

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name ENTREPRENEURSHIP **Academic Year** 2022-2023

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, noteworthy changes pertaining to increasing student success and course modality is described herein.

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.

4. Were there any staffing changes?

There were no staffing changes.

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

Business faculty held in-person student orientations, based on findings derived from the department's student success team projects. Currently, the business department's student success team (which includes entrepreneurship) is focusing on developing a "talking syllabus" as an online resource. The Entrepreneurship faculty has already produced and posted a talking syllabus.

The Entrepreneurship program has a goal of improving student writing skills. As such, instructors have used case studies, discussion boards, and essay assignments to give students the opportunity to enhance their writing skills. For example, students are required to write responses to discussion board questions. They are required to write a peer response to another student's post. Further, they are asked to write about what they have learned and how they will apply those lessons in their personal and professional life. The use of a grading rubric and instructor feedback is utilized to give timely feedback. There is still improvement needed. This is an ongoing process.

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. The will measure student success regarding this student learning outcome.

Learning Outcomes Assessment

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

The Entrepreneurship discipline contains primarily business courses. There are only two entrepreneurship courses. Historically, only one course, ENTR 101- Introduction to Entrepreneurship is offered. ENTR 101 is offered every Fall and Spring semester. Beginning Fall 2023, a second ENTR course, Entrepreneurship 102- Entrepreneurship Projects, will be offered.

The learning outcome data for Entrepreneurship 101 will be entered into SPOL before Fall Semester 2023.

Because only two courses in the entrepreneurship discipline are included in the entrepreneurship degree and certificate programs, Business Department data is also reported here. In 2022-2023, three business department courses have utilized SPOL to measure the student outcome pertaining to the "recall of significant business issues, theories, and applications." This learning outcome is measured by comprehensive testing. The department will continue to analyze additional courses regarding this learning outcome. Specifically, Business 101, Business 110, and Business 102 were evaluated in 2023 using SPOL regarding the "recall of significant issues, theories, and applications."

The SPOL analysis resulted in a finding that all courses evaluated were successful in maintaining a 70+ success rate on this learning outcome.

In addition, future plans include using SPOL to measure the student outcome related to producing a work-based learning and the outcome related to following instructions. These two learning outcomes will be measured by analyzing student performance on discussion board assignments.

- 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 the recall of significant issues, theories, and applications." 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.

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 (RSI)?

All business department faculty have signed up for DE modality course design peer review training. The department plans to utilize said training in future reviews, including entrepreneurship courses.

- b. What were some key findings regarding RSI?

- Some strengths:
- Some areas of possible improvement:

- c. What is the plan for improvement?

We will utilize DE modality course design peer review in future semesters (following training).

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

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

There is no entrepreneurship sector breakout within labor market data. As such, the "business and financial" sector data is utilized here.

Yes, the labor market data reflect a positive labor market outlook. According to the US Bureau of Labor Statistics, "Overall employment in business and financial occupations is projected to grow 7 percent from 2021 to 2023, about as fast as the average for all occupations; this expected increase to result in about 717,100 new jobs over the decade. In addition to new jobs from growth, opportunities arise from the need to replace workers who leave their occupation permanently. About 980,200 openings each year; on average, are projected to come from growth and replacement needs. The median average wage for this group was \$76,570 in May 2021, which was higher than the median annual wage for all occupations of \$45,760." See **ATTACHMENT 1** for breakdown of Business and Financial Occupations Data.

- 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.

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

Each year since 2017, there have been only one entrepreneurship degree awarded. See **Attachment 2**.

However, as mentioned herein, the program consists of primarily business courses. In academic year 2021-2022, the number of Business degrees awarded is down by a total of three degrees from the prior year. The number of Business certificates is also down by three certificates from the prior year. The number of Business Administration degrees is down by 20 degrees. This may be accountable in part to COVID related issues, including enrollment challenges and reduction of in-person classes. Today, there is a good mix of in person and online classes. Also, with the Promise Program there is an infusion of high school students transferring to AHC and this should foster degree attainment. See **Attachment 3**.

Entrepreneurship 101 has a low success rate. The success rate for this course ranged from 32% - 56% for Fall semesters, Fall 2017 and Fall 2021. The grade distribution shows many F's (students without instructor drop) and W (students who dropped). This is an area for improvement. The AHC success rate for the same period ranged from 68 to 72%. Retention for Entrepreneurship 101 was variable, ranging from 70% to 93% for the same period. The college retention rate was stable and ranged from 85%-88% **See Attachment 4.**

For the Business Department, success rates and retention data reveal some areas for improvement. For academic year 2021-2022, the college success rate was 71% and the college retention rate was 86%. The business department had 68% success rate and 80% retention rate (excluding FastTrack, one day Saturday classes). To address this challenge, the courses with the largest deviation have been identified and are under review. Business 104 and Business 107 are 100% writing based. Improving writing skills has been a department objective; however students continue to struggle. Faculty are considering adding a greater mix of assignments in these two courses such that they include objective tests. Business 103 and Business 106 are currently under review. Business 303 has seldom been offered; however, faculty are revamping the course. **See Attachment 5.**

In academic Fall 2021, Persistence percent for first time entrepreneurship students from Fall to Spring was 67%, slightly higher than the college average of 66%. **See Attachment 6.**

For the Business Department, in academic Fall 2021, the persistence percent for first time students from Fall to Spring, was 69%, higher than the college average of 66%. Data is also presented by gender and ethnicity. **See Attachment 7.**

The enrollment and headcount for Entrepreneurship 101 is stable over the period of Fall 2017 – Fall 2021, with a range of 25-30 students enrolled. The FTES during this period is also stable, ranging from 2.4 to 3.1 FTES. This course has been offered in person each year during the period of Fall 2017-2021, except during the COVID period. The course is offered primarily at 11 am. **See Attachment 8.**

Enrollment in Entrepreneurship 101 is projected to grow as it will now be offered online rather than only in person. It is offered 100% online in Fall 2023. Presently, the class is full. Additionally, Entrepreneurship 102, Entrepreneurship Projects is offered in Fall 2023 online.

The primary ethnicity for the Entrepreneurship 101 course is Hispanic, coming in at 68% for Fall 2021. **See Attachment 9.**

As described herein, the program consists of primarily business courses. The enrollment and headcount by course for a 5 year period shows Business 101 (introductory course) has the highest enrollment. Business 110 is second. Of course, required courses reflect the highest enrollments. Generally, enrollments remain strong. The attached data is also presented by headcount.

Enrollment and Headcount trends for all classes in the business program, including Fast Track is relatively stable. Similarly, enrollment in the 11 core business courses (excludes FastTrack, Saturday classes) shows enrollment is relatively stable.

For the business department, in 2021-2022, 60% of non-FastTrack classes were offered online and 15% were hybrid (online synchronous). A total of 25% of classes were onsite. 100% of courses were online or hybrid in 2020-2021 due to COVID issues. In academic years 2018-2019 and 2019-2020, online classes ranged from 57%-58%.

Enrollment in FastTrack classes is now stable, growing from 2017 – 2019 periods. There was a surge of students in 2019-2020 because two FastTrack certificate programs were offered (before impacts of COVID). The FastTrack program now offers online and onsite classes. The enrollment in 2021-2022 is 410 students. The enrollment in the previous academic year was 408 students.

SEE ATTACHMENT 10 for all business department enrollment data discussed herein.

The 2022-2012 College Core Indicator Information by 6-Didget TOP Code, Perkins V, Title 1, Part C Local Application, reveals the business department performance exceeds the negotiated level in all core indicators, for top code 050100 Business and Industry. Also, the CTE Outcomes Survey Dashboard 2017-2020 indicates there is a positive increase in wages for CTE students after training. **SEE Attachment 11.**

A historical, pre-SPOL program outcome assessment from 2010 – 2018 indicates that the business department had high success rates on all three program learning outcomes. **SEE Attachment 12.**

- d. 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 only those are used for a very limited number of courses.

- e. Have recommendations from the previous report been addressed?
The 2022 annual review called for ongoing discussion about student success. Presently, the department is actively involved in monthly meetings to discuss student success. Student success is an ongoing agenda item for the business department. The 2022 annual review also identified the need to continue working on ways to improve student writing ability. Currently, faculty continue their endeavor to increase student writing skills through course assignments, feedback, and referral to appropriate student support services. Also, detailed instructions are being utilized to help students understand what is required for writing assignments. As mentioned herein, faculty are also working on finding ways to help students learn how to follow instructions.

Attachment 1



OCCUPATIONAL OUTLOOK HANDBOOK

OOH HOME | OCCUPATION FINDER | OOH FAQ | HOW TO FIND A JOB | A-Z INDEX | OOH SITE MAP

Search Handbook

Business and Financial Occupations

PRINTER-FRIENDLY

In these occupations, workers are involved in day-to-day activities of running a business or with matters related to money

Overall employment in business and financial occupations is projected to grow 7 percent from 2021 to 2031, about as fast as the average for all occupations; this increase is expected to result in about 715,100 new jobs over the decade. In addition to new jobs from growth, opportunities arise from the need to replace workers who leave their occupations permanently. About 980,200 openings each year, on average, are projected to come from growth and replacement needs.

The median annual wage for this group was \$76,570 in May 2021, which was higher than the median annual wage for all occupations of \$45,760.

BLS employment projections, wage, and other data for related occupations not shown in the following table are available on the [Data for Occupations Not Covered in Detail](#) page. Information highlighting physical demands, cognitive and mental requirements, and other qualifications for workers in this group are available in a BLS [Occupational Requirements Survey \(ORS\)](#) profile.

Images:

Accountants and Auditors

Job Summary:

Accountants and auditors prepare and examine financial records.

Entry-Level Education:

Bachelor's degree

2021 Median Pay:

\$77,250

Images:

Budget Analysts

Job Summary:

Budget analysts help public and private organizations plan their finances.

Entry-Level Education:

Bachelor's degree

2021 Median Pay:

\$79,940

Images:

Claims Adjusters, Appraisers, Examiners, and Investigators

Job Summary:

Claims adjusters, appraisers, examiners, and investigators evaluate insurance claims.

Entry-Level Education:

See [How to Become One](#)

2021 Median Pay:

\$64,710

Images:

Compensation, Benefits, and Job Analysis Specialists

Job Summary:

Compensation, benefits, and job analysis specialists oversee wage and nonwage programs that an organization provides to its employees in return for their work. They also evaluate position descriptions to determine details such as classification and salary.

Entry-Level Education:

Bachelor's degree

2021 Median Pay:

\$64,120

Images:

Cost Estimators

Job Summary:

Cost estimators collect and analyze data in order to assess the time, money, materials, and labor required to make a product or provide a service.

Entry-Level Education:

Bachelor's degree

2021 Median Pay:

\$65,170

Images:

Financial Analysts

Job Summary:

Financial analysts guide businesses and individuals in decisions about expending money to attain profit.

Entry-Level Education:

Bachelor's degree

2021 Median Pay:
\$95,570

Image:

Financial Examiners

Job Summary:

Financial examiners ensure compliance with laws that govern institutions handling monetary transactions.

Entry-Level Education:

Bachelor's degree

2021 Median Pay:
\$81,410

Image:

Fundraisers

Job Summary:

Fundraisers organize events and campaigns to raise money and other kinds of donations for an organization.

Entry-Level Education:

Bachelor's degree

2021 Median Pay:
\$60,660

Image:

Human Resources Specialists

Job Summary:

Human resources specialists recruit, screen, and interview job applicants and place newly hired workers in jobs. They also may handle compensation and benefits, training, and employee relations.

Entry-Level Education:

Bachelor's degree

2021 Median Pay:
\$62,290

Image:

Insurance Underwriters

Job Summary:

Insurance underwriters evaluate insurance applications and decide whether to approve them.

Entry-Level Education:

Bachelor's degree

2021 Median Pay:
\$76,390

Image:

Labor Relations Specialists

Job Summary:

Labor relations specialists interpret and administer labor contracts.

Entry-Level Education:

Bachelor's degree

2021 Median Pay:
\$77,010

Image:

Loan Officers

Job Summary:

Loan officers evaluate, authorize, or recommend approval of loan applications.

Entry-Level Education:

Bachelor's degree

2021 Median Pay:
\$63,390

Image:

Logisticians

Job Summary:

Logisticians analyze and coordinate an organization's supply chain.

Entry-Level Education:

Bachelor's degree

2021 Median Pay:
\$77,030

Image:

Management Analysts

Job Summary:

Management analysts recommend ways to improve an organization's efficiency.

Entry-Level Education:

Bachelor's degree

2021 Median Pay:
\$93,000

Image:

Market Research Analysts

Job Summary:

Market research analysts study consumer preferences, business conditions, and other factors to assess potential sales of a product or service.

Entry-Level Education:

Bachelor's degree

2021 Median Pay:

\$63,920

Image:

Meeting, Convention, and Event Planners

Job Summary:

Meeting, convention, and event planners arrange all aspects of events and professional gatherings.

Entry-Level Education:

Bachelor's degree

2021 Median Pay:

\$49,470

Image:

Personal Financial Advisors

Job Summary:

Personal financial advisors provide advice to help individuals manage their money and plan for their financial future.

Entry-Level Education:

Bachelor's degree

2021 Median Pay:

\$94,170

Image:

Project Management Specialists

Job Summary:

Project management specialists coordinate the budget, schedule, staffing, and other details of a project.

Entry-Level Education:

Bachelor's degree

2021 Median Pay:

\$94,500

Image:

Property Appraisers and Assessors

Job Summary:

Property appraisers and assessors provide a value estimate on real estate and on tangible personal and business property.

Entry-Level Education:

Bachelor's degree

2021 Median Pay:

\$61,340

Image:

Purchasing Managers, Buyers, and Purchasing Agents

Job Summary:

Buyers and purchasing agents buy products and services for organizations. Purchasing managers oversee the work of buyers and purchasing agents.

Entry-Level Education:

Bachelor's degree

2021 Median Pay:

\$75,410

Image:

Tax Examiners and Collectors, and Revenue Agents

Job Summary:

Tax examiners and collectors, and revenue agents determine how much is owed in taxes and collect tax from individuals and businesses on behalf of the government.

Entry-Level Education:

Bachelor's degree

2021 Median Pay:

\$56,780

Image:

Training and Development Specialists

Job Summary:

Training and development specialists plan and administer programs that improve the skills and knowledge of their employees.

Entry-Level Education:

Bachelor's degree

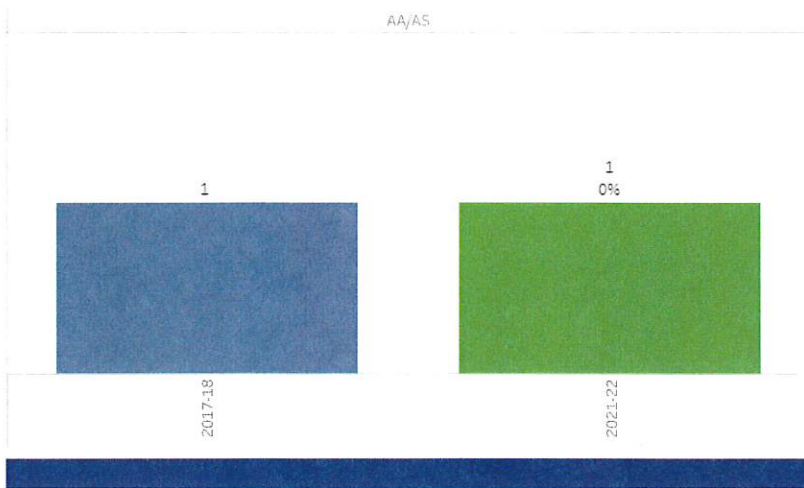
2021 Median Pay:

\$61,570

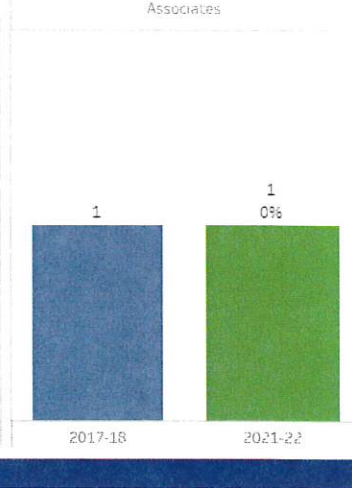
Attachment 2

Program Review: Awards

Program: Entrepreneurship | Degree Summary - Unduplicated
% change year to year



Degrees Total



AA/ADT Degree Type
 Summary
 Detail

Award Count Type
 Unduplicated
 Duplicated

Program

Program: Entrepreneurship | Certificate Summary - Unduplicated

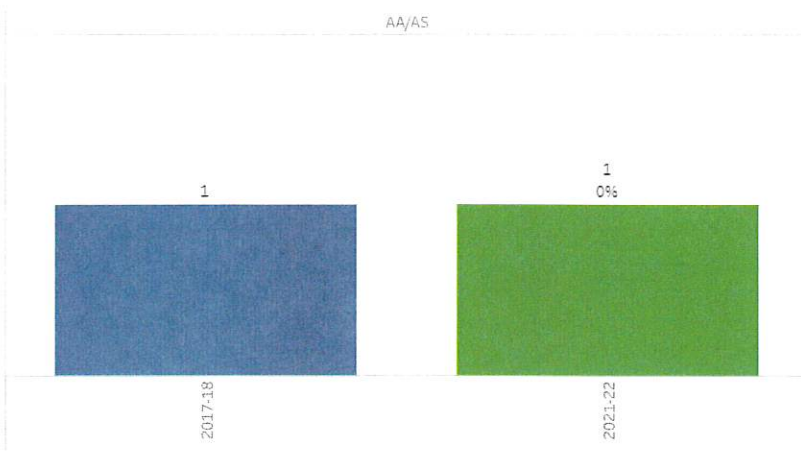
Program: Entrepreneurship | Certificate Detail - Unduplicated

- [Award Demographics](#)
- [4 Year Transfer By System](#)
- [4 Year Transfer Demographics](#)
- [Time to Degree Median Units](#)
- [RETURN HOME](#)

Program Review: Awards

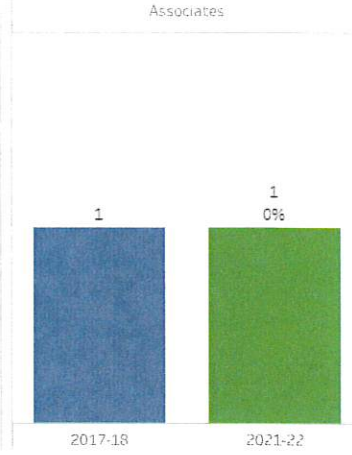
Program: Entrepreneurship | Degree Summary - Duplicated

% change year to year



Degrees Total

Associates



AA/ADT Degree Type

Summary

Detail

Award Count Type

Unduplicated

Duplicated

Program

Entrepreneurship

Program: Entrepreneurship | Certificate Summary - Duplicated

Program: Entrepreneurship | Certificate Detail - Duplicated

[Award Demographics](#)

[4 Year Transfer By System](#)

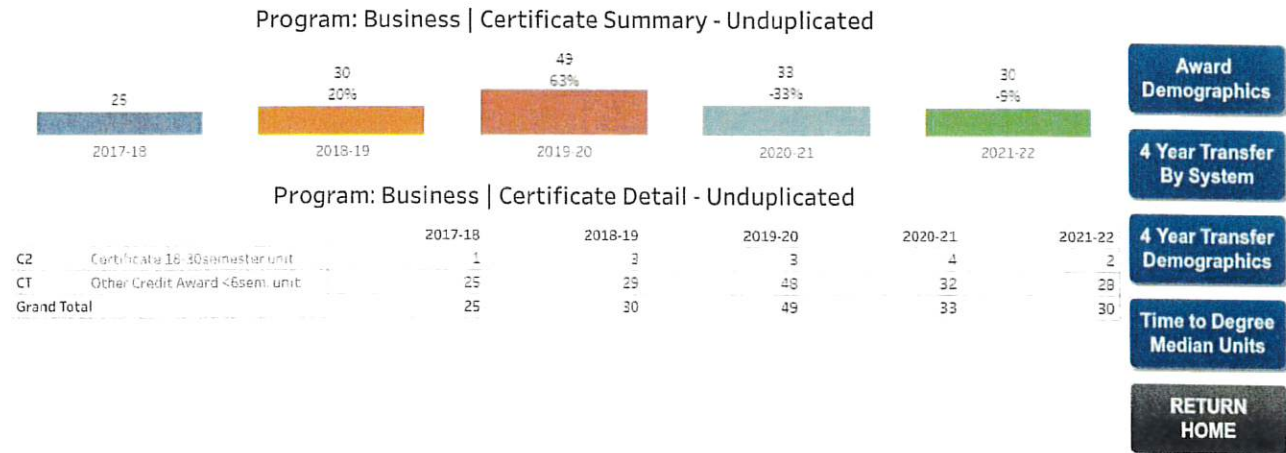
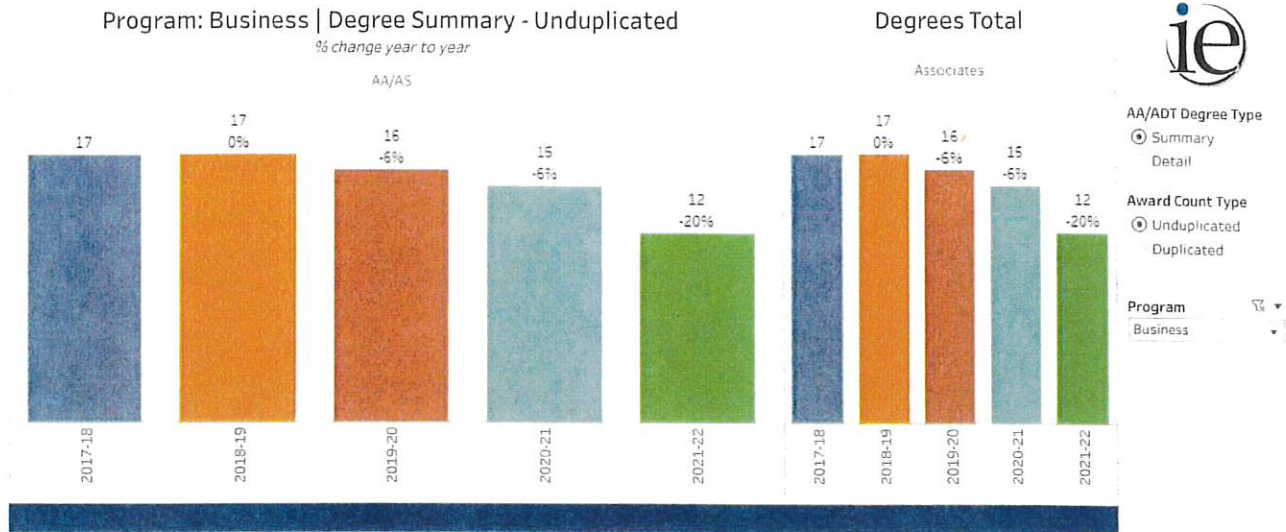
[4 Year Transfer Demographics](#)

[Time to Degree Median Units](#)

[RETURN HOME](#)

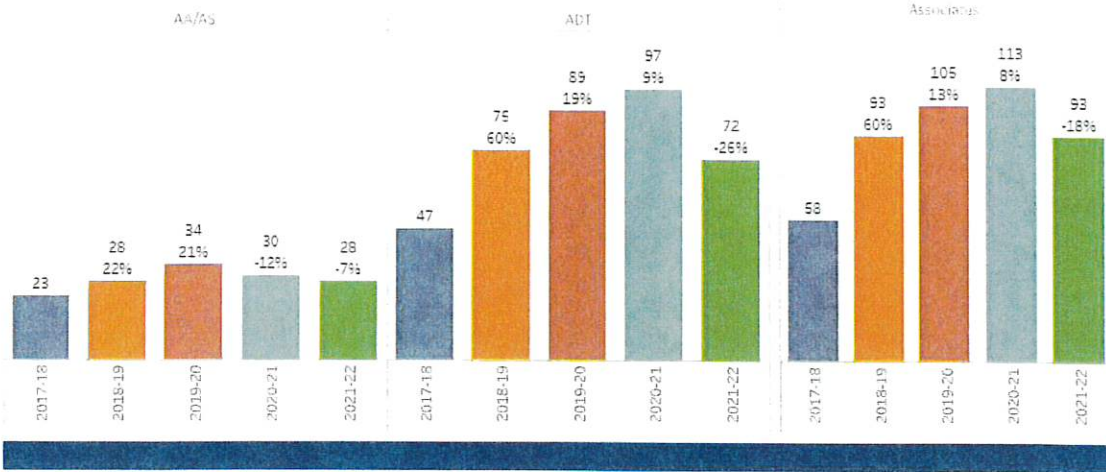
Attachment 3

Program Review: Awards



Program Review: Awards

Program: Business Administration | Degree Summary - Unduplicated
% change year to year



AA/ADT Degree Type
 Summary
 Detail

Award Count Type
 Unduplicated
 Duplicated

Program
 Business Administr...

Program: Business Administration | Certificate Summary - Unduplicated

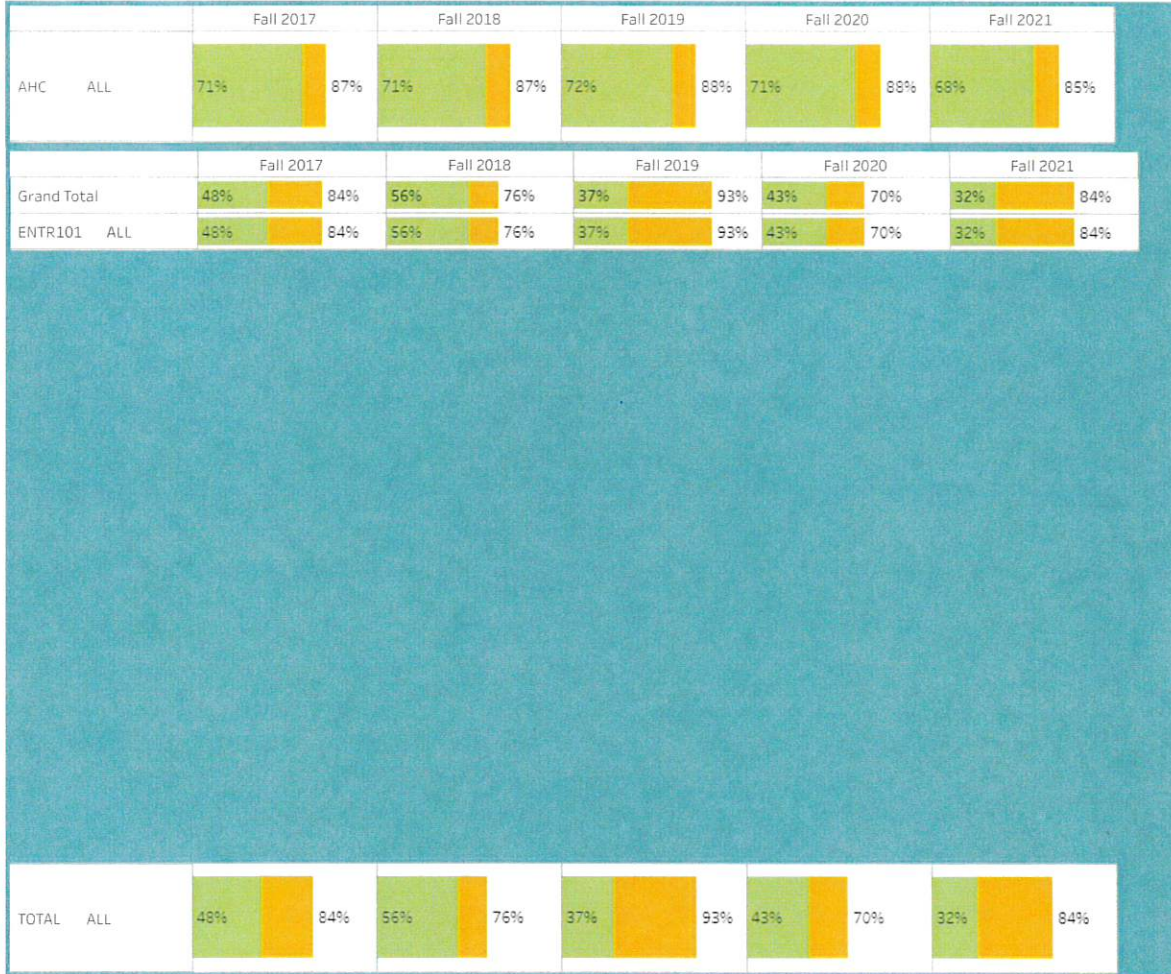
Program: Business Administration | Certificate Detail - Unduplicated

- Award Demographics
- 4 Year Transfer By System
- 4 Year Transfer Demographics
- Time to Degree Median Units
- RETURN HOME

Attachment 4

Program Review: Success, Retention, Persistence

Success & Retention ■ Success % ■ Retention %



Years or Terms
 Fall Terms

Subject
 ENTR

- GCOL
- GRPH
- HED
- HIST
- HUM
- HUSV
- INTD
- LBRY
- LDER
- LE
- LGBT
- LS
- LVN
- MA
- MATH
- MB
- MMAC
- MT
- MUS
- PD
- PE
- PEIA
- PHIL
- PHSC
- PHTO
- PHYS
- PLGL
- POLS
- SOSC

By major

Grade Distribution

AHC Grade Distribution - Fall 2022

Reg Type	Subject_	CourseID	Filter1	Filter2	Enroll	ret%	suc%	#A	#B	#C	#D	#F	#W or EW
CR	ENTR	ENTR101	ALL	ALL	20	80%	40%	4	2	2	1	7	4
			Total		20	80%	40%	4	2	2	1	7	4
				Total	20	80%	40%	4	2	2	1	7	4
				Grand Total	20	80%	40%	4	2	2	1	7	4

Academic Period_ Fall 2022

Reg Type CR

Department_ Business

Subject ENTR

(All)
 ACCT
 BUS
 CBIS
 CBOT
 ENTR
 PLGL
 RE

ALL

Filter Choice2 ALL

First AHC Math (All)

Instructor Not Available

Title V All Courses

om/javascrip.../viz_v1.js'; vizElement.parentNode.insertBefore(scriptElement, vizElement);

Grade Distribution

AHC Grade Distribution - Fall 2022

Reg Type	Subject	CourseID	Filter1	Filter2	Enroll	ret %	suc %	#A	#B	#C	#D	#F	#W or EW
CR	BUS	BUS101	ALL	ALL	295	93%	78%	108	72	49	12	32	22
		Total			295	93%	78%	108	72	49	12	32	22
		BUS102	ALL	ALL	58	91%	60%	19	13	3	2	16	5
		Total			58	91%	60%	19	13	3	2	16	5
		BUS103	ALL	ALL	24	63%	58%	6	5	3	0	1	9
		Total			24	63%	58%	6	5	3	0	1	9
		BUS104	ALL	ALL	26	85%	62%	10	2	4	1	5	4
		Total			26	85%	62%	10	2	4	1	5	4
		BUS107	ALL	ALL	33	76%	55%	17	0	1	0	7	8
		Total			33	76%	55%	17	0	1	0	7	8
		BUS110	ALL	ALL	64	98%	81%	21	15	16	2	9	1
		Total			64	98%	81%	21	15	16	2	9	1
		BUS111	ALL	ALL	31	77%	61%	9	7	3	0	5	6
		Total			31	77%	61%	9	7	3	0	5	6
		BUS121	ALL	ALL	19	100%	79%	5	6	4	0	4	0
		Total			19	100%	79%	5	6	4	0	4	0
		BUS130	ALL	ALL	17	94%	76%	9	2	2	0	3	1
		Total			17	94%	76%	9	2	2	0	3	1
		BUS141	ALL	ALL	11	91%	73%	1	6	1	1	1	1
		Total			11	91%	73%	1	6	1	1	1	1
		BUS160	ALL	ALL	81	73%	60%	46	1	2	1	9	22
		Total			81	73%	60%	46	1	2	1	9	22
		BUS302	ALL	ALL	30	67%	47%	11	2	1	0	6	10
		Total			30	67%	47%	11	2	1	0	6	10
		BUS303	ALL	ALL	11	45%	45%	2	3	0	0	0	6
		Total			11	45%	45%	2	3	0	0	0	6
		BUS357	ALL	ALL	14	93%	93%	0	0	13	0	0	0
		Total			14	93%	93%	0	0	13	0	0	0
		BUS362	ALL	ALL	14	64%	50%	0	0	7	0	2	0
		Total			14	64%	50%	0	0	7	0	2	0
		BUS363	ALL	ALL	23	52%	52%	0	0	12	0	0	0
		Total			23	52%	52%	0	0	12	0	0	0
		BUS370	ALL	ALL	17	88%	71%	0	0	12	0	3	0
		Total			17	88%	71%	0	0	12	0	3	0
		BUS377	ALL	ALL	22	100%	68%	0	0	15	0	7	0
		Total			22	100%	68%	0	0	15	0	7	0
		BUS389	ALL	ALL	10	50%	40%	4	0	0	1	0	5

Academic Period_ Fall 2022

Reg Type CR

Department_ Business

Subject BUS

(All)
 ACCT
 BUS
 CBIS
 CBOT
 ENTR
 PLGL
 RE

Cancel Apply

ALL

Filter Choice2 ALL

First AHC Math (All)

Instructor Not Available

Title V All Courses

om/javascrip/api/viz_v1.js'; vizElement.parentNode.insertBefore(scriptElement, vizElement);

Attachment 5

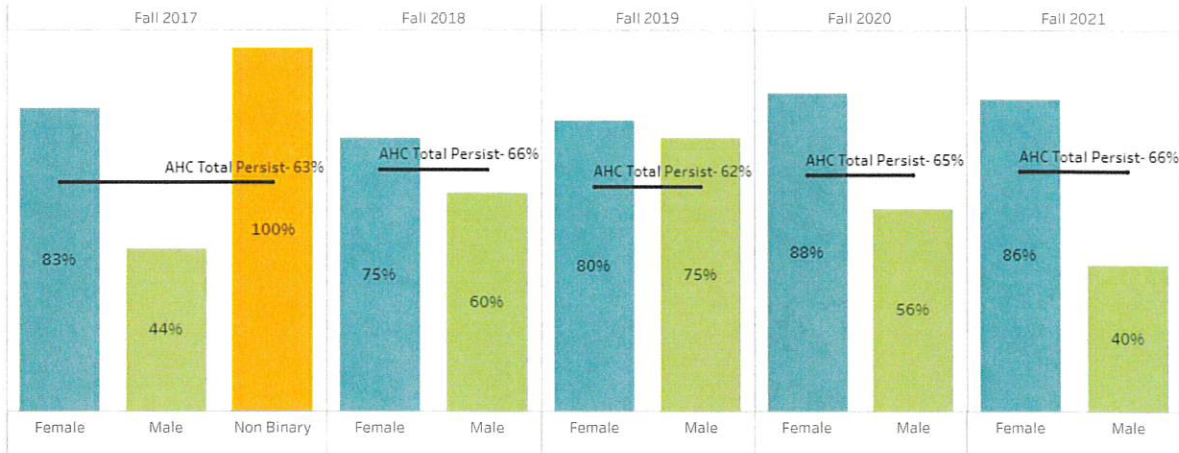
Program Review: Success, Retention, Persistence



Attachment 6

Program Review: Success, Retention, Persistence

First time AHC students
Persistence % fall to spring



Major

Student Group

	Fall 2017				Fall 2018				Fall 2019				Fall 2020				Fall 2021			
	HC	Persist #	Persist %	Impact	HC	Persist #	Persist %	Impact	HC	Persist #	Persist %	Impact	HC	Persist #	Persist %	Impact	HC	Persist #	Persist %	Impact
Female	6	5	83%		4	3	75%		5	4	80%		8	7	88%		7	6	86%	
Male	9	4	44%		5	3	60%		16	12	75%		9	5	56%		5	2	40%	
Non Binary	1	1	100%																	
Grand Total	16	10	63%		9	6	67%		21	16	76%		17	12	71%		12	8	67%	

If DI detected:
[Red text for Persistence](#)

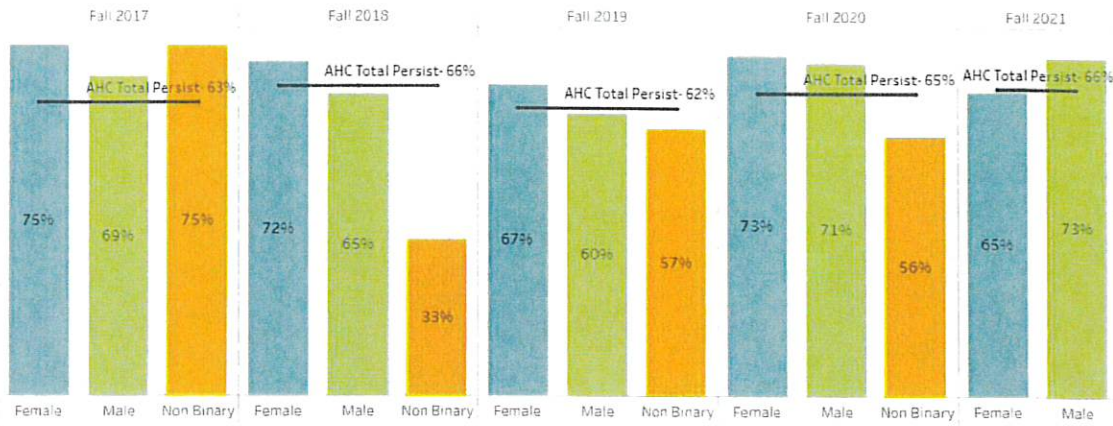
Success & Retention

RETURN HOME

Attachment 7

Program Review: Success, Retention, Persistence

First time AHC students
Persistence % fall to spring



Major
(Multiple val...
Student Group
Gender

	Fall 2017				Fall 2018				Fall 2019				Fall 2020				Fall 2021			
	HC	#	%	Impact	HC	#	%	Impact	HC	#	%	Impact	HC	#	%	Impact	HC	#	%	Impact
Female	77	58	75%		102	73	72%		105	70	67%		81	59	73%		106	69	65%	
Male	124	85	69%		161	104	65%		125	78	60%		136	97	71%		143	104	73%	
Non Binary	4	3	75%		3	1	33%		7	4	57%		9	5	56%					
Grand Total	205	146	71%		266	178	67%		241	152	63%		226	161	71%		249	173	69%	

If DI detected:
Red text for Persistence

Success & Retention

RETURN HOME

Program Review: Success, Retention, Persistence

First time AHC students
Persistence % fall to spring



Major (Multiple)
 Student Group (Simple Eth)

	Fall 2017				Fall 2018				Fall 2019				Fall 2020				Fall 2021			
	HC	#	%	Impact	HC	#	%	Impact	HC	#	%	Impact	HC	#	%	Impact	HC	#	%	Impact
Hispanic	108	85	79%		168	110	65%		138	91	66%		142	99	70%		150	110	73%	
White	67	44	66%		59	41	69%		63	38	60%		48	38	79%		61	34	56%	
Other	30	17	57%		39	27	69%		40	23	58%		36	24	67%		38	29	76%	
Grand Total	205	146	71%		266	178	67%		241	152	63%		226	161	71%		249	173	69%	

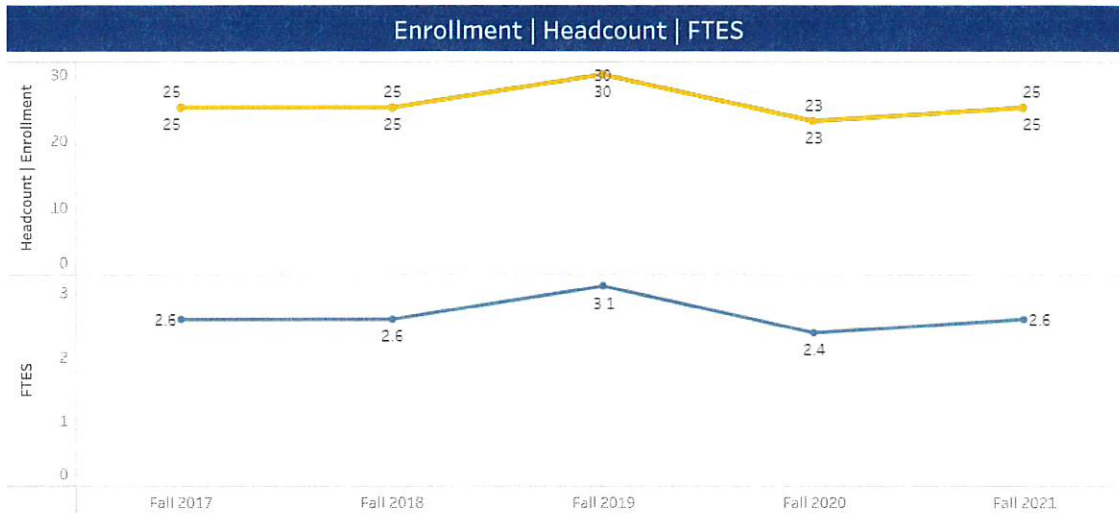
If DI detected:
 Red text for Persistence

Success & Retention

RETURN HOME

ATTACHMENT 8

Program Review: Enrollment & Headcount

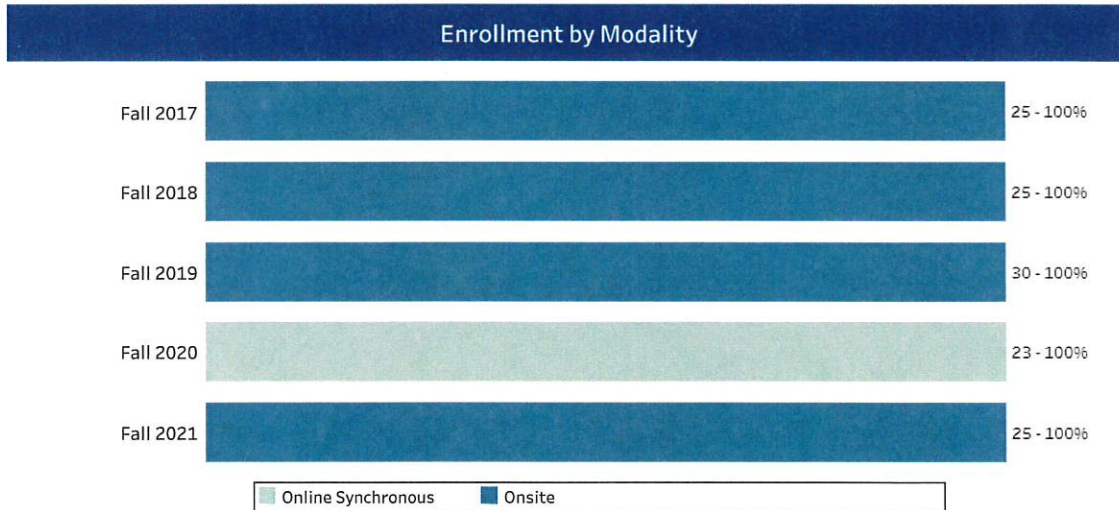


Years or Terms
 Fall Terms

CR/NC
 (All)

Subject
 ENTR

Course
 ENTR101



- [Enrollment & HC By Course](#)
- [Headcount Demographics](#)
- [Fill Rate & Efficiency](#)
- [RETURN HOME](#)

Program Review: Enrollment & Headcount

5-Year Headcount by Course



5-Year Aggregate Headcount Data

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ENTR101 128	25	25	30	23	25

Enrollment OR Headcount
 Headcount

Years or Terms
 Fall Terms

CR/NC
 (All)

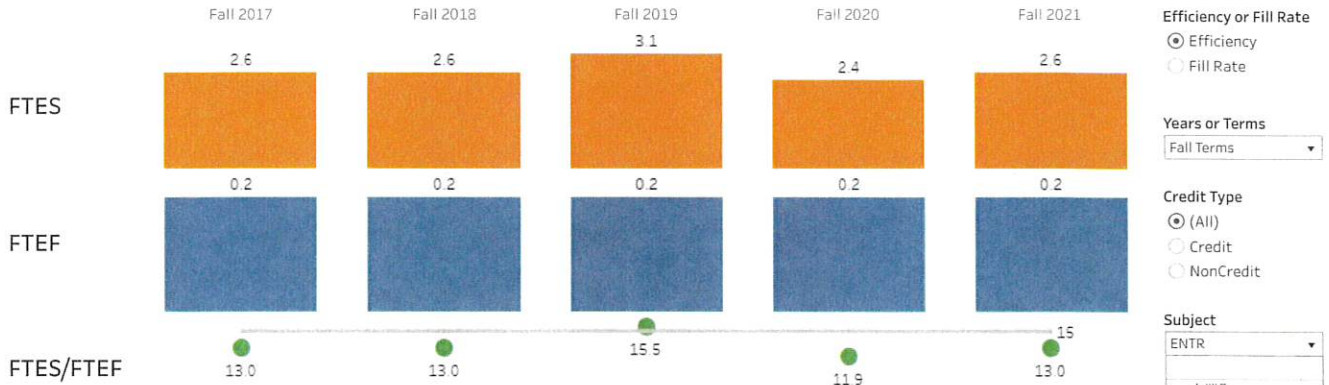
Subject

ENTR

- HUSV
- INTD
- LBRY
- LDER
- LE
- LGBT
- LS
- LVN
- MA
- MATH
- MB
- MMAC
- MT
- MUS
- NESL
- OLDR
- PARN
- PD
- PE
- PEIA
- PHIL
- PHSC
- PHTO
- PHYS
- PLGL
- POLS
- PROD
- PSY

Program Review: Enrollment & Headcount

Fill Rate & Efficiency (FTES/FTEF) | Subject - ENTR



ie

Efficiency or Fill Rate
 Efficiency
 Fill Rate

Years or Terms
 Fall Terms

Credit Type
 (All)
 Credit
 NonCredit

Subject
 ENTR

- LWVE
- DA
- DANC
- DISA
- DRMA
- ECON
- ECS
- EDUC
- EL
- EMS
- ENGL
- ENGR
- ENTR
- ENVT
- ESL
- ET
- FASH
- FCS
- FILM
- FRCH
- FSN
- FT
- FTEC
- GBST
- GENG

Cancel Apply

	Fall 2017			Fall 2018			Fall 2019			Fall 2020			Fall 2021		
	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff
ENTR	2.6	0.2	13.0	2.6	0.2	13.0	3.1	0.2	15.5	2.4	0.2	11.9	2.6	0.2	13.0

Heatmap Course

Section Heat Map (data as of 12/22/2022)

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 2023 | 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							
11am	1	0	1	0	0	0	0
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
ONLINE							

- 1. Term
Spring 2023
- 2. Campus
Santa Maria
- 3. Building
K
- 4. Room
K22
- 5. Department
Business
- 6. Discipline
Entrepreneurship
- 7. Course Attribute
(All)
- 8. Part of Term
Full Term

Day All | Time 11am

Status	Department	Discipline	course	CRM	Campus Desc	BldgRoom	Part of Term Desc	BeginTime	Days Comb	Census Enroll	FTES
Credit	Business	Entrepreneurs..	ENTR101	40638	Santa Maria	K22	Full Term	1100am	MW	14	1.45

Non Online Sections

1

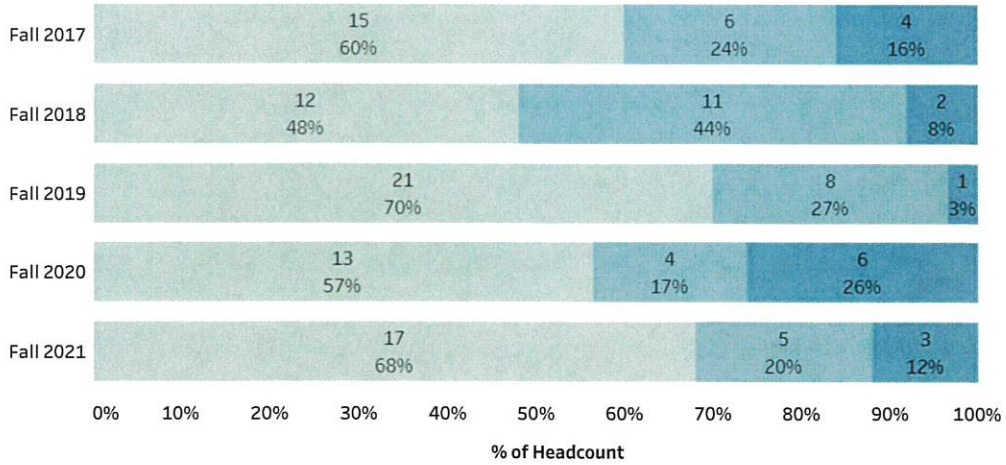
Online Sections

Course Includes Day
All

ATTACHMENT 9

Program Review: Enrollment & Headcount

Headcount Demographics



	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Asian							1.00	4%		
Black							1.00	4%		
Filipino							2.00	9%		
Hispanic	15.00	60%	12.00	48%	21.00	70%	13.00	57%	17.00	68%
Native Am	1.00	4%			1.00	3%				
Pac Isl			1.00	4%			1.00	4%		
Two or More	3.00	12%	1.00	4%			1.00	4%	3.00	12%
White	6.00	24%	11.00	44%	8.00	27%	4.00	17%	5.00	20%
Grand Total	25.00	100%	25.00	100%	30.00	100%	23.00	100%	25.00	100%



Years or Terms
Fall Terms

Ethnicity | Gender | Age
Ethnicity

CR/NC
Credit

Subject
ENTR

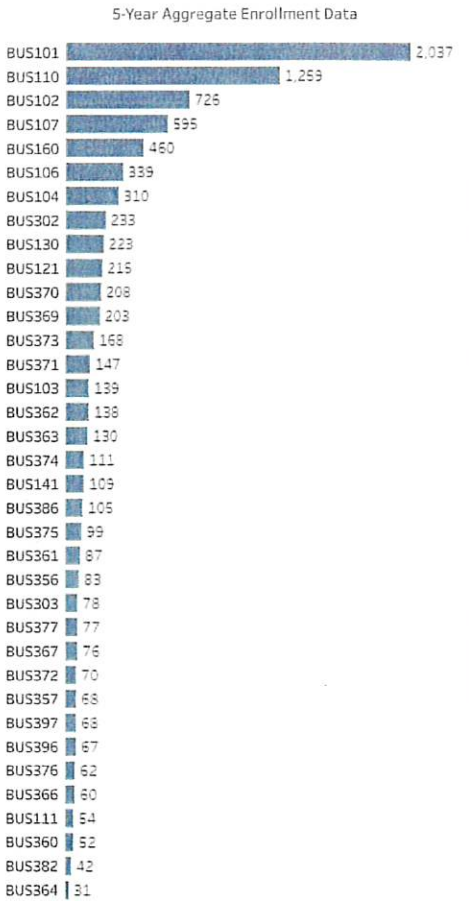
- DA
- DANC
- DISA
- DRMA
- ECON
- ECS
- EDUC
- EL
- EMS
- ENGL
- ENGR
- ENTR
- ENVT
- ESL
- ET
- FASH
- FCS
- FILM
- FRCH
- FSN
- FT
- FTEC
- GBST

Cancel Apply

ATTACHMENT 10

Program Review: Enrollment & Headcount

5-Year Enrollment by Course



	2017-18	2018-19	2019-20	2020-21	2021-22
BUS101	322	405	397	452	461
BUS110	239	238	222	288	272
BUS102	124	148	163	151	140
BUS107	123	125	121	119	107
BUS160	48	115	74	107	116
BUS106	95	64	63	52	65
BUS104	74	59	63	60	54
BUS302	66	49	35	54	29
BUS130	44	45	44	47	43
BUS121	47	46	42	45	35
BUS370	24		122	16	46
BUS369	21	20	110		52
BUS373	16		100	23	29
BUS371			98		49
BUS103	15	32	30	31	31
BUS362	26	38		48	26
BUS363	18		35	22	55
BUS374	15		96		
BUS141	21	18	33	19	18
BUS386	56	19		14	16
BUS375			99		
BUS361	20	40		27	
BUS356	21	37		25	
BUS303	16	29	33		
BUS377	17	18		19	23
BUS367		33		22	21
BUS372		16			54
BUS357	24			44	
BUS397		39		29	
BUS396	16				51
BUS376		35		27	
BUS366	22			38	
BUS111	23				31
BUS360	22				30
BUS382	22			20	
BUS364	17			14	

Enrollment QR Headcount
Enrollment

Years or Terms
Academic Year

CR/NC
Credit

Subject
BUS

Course
(All)

(All)
BUS101
BUS102
BUS103
BUS104
BUS106
BUS107
BUS110
BUS111
BUS121
BUS130
BUS141
BUS160
BUS302
BUS303
BUS355
BUS356
BUS357
Cancel Apply

Efficiency

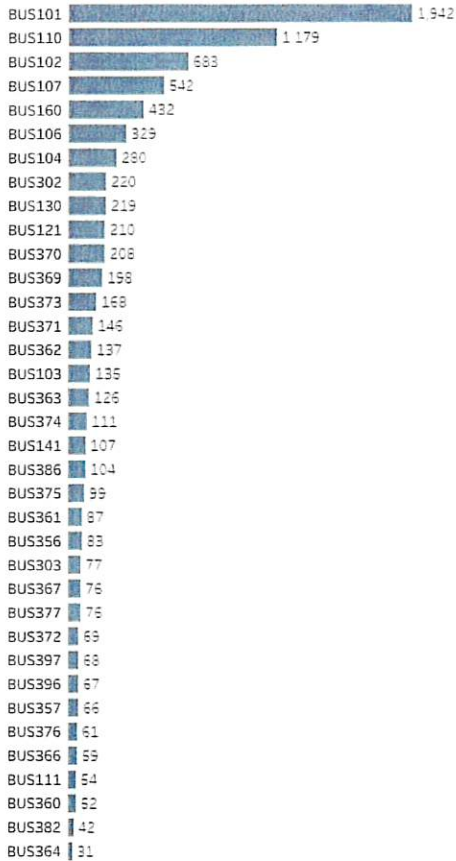
RETURN HOME

Program Review: Enrollment & Headcount

5-Year Headcount by Course



5-Year Aggregate Headcount Data



	2017-18	2018-19	2019-20	2020-21	2021-22
BUS101	316	400	393	451	455
BUS110	227	235	217	282	268
BUS102	114	147	161	147	138
BUS107	114	120	119	115	102
BUS160	48	114	74	103	113
BUS106	94	64	61	52	65
BUS104	68	58	63	58	53
BUS302	64	49	35	53	29
BUS130	44	44	43	47	43
BUS121	46	46	42	45	34
BUS370	24		122	16	46
BUS369	21	20	109		50
BUS373	16		100	23	29
BUS371			98		48
BUS362	26	38		48	26
BUS103	15	32	30	31	31
BUS363	18		35	22	54
BUS374	15		96		
BUS141	21	17	33	19	18
BUS386	55	19		14	16
BUS375			99		
BUS361	20	40		27	
BUS356	21	37		25	
BUS303	16	29	33		
BUS367		33		22	21
BUS377	17	18		19	23
BUS372		16			53
BUS397		39		29	
BUS396	16				51
BUS357	24			42	
BUS376		35		27	
BUS366	22			37	
BUS111	23				31
BUS360	22				30
BUS382	22			20	
BUS364	17				14

Enrollment OR Headcount
Headcount

Years or Terms
Academic Year

CR/NC
Credit

Subject
BUS

Course
(All)

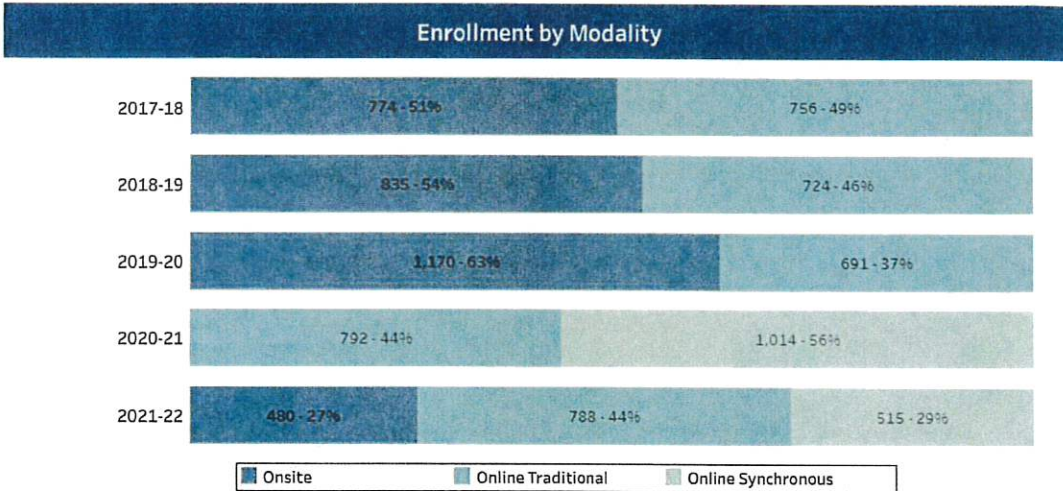
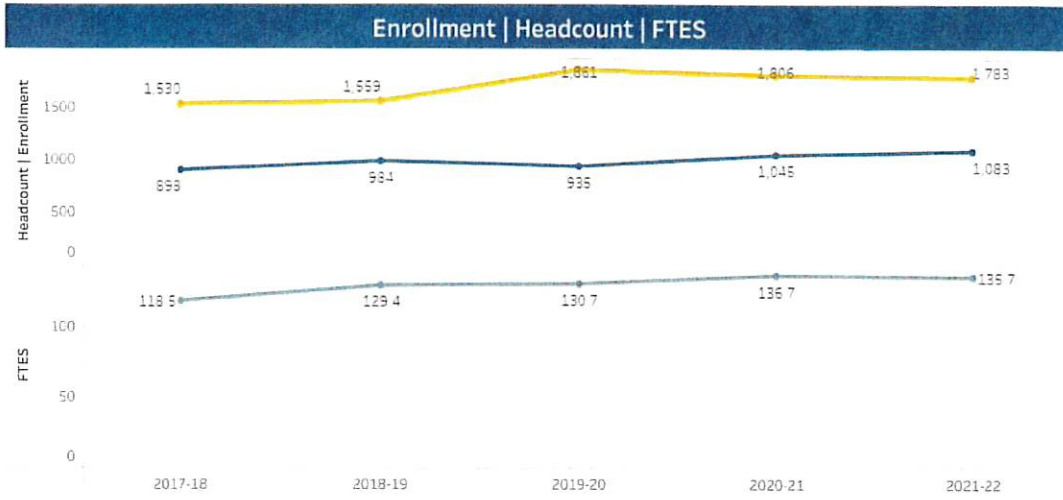
Enrollment & HC
By Program

Headcount
Demographics

Fill Rate &
Efficiency

RETURN
HOME

Program Review: Enrollment & Headcount - ALL BUSINESS EXCLUDE CROSS LISTED



ie

Years or Terms
Academic Year

CR/NC
Credit

Subject
BUS

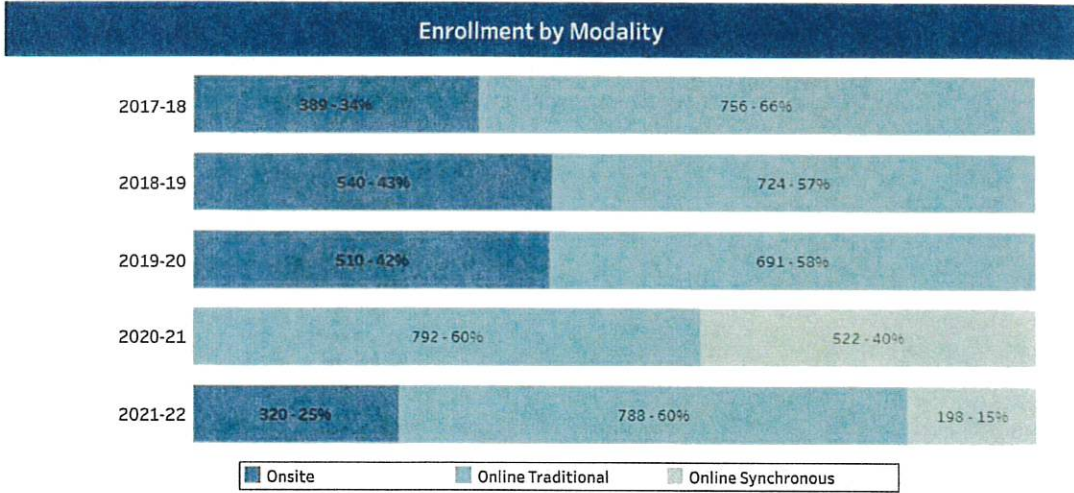
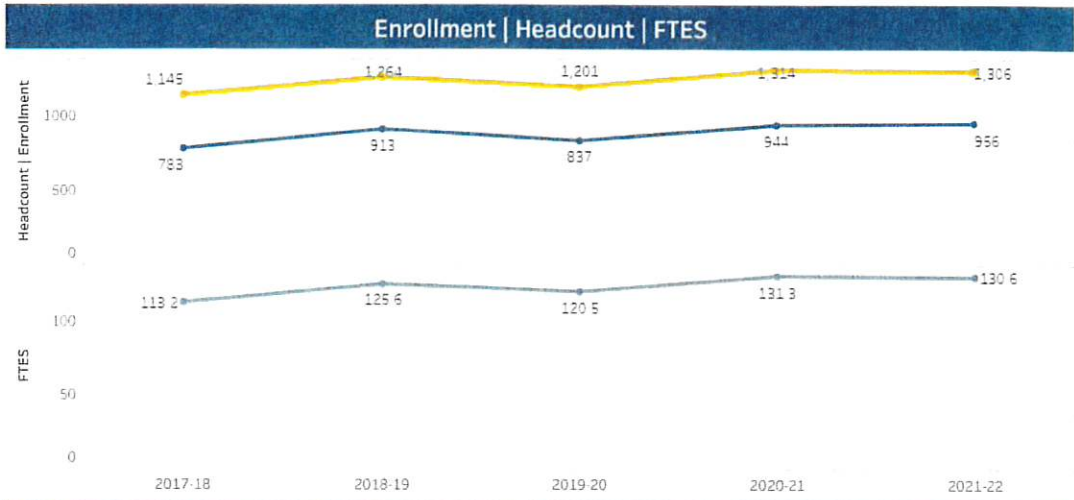
Course
(Multiple values)

- BIOL124
- BIOL125
- BIOL128
- BIOL132
- BIOL150
- BIOL154
- BIOL155
- BIOL189
- BIOL196
- BUS101
- BUS102
- BUS103
- BUS104
- BUS106
- BUS107
- BUS110
- BUS111
- BUS121
- BUS130
- BUS141
- BUS160
- BUS302
- BUS303
- BUS355
- BUS356
- BUS357

Cancel Apply

Program Review: Enrollment & Headcount

11 NON FAST TRACK COURSES
EXCLUDE CROSS LISTED



Years or Terms
Academic Year

CR/NC
Credit

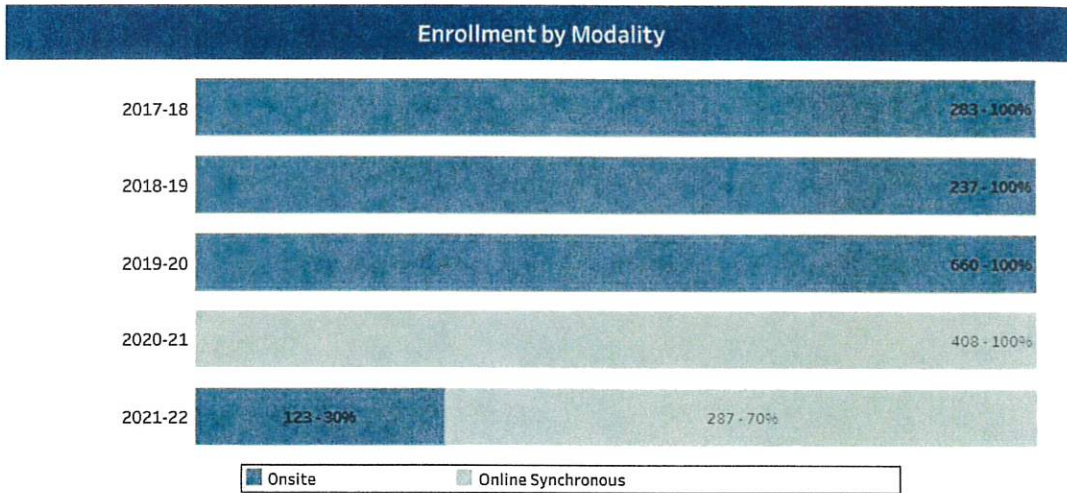
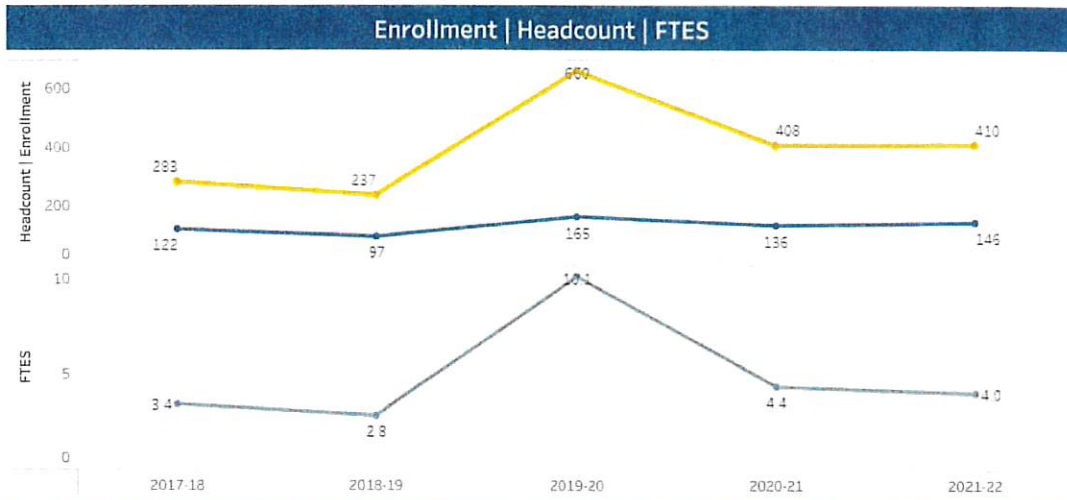
Subject
BUS

Course
(Multiple values)

- BIOL120
- BIOL124
- BIOL125
- BIOL128
- BIOL132
- BIOL150
- BIOL154
- BIOL155
- BIOL189
- BIOL196
- BUS101
- BUS102
- BUS103
- BUS104
- BUS106
- BUS107
- BUS110
- BUS111
- BUS121
- BUS130
- BUS141
- BUS160
- BUS302
- BUS303
- BUS355
- BUS356

Cancel Apply

Program Review: Enrollment & Headcount *FAST TRACK ONLY*



Years or Terms
Academic Year

CR/NC
Credit

Subject
BUS

Course
(Multiple values)

- (All)
- AB117
- AB300
- AB351
- AB353
- AB354
- AB355
- AB356
- AB358
- AB360
- AB370
- AB389
- ACCT100
- ACCT105
- ACCT130
- ACCT131
- ACCT132
- ACCT140

Cancel Apply

Print Rate & Efficiency

RETURN HOME

ATTACHMENT 11



California Community Colleges Chancellor's Office
Management Information Systems Division
Career Technical Education (CTE) (Perkins V)

Negotiation Reports Core Indicator Reports Documentation Contact Us

You are here : Core Indicator Reports/Forms

Forms - Parameter Selection Area

Select Form Type Select District/College Select Fiscal Year Select TOP Code

Form 1 Part F by 6 Digit Allan Hancock College 2022-2023 050100 Business and

Forms - Report

1 of 1 Find | Next

Section 1 Part F (for Colleges)

Page 1 of 1

College Core Indicator Information by 6-Digit TOP (2022-2023)

Perkins V, Title I, Part C Local Application

Agreement # _____ District/College: **ALLAN HANCOCK/ALLAN HANCOCK**

050100 - Business and Commerce, General

Instructions: Print out forms. Complete and sign bottom of last page.

Cohort Year CTE Enrollments: 1,565 CTE Headcount: 744
(includes CTE enrollments above introductory level only) (CTE students enrolled above introductory level only)

Core Indicator 1 - Cohort Yr: 2019- 2020 Postsecondary Retention & Placement			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
1 CTE Cohort*	93	96	74.53	74.53	96.88	22.3
2 Individuals Preparing for Non-Traditional Fields	45	47	74.53	74.53	95.74	21.2
3 Out of Workforce Individuals	2	2	74.53	74.53	100.00	N/A
4 Individuals with Economically Disadvantaged Families	78	81	74.53	74.53	96.30	21.8
5 English Learners	2	2	74.53	74.53	100.00	N/A
6 Single Parents	6	8	74.53	74.53	75.00	N/A
7 Individuals with Disabilities	6	7	74.53	74.53	85.71	N/A
8 Homeless Individuals			74.53	74.53	N/R	N/R
9 Youth in Foster Care	4	4	74.53	74.53	100.00	N/A
10 Youth with Parent in Active Military			74.53	74.53	N/R	N/R

Core Indicator 2 - Cohort Yr: 2019- 2020 Earned Postsecondary Credential			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
11 CTE Cohort*	51	56	81.32	81.32	91.07	9.8
12 Individuals Preparing for Non-Traditional Fields	28	30	81.32	81.32	93.33	12.0
13 Out of Workforce Individuals	2	2	81.32	81.32	100.00	N/A
14 Individuals with Economically Disadvantaged Families	40	45	81.32	81.32	88.89	7.6
15 English Learners	2	2	81.32	81.32	100.00	N/A
16 Single Parents	8	9	81.32	81.32	88.89	N/A
17 Individuals with Disabilities	5	6	81.32	81.32	83.33	N/A
18 Homeless Individuals			81.32	81.32	N/R	N/R
19 Youth in Foster Care	2	2	81.32	81.32	100.00	N/A
20 Youth with Parent in Active Military			81.32	81.32	N/R	N/R

Core Indicator 3 - Cohort Yr: 2019- 2020 Non-traditional Program Enrollment		Negotiated Level	College Performance	Percent Above or Below Negotiated Level
--	--	------------------	---------------------	---

	Count	Total	State	District		
21 CTE Cohort*	57	117	23.43	23.43	48.72	25.3
22 Individuals Preparing for Non-Traditional Fields	57	117	23.43	23.43	48.72	25.3
23 Out of Workforce Individuals	1	2	23.43	23.43	50.00	N/A
24 Individuals with Economically Disadvantaged Families	50	98	23.43	23.43	51.02	27.6
25 English Learners		2	23.43	23.43	0.00	N/A
26 Single Parents	10	11	23.43	23.43	90.91	67.5
27 Individuals with Disabilities	6	10	23.43	23.43	60.00	36.6
28 Homeless Individuals			23.43	23.43	N/R	N/R
29 Youth in Foster Care	3	4	23.43	23.43	75.00	N/A
30 Youth with Parent in Active Military			23.43	23.43	N/R	N/R

Core Indicator 4 - Cohort Yr: 2019- 2020 Employment				Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District			
31 CTE Cohort*	34	41	73.00	73.00	82.93	9.9	
32 Individuals Preparing for Non-Traditional Fields	19	24	73.00	73.00	79.17	6.2	
33 Out of Workforce Individuals	DR	DR	73.00	73.00	DR	N/A	
34 Individuals with Economically Disadvantaged Families	28	35	73.00	73.00	80.00	7.0	
35 English Learners	DR	DR	73.00	73.00	DR	N/A	
36 Single Parents	5	7	73.00	73.00	71.43	N/A	
37 Individuals with Disabilities	DR	DR	73.00	73.00	DR	N/A	
38 Homeless Individuals			73.00	73.00	N/R	N/R	
39 Youth in Foster Care	DR	DR	73.00	73.00	DR	N/A	
40 Youth with Parent in Active Military			73.00	73.00	N/R	N/R	

*Note: Students meeting criteria for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

The DR notation indicates privacy requirements - HDD requires that counts less than six not be displayed. N/A (Not Applicable) indicates denominators 10 or N/R (Not Reported) indicates categories where no participants were reported. These performance indicators include all vocational programs whether or not they are supported with Perkins Title IC Funds. For more detailed reports, see Core Indicators 'Summary' and 'Detail' Reports. Shaded areas are for your information and are not included as accountability measures.

By totaling each positive, negative, N/A, N/R outcome in the last column from items 1 - 40, I certify and acknowledge that performance in the 40 Core Indicator categories is as follows:

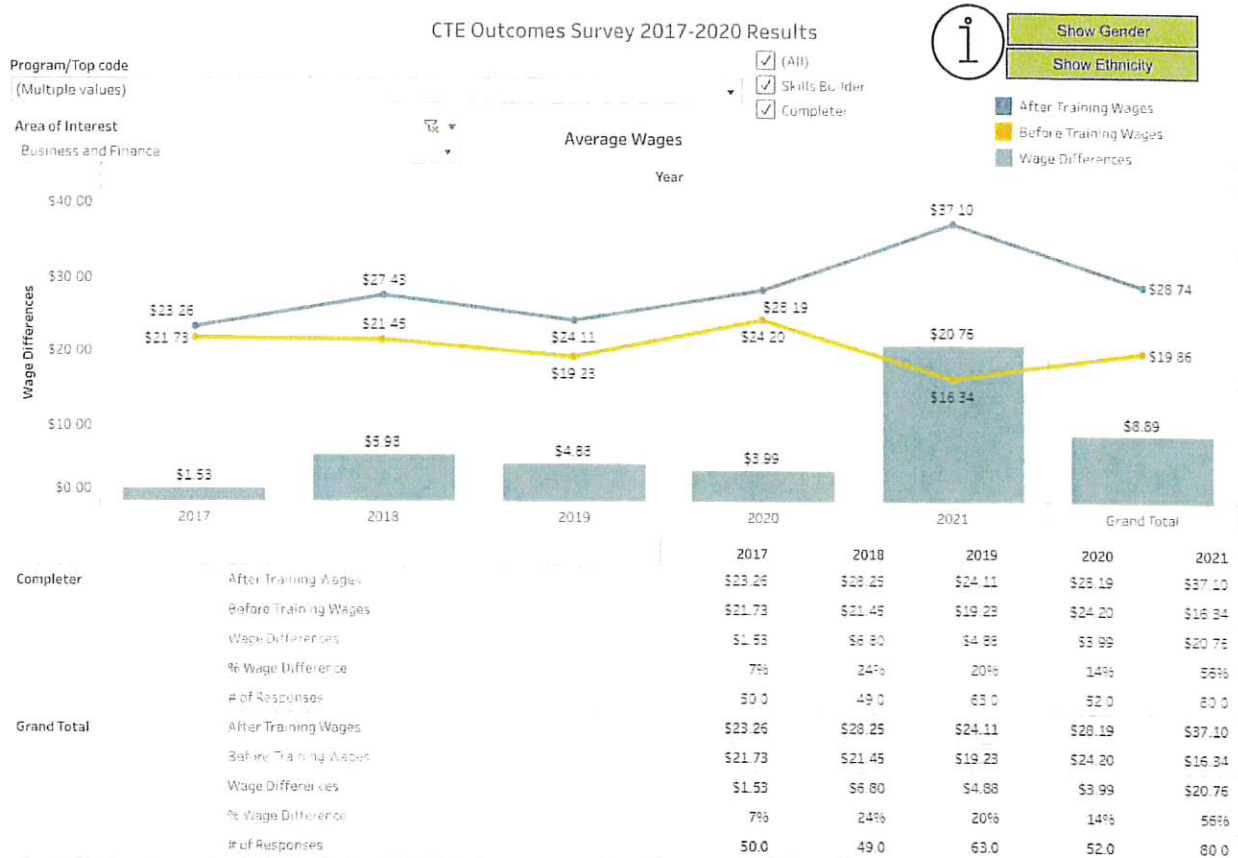
_____ of the 40 are at or above the District negotiated level(s);
 _____ of the 40 are below the District negotiated level(s);
 _____ of the 40 are list as (N/A, N/R)

Department Chair (or authorized Designee) : _____

Form 1 Part E-C Last Revised 01/15/2008

* If no district target is available then state targets will be used.

CTE Outcomes Survey Dashboard



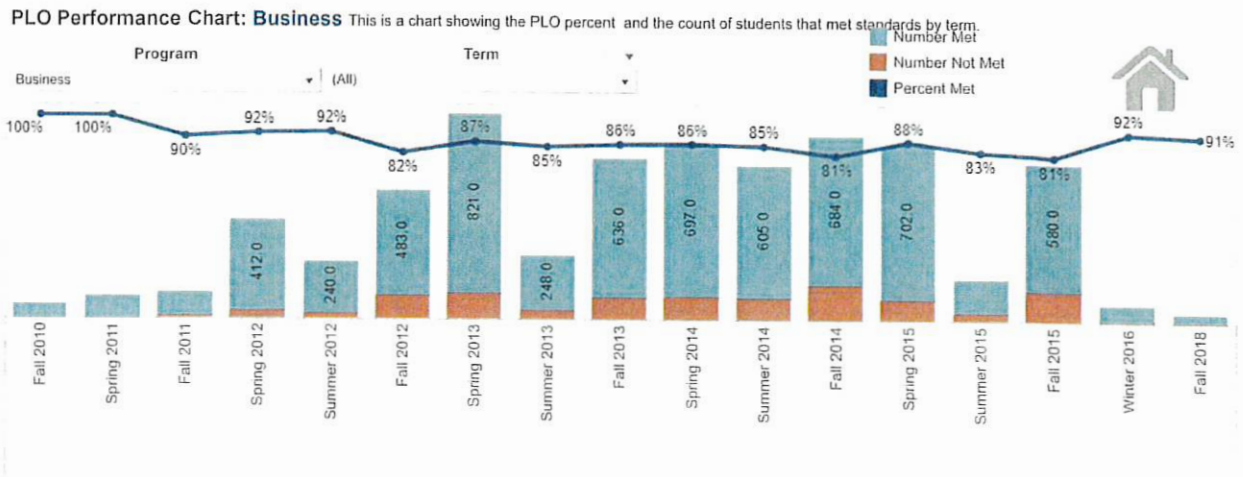
ATTACHMENT 12

Academic Affairs Outcomes Assessment

[Assessment Cycle Dashboard](#) [Assessment Cycle Dashboard "How to"](#) [Pro-SLO Webinars](#)
[Program Learning Outcomes Documents](#)

Assessment Cycle Dashboard

Click on the buttons to download the guidelines and samples for planning and executing an assessment cycle at AHC. Also, click on the buttons to the Online Reports to go to the forms to input data for the respective part to the cycle.



PLO Performance Table: Business - This is a table showing the overall PLO performance over the last 6 academic years, including percent and numbers of students meeting standards.

Program	Term	Number Met	Number Not Met	Percent Met
Null	No PLO Associated	15	0	100%
Business	BUS1	2,489	592	81%
	BUS2	1,615	273	86%
	BUS3	2,529	232	92%

[Assessment Cycle Dashboard "How to"](#)

[Download PDF](#)

Area of Focus Discussion Template

ACADEMIC SERVICES AND SUPPORT

Entrepreneurship Program

Academic Services and Support – assess and improve relationship with tutorial services, library, counseling, learning assistance program (LAP), etc. and evaluate co-curricular support courses.

Possible topics:

- Collaborate with student success team members to ensure institutional barriers are mitigated.
- Review and summarize student support options.
- Implement student surveys and evaluate results.
- Assess co-curricular support programs and services.

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

Last year, all business department members, including entrepreneurship faculty, participated in a multi-step process to gather student feedback about student needs for support services. First, the department planned and executed a small focus group. Additionally, a literature search was performed to identify common themes. Based on these findings, a survey was produced and administered to students. Results were compiled and analyzed. An orientation was offered. This year, the department members identified plans to develop a “talking syllabus.” Also, faculty members identified key points in the semester to provide students with a short video/zoom presentation to increase student contact, student success, and student interest.

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?

The Business department, including the entrepreneurship program, would like to increase student-instructor contact through providing needed academic services and support either directly or by actively referring students campus support services. Canvas is an excellent method to publicize and highlight college support services.

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

Using short video/zoom vignettes at appropriate times should help connect students with their instructor and the college support services.

4. How will you *measure* the results of your plans to determine if they are successful? Student success rates and retention can be used to analyze if our plans have been successful. Also, student satisfaction and feedback can be gathered.

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)

The Business Advisory team is active and met this year. They have validated our findings. The Business Advisory team includes entrepreneurship.

2. Are there specific recommendations regarding the core topic responses from the validation team?

Get student feedback about what students liked and disliked about our curriculum and student support.

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.***

Sample:

New Program Planning Initiative	

Resources:
Resources:

Priority Level: Low Medium High
Resource Type: Equipment Staff Faculty Supplies and Materials
Quantity:
Per Item Price: Price with taxes/shipping, etc:
Description:

Resources:
Resources:

Priority Level: Low Medium High
Resource Type: Equipment Staff Faculty Supplies and Materials
Quantity:
Per Item Price: Price with taxes/shipping, etc:
Description:

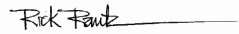
Program Review Signature Page:


Marie Comstock (Aug 18, 2023 14:34 PDT)

Program Review Lead

Aug 18, 2023

Date



Program Dean

Aug 25, 2023

Date



Vice President, Academic Affairs

Aug 25, 2023

Date











F2022-S2023 YPU and Services and Support Report - ENTR_81823

Final Audit Report

2023-08-25


Created:	2023-08-18
By:	Maryfrances Marecic (mmarecic@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAVikdeWbc04lwzt5uqqw1dZoOvPKSUU7

"F2022-S2023 YPU and Services and Support Report - ENTR_81823" History

-  Document created by Maryfrances Marecic (mmarecic@hancockcollege.edu)
2023-08-18 - 8:07:14 PM GMT- IP address: 209.129.94.61
-  Document emailed to Marie Comstock (marie@comstockandwagner.com) for signature
2023-08-18 - 8:08:15 PM GMT
-  Email viewed by Marie Comstock (marie@comstockandwagner.com)
2023-08-18 - 9:33:57 PM GMT- IP address: 104.28.85.118
-  Document e-signed by Marie Comstock (marie@comstockandwagner.com)
Signature Date: 2023-08-18 - 9:34:21 PM GMT - Time Source: server- IP address: 107.77.230.210
-  Document emailed to RICK RANTZ (RRANTZ@HANCOCKCOLLEGE.EDU) for signature
2023-08-18 - 9:34:23 PM GMT
-  Email viewed by RICK RANTZ (RRANTZ@HANCOCKCOLLEGE.EDU)
2023-08-18 - 10:55:35 PM GMT- IP address: 172.226.212.30
-  Email viewed by RICK RANTZ (RRANTZ@HANCOCKCOLLEGE.EDU)
2023-08-25 - 8:36:23 PM GMT- IP address: 209.129.94.61
-  Document e-signed by RICK RANTZ (RRANTZ@HANCOCKCOLLEGE.EDU)
Signature Date: 2023-08-25 - 8:36:47 PM GMT - Time Source: server- IP address: 209.129.94.61
-  Document emailed to Robert Curry (rcurry@hancockcollege.edu) for signature
2023-08-25 - 8:36:49 PM GMT
-  Email viewed by Robert Curry (rcurry@hancockcollege.edu)
2023-08-25 - 8:37:14 PM GMT- IP address: 209.129.94.61

 Document e-signed by Robert Curry (rcurry@hancockcollege.edu)

Signature Date: 2023-08-25 - 8:38:50 PM GMT - Time Source: server- IP address: 209.129.94.61

 Agreement completed.

2023-08-25 - 8:38:50 PM GMT