

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Entrepreneurship **Academic Year** 2025-2026

1. Has your program mission or primary function changed in the last year? No. There has been no changes in program mission or primary function in the last year.
2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements). No. There have been no new courses, degrees, certificates, or articulation agreements over the past year.
3. Is your two-year program map in place and were there any challenges maintaining the planned schedule? There have been no changes in our program map and no challenges associated with maintaining the planned schedule.
4. Were there any staffing changes?
There have been no staffing changes.
5. What were your program successes in your area of focus last year?
The area of focus last year was enrollment and retention. Enrollment in headcount had a decrease from 63 in 2024-2025 to 52 in 2025-2026. Head count was 58 in 2024-2025 and 47 in 2025-2026. The FTES was 5.01 students in 2025-2026 versus 6.12 for the previous year. **See Attachment 1.**

Enrollment by entrepreneurship course is presented in **Attachment 1**. There are only two entrepreneurship courses in the degree program Enrollment in Entrepreneurship 101 was 31 students in 2025-2026 and enrollment in Entrepreneurship 102 was 21 students.

In 2025-2026 there were two Entrepreneurship A.S. Degrees awarded. There was one certificates earned. **See attachment 2**. It should be noted that all classes in the Entrepreneurship Degree are business courses except the two entrepreneurship courses. It is possible that this degree should be changed to an “option” under the business management degree.

The overall retention rate was 90% in 2025-2026. The Fall Term First Time Student persistence Fall to Spring is stable at 66%. **See attachment 3**.

Both entrepreneurship courses are offered in an online format. **See attachment 4**.

Learning Outcomes Assessment

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

In the 2025-2026 academic year, there was an 80%+ attainment of the learning outcome SLO “produce a work-based project” in ENTR 102. Work based projects

include development of business plans, research projects about entrepreneurs, and developing project for a local entrepreneur are utilized as indicators for assessing this learning outcome.

One of the goals of the entrepreneurship program is 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. This is an ongoing process and resources are updated each semester.

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 the paralegal program). The department has a student learning outcome related to the ability to follow instructions. The will measure student success regarding this student learning outcome.

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data. There is a good success rate for the learning outcome evaluated. Timely interventions and effective student-instructor contact foster positive success rates.
- c. Please summarize recommendations and/or accolades that were made within the program/department. Department members will continue measure and monitor to learning outcomes.
- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning. No changes are anticipated at this 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 (RSI)?

In academic year 2025-2026, ENTR 102 was evaluated.

What were some key findings regarding RSI?

Some observed strengths included modules posted with clear directions, syllabi offering support, timely responses to student questions, and timely feedback on student work.

Some areas of possible improvement: Modules, and the syllabus will be updated on an ongoing basis. What is the plan for improvement? Continue to measure and monitor student feedback in the event there is opportunity for improvement.

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 2025-2026, 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 by providing a foundation for future entrepreneurs.

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

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. The program may also help students prepare for the Cal Poly 2+2 program.

- 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 and certificate programs are from the business discipline. The data for said business courses is presented in the business discipline annual program review.

Data suggest that students who take the Entrepreneurship course end up with business degrees. It may be advisable to have the two entrepreneurship courses joined with the business management program as an "option." Further analysis is needed.

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? Yes, presently only "advisory" prerequisites are used and their use is infrequent.

- d. Have recommendations from the previous report been addressed? Yes, faculty have made attempts to contact low-performing students to advise them about strategies to succeed and persist.

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.

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
Planning years:	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
Description: <i>(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.)</i> 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.	
What college plans are associated with this Objective? (Please select from the list below): ☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705 ☐ Technology Plan ☒ X Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp. ☐ Title V	

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.

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 \$800 each

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.

EQUIPMENT NEEDS

Ready Accessibility Investigate

New Program Planning Initiative (Objective) – Yearly Planning Only

Title
(including number:

Planning years: (The academic years this will take to complete)

Description:
(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.)

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☐ Title V

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New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number:

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705/1705

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☐ Guided Pathways

☐ AB

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Employment Opp.

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Area of Focus Discussion Template

CURRICULUM AND TEACHING DESIGN

Curriculum and Teaching Design analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

Possible topics:

- Review courses and programs through an equity lens to assess access and success.
- Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there disproportionate impact within certain demographic groups?
- Assess teaching practices, equipment, supplies, and materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
- Assess and integrate program learning outcomes (PLO).

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

Institutional Effective data was utilized to address curriculum and Teaching design. Ethnicity, gender, and age were analyzed. Teaching practices were reviewed. Modality was reviewed.

Enrollment: Enrollment by entrepreneurship course is presented in **Attachment 1**. There are only two entrepreneurship courses in the degree program Enrollment in Entrepreneurship 101 was 31 students in 2025-2026 and enrollment in Entrepreneurship 102 was 21 students.

The overall retention rate was 90% in 2025-2026. The Fall Term First Time Student persistence Fall to Spring is stable at 66%. **See attachment 3.**

Ethnicity: Entrepreneurship students are primarily Hispanic (59.5%) followed by white (29.7%).

Awards: In 2025-2026 there were two Entrepreneurship A.S. Degrees awarded and one certificate. **See attachment 2.** It should be noted that all classes in the Entrepreneurship Degree are business courses except the two entrepreneurship courses. It is possible that this degree should be changed to an “option” under the business management degree.

Retention: The overall retention rate was 90% in 2025-2026. The Fall Term First Time Student persistence Fall to Spring is stable at 66%. **See attachment 3.**

Modality: Both entrepreneurship courses are offered in an online format. **See attachment 4.**

Teaching Practices: There is a heavy emphasis on production of work-based projects as a teaching practice. Students are encouraged interview entrepreneurs, develop business plans, conduct research, and become aware of the entrepreneurial business environment.

Relevance: Data show that students with an “entrepreneurial orientation” often want immediate, specific, instruction that will allow them to open their own business. It is noteworthy that some of the most successful entrepreneurs do not have college degrees.

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? Cost of textbooks can be a challenge. Student procrastination in finishing assignments can be a challenge or all students. Lack of student writing skills can be a challenge for all students.
3. What are your plans for change or *innovation*? There is now a zero textbook option for entrepreneurship students. Early intervention to follow up with students who miss early assignments or turn in below average work can be helpful. Feedback regarding written work is essential. Continue measuring and monitoring student success.
4. How will you *measure* the results of your plans to determine if they are successful? Institutional data can be used to measure and monitor student success, including data about gender, ethnicity, and age. Regular feedback can be measured. Feedback from the advisory team will be incorporated into an analysis of the business environment.
5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction? Use of an orientation video, comprehensive modules posted with clear directions, comprehensive syllabi offering support, use of Speed Grader, timely responses to student questions, maintenance of discussion board to encourage student interaction and timely feedback from the instructor, use of Canvas Gradebook line, and presentation of video links.

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). Although there has not been a formal validation of the program planning process this year, the Advisory Team provided feedback on the program review, student learning outcomes, core topics.
2. Are there specific recommendations regarding the core topic responses from the validation team? The advisory team supported use of work-based assignments.

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? None planned. 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.***

Sample:

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1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

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EQUIPMENT NEEDS

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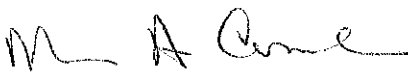
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☐ Strong Workforce

☐ Equal

☐ Title V

Program Review Signature Page:



Program Review Lead

Date

8-10-2026



Program Dean

Date

Aug 14, 2026



Vice President, Academic Affairs

Date

Aug 14, 2026

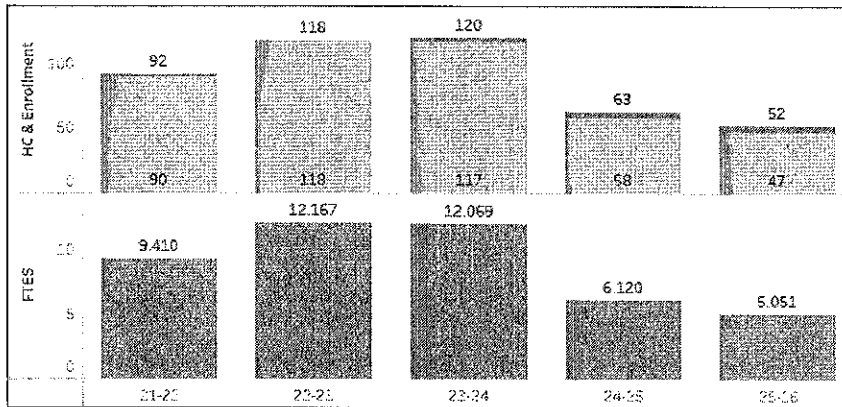
Attachment 1

Enrollment

Headcount, Enrollment, FTES
Demographics, & Course Enrollments

Time Period: Academic Year CCAP:

Course Campus: Student Demo:



	21-22	22-23	23-24	24-25	25-26
Asian		1	1	1	
Black		2		1	3
Hispanic	75	95	103	39	28
Nat Am		1		1	
Other	3	9	2		1
Pac Isl	1				
Two or More	2		2	2	1
White	9	10	9	14	14
Grand Total	90	118	117	58	47

Aggregated Enrollment



Enrollment by Course

	21-22	22-23	23-24	24-25	25-26
ENTR101	92	118	98	34	31
ENTR102			22	29	21

Attachment 1 a.

FTES FTEF

Course Summary by Subject and Academic Year

Stuck? Press F5 to reset view

Spotlight



Credit Status	Time Period Type	View Detail	Course Campus	CCAP Filter
CR	Academic Year	Subject	(All)	(All)

FTES

Credit Status	Department	View Detail Filter Subject	View Detail Filter Course	Time Period										
				15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
Business Information Systems	All	All	FTES/FTEF	11.6	12.3	12.2	14.5	14.3	12.3	11.1	12.7	12.5	13.6	13.4
			Sections	73	65	62	51	47	68	67	77	75	77	70
			Max Enroll	2,876	2,260	2,126	1,887	2,192	2,239	2,209	2,406	2,415	2,408	2,364
			Census Enroll	1,890	1,618	1,555	1,591	1,874	1,809	1,677	1,805	1,977	1,909	1,896
			Avg Class Size	25.9	24.9	25.1	31.2	39.9	28.6	25.0	23.4	26.4	24.8	27.1
			FTES	154.4	133.1	126.7	134.2	133.8	141.8	137.2	151.2	154.0	151.9	149.5
			FTEF	13.109	11.488	10.820	9.519	8.841	11.071	11.906	13.189	13.049	14.240	13.391
Business Office Technology	All	All	FTES/FTEF	11.8	11.6	11.7	14.1	15.1	12.8	11.5	11.5	11.8	10.7	11.2
			Sections	34	30	27	20	20	25	22	23	22	27	26
			Max Enroll	1,082	978	887	688	691	856	772	768	732	907	895
			Census Enroll	672	595	556	479	492	538	514	474	477	518	559
			Avg Class Size	19.8	19.8	20.6	24.0	24.6	21.5	23.4	20.6	21.7	19.2	21.5
			FTES	59.9	53.2	51.9	47.5	47.3	44.4	45.1	42.2	42.9	48.2	52.8
			FTEF	6.457	5.279	4.369	3.566	3.554	4.529	3.991	4.229	4.017	5.241	5.017
Entrepreneurship	All	All	FTES/FTEF	9.3	10.2	11.9	13.3	13.3	9.8	11.3	10.0	10.7	9.2	10.5
			Sections	34	32	32	24	25	32	30	23	22	26	26
			Max Enroll	1,131	1,092	1,039	873	909	1,124	1,008	797	770	910	910
			Census Enroll	904	870	811	743	737	785	714	527	581	554	590
			Avg Class Size	26.6	27.2	25.3	31.0	29.5	24.5	23.8	22.9	26.4	21.3	22.7
			FTES	55.7	54.7	48.3	45.7	46.6	47.7	43.7	33.4	38.0	34.1	35.3
			FTEF	5.762	5.745	5.288	3.993	3.868	4.950	3.934	3.584	3.230	3.498	3.298
For Degree Studies	All	All	FTES/FTEF	9.7	9.5	9.2	11.4	12.0	9.8	11.1	9.3	11.9	9.8	11.9
			Sections	2	5	5	5	4	5	4	5	5	8	2
			Max Enroll	70	102	160	165	114	152	132	168	180	75	70
			Census Enroll	54	78	115	117	92	105	92	119	122	64	52
			Avg Class Size	27.0	26.0	23.0	23.4	23.0	21.0	23.0	23.8	24.4	32.0	26.0
			FTES	5.6	7.2	11.8	11.8	9.3	10.3	9.4	12.2	12.1	6.1	5.1
			FTEF	0.400	0.200	0.400	0.600	0.400	0.400	0.400	0.400	0.400	0.400	0.400
For Degree Studies	All	All	FTES/FTEF	14.0	36.2	29.4	19.7	23.3	25.7	23.5	30.4	30.2	15.3	12.6
			Sections	12	10	11	8	8	10	10	8	7	10	10
			Max Enroll	395	306	340	202	217	262	262	210	190	346	344

Attachment 2

Awards & Transfer

Student Awards

Award Count

unduplicated

Award Type

Degree

Award Detail

All

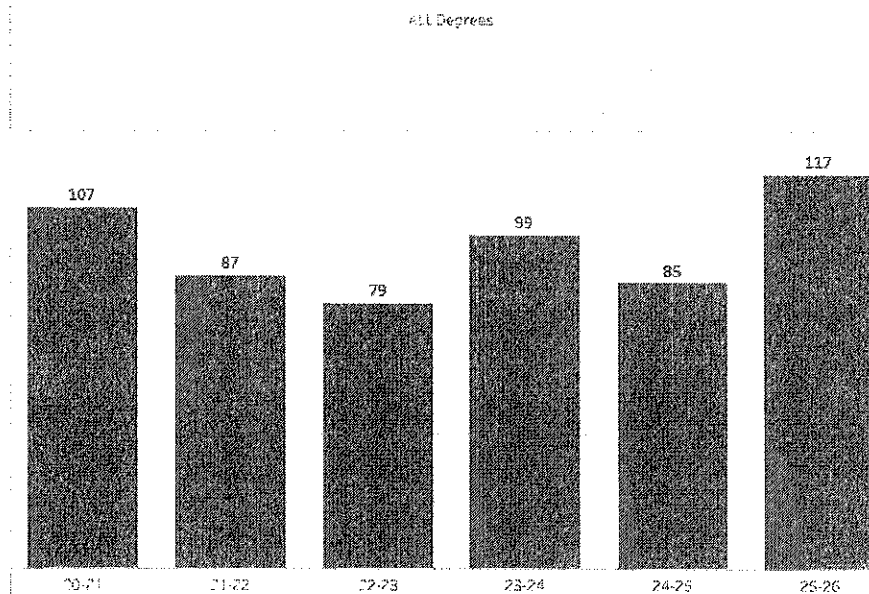
Transferable

Non-Transferable



2025-26 awards not finalized until end of September

All Degrees



Demographics

Student Group

Age Group

Under 20	2020-21	12
	2021-22	13
	2022-23	2
	2023-24	12
	2024-25	8
	2025-26	13
20-24	2020-21	60
	2021-22	42
	2022-23	55
	2023-24	57
	2024-25	49
	2025-26	73
25-34	2020-21	34
	2021-22	31
	2022-23	21
	2023-24	28
	2024-25	28
	2025-26	30
35+	2020-21	1
	2021-22	1
	2022-23	1
	2023-24	2
	2024-25	2
	2025-26	1

Award Count Detail

Credential Program

All

Credential Major

(Multiple values)

Cred.	Cert Desc	Credential Program	Credential Major	Graduation Term Academic Year					
				20-21	21-22	22-23	23-24	24-25	25-26
AA		Business Administration	Business Administration	30	28	26	30	20	34
AS		Entrepreneurship	Entrepreneurship		1		2	3	2
AS-T		Business Administration	Business Admin for Transfer	85	56	30	20	7	3
			Business Admin for Transf UC	32	17	7	6	3	
		Business Administration 2.0	Business Admin 2.0 for Transfer			24	55	61	86
Grand Total				107	87	79	99	85	117

Attachment 2 a.

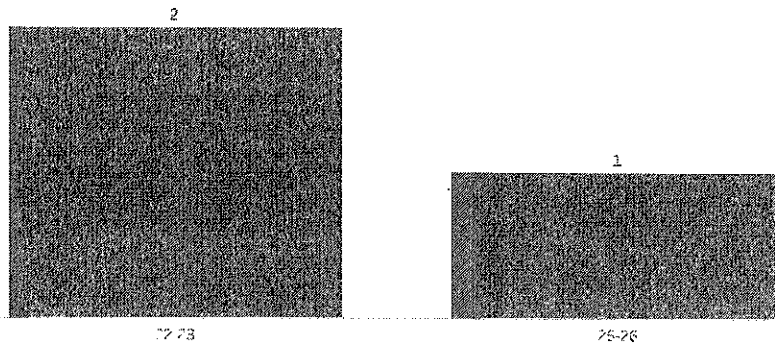
Awards & Transfer

Student Awards

Award Count: Award Type: Award Detail:

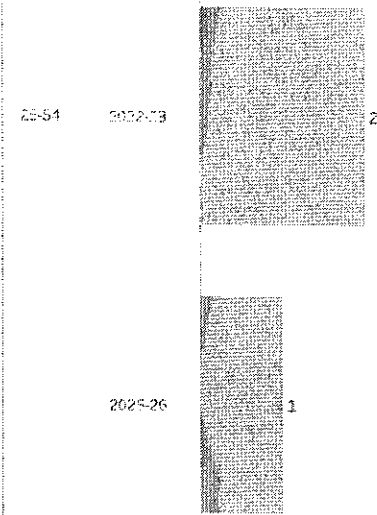


ALL Approved Credit Certificates



Demographics

Student Group:



Award Count Detail

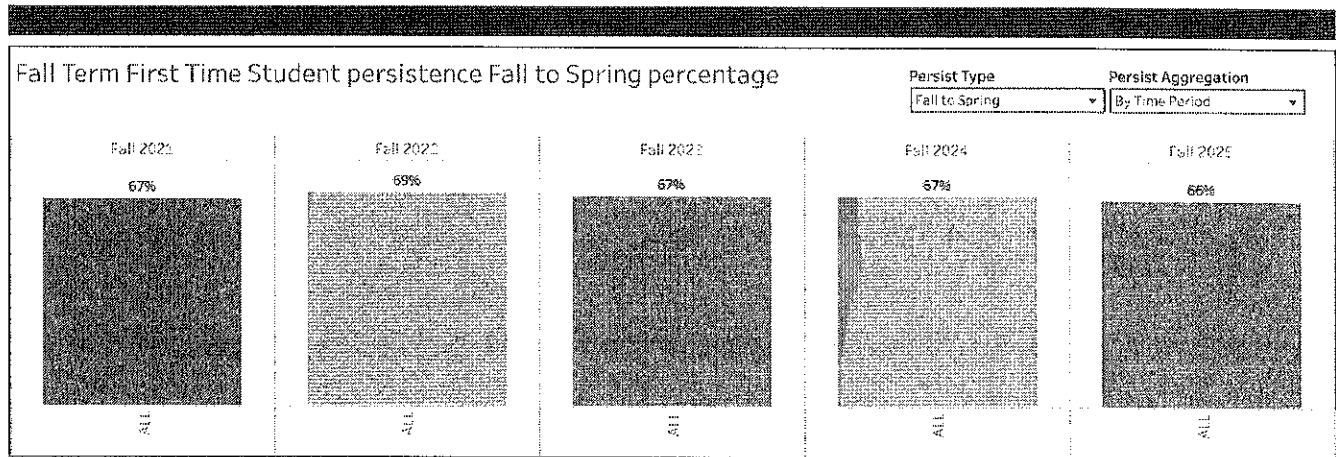
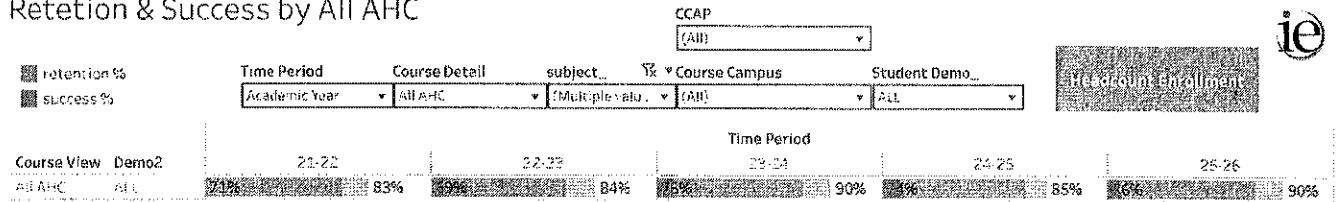
Credential Program: Credential Major:

Cred.	Cert Desc	Credential Program	Credential Major	Graduation Term Academic Year	
				22-23	25-26
C1		Entrepreneur Small Bus Mgmt	Entrepreneur Small Bus Mgmt	2	
C5		Entrepreneur & Small Bus Mgmt	Entrepreneurship		1
Grand Total				2	1

Attachment 3

Enrollment

Retention & Success by All AHC



Attachment 4



Heatmap Course

Section Heat Map (data as of 6/5/28)

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 2025|Campus All|Department All|Discipline Entrepreneurship|

Course Attribute All | Part of Term All

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

1. Term
Fall 2025

2. Campus
Online

3. Building
ONLINE

4. Room
Null

5. Department
Business

6. Discipline
Entrepreneurship

7. Course Attribute
(All)

8. Part of Term
Full Term

Day All|Time ONLINE

Status	Department	Discipline	course	CRN	Campus Desc	BldgRoom	Part of Term Desc	BeginTime	Days Comb	Census Enroll	FTES
Credit	Business	Entrepreneurship	ENTR101	20772	Online	Null	Full Term	ONLINE	Null	35	3.4
Grand Total										35	3.4

Non Online Sections

Online Sections

1

Course Includes Day
All

Attachment 4 a.

Heatmap Course

Section Heat Map (data as of 6/5/28)

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 Spring 2025|Campus All|Department All|Discipline Entrepreneurship|
Course Attribute All | Part of Term All

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

Day All|Time ONLINE

Status_	Department_	Discipline_	course	CRN	Campus Desc	BldgRoom	Part of Term Desc	BeginTime_	Days Comb	Census Enroll	FYES_
Credit	Business	Entrepreneurs_	ENIN102	40293	Online	N/A	Full term	ONLINE	Null	28	2.7
Grand Total										28	2.7

1. Term

Spring 2025

☐ Fall 2019
☐ Winter 2019
☐ Spring 2019
☐ Summer 2019
☐ Fall 2019
☐ Winter 2020
☐ Spring 2020
☐ Summer 2020
☐ Fall 2020
☐ Winter 2021
☐ Spring 2021
☐ Summer 2021
☐ Fall 2021
☐ Winter 2022
☐ Spring 2022
☐ Summer 2022
☐ Fall 2022
☐ Winter 2023
☐ Spring 2023
☐ Summer 2023
☐ Fall 2023
☐ Winter 2024
☐ Spring 2024
☐ Summer 2024
☐ Fall 2024
☐ Winter 2025
☒ Spring 2025
☐ Fall 2025

[Cancel](#)
[Apply](#)

Course Includes Day

All

ENTR 25.26 Program Review Curriculum and Teaching Design

Final Audit Report

2026-08-14

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