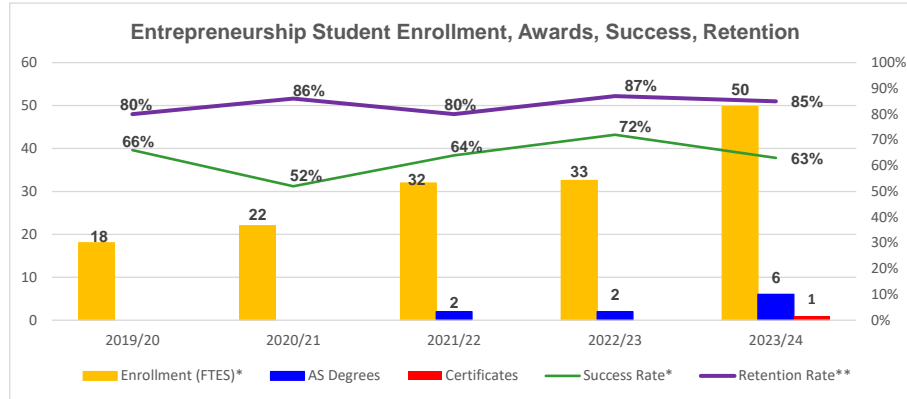


Year	Enrollment (FTES)*	AS Degrees	Certificates	Success Rate*	Retention Rate**
2019/20	18	0	0	66%	80%
2020/21	22	0	0	52%	86%
2021/22	32	2	0	64%	80%
2022/23	33	2	0	72%	87%
2023/24	50	6	1	63%	85%



FTES = Full time equivalent student

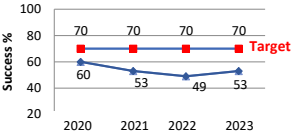
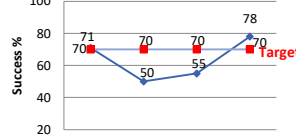
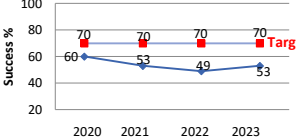
* Success Rate = 77% College Benchmark Target.

* Success rate is the percentage of students who complete a course with a grade of A, B, C, or P out of total official census enrollments.

** Retention Rate = 90% College Benchmark Target

** The retention rate is the percentage of students who complete a course with a grade of A, B, C, D, F, P, NP, I or RD out of total official census enrollments. Tutoring and cancelled classes are excluded.

Source: Office of Institutional Planning & Research

Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)	Data Point 1 N = FTES (2020)	Data Point 2 N = FTES (2021)	Data Point 3 N = FTES (2022)	Data Point 4 N = FTES (2023)										
SLO 1 - Describe the process and multiple ways to become an entrepreneur. Goal -70% of students will achieve the "acceptable" target on the selected course (BUSE 129) SLOs.	The assessment instruments used to measure SLO 1 are objective examination(s), in-class activities and student-created and presented elevator pitch(es). Results of selected SLOs from course(s) in the program will be aggregated to measure this SLO. This is a direct, internal, formative assessment.	Overall, 53% of students in 2023 achieved the "acceptable" target on the selected SLOs.	The assessment found that the "acceptable" level was not achieved for this SLO.	The performance measure will result in development of new program workshops, mentorships and other instructional methods to deliver information on the entrepreneurship process to students. In response to high attrition rates and in an effort to increase success rates we also must ensure students have a realistic preview of the rigors of this career field. A large portion of the attrition may be due to a skewed view of Entrepreneurship from social media and popular culture. Ensuring students are aware of the rigors of Entrepreneurship early in their education will help them succeed in this demanding field and which should also lead to lower attrition rates when their perceptions match expectations.	<p style="text-align: center;">AS in Entrepreneurship SLO 1: Process</p>  <table border="1" style="display: none;"> <caption>AS in Entrepreneurship SLO 1: Process Data</caption> <thead> <tr> <th>Year</th> <th>Success %</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>60</td> </tr> <tr> <td>2021</td> <td>53</td> </tr> <tr> <td>2022</td> <td>49</td> </tr> <tr> <td>2023</td> <td>53</td> </tr> </tbody> </table>	Year	Success %	2020	60	2021	53	2022	49	2023	53	60	53	49	53
Year	Success %																		
2020	60																		
2021	53																		
2022	49																		
2023	53																		
						70 2020 (n=7)	70 2021 (n=10)	70 2022 (n=10)	70 2023 (N = 10)										
SLO 2 - Evaluate and critique opportunities by assessing the impact and feasibility of ideas by examining critical components of a business model. Goal -70% of students will achieve the "acceptable" target on the selected course (BUSE 155 or 157) SLOs.	The assessment instruments used to measure SLO 2 are student-created truncated business model canvas(es) and pitch deck(s) graded using an instructor-determined rubric, as well as objective examination(s), in-class activities and student-created and presented elevator pitch(es). Results of selected SLOs from course(s) in the program will be aggregated to measure this SLO. This is a direct, internal, formative assessment.	Overall, 78% of students in 2023 achieved the "acceptable" target on the selected SLOs.	The assessment found that the "acceptable" level was achieved for this SLO.	The performance measure will result in development of new program workshops, mentorships and other instructional methods to deliver information on the entrepreneurship opportunities available to students.	<p style="text-align: center;">AS in Entrepreneurship SLO 2: Opportunities</p>  <table border="1" style="display: none;"> <caption>AS in Entrepreneurship SLO 2: Opportunities Data</caption> <thead> <tr> <th>Year</th> <th>Success %</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>71</td> </tr> <tr> <td>2021</td> <td>50</td> </tr> <tr> <td>2022</td> <td>55</td> </tr> <tr> <td>2023</td> <td>78</td> </tr> </tbody> </table>	Year	Success %	2020	71	2021	50	2022	55	2023	78	71	50	55	78
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2023	78																		
						70 2020 (n=10)	70 2021 (n=9)	70 2022 (n=8)	70 2023 (N=11)										
SLO 3 - Identify opportunities using ideation and trend-spotting techniques; Goal -70% of students will achieve the "acceptable" target on the selected course (BUSE 129) SLO's.	The assessment instruments used to measure SLO 3 are objective examination(s), in-class activities and student-created and presented elevator pitch(es). Results of selected SLOs from course(s) in the program will be aggregated to measure this SLO. This is a direct, internal, summative assessment.	Overall, 53% of students in 2023 achieved the "acceptable" target on the selected SLOs.	The assessment found that the "acceptable" level was not achieved for this SLO.	The performance measure will result in development of new program workshops, mentorships and other instructional methods to deliver information on the ideation and trend spotting techniques to students. In response to high attrition rates and in an effort to increase success rates we also must ensure students have a realistic preview of the rigors of this career field. A large portion of the attrition may be due to a skewed view of Entrepreneurship from social media and popular culture. Ensuring students are aware of the rigors of Entrepreneurship early in their education will help them succeed in this demanding field and which should also lead to lower attrition rates when their perceptions match expectations.	<p style="text-align: center;">AS in Entrepreneurship SLO 3: Ideation</p>  <table border="1" style="display: none;"> <caption>AS in Entrepreneurship SLO 3: Ideation Data</caption> <thead> <tr> <th>Year</th> <th>Success %</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>60</td> </tr> <tr> <td>2021</td> <td>53</td> </tr> <tr> <td>2022</td> <td>49</td> </tr> <tr> <td>2023</td> <td>53</td> </tr> </tbody> </table>	Year	Success %	2020	60	2021	53	2022	49	2023	53	60	53	49	53
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