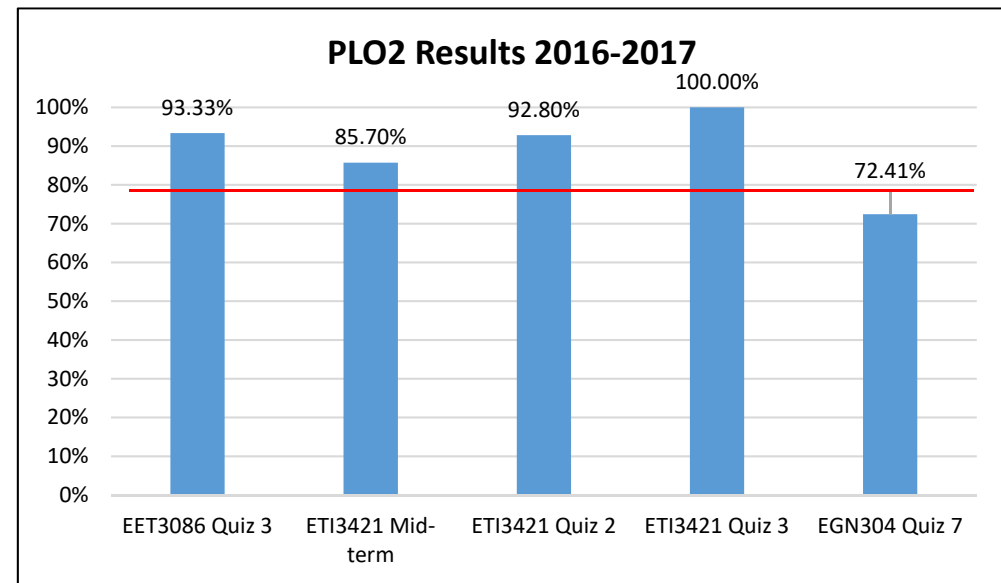
Graduates of the program will be able to:

1. Demonstrate an ability to select and apply the knowledge, techniques, skills, and modern tools of the discipline to broadly-defined engineering technology activities.
2. Demonstrate an ability to select and apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require the application of principles and applied procedures or methodologies.
3. Demonstrate an ability to conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes.
4. Demonstrate an ability to design systems, components, or processes for broadly-defined engineering technology problems appropriate to program educational objectives.
5. Demonstrate an ability to function effectively as a member or leader on a technical team.
6. Demonstrate an ability to identify, analyze, and solve broadly-defined engineering technology problems.
7. Demonstrate an ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature.
8. Demonstrate an understanding of the need for and an ability to engage in self-directed continuing professional development.
9. Demonstrate an understanding of and a commitment to address professional and ethical responsibilities including a respect for diversity.
10. Demonstrate a knowledge of the impact of engineering technology solutions in a societal and global context.
11. Display a commitment to quality, timeliness, and continuous improvement.

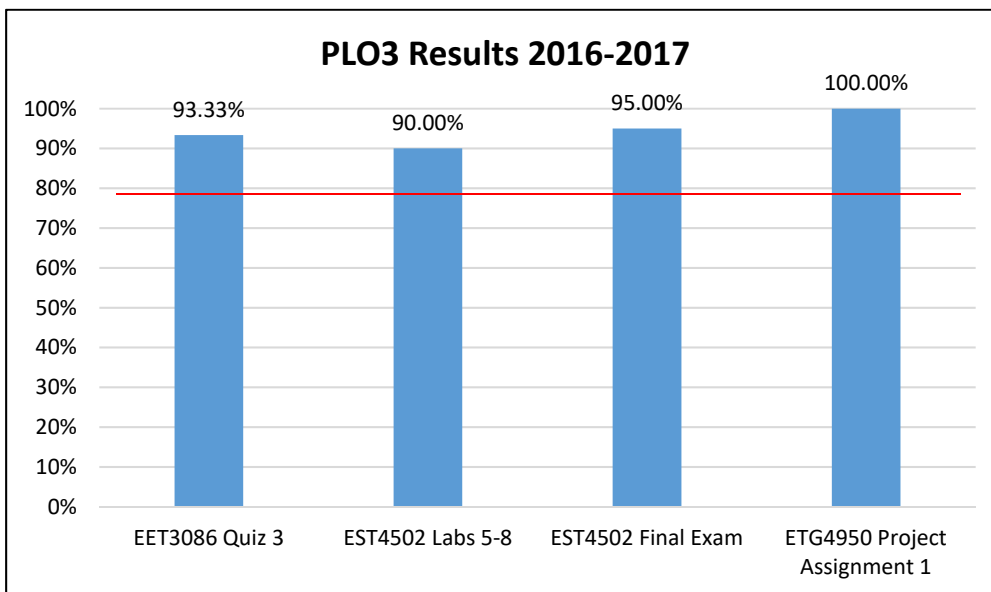
Assessment Results



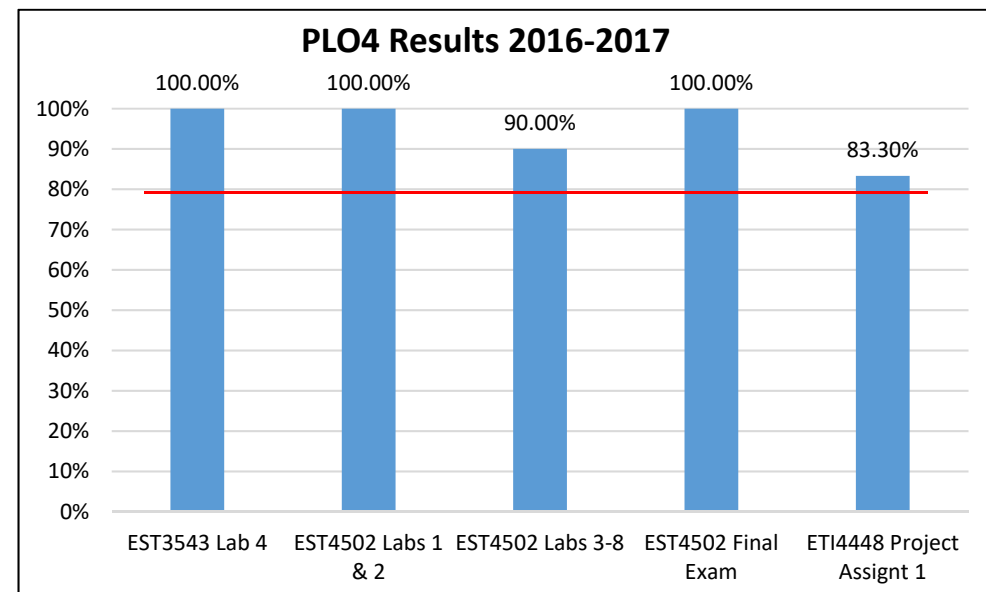
PLO1: Demonstrate an ability to select and apply the knowledge, techniques, skills, and modern tools of the discipline to broadly-defined engineering technology activities. *Target: 80% of the students achieving 75% or higher in all assessment measures*



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



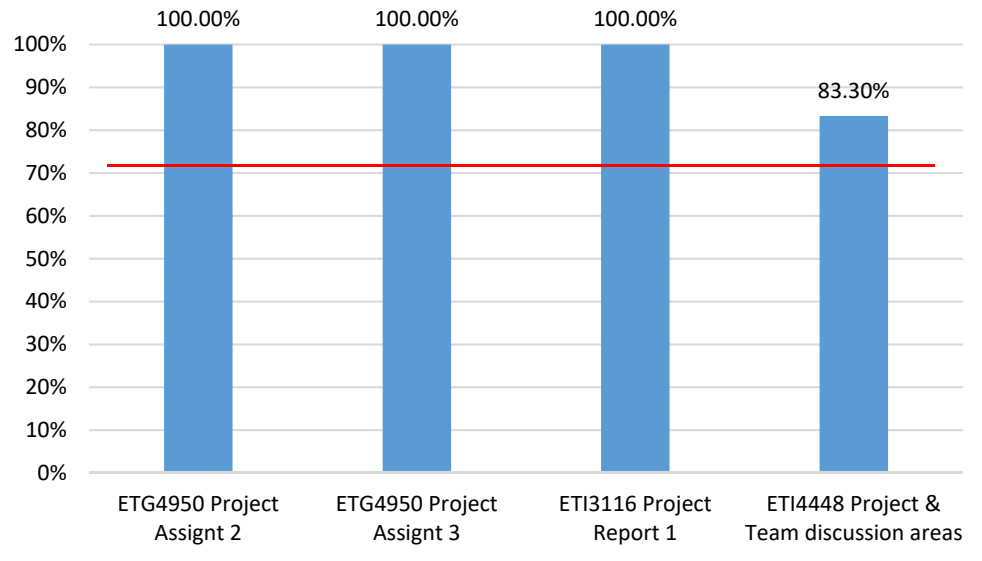
PLO3: Demonstrate an ability to conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes. *Target: 80% of the students achieved 70% or higher in all assessment measures*



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

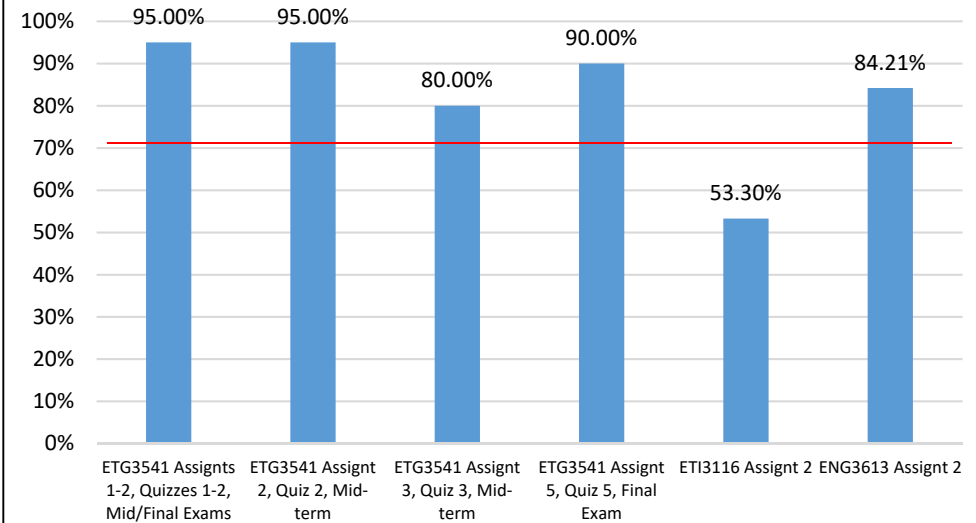
Assessment Results

PLO5 Results 2016-2017



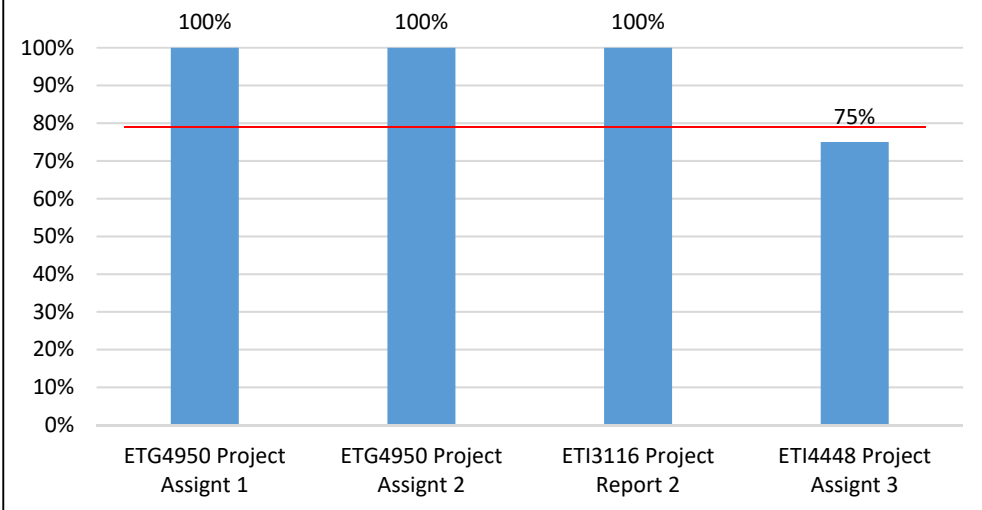
PLO5: Demonstrate an ability to function effectively as a member or leader on a technical team. *Target: 70% of the students achieved 75% or higher in all assessment measures*

PLO6 Results 2016-2017



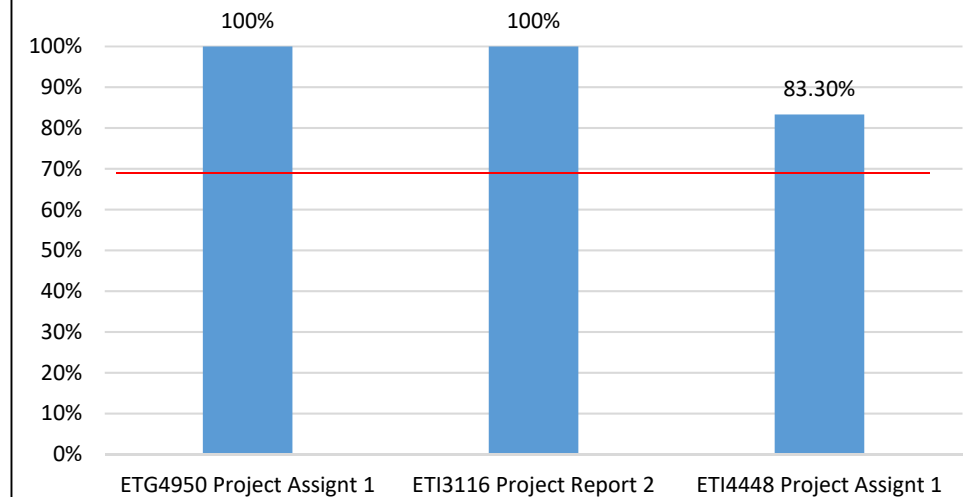
PLO6: Demonstrate an ability to identify, analyze, and solve broadly-defined engineering technology problems. *Target: 70% of the students achieved 70% or higher in all assessment measures*

PLO7 Results 2016-2017



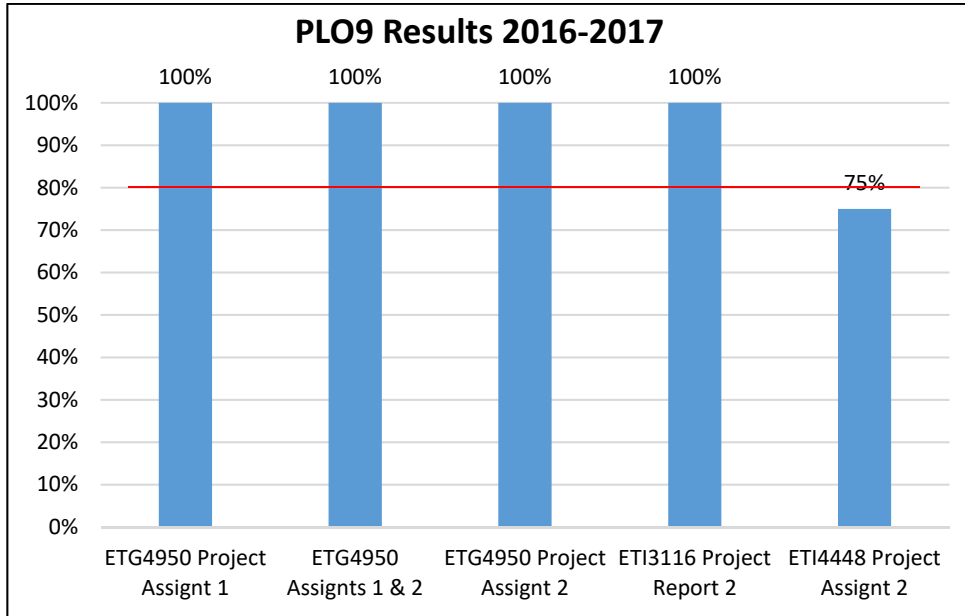
PLO7: Demonstrate an ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature. *Target: 80% of the students achieved 75% or higher in all assessment measures*

PLO8 Results 2016-2017

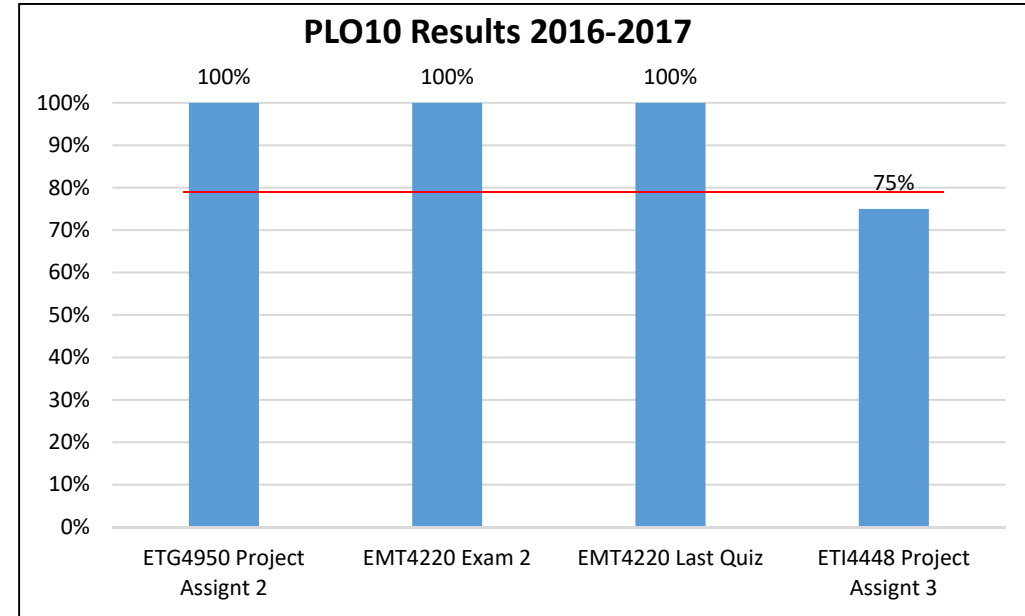


PLO8: Demonstrate an understanding of the need for and an ability to engage in self-directed continuing professional development. *Target: 70% of the students achieved 75% or higher in all assessment measures*

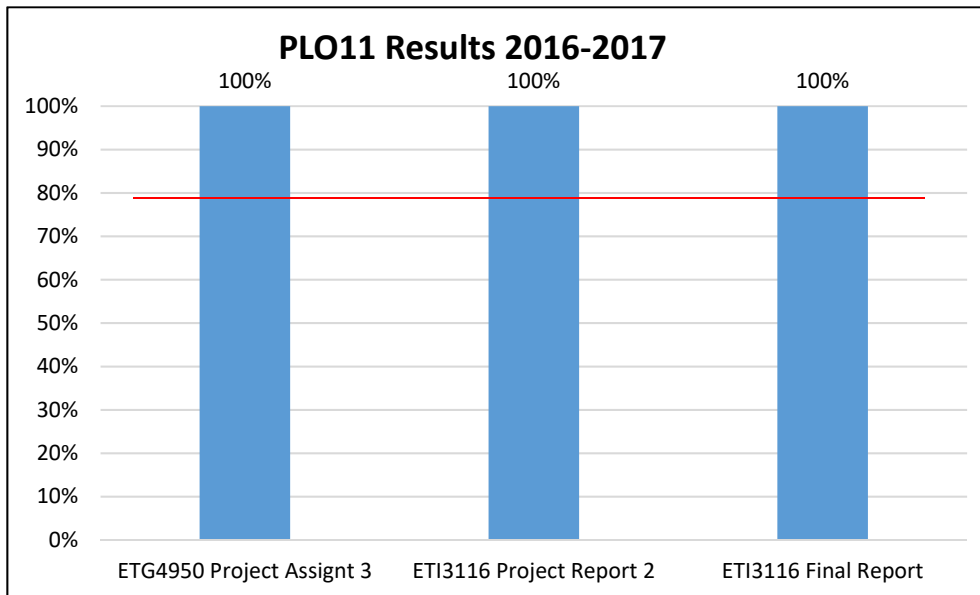
Assessment Results



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



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



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

Assessment Data 2015-2016 and 2016-2017: Programs and Institutional Learning Outcomes

Program	Critical/ Creative Thinking		Communication		Cultural Literacy		Information and Technical Literacy	
	15/16	16/17	15/16	16/17	15/16	16/17	15/16	16/17
Bachelor of Science in Engineering Technology (6331)	92.3%-100%	53.3%-100%	92.3%-100%	75%-100%	92.3%-100%	75%-100%	86.7%-100%	53.3%-100%
Bachelor of Science in Engineering Technology - Electrical Engineering Technology Concentration (6333)	92.3%-100%	53.3%-100%	92.3%-100%	75%-100%	92.3%-100%	75%-100%	86.7%-100%	53.3%-100%


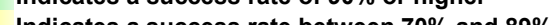

Course Success Rates (1 of 2)

Major	Course	2013-2014		2014-2015		2015-2016		2016-2017		
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	
6331- BS Engineering Technology	CET3906	5	100%	11	82%					
	CIS4510			11	91%	8	88%			
	EET3085	34	79%	21	71%	41	71%	30	73%	↑
	EET3086	94	67%	103	74%	63	81%			
	EGN2045							28	89%	
	EGN3046							62	87%	
	EGN3311	10	90%	15	67%	15	93%	18	100%	↑
	EGN3343					25	76%			
	ETI3671/ EGN3613	27	78%	32	91%	6	83%	45	89%	↑
	ETC4241	11	100%	9	89%	12	83%			
	ETG3533			15	93%	23	83%	12	100%	↑
	ETG3541	35	83%	23	83%			18	100%	
	ETG3907	1	100%	2	100%					
	ETG4950	31	90%	28	96%	25	92%	24	92%	
	ETI3116	58	78%	36	75%	46	80%	36	92%	↑
	ETI3421	34	88%	12	83%	22	91%	14	100%	↑
	ETI4186			16	100%					
	ETI4205	11	100%			22	100%	12	83%	↑
	ETI4448	40	80%	33	85%	35	77%	26	88%	↑
	ETI4640	13	92%	15	87%	23	91%			
	ETI4704	19	100%	22	100%	21	90%	18	100%	↑
	ETM4220	33	97%	15	93%	21	100%	18	100%	
	ETM4331	14	86%	18	83%	15	87%	8	100%	↑
	ETS4502	9	89%	19	100%	19	95%	21	95%	
	MAP3401	36	81%	27	74%					
	Major		515	82%	483	83%	526	84%	390	91%

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

Course Success Rates (2 of 2)

Major	Course	2013-2014		2014-2015		2015-2016		2016-2017	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
6333- BS Engineering Technology - EE	CET3198	11	82%	11	73%	14	64%	12	75%
	CET4138	1	100%	2	100%				
	EET3716	5	80%	15	93%	9	78%	22	91%
	EET4158	6	100%	12	100%	6	83%	8	100%
	EET4732	5	100%	13	100%	5	100%	6	100%
	ETP4240	7	100%	14	93%	9	56%	15	87%
	ETS3543	65	71%	67	64%	69	77%	44	71%
	Major	100	78%	134	78%	146	75%	107	81%
Department	1,432	81%	1,585	81%	1,749	80%	1,458	83%	

 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 Multiple Session/Sub-session Only (1 of 3)

Major, Associated Courses and Sub-session		2013-2014		2014-2015		2015-2016		2016-2017		
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	
6331 - BS Engineering Technology	EET3085	FA Full term	22	68%	10	100%	19	68%	15	67%
		SP Full term	12	100%	11	45%	22	73%	15	80%
		SU Full term								
		Course	34	79%	21	71%	41	71%	30	73%
	EET3086	FA Full term	32	69%	42	74%	29	76%		
		SP Full term	27	67%	34	71%	13	85%		
		SU Full term	35	66%	27	78%	21	86%		
		Course	94	67%	103	74%	63	81%		
	EGN2045	FA Full term							15	80%
		SP Full term							13	100%
		Course							28	89%
	EGN3613	FA Full term	13	85%			20	75%		
		SP Full term	14	71%	22	86%			28	89%
		SU Full term			10	100%	5	80%	17	88%
		Course	27	78%	32	91%	25	76%	45	89%

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

Course Success Rates by Multiple Session/Sub-session Only (2 of 3)




Major or Dept., Associated Courses and Sub-session			2013-2014		2014-2015		2015-2016		2016-2017	
			Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
6331 - BS Engineering Technology	ETG4950	FA Full term	11	91%	12	100%	11	91%	12	83%
		SP Full term	20	90%	16	94%	14	93%	12	100%
		Course	31	90%	28	96%	25	92%	24	92%
	ETI3116	FA Full term	24	79%	19	68%	27	81%	19	95%
		SP Full term	34	76%	17	82%	19	79%	17	88%
		Course	58	78%	36	75%	46	80%	36	92%
	ETI3421	FA Full term	17	76%	12	83%	14	86%		
		SP Full term	17	100%			8	100%		
		Course	34	88%	12	83%	22	91%		
	ETI4448	FA Full term	23	83%	22	77%	19	79%	12	75%
		SP Full term	17	76%	11	100%	16	75%	14	100%
		Course	40	80%	33	85%	35	77%	26	88%
	ETI4640	FA Full term					3	100%		
		SP Full term					20	90%		
		Course					23	91%		
ETI4704	FA Full term							6	100%	
	SU Full term							12	100%	
	Course							18	100%	

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 Multiple Session/Sub-session Only (3 of 3)

Major, Associated Courses and Sub-session			2013-2014		2014-2015		2015-2016		2016-2017	
			Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
6333 - BS Engineering Technology - EE	EET4158	SP Full term					1	100%		
		SU Full term					5	80%		
		Course					6	83%		
	ETS3543	FA Full term	25	76%	25	60%	28	79%	17	71%
		SP Full term	19	47%	25	64%	28	71%	20	70%
		SU Full term	21	86%	17	71%	13	85%		
		Course	65	71%	67	64%	69	77%	37	70%

 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

Grade Distribution (1 of 2)

Major	Term	Course	2016-2017					
			Pass (A, B, C)	Fail (D, F)	FNs	Ws	W1s	Incs
6331- BS Engineering Technology	Summer 2016	ETI4704	12	0	0	0	0	0
		EGN3613	15	2	0	0	0	0
		Total	27 (93.1%)	2 (6.9%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Fall 2016	EET3085	10	4	0	1	0	0
		ETI3421	14	0	0	0	0	0
		ETI4205	10	0	2	0	0	0
		ETM4331	8	0	0	0	0	0
		ETS4502C	20	0	1	0	0	0
		EGN2045	12	1	0	2	0	0
		EGN3311	18	0	0	0	0	0
		ETG4950C	10	0	0	2	0	0
		ETI3116	18	1	0	0	0	0
		ETI4448	9	3	0	0	0	0
	Total	129 (88.4%)	9 (6.2%)	3 (2.1%)	5 (3.4%)	0 (0%)	0 (0%)	
	Spring 2017	EET3085	12	1	0	2	0	0
		ETG3533	12	0	0	0	0	0
		ETG3541	18	0	0	0	0	0
		ETI4704	6	0	0	0	0	0
		ETM4220	18	0	0	0	0	0
		EGN2045	13	0	0	0	0	0
		EGN3046	54	4	0	4	0	0
EGN3613		25	2	0	1	0	0	
ETG4950C		12	0	0	0	0	0	
ETI3116		15	0	0	2	0	0	
ETI4448		14	0	0	0	0	0	
Total	199 (93%)	7 (3.3%)	0 (0%)	8 (3.7%)	0 (0%)	0 (0%)		
Program Total	355 (91.3%)	18 (4.6%)	3 (0.8%)	13 (3.3%)	0 (0%)	0 (0%)		

Grade Distribution (2 of 2)

Major	Term	Course	2016-2017					
			Pass (A, B, C)	Fail (D, F)	FNs	Ws	W1s	Incs
6333- BS Engineering Technology - EE	Summer 2016	ETS3543	5	1	0	1	0	0
		Total	5 (71.4%)	1 (14.3%)	0 (%)	1 (14.3%)	0 (%)	0 (%)
	Fall 2017	CET3198	9	2	0	1	0	0
		EET3716	20	2	0	0	0	0
		ETP4240	13	1	0	1	0	0
		ETS3543C	12	1	2	2	0	0
		Total	54 (81.8%)	6 (9.1%)	2 (3%)	4 (6.1%)	0 (%)	0 (%)
	Spring 2017	EET4158	8	0	0	0	0	0
		EET4732	6	0	0	0	0	0
		ETS3543C	14	2	1	3	0	0
		Total	28 (82.4%)	2 (5.9%)	1 (2.9%)	3 (8.8%)	0 (%)	0 (%)
	Program Total		87 (81.3%)	9 (8.4%)	3 (2.8%)	8 (7.5%)	0 (%)	0 (%)

Average Class Size by Course (1 of 2)

Major and Associated Courses		2013-2014		2014-2015		2015-2016		2016-2017	
		Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size
6331 - Engineering Tech	CIS4510			1	11	1	8	2	15
	EET3085	2	17	2	10	2	21		
	EET3086	3	31	3	34	3	21		
	EGN2045							2	14
	EGN3046							1	62
	EGN3311	1	10	1	15	1	15	1	18
	EGN3343								
	ETI3671/ EGN3613	2	14	2	16	2	13	2	23
	ETC4241	1	11	1	9	1	6		
	ETG3533			1	15	1	12	1	12
	ETG3541	2	18	1	23	1	23	1	18
	ETG3907	1	1	1	2				
	ETG4950	2	16	2	14	2	13	2	12
	ETI3116	2	29	2	18	2	23	2	18
	ETI3421	2	17	1	12	2	11	1	14
	ETI4186			1	16				
	ETI4205	1	11			1	22	1	12
	ETI4448	2	20	2	17	2	18	2	13
	ETI4640	1	13	1	15	1	20		
	ETI4704	1	19	1	22	1	21	2	9
	ETM4220	2	17	1	15	1	21	1	18
ETM4331	1	14	1	18	1	15	1	8	
ETS4502	1	9	1	19	1	19	1	21	
Major	29	18	29	17	29	16	23	16	

Average Class Size by Course (2 of 2)

Major and Associated Courses		2013-2014		2014-2015		2015-2016		2016-2017	
		Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size
6333 – Engineering Tech - EE	CET3198	1	10	1	11	1	14	1	12
	EET3716	1	5	2	8	1	9	1	22
	EET4158	1	6	1	12	1	5	1	8
	EET4732	1	5	1	13	1	5	1	6
	ETP4240	1	7	2	7	1	9	1	15
	ETS3543	4	16	3	22	3	23	3	11
	Major	10	10	11	12	8	14	8	13

Performance Funding - Graduation Rates

Major	Fall Cohort Year	# in Cohort	150% Graduates	150% Graduation Rate	200% Graduates	200% Graduation Rate
6331- Engineering Tech	2011	22	6	27.3%	7	31.8%
	2012	30	9	30%	13	43.3%
	2013 – 200% In progress	35	8	22.9%	12	34.3%
	2014 – In progress	22	6	27.3%	9	40.9%
6333- Engineering Tech- EE	2011	12	4	33.3%	4	33.3%
	2012	7	2	28.6%	2	28.6%
	2013– 200% In progress	15	4	26.7%	4	26.7%
	2014 – In progress	10	4	40%	4	40%

College average (150%- 57.3%, 200%- 63.3%)

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 - Retention Rates

Program and Cohort Year		Registered	Exclusions	Adjusted Cohort	Retained by DSC		Retained by Program		DSC Total Retained
					N	%	N	%	
6331 BS-Engr. Tech	2012	86	23	63	0	0.00%	39	61.90%	61.90%
	2013	90	7	84	3	3.57%	55	65.48%	69.05%
	2014	99	20	79	6	7.59%	49	62.03%	69.62%
	2015	41	5	36	1	2.30%	23	63.90%	66.20%
6333 BS-Engr. Tech - EE	2012	29	6	23	1	4.35%	15	65.22%	69.57%
	2013	47	9	40	4	10.00%	18	45.00%	55.00%
	2014	43	7	36	4	11.11%	23	63.89%	75.00%
	2015	28	2	26	0	0.00%	16	61.50%	61.50%

College average (64.4%)

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

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

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

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

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

Source: IR Program Assessment Data

Fall 2015 to Fall 2016 Retention Rates by Race/Ethnicity

Major	Fall Term	Registered	Exclusions	Adjusted Cohort	Retained by Program	
					N	%
6331- Engineering Tech	Asian	2	1	1	0	0%
	Black	4	0	4	1	25%
	Hispanic	10	0	10	8	80%
	Unknown/Prefer not to answer	1	0	1	1	100%
	White	24	4	20*	13	65%
6333- Engineering Tech- EE	Asian	2	0	2	0	0%
	Black	6	1	5	2	20%
	Unknown/Prefer not to answer	1	0	1	1	100%
	White	19	1	18	13	72%

**one student retained by DSC*

College average (African American: 48.1%, Hispanic: 62.1%)

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

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

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

Performance Funding - Placement Rates (College average: 94.5%)

Program Title	Cohort Year	Grads Reported	Continuing Education	Employed		Estimated Average Annual Full-Time Wage	
				DSC	FCS	DSC	FCS
BS Engineering Technology (ET)	2014/15			75%	75%	\$49,736	\$49,736
	2013/14	41	4%	95%	97%	\$37,952	\$49,832
	2012/13	65	11%	52%	52%	\$ 45,092	\$ 45,092
	2011/12	17	12%	59%	59%	\$**,***	\$**,***

Source: Florida Education Training Placement Information Program (FETPIP).

- 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

*Currently Inactive Program

N/A - No placement data for the program.

\$**,*** Less than 10 graduates found employed.

Source: IR Program Assessment Data

Headcount by Major

Major	2013-2014	2014-2015	2015-2016	2016-2017
6331 - BS-ENGR TECH	131	136	130	102
6333 - BS-ENGR TECH - EE	65	56	73	62
School Total	196	192	203	164

College Enrollment Decreased: 3%(13/14); 0.73%(14/15); 1.14% (15/16); 5.5%(16/17)

Graduates in Major

Major	2013-2014	2014-2015	2015-2016	2016-2017
6331 - BS-Engr Tech	13	21	18	13
6333 - BS-Engr Tech - EE	8	7	7	4
Total	21	28	25	17

Average Age by Program

Program	2013-2014	2014-2015	2015-2016	2016-2017
6331 - BS-Engr Tech	31.3	31.0	32.0	35.9
6333 - BS-Engr Tech - EE	34.0	33.0	33.0	34.3

Calculation excludes individuals whose birthdates are not reported.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
All Programs	32	32	32	32	34
Daytona State College	26.7	26.6	26.4	26	27

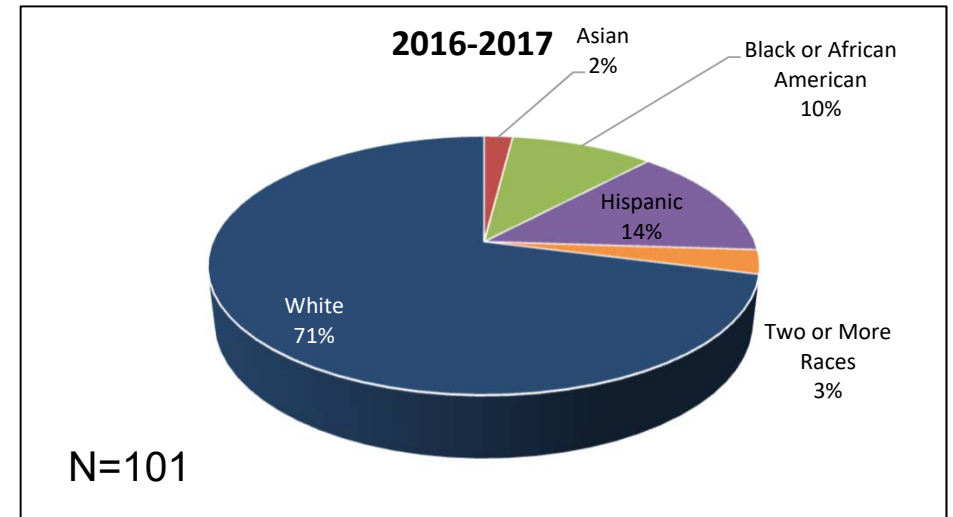
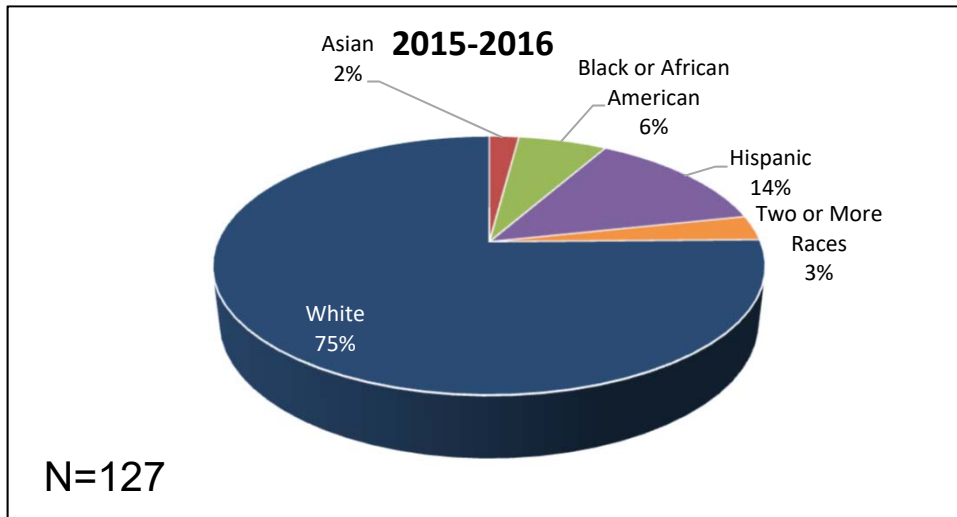
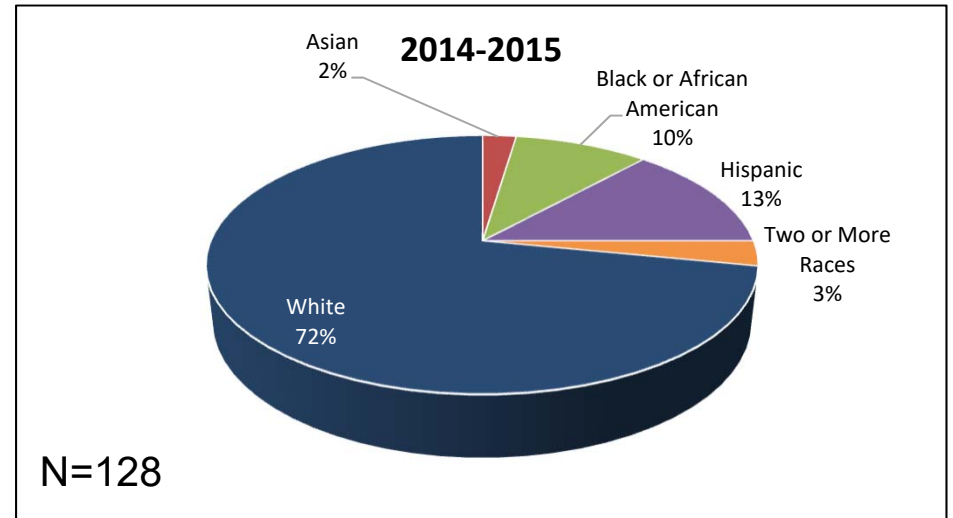
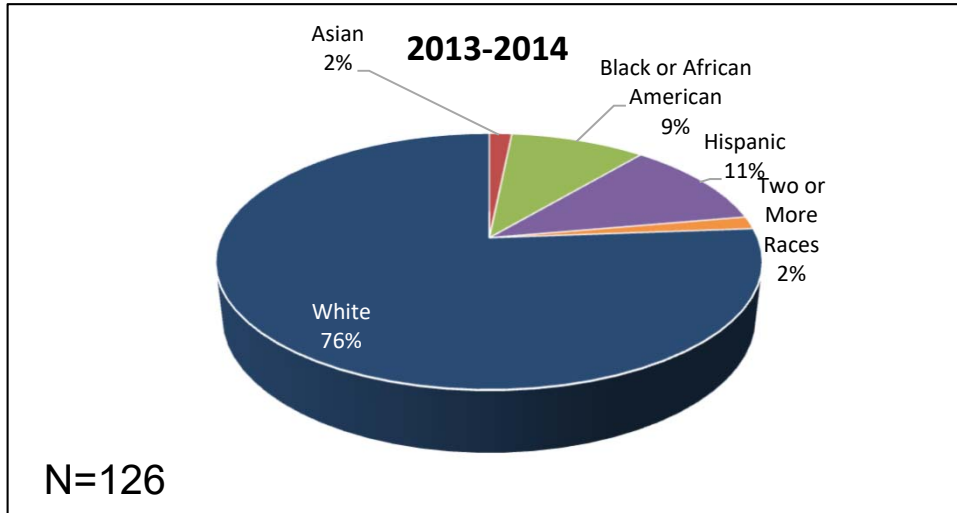
Gender

Program	2013-2014		2014-2015		2015-2016		2016-2017	
	Female	Male	Female	Male	Female	Male	Female	Male
6331 - BS-Engr. Tech	18%	82%	17%	83%	15%	85%	11%	89%
6333 - BS-Engr. Tech - EE	14%	86%	9%	91%	10%	90%	10%	90%

Blank cells or missing years indicate no enrollment. Excludes individuals whose gender is not reported.

Major	2013-2014		2014-2015		2015-2016		2016-2017	
	Female	Male	Female	Male	Female	Male	Female	Male
Daytona State College	59%	41%	60%	40%	60%	40%	60%	40%

Race / Ethnicity by Program 6331 – BS Engineering Technology

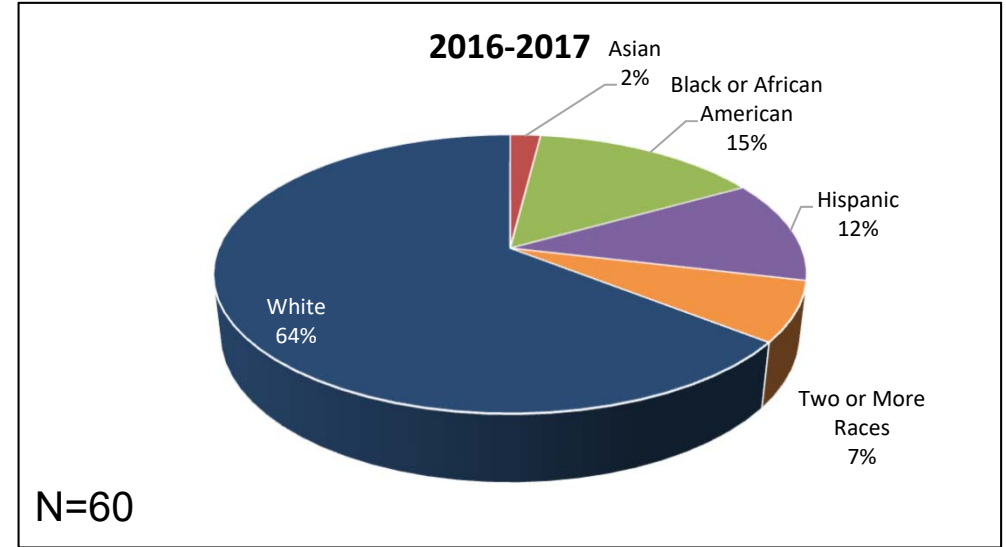
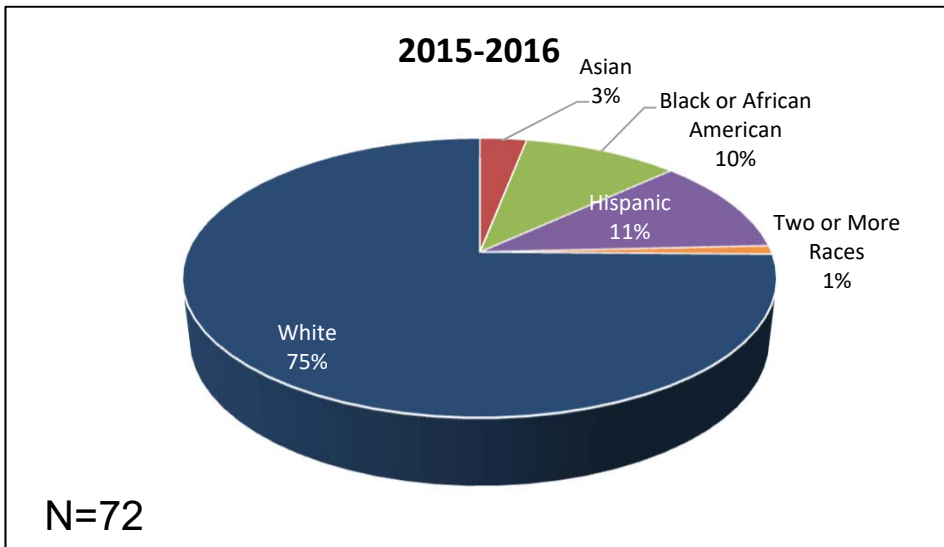
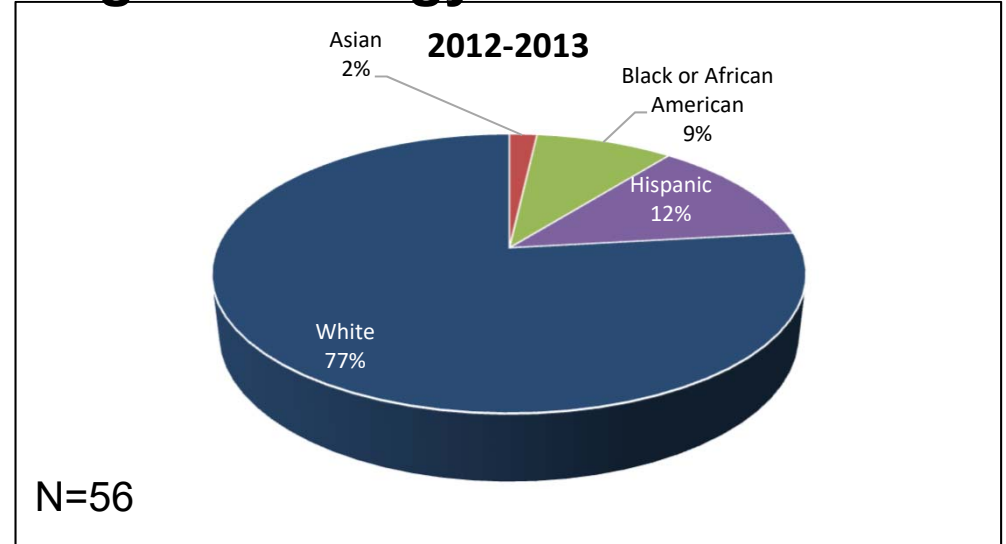
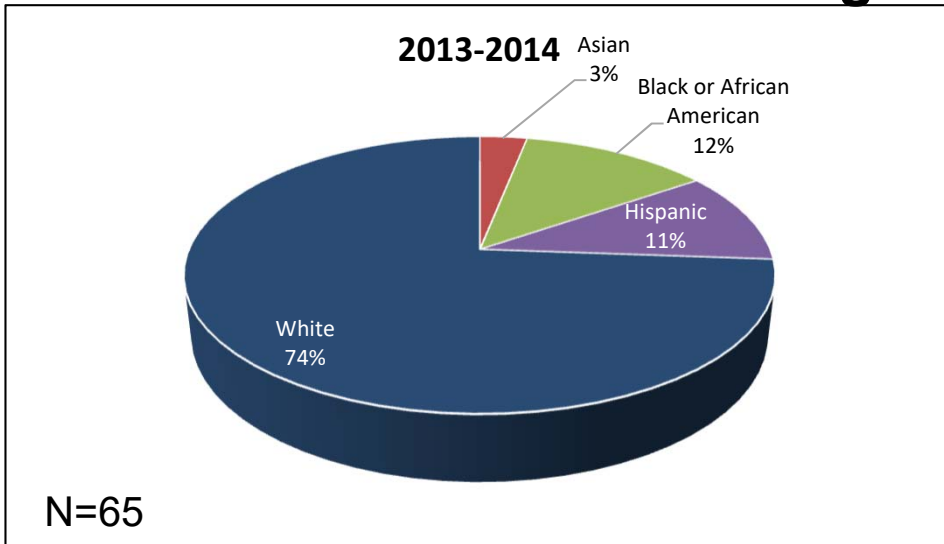


DSC Averages 2016-2017							
Amer Indian/ Alaska Native	Asian	Black or African Amer	Hispanic	Nat Hawaiian	Pacif Islander	2 or More Races	White
0.4%	2%	14%	15%		0.2%	2%	66%

Excludes individuals whose race / ethnicity is not reported.
Blank cells or missing years indicate no enrollment.

Source: IR Program Assessment Data

Race / Ethnicity by Program 6333 – BS Engineering Technology - EE



DSC Averages 2016-2017							
Amer Indian/ Alaska Native	Asian	Black or African Amer	Hispanic	Nat Hawaiian	Pacif Islander	2 or More Races	White
0.4%	2%	14%	15%		0.2%	2%	66%

Excludes individuals whose race / ethnicity is not reported.
Blank cells or missing years indicate no enrollment.

Source: IR Program Assessment Data