

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Entrepreneurship **Academic Year** 2024-2025

1. Has your program mission or primary function changed in the last year?

No. There has been no change in program mission or primary function in the last year.

2. Were there any noteworthy changes to the program over the past year? (e.g., new courses, degrees, certificates, articulation agreements)

There have been no new courses, degrees, or certificates over the past year. However, a second Entrepreneurship class, Entrepreneurship 102 Projects, is now offered.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

There have been no changes to our program map and no challenges associated with maintaining the planned schedule. The Heatmap shows 5 sections offered during Fall 2023 and Spring 2024, with three of the sections being taught at two high schools and 2 online sections taught at AHC. Enrollment is strong and there are no challenges maintaining the planned schedule at this time.

4. Were there any staffing changes?

There were no staffing changes. One Associate Faculty member has been the entrepreneurship instructor for many years. Said instructor teaches two entrepreneurship sections per year. In addition, three entrepreneurship sections are being taught at local high schools.

5. What were your program successes in your area of focus last year?

Entrepreneurship 102- Entrepreneurship Projects was offered for the first time (previously only Entrepreneurship 101 was offered). Said course was offered online in Spring 2024. Enrollment was good at 22 students. Entrepreneurship 101 was offered online by AHC faculty in Fall 2023. The AHC online sections utilized a module format, with a wide variety of resources for students, including the talking syllabus.

In addition, Entrepreneurship 101 was offered by two high schools, onsite during Fall 2023 – Spring 2024 semesters. ENTR 101 is offered at Pioneer Valley High School and at Santa Maria High School.

Enrollment in all sections of Entrepreneurship courses has been good, with full classes in all sections. Overall, students say they are taking the course to explore self-employment

options and/or learn how to manage and run a small business. See Attachment 1(a) and 1(b).

The Entrepreneurship program has a goal of improving student writing skills. As such, instructors have used case studies, article reviews, discussion boards, and essay assignments to give students the opportunity to enhance their writing skills.

The online students are required to write responses to discussion board questions. They are required to write a peer response to another student's post. The use of a grading rubric and instructor feedback is utilized to give timely feedback.

Students are asked to write about what they have learned and how they will apply those lessons in their personal and professional life. Other assignments include an Article Portfolio, wherein students must research current articles on assigned topics and write summary papers on their readings, as well as group projects wherein students must review a business scenario, identify issues, research solutions, and draft a final presentation paper.

Also, the entrepreneurship program is working to improve student ability to follow instructions. This is based on feedback from the business advisory team (which includes entrepreneurship). The department has a student learning outcome related to the ability to follow instructions. Faculty will measure student success regarding this student learning outcome.

Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.

In the 2024-2025 data for Entrepreneurship 101, was entered into SPOL for the learning outcome "following instructions." The SPOL analysis resulted in a finding that all courses evaluated were 100% successful in meeting this learning goal.

In addition, future plans include using SPOL to measure the student outcome related to producing a work-based learning outcome.

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

The department was very pleased with the SPOL results of the learning outcome measured. Said data showed a high level of success in following instructions. The department will continue to use SPOL to measure this learning outcome in other courses. Also, the department will use SPOL to measure additional learning outcomes.

- c. Please summarize recommendations and/or accolades that were made within the program/department.

Enrollment in all sections of Entrepreneurship courses has been excellent, with full classes. Overall, students say they are taking the course to explore self-employment options and/or learn how to manage and run a small business.

In order to reach even more students, Entrepreneurship 101 was offered online for the first time in Fall 2023. Entrepreneurship 102 was offered online in Spring 2024. Faculty designed the online courses to supplement the on-campus option. Lessons learned from the Distance Learning training course were utilized.

The Entrepreneurship 101 success rate and retention were above college levels. The class showed 81% retention (vs. college 72%) and 95% success rate (vs. college 87%) See Attachment 1.

The success rate pertaining to recall of significant issues, theories, and applications, as measured by objective tests, is excellent. SPOL will continue to be utilized to measure student success in all courses for all student outcomes.

Additionally, faculty will continue efforts to improve student writing skills and ability to follow instruction. These two improvement areas were identified by both faculty members and the business advisory team. Continuous improvement of curriculum and referrals to appropriate support services will be maintained

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

There are no associated changes related to planning documentation. All current methods are effective at the present time.

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

- a. Which courses were reviewed for regular and substantive interactions
A peer review of ENTR 101 for the Fall 2024 section was conducted. Results indicate high marks on all criteria measured, showing an excellent quality of instruction.
- b. What were some key findings regarding RSI?

Use of discussion boards, real-time office hours via zoom, prompt responses to emails from students, timely feedback on all course assignments created regular and substantive interactions.

Some strengths: Exceptional interaction between faculty and students is evident in the course design and in student contact.

Some areas of possible improvement: None noted at this time. However, RSI will be continuously monitored and improved as needed.

- c. What is the plan for improvement?
Continuous monitoring and timely interventions.

CTE two-year review of labor market data and pre-requisite review

- a. Does the program meet documented labor market demand?

Per the Global Entrepreneurship Monitor by Babson College, 2024 update the entrepreneurial growth rate is strong. Most new entrepreneurial ventures are in professional services and technology, with other hot areas being finance, real estate, and business services. Rounding out the top industry choices for entrepreneurs is education, government, social, and consumer services.

Most entrepreneurial ventures are solo operators or owners of very small businesses with 5 or fewer employees. Entrepreneurship is a popular career choice among women and minorities.

As such, the program meets labor market need and projection.

- b. How does the program address needs that are not met by similar programs?

The Entrepreneurship Degree program contains primarily business courses. There are only two entrepreneurship courses. All of the rest of the courses in the Entrepreneurship Degree are from the business discipline.

The Entrepreneurship program provides 36-unit Entrepreneurship A.S. degree, and a 17.5-unit Entrepreneurship and Small Business Management certificate. These programs help students become successful in starting/managing their own business. Also, the program helps meet the needs of transfer students, students striving for a 2-year degree, students seeking to enhance their career mobility.

- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

The Entrepreneurship Degree program contains primarily business courses. There are only two entrepreneurship courses. All of the rest of the courses in the Entrepreneurship Degree are from the business discipline. The data for said business courses is presented in the business discipline annual program review.

The enrollment and headcount data for Entrepreneurship in 2023-2024 shows the highest enrollment since the program's inception in 2019. Enrollment in the 4 sections is 119 students. Headcount of 116 students. FTES is 12.0, nearly flat from previous year FTES of 12.2. FTES in prior years ranged from 9.3 – 10.2. See Attachment 3.

Prior to COVID, Entrepreneurship 101 was only taught onsite. Beginning in 2024, it was only taught online at AHC. Plans to offer both an online and onsite section at AHC are being reviewed. See Attachment 3.

There were only two entrepreneurship degree awarded in 2023-2024. There was one degree awarded in 2021-2022. See Attachment 4.

However, as mentioned herein, the program consists of primarily business courses. Data suggest that students who take the Entrepreneurship course end up with business degrees. More research is needed investigate why students enroll in the entrepreneurship courses. This help determine why there are so few entrepreneurship degrees awarded.

- a. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others? T
There are no prerequisites.
- b. Have recommendations from the previous report been addressed?
Yes, emphasis on writing skills, following instructions, and production of work-based projects is central to course content.

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics. This section is only used if there are new planning initiatives and resources requested.** None requested at this time.

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	ER Obj-2 Video Speeches for Student Learning and enhancement
Planning years:	(The academic years this will take to complete) 2021-22 to 2024-25
<p align="center">Description:</p> <p>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</p> <p>The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student's speech provides a very constructive approach to review and improve their oratory skills.</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V </p>	

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

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Enter equipment requests below. Equipment is defined as having useful life of more than one year AND a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase.

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ- 2	Equipment	/video cameras \$600 each

[EQUIPMENT](#)
[SUPPLIES](#)
[STAFFING](#)
[TECHNOLOGY](#)
[FACILITIES](#)

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Area of Focus Discussion Template

ENROLLMENT TRENDS AND EFFICIENCY

Enrollment Trends and Efficiency – look for areas of growth or decline, relationship to the college and similar programs, and head count (enrollment and full-time equivalents for students and full-time equivalents faculty). Sample activities include the following:

Possible topics:

- Review FTES, headcount and enrollment trends disaggregated by population groups.
- Assess trends in productivity.
- Review retention and success rates by modality and disaggregated by population groups.
- Analyze the throughput of students from every completion and assess time to completion and disproportionate impact.
- Collaborate with guided pathways success teams to determine if programmatic barriers exist.
- Establish program goals for success rates.

1. What data were analyzed and what were the main conclusions?

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Additionally, faculty will continue efforts to improve student writing skills and ability to follow instruction. These two improvement areas were identified by both faculty members and the business advisory team. Continuous improvement of curriculum and referrals to appropriate support services will be maintained

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

Student success and access are good. The department should add sections as needed. A hybrid course may be desirable. A good mix of in-person and online should support student access.

3. What are your plans for change or *innovation*?

Faculty will investigate if free/low-cost instructional materials can be identified to help students overcome financial challenges associated with textbook costs.

4. How will you *measure* the results of your plans to determine if they are successful?

During the next annual review cycle, faculty will report on innovation goals as described herein.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)
2. Are there specific recommendations regarding the core topic responses from the validation team?

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.*** NA

Sample:

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Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ.- 2	Equipment	- /ideo cameras \$800 each

[EQUIPMENT](#)
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Ready Accessibility: Investigate 87%

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Program Review Signature Page:


Marie A Comstock (Oct 6, 2025 15:18:34 PDT)

Oct 6, 2025

Program Review Lead

Date



Oct 6, 2025

Program Dean

Date



Oct 6, 2025

Vice President, Academic Affairs

Date

Attachment 1 (a)

Heatmap Course

Section Heat Map (data as of 8/12/24)

grouped by hour of section begin time

Click cell in heatmap to see data for the chosen time slot. Click course in detail to see data for course.

Term Fall 2023 & Spring 2024|Campus All|Department Business|Discipline Entrepreneurship|
Course Attribute All | Part of Term All

BeginTime	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6am							
7am							
8am							
9am							
10am	0	1	1	1	1	0	0
11am	0	1	1	1	1	0	0
12pm							
1pm	0	1	1	1	1	0	0
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
ONLINE	0	0	0	0	0	0	0

1. Term ▼
(Multiple values) ▼

2. Campus ▼
(All) ▼

3. Building ▼
(All) ▼

4. Room ▼
(All) ▼

5. Department ▼
Business ▼

6. Discipline ▼
Entrepreneurship ▼

7. Course Attribute ▼
Not a basic skills co... ▼

8. Part of Term ▼
(All) ▼

Day All|Time All

Status_	Department_	Discipline_	course	CRN	Campus Desc	BldgRoom	Part of Term Desc	BeginTime_	Days Comb	Census Enroll	FTES_
Credit	Business	Entrepreneurship	ENTR101	21110	Online	Null	Full Term	ONLINE	Null	27	2.6
				42028	Off Campus	SMHS230	Santa Maria	1035am	TWTF	32	3.3
				42065	Off Campus	PVHS435	Pioneer Valley	1135am	TWTF	17	1.7
				42066	Off Campus	PVHS435	Pioneer Valley	105am	TWTF	21	2.2
			ENTR102	41635	Online	Null	Full Term	ONLINE	Null	22	2.1
Grand Total										119	12.0

Non Online
Sections

3

Online Sections

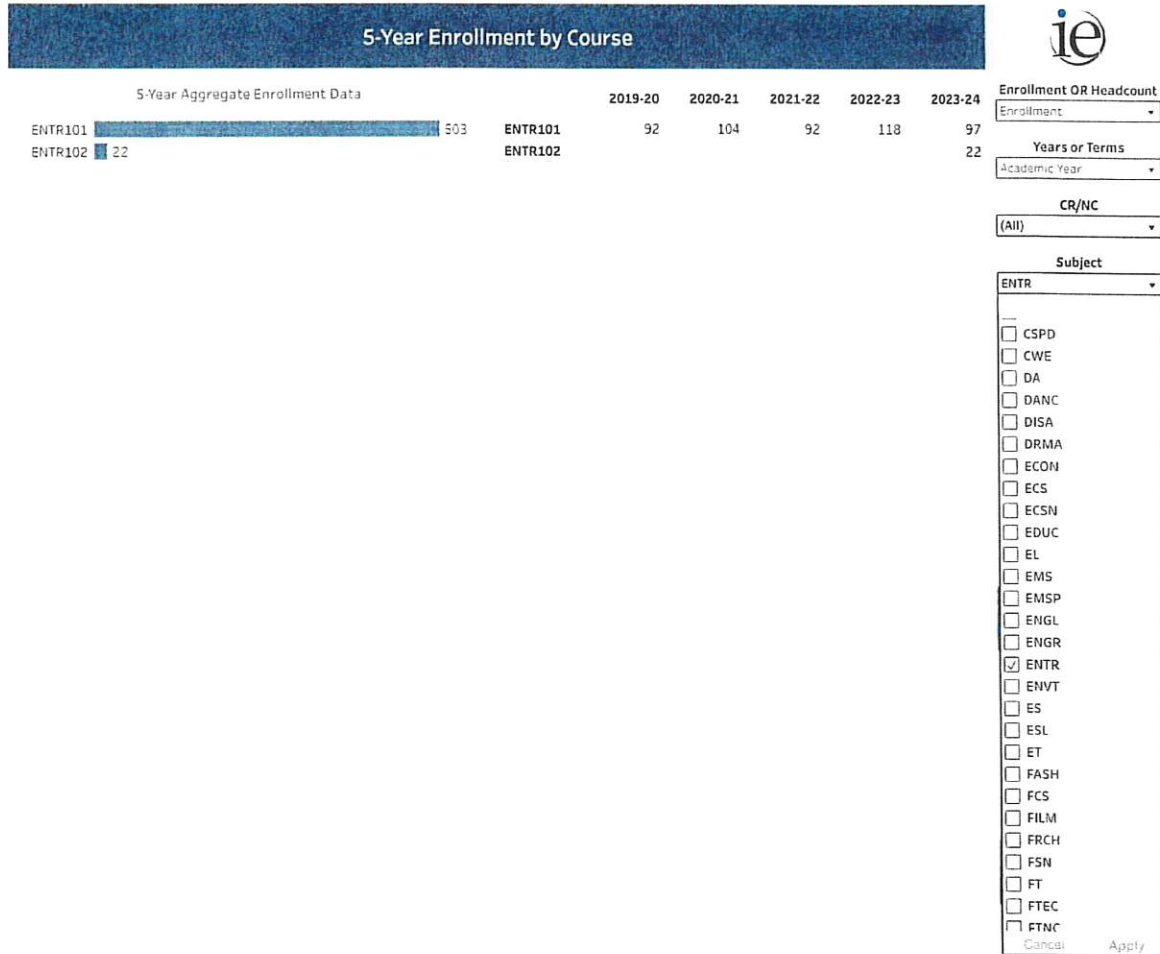
2

Course Includes Day

(All) ▼

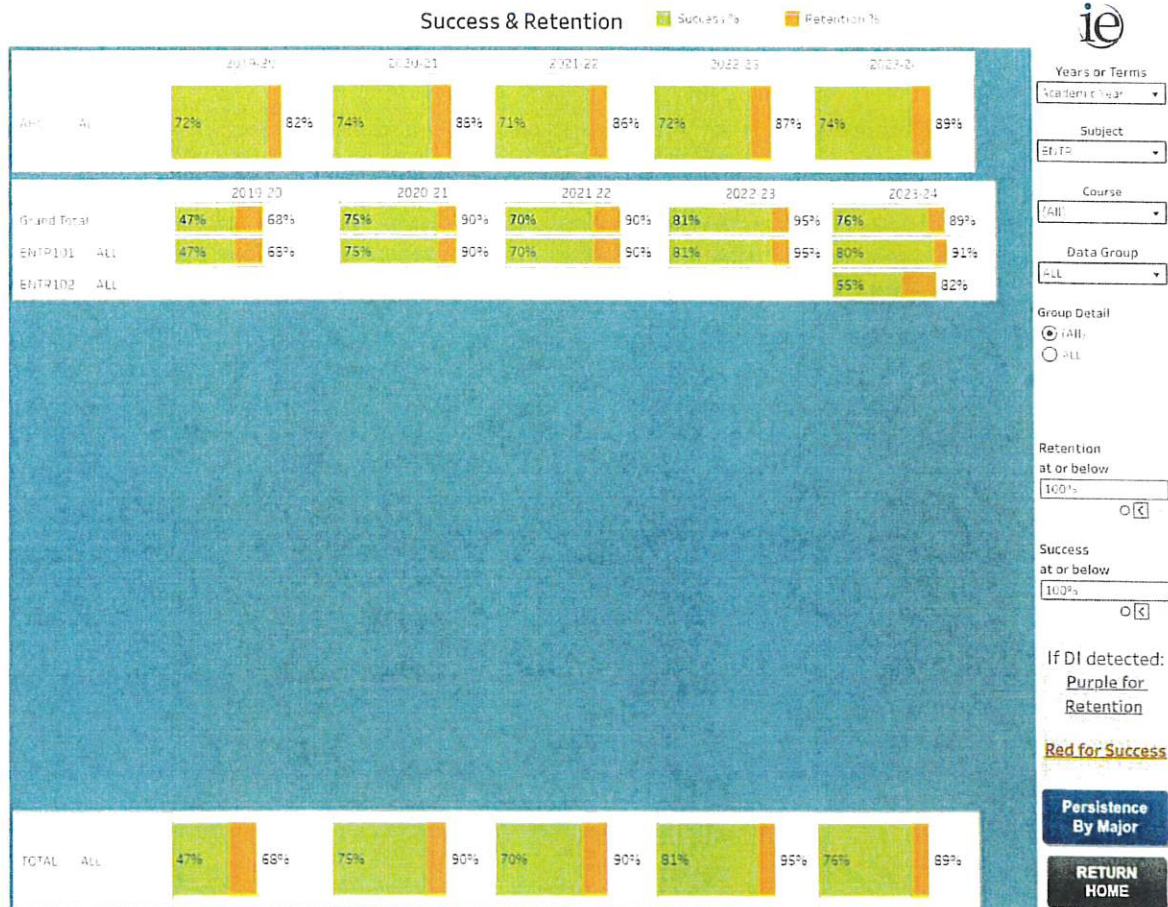
Attachment 1 (b)

Program Review: Enrollment & Headcount



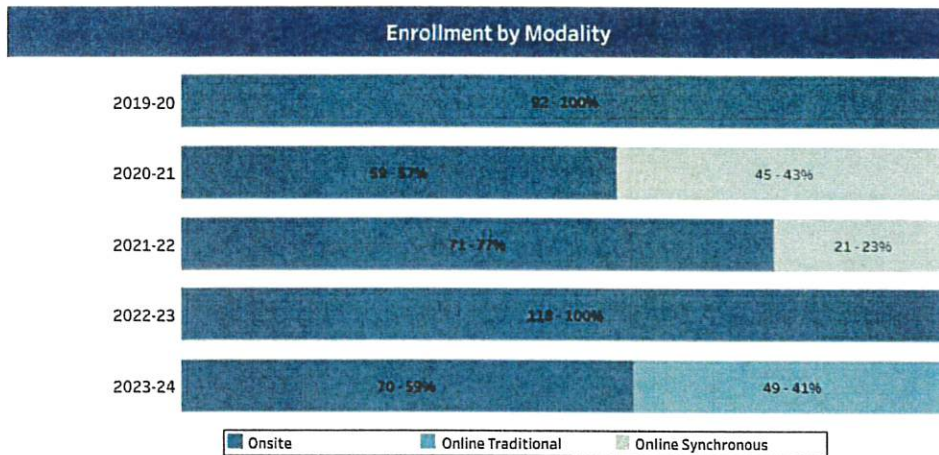
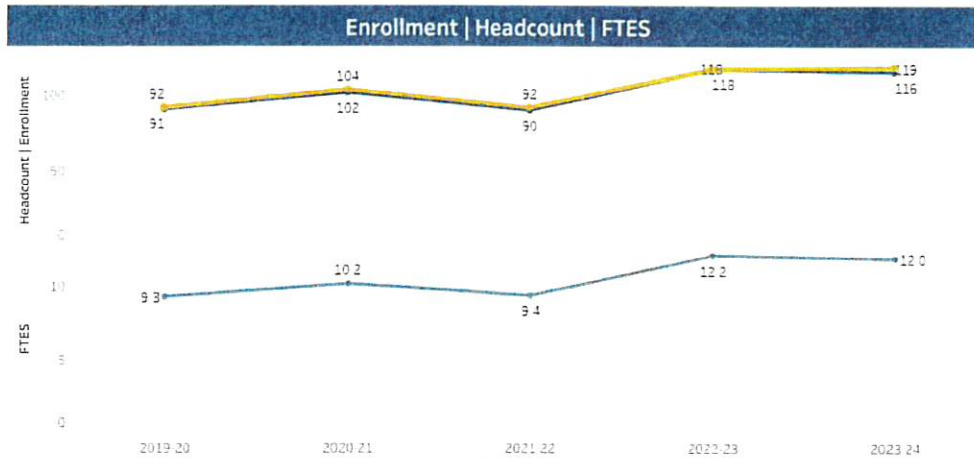
Attachment 2

Program Review: Success, Retention, Persistence



Attachment 3

Program Review: Enrollment & Headcount



Years or Terms

Academic Year

CR/NC

Credit

Subject

ENTR

- ☐ EL
- ☐ EMS
- ☐ EMSP
- ☐ ENGL
- ☐ ENGR
- ☒ ENTR
- ☐ ENVT
- ☐ ES
- ☐ ESL
- ☐ ET
- ☐ FASH
- ☐ FCS
- ☐ FILM
- ☐ FRCH
- ☐ FSN
- ☐ FT
- ☐ FTEC
- ☐ FTNC
- ☐ GBST
- ☐ GEOG
- ☐ GEOL
- ☐ GRPH
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- ☐ HOFF

Cancel

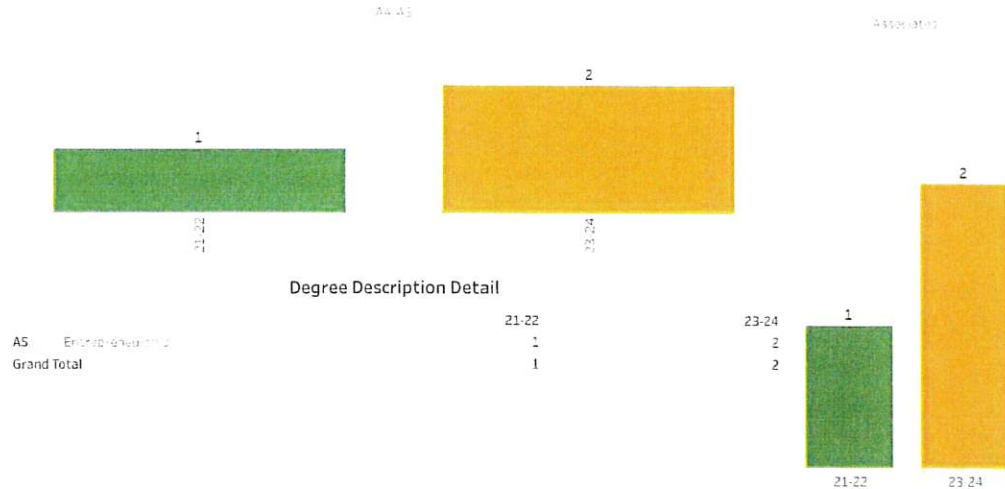
Apply

Attachment 4

Program Review: Awards

[AWARD CROSSWALK.PDF](#)

Program: Entrepreneurship | Degree Summary - Unduplicated



Program: Entrepreneurship | Certificate Description Detail - Unduplicated

Certificate Total



AA/ADT Degree Type

- ☒ Summary
☐ Type Detail

Award Count Type

- ☒ Unduplicated
☐ Duplicated

Program

Entrepreneurship

To select multiple degree majors, select program codes only. Degree Major Desc filter below will not change sort order.

Degree Major Desc

Entrepreneurship

Award
Demographics

4 Year Transfer
By System

4 Year Transfer
Demographics

Time to Degree
Median Units

RETURN
HOME

Annual Program Review- Entrepreneurship 2024-2025

Final Audit Report

2025-10-06

Created:	2025-10-06
By:	Lilian Ojeda (lojeda@hancockcollege.edu)
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