

### 2015-2016 Review For: ACCTG,BUS,ECON,FINANCE,MARKET,MGMT Combined (Completed)

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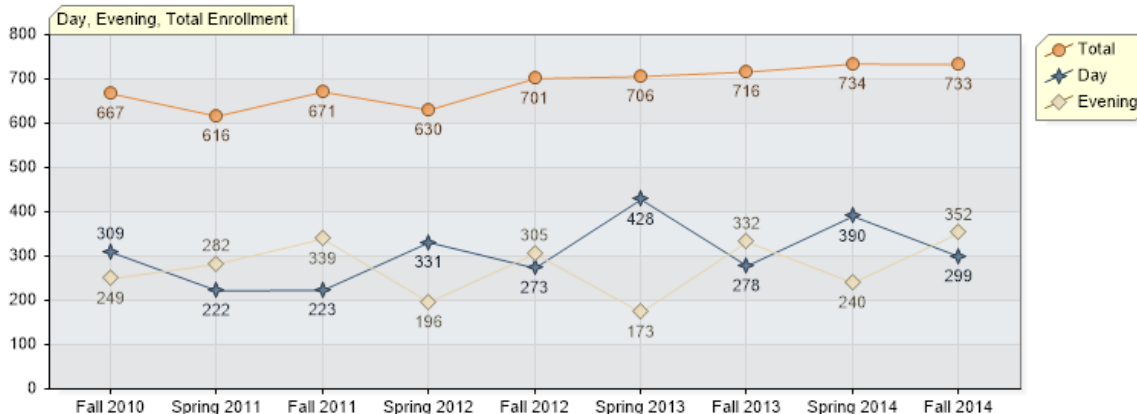
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### Access - Enrollment

[Data Description](#)

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- Click here for [Section Status Report](#) to see current and prior section information by discipline.



### Enrollment by Day/Evening/Online

Year/Semester	Day	Evening	Online	Total	% Change in Total
Fall 2010	309	249	109	667	0.0 %
Spring 2011	222	282	112	616	-7.6 %
Fall 2011	223	339	109	671	8.9 %
Spring 2012	331	196	103	630	-6.1 %
Fall 2012	273	305	123	701	11.3 %
Spring 2013	428	173	105	706	0.7 %
Fall 2013	278	332	106	716	1.4 %
Spring 2014	390	240	104	734	2.5 %
Fall 2014	299	352	82	733	-0.1 %

### Enrollment by Ethnicity

Yr/Sem	Asian/Pacific Islander	African American	Hispanic	White	American Indian	Other
Fall 2010	65 (9.7 %)	58 (8.7 %)	388 (58.2 %)	102 (15.3 %)	4 (0.6 %)	50 (7.5 %)
Spring 2011	71 (11.5 %)	35 (5.7 %)	388 (63.0 %)	81 (13.1 %)	3 (0.5 %)	38 (6.2 %)
Fall 2011	70 (10.4 %)	33 (4.9 %)	461 (68.7 %)	67 (10.0 %)	1 (0.1 %)	39 (5.8 %)
Spring 2012	66 (10.5 %)	49 (7.8 %)	392 (62.2 %)	83 (13.2 %)	5 (0.8 %)	35 (5.6 %)
Fall 2012	93 (13.3 %)	33 (4.7 %)	464 (66.2 %)	87 (12.4 %)	2 (0.3 %)	22 (3.1 %)
Spring 2013	88 (12.5 %)	35 (5.0 %)	472 (66.9 %)	89 (12.6 %)	0 (0.0 %)	22 (3.1 %)
Fall 2013	53 (7.4 %)	27 (3.8 %)	517 (72.2 %)	80 (11.2 %)	0 (0.0 %)	39 (5.4 %)
Spring 2014	63 (8.6 %)	42 (5.7 %)	498 (67.8 %)	87 (11.9 %)	6 (0.8 %)	38 (5.2 %)
Fall 2014	48 (6.5 %)	29 (4.0 %)	527 (71.9 %)	88 (12.0 %)	4 (0.5 %)	37 (5.0 %)

### Enrollment by Age

Yr/Sem	Under 20	20 to 24	25 to 34	35 to 54	55 And Over	Unknown
Fall 2010	143 (21.4 %)	270 (40.5 %)	146 (21.9 %)	94 (14.1 %)	14 (2.1 %)	0 (0.0 %)
Spring 2011	109 (17.7 %)	261 (42.4 %)	142 (23.1 %)	93 (15.1 %)	11 (1.8 %)	0 (0.0 %)
Fall 2011	122 (18.2 %)	325 (48.4 %)	130 (19.4 %)	84 (12.5 %)	10 (1.5 %)	0 (0.0 %)
Spring 2012	125 (19.8 %)	301 (47.8 %)	117 (18.6 %)	80 (12.7 %)	7 (1.1 %)	0 (0.0 %)
Fall 2012	122 (17.4 %)	343 (48.9 %)	143 (20.4 %)	86 (12.3 %)	7 (1.0 %)	0 (0.0 %)
Spring 2013	127 (18.0 %)	355 (50.3 %)	139 (19.7 %)	81 (11.5 %)	4 (0.6 %)	0 (0.0 %)
Fall 2013	135 (18.9 %)	365 (51.0 %)	127 (17.7 %)	80 (11.2 %)	9 (1.3 %)	0 (0.0 %)
Spring 2014	141 (19.2 %)	372 (50.7 %)	136 (18.5 %)	68 (9.3 %)	17 (2.3 %)	0 (0.0 %)

Fall 2014	116 (15.8 %)	365 (49.8 %)	160 (21.8 %)	83 (11.3 %)	9 (1.2 %)	0 (0.0 %)
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### Enrollment by Gender

Yr/Sem	Male	Female
Fall 2010	340 (51.0 %)	327 (49.0 %)
Spring 2011	326 (52.9 %)	290 (47.1 %)
Fall 2011	338 (50.4 %)	333 (49.6 %)
Spring 2012	321 (51.0 %)	309 (49.0 %)
Fall 2012	384 (54.8 %)	317 (45.2 %)
Spring 2013	385 (54.5 %)	321 (45.5 %)
Fall 2013	381 (53.2 %)	335 (46.8 %)
Spring 2014	368 (50.1 %)	366 (49.9 %)
Fall 2014	375 (51.2 %)	358 (48.8 %)

### Enrollment by Primary Language

Yr/Sem	English	Armenian	Chinese	Farsi	Filipino	Japanese	Korean	Russian	Spanish	Vietnamese	Other	Unknown
Fall 2010	523 (78.4 %)	9 (1.3 %)	6 (0.9 %)	2 (0.3 %)	3 (0.4 %)	3 (0.4 %)	2 (0.3 %)	5 (0.7 %)	76 (11.4 %)	3 (0.4 %)	34 (5.1 %)	1 (0.1 %)
Spring 2011	462 (75.0 %)	16 (2.6 %)	5 (0.8 %)	6 (1.0 %)	2 (0.3 %)	1 (0.2 %)	2 (0.3 %)	5 (0.8 %)	77 (12.5 %)	2 (0.3 %)	38 (6.2 %)	0 (0.0 %)
Fall 2011	521 (77.6 %)	7 (1.0 %)	0 (0.0 %)	0 (0.0 %)	4 (0.6 %)	0 (0.0 %)	0 (0.0 %)	2 (0.3 %)	92 (13.7 %)	6 (0.9 %)	38 (5.7 %)	1 (0.1 %)
Spring 2012	485 (77.0 %)	10 (1.6 %)	3 (0.5 %)	0 (0.0 %)	6 (1.0 %)	0 (0.0 %)	2 (0.3 %)	2 (0.3 %)	79 (12.5 %)	3 (0.5 %)	38 (6.0 %)	2 (0.3 %)
Fall 2012	517 (73.8 %)	15 (2.1 %)	2 (0.3 %)	0 (0.0 %)	5 (0.7 %)	0 (0.0 %)	1 (0.1 %)	0 (0.0 %)	97 (13.8 %)	3 (0.4 %)	58 (8.3 %)	3 (0.4 %)
Spring 2013	520 (73.7 %)	21 (3.0 %)	2 (0.3 %)	0 (0.0 %)	5 (0.7 %)	0 (0.0 %)	3 (0.4 %)	0 (0.0 %)	105 (14.9 %)	6 (0.8 %)	40 (5.7 %)	4 (0.6 %)
Fall 2013	567 (79.2 %)	18 (2.5 %)	2 (0.3 %)	6 (0.8 %)	4 (0.6 %)	0 (0.0 %)	3 (0.4 %)	0 (0.0 %)	106 (14.8 %)	0 (0.0 %)	10 (1.4 %)	0 (0.0 %)
Spring 2014	591 (80.5 %)	11 (1.5 %)	5 (0.7 %)	4 (0.5 %)	5 (0.7 %)	0 (0.0 %)	1 (0.1 %)	0 (0.0 %)	80 (10.9 %)	4 (0.5 %)	32 (4.4 %)	1 (0.1 %)
Fall 2014	598 (81.6 %)	9 (1.2 %)	1 (0.1 %)	0 (0.0 %)	3 (0.4 %)	0 (0.0 %)	3 (0.4 %)	1 (0.1 %)	105 (14.3 %)	2 (0.3 %)	10 (1.4 %)	1 (0.1 %)

### Data Review and Analysis for Enrollment

Respondent(s)

Analyze trends in Enrollment over the period for which data were provided, using detailed breakdowns as necessary. Where college-wide data is provided, compare discipline to college-wide trends. Also, discuss college-wide or discipline-department specific factors as they relate to these trends and note the implications on your discipline/department operations or planning.

Validation Team Response

### Supplemental Files

Upload any files along with description that are relevant to this area.

No Supplemental File(s).



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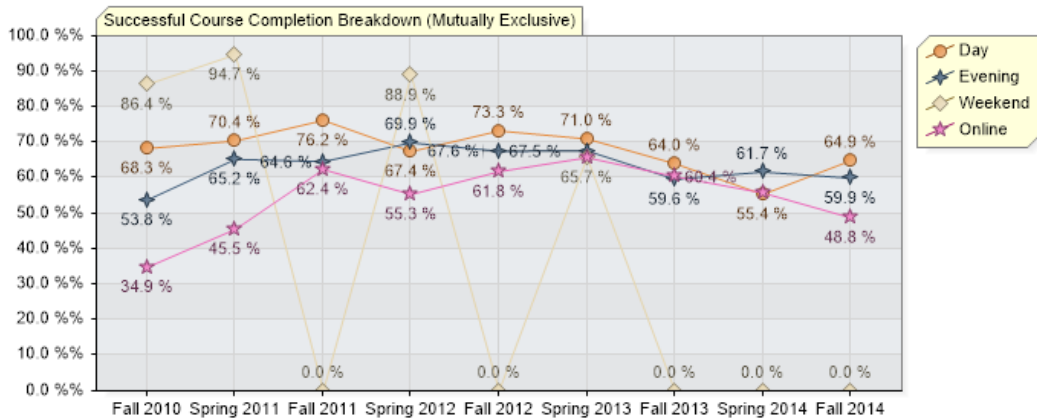
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Student Success - Successful Course Completion

- To see success and retention rates at the course level, click the following link: <http://academic.lamission.edu/reports/gradedistribution/> and select the relevant years, terms, and discipline and check "Report by Course" below the list of disciplines, then click "View Report"
- LACCD District-wide Success & Retention Rates by Discipline, Fall 14'

Data Description

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College Institution-Set Standards

- Successful Course Completion Rate: 64%
- Course Retention Rate: 85%

Student Success Totals

Year/Semester	Day	Evening	Weekend	Online	Total	% Change in Total	College Avg.
Fall 2010	68.3%	53.8%	86.4%	34.9%	58.0%	0.0%	67.5%
Spring 2011	70.4%	65.2%	94.7%	45.5%	64.3%	10.8%	68.3%
Fall 2011	76.2%	64.6%	0.0%	62.4%	68.1%	5.9%	69.1%
Spring 2012	67.4%	69.9%	88.9%	55.3%	67.1%	-1.4%	69.5%
Fall 2012	73.3%	67.5%	0.0%	61.8%	68.8%	2.4%	69.3%
Spring 2013	71.0%	67.6%	65.7%	65.7%	69.1%	0.5%	69.2%
Fall 2013	64.0%	59.6%	0.0%	60.4%	61.5%	-11.1%	66.7%
Spring 2014	55.4%	61.7%	0.0%	55.8%	57.5%	-6.4%	64.8%
Fall 2014	64.9%	59.9%	0.0%	48.8%	60.7%	5.6%	64.9%

Student Retention Totals

Year/Semester	Day	Evening	Weekend	Online	Total	% Change in Total	College Avg.
Fall 2010	87.1%	83.9%	95.5%	92.7%	87.1%	0.0%	87.2%
Spring 2011	83.3%	81.9%	100.0%	67.0%	80.2%	-7.9%	87.0%
Fall 2011	92.4%	87.9%	0.0%	88.1%	89.4%	11.5%	88.0%
Spring 2012	93.4%	81.1%	92.6%	89.3%	88.9%	-0.6%	87.9%
Fall 2012	89.0%	87.2%	0.0%	88.6%	88.2%	-0.8%	87.8%
Spring 2013	89.6%	90.8%	97.1%	89.5%	90.2%	2.3%	87.3%
Fall 2013	84.9%	79.8%	0.0%	84.0%	82.4%	-8.7%	85.2%
Spring 2014	83.3%	82.1%	0.0%	90.4%	83.9%	1.8%	83.9%
Fall 2014	84.9%	84.9%	0.0%	84.1%	84.9%	1.1%	85.3%

Student Success/Retention by Ethnicity

Yr/Sem	Asian/Pacific Islander	African American	Hispanic	White	American Indian	Other
Fall 2010	S:75.4 % R:92.3 %	S:37.9 % R:94.8 %	S:60.3 % R:85.1 %	S:53.9 % R:84.3 %	S:75.0 % R:100.0 %	S:48.0 % R:92.0 %
	S:63.4 %	S:54.3 %	S:64.7 %	S:65.4 %	S:33.3 %	S:71.1 %

Spring 2011	R:88.7 %	R:68.6 %	R:79.9 %	R:80.2 %	R:100.0 %	R:76.3 %
Fall 2011	S:71.4 % R:92.9 %	S:51.5 % R:81.8 %	S:67.5 % R:88.5 %	S:74.6 % R:92.5 %	S:100.0 % R:100.0 %	S:71.8 % R:94.9 %
Spring 2012	S:78.8 % R:95.5 %	S:40.8 % R:89.8 %	S:65.8 % R:87.5 %	S:78.3 % R:91.6 %	S:80.0 % R:100.0 %	S:68.6 % R:82.9 %
Fall 2012	S:71.0 % R:94.6 %	S:63.6 % R:87.9 %	S:67.9 % R:87.7 %	S:73.6 % R:85.1 %	S:100.0 % R:100.0 %	S:63.6 % R:81.8 %
Spring 2013	S:78.4 % R:96.6 %	S:45.7 % R:91.4 %	S:68.2 % R:88.6 %	S:75.3 % R:92.1 %	S:0.0 % R:0.0 %	S:63.6 % R:90.9 %
Fall 2013	S:54.7 % R:77.4 %	S:55.6 % R:96.3 %	S:60.9 % R:82.2 %	S:68.8 % R:81.3 %	S:0.0 % R:0.0 %	S:66.7 % R:84.6 %
Spring 2014	S:63.5 % R:85.7 %	S:47.6 % R:90.5 %	S:54.8 % R:81.9 %	S:67.8 % R:87.4 %	S:50.0 % R:66.7 %	S:71.1 % R:94.7 %
Fall 2014	S:70.8 % R:83.3 %	S:27.6 % R:82.8 %	S:61.1 % R:83.5 %	S:73.9 % R:93.2 %	S:50.0 % R:100.0 %	S:37.8 % R:86.5 %

### Student Success/Retention by Age

Yr/Sem	Under 20	20 to 24	25 to 34	35 to 54	55 And Over	Unknown
Fall 2010	S:58.7 % R:83.9 %	S:56.3 % R:86.3 %	S:59.6 % R:88.4 %	S:58.5 % R:92.6 %	S:64.3 % R:85.7 %	S:0.0 % R:0.0 %
Spring 2011	S:63.3 % R:83.5 %	S:59.4 % R:77.8 %	S:69.0 % R:81.7 %	S:69.9 % R:80.6 %	S:81.8 % R:81.8 %	S:0.0 % R:0.0 %
Fall 2011	S:72.1 % R:93.4 %	S:64.6 % R:84.3 %	S:70.0 % R:94.6 %	S:69.0 % R:94.0 %	S:100.0 % R:100.0 %	S:0.0 % R:0.0 %
Spring 2012	S:56.8 % R:88.0 %	S:67.8 % R:89.4 %	S:70.1 % R:88.9 %	S:76.3 % R:87.5 %	S:71.4 % R:100.0 %	S:0.0 % R:0.0 %
Fall 2012	S:68.9 % R:91.0 %	S:66.5 % R:88.3 %	S:75.5 % R:88.8 %	S:68.6 % R:83.7 %	S:42.9 % R:71.4 %	S:0.0 % R:0.0 %
Spring 2013	S:66.9 % R:90.6 %	S:69.3 % R:91.5 %	S:68.3 % R:87.1 %	S:71.6 % R:88.9 %	S:100.0 % R:100.0 %	S:0.0 % R:0.0 %
Fall 2013	S:56.3 % R:89.6 %	S:59.5 % R:79.2 %	S:66.1 % R:81.1 %	S:72.5 % R:87.5 %	S:55.6 % R:77.8 %	S:0.0 % R:0.0 %
Spring 2014	S:52.5 % R:81.6 %	S:55.4 % R:81.2 %	S:64.0 % R:87.5 %	S:60.3 % R:94.1 %	S:82.4 % R:94.1 %	S:0.0 % R:0.0 %
Fall 2014	S:50.0 % R:81.0 %	S:58.4 % R:84.4 %	S:67.5 % R:83.1 %	S:69.9 % R:94.0 %	S:88.9 % R:100.0 %	S:0.0 % R:0.0 %

### Student Success by Gender

Yr/Sem	Male	Female
Fall 2010	S:55.9 % R:88.2 %	S:60.2 % R:85.9 %
Spring 2011	S:62.3 % R:81.0 %	S:66.6 % R:79.3 %
Fall 2011	S:66.6 % R:89.6 %	S:69.7 % R:89.2 %
Spring 2012	S:63.6 % R:89.4 %	S:70.9 % R:88.3 %
Fall 2012	S:69.3 % R:91.1 %	S:68.1 % R:84.5 %
Spring 2013	S:69.4 % R:90.6 %	S:68.8 % R:89.7 %
Fall 2013	S:64.6 % R:84.3 %	S:57.9 % R:80.3 %
Spring 2014	S:58.4 % R:85.6 %	S:56.6 % R:82.2 %
Fall 2014	S:63.2 % R:86.4 %	S:58.1 % R:83.2 %

### Student Success/Retention by Primary Language

Yr/Sem	English	Armenian	Chinese	Farsi	Filipino	Japanese	Korean	Russian	Spanish	Vietnamese	Other	Unknown
Fall 2010	S:54.3 % R:86.6 %	S:88.9 % R:100.0 %	S:66.7 % R:66.7 %	S:100.0 % R:100.0 %	S:100.0 % R:100.0 %	S:66.7 % R:100.0 %	S:100.0 % R:100.0 %	S:100.0 % R:100.0 %	S:68.4 % R:85.5 %	S:100.0 % R:100.0 %	S:61.8 % R:91.2 %	S:100.0 % R:100.0 %
Spring 2011	S:62.3 % R:78.1 %	S:81.3 % R:93.8 %	S:100.0 % R:100.0 %	S:66.7 % R:83.3 %	S:100.0 % R:100.0 %	S:100.0 % R:100.0 %	S:100.0 % R:100.0 %	S:100.0 % R:100.0 %	S:75.3 % R:85.7 %	S:100.0 % R:100.0 %	S:42.1 % R:78.9 %	S:0.0 % R:0.0 %
Fall 2011	S:67.4 % R:88.5 %	S:71.4 % R:100.0 %	S:0.0 % R:0.0 %	S:0.0 % R:0.0 %	S:100.0 % R:100.0 %	S:0.0 % R:0.0 %	S:0.0 % R:0.0 %	S:100.0 % R:100.0 %	S:73.9 % R:90.2 %	S:100.0 % R:100.0 %	S:52.6 % R:94.7 %	S:100.0 % R:100.0 %
Spring 2012	S:65.2 % R:87.8 %	S:80.0 % R:90.0 %	S:100.0 % R:100.0 %	S:0.0 % R:0.0 %	S:83.3 % R:100.0 %	S:0.0 % R:0.0 %	S:0.0 % R:50.0 %	S:50.0 % R:100.0 %	S:74.7 % R:89.9 %	S:100.0 % R:100.0 %	S:68.4 % R:97.4 %	S:100.0 % R:100.0 %
Fall 2012	S:67.9 % R:86.7 %	S:53.3 % R:73.3 %	S:50.0 % R:100.0 %	S:0.0 % R:0.0 %	S:60.0 % R:100.0 %	S:0.0 % R:0.0 %	S:100.0 % R:100.0 %	S:0.0 % R:0.0 %	S:72.2 % R:90.7 %	S:100.0 % R:100.0 %	S:72.4 % R:98.3 %	S:100.0 % R:100.0 %
Spring 2013	S:66.3 % R:89.0 %	S:71.4 % R:90.5 %	S:100.0 % R:100.0 %	S:0.0 % R:0.0 %	S:100.0 % R:100.0 %	S:0.0 % R:0.0 %	S:100.0 % R:0.0 %	S:0.0 % R:0.0 %	S:79.0 % R:94.3 %	S:100.0 % R:100.0 %	S:62.5 % R:90.0 %	S:100.0 % R:100.0 %
Fall 2013	S:59.8 % R:82.4 %	S:61.1 % R:77.8 %	S:50.0 % R:50.0 %	S:66.7 % R:66.7 %	S:100.0 % R:100.0 %	S:0.0 % R:0.0 %	S:100.0 % R:100.0 %	S:0.0 % R:0.0 %	S:67.9 % R:84.0 %	S:0.0 % R:0.0 %	S:60.0 % R:80.0 %	S:0.0 % R:0.0 %
Spring 2014	S:56.3 % R:82.4 %	S:45.5 % R:100.0 %	S:40.0 % R:80.0 %	S:100.0 % R:100.0 %	S:100.0 % R:100.0 %	S:0.0 % R:0.0 %	S:100.0 % R:100.0 %	S:0.0 % R:0.0 %	S:61.3 % R:86.3 %	S:50.0 % R:75.0 %	S:65.6 % R:96.9 %	S:100.0 % R:100.0 %

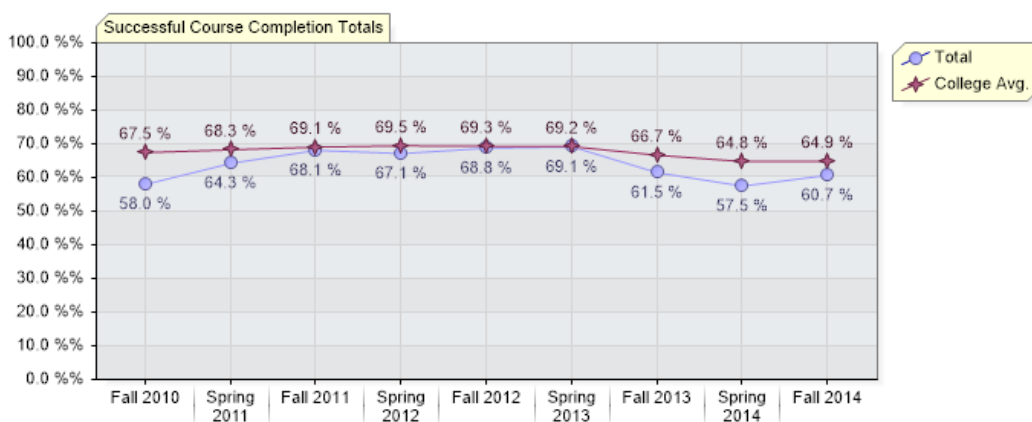
Fall 2014	S:59.0 % R:84.8 %	S:88.9 % R:100.0 %	S:100.0 % R:100.0 %	S:0.0 % R:0.0 %	S:66.7 % R:66.7 %	S:0.0 % R:0.0 %	S:100.0 % R:100.0 %	S:0.0 % R:0.0 %	S:66.7 % R:83.8 %	S:100.0 % R:100.0 %	S:60.0 % R:90.0 %	S:0.0 % R:100.0 %
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### Grade Distribution

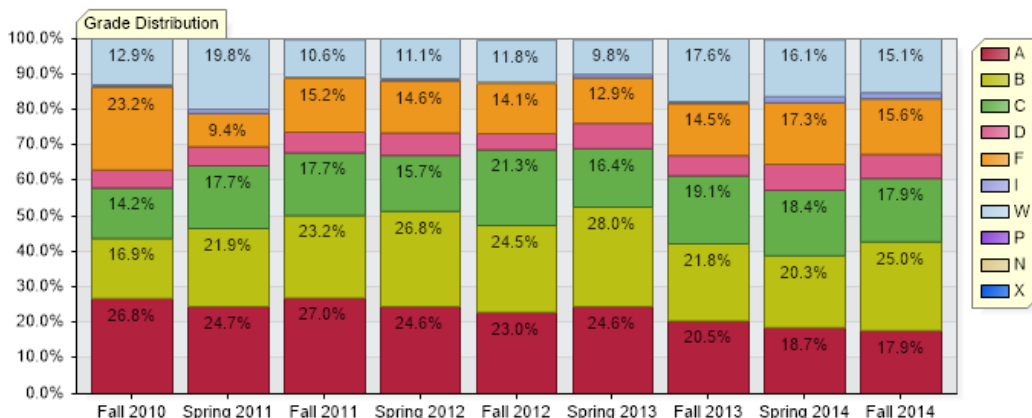
Year/Semester	A	B	C	D	F	I	W	P	N	X
Fall 2010	26.8 %	16.9 %	14.2 %	5.1 %	23.2 %	0.7 %	12.9 %	0.0 %	0.0 %	0.0 %
Spring 2011	24.7 %	21.9 %	17.7 %	5.4 %	9.4 %	1.1 %	19.8 %	0.0 %	0.0 %	0.0 %
Fall 2011	27.0 %	23.2 %	17.7 %	5.8 %	15.2 %	0.3 %	10.6 %	0.1 %	0.0 %	0.0 %
Spring 2012	24.6 %	26.8 %	15.7 %	6.3 %	14.6 %	0.8 %	11.1 %	0.0 %	0.0 %	0.0 %
Fall 2012	23.0 %	24.5 %	21.3 %	4.6 %	14.1 %	0.4 %	11.8 %	0.0 %	0.3 %	0.0 %
Spring 2013	24.6 %	28.0 %	16.4 %	7.1 %	12.9 %	1.0 %	9.8 %	0.0 %	0.1 %	0.0 %
Fall 2013	20.5 %	21.8 %	19.1 %	5.7 %	14.5 %	0.7 %	17.6 %	0.0 %	0.0 %	0.0 %
Spring 2014	18.7 %	20.3 %	18.4 %	7.4 %	17.3 %	1.8 %	16.1 %	0.1 %	0.0 %	0.0 %
Fall 2014	17.9 %	25.0 %	17.9 %	6.8 %	15.6 %	1.8 %	15.1 %	0.0 %	0.0 %	0.0 %

[+ Show Detailed Breakdown Graphs](#)

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### Data Review and Analysis for Student Success

Respondent(s)

1) Has your discipline chosen to set its own discipline-specific standards for student success and retention? A standard is defined as a level of performance to meet educational quality and institutional effectiveness expectations – a level below which you would be concerned about your performance.

**Yes No**

**If yes**, please indicate your discipline-specific standard(s) and your justification for why they are different than the college institution-set standard(s) for:

Successful Course Completion Rate:

Course Retention Rate:

Please provide your justification, grounded in evidence/data, for why your discipline chose to set standards that differ from the college institution-set standards.

2) Analyze trends in Student Success over the period for which data were provided, using detailed breakdowns as necessary. Where college-wide data is provided, **compare discipline to college-wide trends and institution-set standards for course success and retention**. **If your discipline set its own discipline-specific standard(s), please also compare your performance to those standards**. Discuss college-wide or discipline-/department-specific factors as they relate to these trends and note the implications on your discipline/department operations or planning.

3) In areas you've identified as needing improvement, describe strategies and/or interventions that you will implement to help bring about improvement in achievement outcomes

4) Please assess the effectiveness of the strategies and/or interventions you implemented in prior years, in part by analyzing the discipline's most recent success and retention rates compared to the prior year's performance and to the institution- and/or discipline-set standards.

5) If your program collects data on other criteria of importance to your program (e.g., Skills Certificates), please use the box below to document the criteria and your performance on them. If you have set a standard (a level of performance to meet educational quality and institutional effectiveness expectations) for your performance on each criteria, please also specify the standard.

6) If your program offers any certificates and/or CTE degrees, please list the job placement rates for students completing these certificates/degrees (if you collect such information). Please list each certificate/degree in which there were at least 10 students who completed the program in a given year. State your standard for expected job placement rate. Also, state the job placement rate, as measured in the year following graduation, of students who graduated from the program.

7) Please evaluate your performance and describe any plans for improvement on the measures identified in question 5 and 6 above (program-specific measures and/or job placement rates). Also, discuss any improvements that have resulted from prior program improvement plans.

Validation Team Response



2015-2016 Review For: ACCTG,BUS,ECON,FINANCE,MARKET,MGMT Combined (Completed)

Export Report

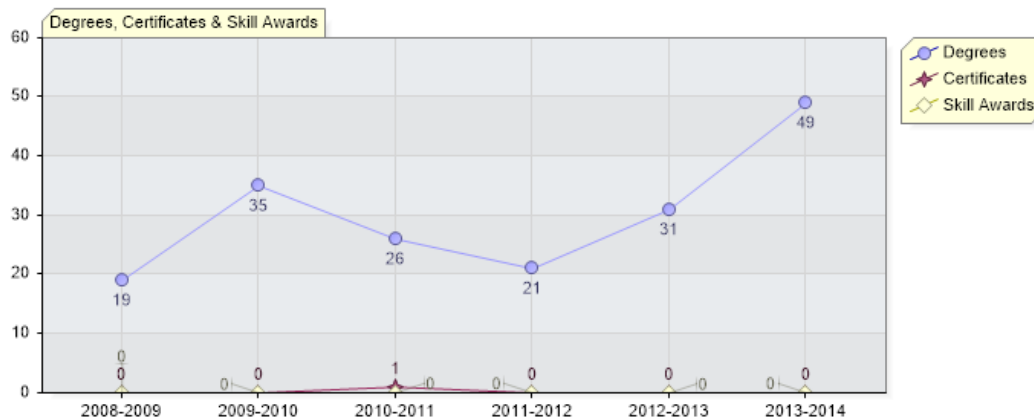
2015-2016 Business / Law Budget Information

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  - Response to Recs.
  - Objectives & Resources
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  - Student Success
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- Submit / Finalize

Student Success - Degree/Certificate Awards

[Data Description](#)

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Discipline Totals

Academic Year	Degrees	Certificates	Skill Awards
2008-2009	19	0	0
2009-2010	35	0	0
2010-2011	26	1	0
2011-2012	21	0	0
2012-2013	31	0	0
2013-2014	49	0	0

Percentage based on college totals

Academic Year	Degrees	Certificates	Skill Awards
2008-2009	4.7 % (19/404)	0.0 % (0/170)	0.0 % (0/109)
2009-2010	9.0 % (35/387)	0.0 % (0/151)	0.0 % (0/83)
2010-2011	6.1 % (26/426)	0.6 % (1/154)	0.0 % (0/4)
2011-2012	4.4 % (21/473)	0.0 % (0/241)	0.0 % (0/1)
2012-2013	4.6 % (31/673)	0.0 % (0/354)	0.0 % (0/1)
2013-2014	5.9 % (49/831)	0.0 % (0/435)	0.0 % (0/1)

Data Review and Analysis for Degree/Certificate Awards

Respondent(s)

Analyze trends in Degree/Certificate Awards over the period for which data were provided, using detailed breakdowns as necessary. Where college-wide data is provided, compare discipline to college-wide trends. Also, discuss college-wide or discipline-department specific factors as they relate to these trends and note the implications on your discipline/department operations or planning.

In areas you've identified as needing improvement, describe strategies and/or interventions that you will implement to help bring

about improvement in student degree and/or certificate completion

Please assess the effectiveness of the strategies and/or interventions you implemented in prior years to increase student degree and/or certificate completion.

Validation Team Response

### Supplemental Files

Upload any files along with description that are relevant to this area.

No Supplemental File(s).