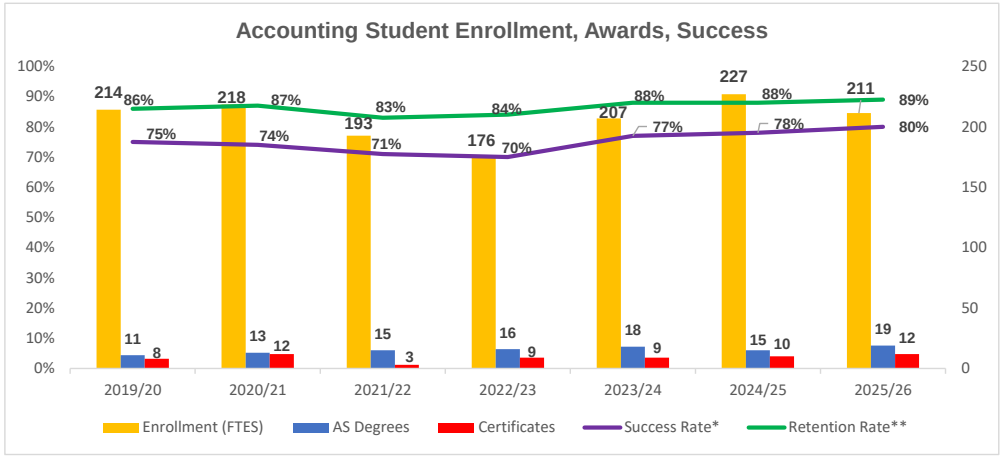
| Year | Enrollment (FTES) | AS Degrees | Certificates | Success Rate* | Retention Rate** |
|---|---|---|---|---|---|
| 2019/20 | 214 | 11 | 8 | 75% | 86% |
| 2020/21 | 218 | 13 | 12 | 74% | 87% |
| 2021/22 | 193 | 15 | 3 | 71% | 83% |
| 2022/23 | 176 | 16 | 9 | 70% | 84% |
| 2023/24 | 207 | 18 | 9 | 77% | 88% |
| 2024/25 | 227 | 15 | 10 | 78% | 88% |
| 2025/26 | 211 | 19 | 12 | 80% | 89% |




FTES = Full time equivalent student

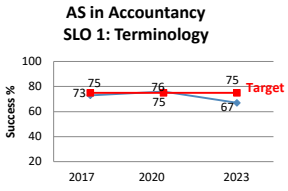
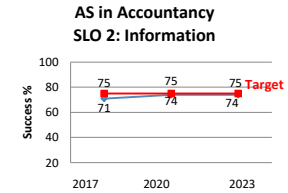
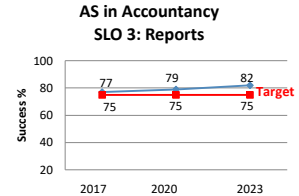
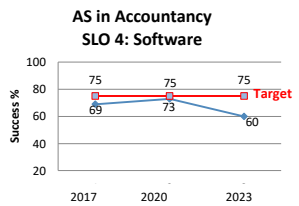
* Success Rate = 77% College Benchmark Target.

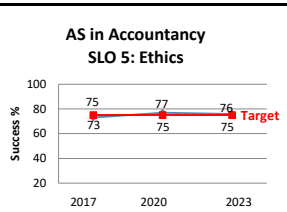
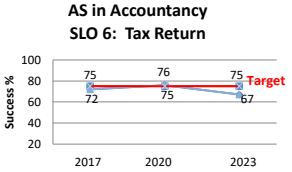
* Success rate is the percentage of students who complete a course with a grade of A, B, C, or P out of total official census enrollments.

** 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) | 2 Year Cycle N = FTES* (2015-2017) | 3 Year Cycle N = FTES* (2017-2020) | 3 Year Cycle N = FTES* (2020-2023) |
|---|---|---|---|---|---|---|---|---|
| | | | | | | 80 | 80 | 80 |
| | | | | | | 2012 (n=29) | 2013 (n=29) | 2014 (n=35) |
| - AS in Accountancy; SLO 1 - "Demonstrate an understanding of basic accounting terminology and the process by which transactions are analyzed, evaluated, and communicated into the financial statements."; Goal - 75% of students will achieve a C or better in this course. | Students will be assessed through a combination of performance evaluations, written assignments, and written tests and quizzes. This is a direct, internal, formative assessment. | 67% (2020-23 cycle) | The addition of ACCT 102 in 2016-17 seems to have made a moderate difference in this measure. | The performance measure will be revisited and perhaps reised in the next cycle. In progress with available student tutors. Pursue embedded tutor funding for large accounting classes as helpful to have more than one person assisting when working problems. |  | 73 | 76 | 67 |
| | | | | | | 75 | 75 | 75 |
| | | | | | | 2017 (n=168) | 2020 (n=310) | 2023 (n=307) |
| - AS in Accountancy; SLO 2 - "Demonstrate the ability to compute, record, and verify quantitative and qualitative information in order to maintain financial records."; Goal - 75% of students will achieve a C or better in this course | Students will be assessed through a combination of performance evaluations, written assignments, and written tests and quizzes. This is a direct, internal, formative assessment. | 74% (2020-23 cycle) | The additional videos seem to have made a difference in this measure. | As per ACBSP guidance above, the performance measure will be revisited and perhaps reised in the next cycle. |  | 71 | 74 | 74 |
| | | | | | | 75 | 75 | 75 |
| | | | | | | 2017 (n=254) | 2020 (n=499) | 2023 (n=429) |
| AS in Accountancy; SLO 3 - "Create accurate, reliable, and relevant accounting documents and reports for decision makers using the information.."; Goal - 75% of students will achieve a C or better in this course. | Students will be assessed through a combination of performance evaluations, written assignments, and written tests and quizzes. This is a direct, internal, formative assessment. | 82% (2020-23 cycle) | Updates to ACCT 116 seem to have made a difference in this measure. | As per ACBSP guidance above, the performance measure will be revisited and perhaps reised in the next cycle. |  | 77 | 79 | 82 |
| | | | | | | 75 | 75 | 75 |
| | | | | | | 2017 (n=107) | 2020 (n=212) | 2023 (n=142) |
| AS in Accountancy; SLO 4 - "Demonstrate effective use of accounting software applications considered applicable to the current accounting environment."; Goal - 75% of students will achieve a C or better in this course. | Students will be assessed through a combination of performance evaluations, written assignments, and written tests and quizzes. This is a direct, internal, formative assessment. | 60% (2020-23 cycle) | No change in this measure. | ACCT 102 will be proposed as an advisory to ACCT 150 so that students are better prepared for this course. Pursue embedded tutor funding for large accounting classes as helpful to have more than one person assisting when working problems. The performance measure will be revisited and perhaps reised in the next cycle. |  | 69 | 73 | 60 |
| | | | | | | 75 | 75 | 75 |
| | | | | | | 2017 (n=12) | 2020 (n=47) | 2023 (n=53) |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| AS in Accountancy; SLO 5 - "Understand and practice high ethical standards with internal and external stakeholders."; Goal - 75% of students will achieve a C or better in this course. | Students will be assessed through a combination of performance evaluations, written assignments, and written tests and quizzes. This is a direct, internal, formative assessment. | 76% (2020-23 cycle) | The new ACCT 102 class seems to have made a difference in this measure. | The performance measure will be revisited and perhaps reised in the next cycle. |  | 73 | 77 | 76 |
| | | | | | | 75 | 75 | 75 |
| | | | | | | 2017 (n=247) | 2020 (n=455) | 2023 (n=378) |
| AS in Accountancy; SLO 6 Prepare a federal and California individual income tax return in proper form according to current federal and state tax rules and regulations. Goal: 75% of students will pass one of these courses with a grade of "C" or better | Students will be assessed through a combination of performance evaluations, written assignments, and written tests and quizzes. This is a direct, internal, formative assessment. | 67% (2020-2023) | No change in this measure | The performance measure will be revisited and perhaps reised in the next cycle. Pursue embedded tutor funding for large accounting classes as helpful to have more than one person assisting when working problems. |  | 72 | 76 | 67 |