Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: Entrepreneurship

Term/Year of Review: ~~Spring~~ Fall 2022

Summary of Program Review:

A. Major Findings

1. Strengths:

- Average class size in the program increased by 31.7% between 2018-2019 and 2020-2021. Average class size at the institutional level increased by 4.4% over the same period.
- Over the past three years, the Entrepreneurship Program has claimed an average of 29.3 students per section. The average class size in the program has exceeded the average class size of 25.1 students per section across the institution during this period.
- Fill rates within the Entrepreneurship Program tend to be higher than the fill rate at the institutional level.
- Over the past three years, the successful course completion rate for the Entrepreneurship Program was significantly higher than the rate at the institutional level.
- The successful course completion rates for BUSI-102/143 and BUSI-297 were significantly higher than the program-level rate.
- The successful course completion rates among Latinx/Hispanics, and First Generation students were higher than the corresponding rates at the institutional level. The differences for Latinx/Hispanics and First Generation students were statistically significant.
- Among Entrepreneurship Program students, job placement rates have consistently exceeded both the program-set standard (of 60%) and stretch goal (of 75%).
- The college-level offerings of Intro to Entrepreneurship ensures that students are on a structured and efficient path to degree completion, transfer, or career exploration—and provides the opportunity to students who might otherwise not be able to have it.

2. Areas for Improvement:

- Current there is a lack of engagement with the Alpha Beta Gamma honors Club. A faculty stipend or reassign time would help grow the honors club and help improve the participation.

- The Certificates of Achievement need to be rewritten as stackable certificates.

- Create a partnership with American Canyon High School through a College and Career Access Pathways (CCAP) partnership with Napa Valley Unified School District and the Napa County Office of Education.

- **Institutional improvement needed:**
  Entrepreneurship high school dual enrollment numbers were collected from a SQL report of Student Enrollments based on Student Type. However, the numbers are inconsistent between the SQL extract and rosters from a Colleague Section Roster (SROS) report, where multiple students are clearly identified as having high school status.

3. Projected Program Growth, Stability, or Viability:

The Entrepreneurship Program is in significant growth mode.

- Average class size in the program increased by 31.7% between 2018-2019 and 2020-2021. Average class size at the institutional level increased by 4.4% over the same period.

- Over the past three years, the Entrepreneurship Program has claimed an average of 29.3 students per section. The average class size in the program has exceeded the average class size of 25.1 students per section across the institution during this period.

- Fill rates within the Entrepreneurship Program tend to be higher than the fill rate at the institutional level.

- Over the past three years, the successful course completion rate for the Entrepreneurship Program was significantly higher than the rate at the institutional level.

- The successful course completion rates for BUSI-102/143 and BUSI-297 were significantly higher than the program-level rate.

- Among Entrepreneurship Program students, job placement rates have consistently exceeded both the program-set standard (of 60%) and stretch goal (of 75%).

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

Napa Valley College's Mission states that "The college is an accredited open-access, degree- and certificate-granting institution that is committed to student achievement through high-quality programs and services that are continuously evaluated and improved. The college serves students and the community in the following areas: transfer courses, career-technical education and training, basic skills, and self-supporting contract education and community education classes." This degree is completely aligned with this mission.

2. **Assessment of Program's Recent Contributions to Institutional Mission:**

In keeping with the colleges Strategic Plan, this degree's purpose is to facilitate student success and completion. In addition, the program is linked to the Community College Mission of workforce development.

3. **Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:**

- Created stackable Entrepreneurship Local Certificate (2018)
- Collaborated with the Hospitality Department to host the 13th Annual Hospitality Symposium. (2018)
- Camille Creek Court School Advisory Committee (SP & FA 2018)
- Continue to teach "Entrepreneur Mindset" and "Leadership" to 5th graders as an after-school enrichment program. (ongoing)
- Continue to teach "Entrepreneur Mindset" and "Leadership" to 1st graders as an after-school enrichment program. (ongoing)
- Created a Google form to streamline Career Ed job/internship requests (2018)
- Presented at the National Association for Community Colleges Entrepreneurship Conference (NACCE) in Newport Beach (2019)
- Career Ed faculty point of contact for the Workforce Development Napa and CalJobs Program. (ongoing)
- Partnered with Junior Achievement and judged their Social Innovation high school presentations. (ongoing)
- Entrepreneur guest speaker to NVUSD Middle Schools (ongoing)
- Partnered with NCOE & NVUSD & the Napa Education Foundation to help promote NVC programs and pathways. (ongoing)
- Active participant in Virtual Enterprise International. I have been a guest speaker and a judge. (ongoing)
- Coordinate our first ever Student Pop-Up at Founders Day (2019)

- Coordinate the 11th Annual Business Plan Competition (2019)
- Faculty Advisor to the Business Honor's Club: Alpha Beta Gamma. (ongoing)

All of the above efforts contribute to the significate course enrollment and completion rates for the Entrepreneurship Department.

C. New Objectives/Goals:

- Certificates of Achievements need to be rewritten as stackable certificates.
- Grow the marketing certificates enrollment with scheduled courses aimed at high school students.
- Offer Entrepreneurship Summer Boot camps again.
- Create a partnership with American Canyon High School through a College and Career Access Pathways (CCAP) partnership with Napa Valley Unified School District and the Napa County Office of Education for BUSI 144.

D. Description of Process Used to Ensure "Inclusive Program Review"

This program review includes details from Entrepreneurship advisory meetings and industry professionals. Partners include:

- Upper Valley Campus Non Credit
- Napa Valley Adult School
- Napa Unified School District
- St. Helena Unified School District
- Calistoga Unified School District
- Napa Country Office of Education
- Napa Education Foundation
- Virtual Enterprise International
- Junior Achievement
- Workforce Alliance of the North Bay
- Yountville Chamber of Commerce
- Salvation Army
- Napa Downtown
- County Of Napa

And was written in collaboration with Cristine Tapia Manager, Dual Enrollment and Educational Partnerships.

Program Review Report ~~Spring~~ Fall 2022

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	**Entrepreneurship**
Degree(s)/Certificate(s)	Entrepreneurship: AS Entrepreneurial: CoA Business-Entrepreneurship: LC Content Marketing: CoA
Courses	BUSI 101 (p. BUSI 141)
	BUSI 102 (p. BUSI 143)
	BUSI 144
	BUSI 251
	BUSI 252
	BUSI 297

Taxonomy of Programs, July 2022

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2018-2019	2019-2020	2020-2021	Change over 3-Year Period
Headcount				
Within the Program	207	167	212	2.4%
Across the Institution	8,176	8,181	7,208	-11.8%
Enrollments				
BUSI-101/141	43	24	--	-100%
BUSI-102/143	61	23	--	-100%
BUSI-144	20	27	43	115%
BUSI-251	27	37	42	55.6%
BUSI-252	45	31	57	26.7%
BUSI-297	73	73	106	45.2%
Within the Program	269	215	248	-7.8%
Across the Institution	32,545	33,102	30,409	-6.6%
Source: SQL Enrollment Files				

RPIE Analysis: The number of students enrolled (headcount) in the Entrepreneurship Program increased by 2.4% over the past three years, while headcount across the institution decreased by 11.8%. Enrollment within the Entrepreneurship Program decreased by 7.8%, while enrollment across the institution decreased by 6.6%

Enrollment in all courses in the Entrepreneurship Program changed by more than 10% (±10%) between 2018-2019 and 2020-2021:

Courses with enrollment increases:

- *BUSI-144 (115%)*
- *BUSI-251 (55.6%)*
- *BUSI-297 (45.2%)*
- *BUSI-252 (26.7%)*

Courses with enrollment decreases:

- *BUSI-101/141 (-100%)*
- *BUSI-102/143 (-100%)*

Program Reflection:

BUSI 141/ 143 were historically only offered as a face-to-face, rigorous Summer Boot camp. With Covid the lesson plans and course offering had to be rewritten and restructured. The next program review will show a significant increase in enrollment. We will be bringing back the boot camps, and now offer the renumbered courses every Spring semester.

2. Average Class Size

	2018-2019		2019-2020		2020-2021		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
BUSI-101/141	2	21.5	1	24.0	--	--	22.3	--
BUSI-102/143	2	30.5	1	23.0	--	--	28.0	--
BUSI-144	1	20.0	1	27.0	1	43.0	30.0	115%
BUSI-251	1	27.0	1	37.0	1	42.0	35.3	55.6%
BUSI-252	2	22.5	2	15.5	2	28.5	22.2	26.7%
BUSI-297	2	36.5	2	36.5	3	35.3	36.0	-3.2%
Program Average*	10	26.9	8	26.9	7	35.4	29.3	31.7%
Institutional Average*	1,313	24.8	1,348	24.6	1,171	25.9	25.1	4.4%

Source: SQL Enrollment and Course Sections Files

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

RPIE Analysis: Over the past three years, the Entrepreneurship Program has claimed an average of 29.3 students per section. The average class size in the program has exceeded the average class size of 25.1 students per section across the institution during this period. Average class size in the program increased by 31.7% between 2018-2019 and 2020-2021. Average class size at the institutional level increased by 4.4% over the same period.

Average class size in the following courses changed by more than 10% (±10%) between 2018-2019 and 2020-2021:

Courses with increases in average class size:

- *BUSI-144 (115%)*
- *BUSI-251 (55.6%)*
- *BUSI-252 (26.7%)*

- *For BUSI-101/141, which was offered in two of the past three years, average class size increased by 11.6% between 2018-2019 and 2019-2020.*
- *For BUSI-102/143, which was offered in two of the past three years, average class size decreased by 24.6% between 2018-2019 and 2019-2020.*

Program Reflection:

BUSI 141/143 were offered as Summer Boot Camp 2017, 2018 & 2019. Although dual enrollment numbers are not highlighted in this program data analysis – dual enrolled students are a significant part of the Entrepreneurship Program. It should be noted that High school dual enrollment numbers were collected from a SQL report of Student Enrollments based on Student Type. However, the numbers are inconsistent between the SQL extract and rosters from a Colleague Section Roster (SROS) report, where multiple students are clearly identified as having high school status. This is a major issue for historical data.

Institution action item:

The Manager of Dual Enrollment and Educational Partnerships to work with the Dean of Enrollment and Outreach Services to fix the SQL historical reporting data

3. Fill Rate and Productivity

Fill Rate*			
	Enrollments*	**Capacity**	**Fill Rate**
2018-2019	158	210	75.2%
2019-2020	152	180	84.4%
2020-2021	174	185	94.1%
Three-Year Program Total	484	575	84.2%
Institutional Level	83,156	101,258	82.1%
Productivity*			
	FTES	**FTEF**	**Productivity**
2018-2019	14.5	1.1	13.2
2019-2020	14.2	0.9	15.8
2020-2021	16.0	1.0	16.0
Three-Year Program Total	44.7	3.0	14.9
Source: SQL Enrollment and Course Sections Files			

RPIE Analysis: Fill rates within the Entrepreneurship Program tend to be higher than the fill rate at the institutional level. [Compare program-level rate of 84.2% to institution-level rate of 82.1% over the past three years.] Between 2018-2019 and 2019-2020, both enrollment and capacity decreased, resulting in an increase in fill rate (due to a higher rate of decrease in capacity). Between 2019-2020 and 2020-2021, both enrollment and capacity increased, resulting in an increase in fill rate (due to a higher rate of increase in enrollment).

Productivity increased from 13.2 to 16.0 over the three-year period. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 14.9 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

**Note: Fill rates and productivity reported in the table do not include nine Entrepreneurship section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.*

Program Reflection:

Fill rates within the Entrepreneurship Program tend to be higher than the fill rate at the institutional level. This is partly due to offering the courses at New Tech High School and the Summer Entrepreneurship Boot Camps.

4. Labor Market Demand

This section does not apply to the Entrepreneurship Program, due to the unique nature of the program.

B. Momentum

1. Retention and Successful Course Completion Rates

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
Level	**Rate**	**Course Rate vs. Program Rate**		**Rate**	**Course Rate vs. Program Rate**	
		Above	**Below**		**Above**	**Below**
BUSI-101/141	95.5%	X		86.6%	X	
BUSI-102/143	***97.6%***	***X***		***89.3%***	***X***	
BUSI-144	***86.5%***		***X***	78.4%		X
BUSI-251	***87.7%***		***X***	81.1%	X	
BUSI-252	95.5%	X		76.7%		X
BUSI-297	***96.0%***	***X***		***88.5%***	***X***	
Program Level	**92.3%**			**82.1%**		
Institutional Level	90.3%			75.6%		

Source: SQL Enrollment Files
-- Indicates a value that is within 1% of the program-level rate.
Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.
Bold denotes a statistically significant difference between the program-level rate and the institutional rate.
Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: Over the past three years, the retention rate for the Entrepreneurship Program was significantly higher than the rate at the institutional level. The retention rates for BUSI-144 and BUSI-251 were significantly lower than the program-level rate. The retention rates for BUSI-102/143 and BUSI-297 were significantly higher than the program-level rate. The retention rate for the Entrepreneurship Program falls in the third quartile (Q3) among program-level retention rates (across 60 instructional programs, over the past three years). The retention rate for Entrepreneurship falls within the 50%-75% range of retention rates among NVC programs.

Over the past three years, the successful course completion rate for the Entrepreneurship Program was significantly higher than the rate at the institutional level. The successful

course completion rates for BUSI-102/143 and BUSI-297 were significantly higher than the program-level rate. The successful course completion rate for the Entrepreneurship Program falls in the third quartile (Q3) among program-level successful course completion rates (across 60 instructional programs, over the past three years). The successful course completion rate for Entrepreneurship falls within the 50%-75% range of successful course completion rates among NVC programs.

Over the past three years, the difference between retention and successful course completion at the program level (10.2%) was significantly lower than the difference at the institutional level (14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The following Entrepreneurship course claimed a difference (between retention and successful course completion) that exceeded 10%:

- *BUSI-252 (18.8%)*

Program Reflection:

Over the past three years, the retention rate for the Entrepreneurship Program was significantly higher than the rate at the institutional level. Additionally, students who complete both BUSI 141/101 and BUSI 143/102 also get a local entrepreneurship certificate which was created in 2018. Also, based on an advisory committee meeting in 2017 new digital marketing stackable certificates were created. This has help the enrollment for BUSI 251 and BUSI 252.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	**Institution Level**	**Program Level**	**Institution Level**
African American/Black*	*	86.8%	*	65.0%
Latinx/Hispanic			80.1%	***72.6%***
First Generation			81.8%	***74.4%***

Source: SQL Enrollment Files

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in ***bold italics***.

Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.

Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

*Across the three-year period, there were four students enrolled in the Entrepreneurship Program who identified as African American/Black.

RPIE Analysis: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three

years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.

Within the Entrepreneurship Program, the retention rate among African American/Black students was not reported due to the small sample size (<10 students) within this demographic group over the last three years.

Within the Entrepreneurship Program, the successful course completion rate among African American/Black students was not reported to the small sample size (<10 students) within this demographic group over the last three years. The successful course completion rates among Latinx/Hispanics, and First Generation students were higher than the corresponding rates at the institutional level. The differences for Latinx/Hispanics and First Generation students were statistically significant.

These patterns reflect the findings from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rates exceeded the institution-level rates for both retention and successful course completion. (See Section I.B.1 above).

Program Reflection:

The successful course completion rates among Latinx/Hispanics, and First Generation students were higher than the corresponding rates at the institutional level. The differences for Latinx/Hispanics and First Generation students were statistically significant.

3. **Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)**

	Retention Rates (Across Three Years)			**Successful Course Completion Rates (Across Three Years)**		
	In-Person	Hybrid	Online	In-Person	Hybrid	Online
BUSI-102/143	98.2%	96.7%		98.2%	***73.3%***	
Program Total	98.2%	96.7%		98.2%	***73.3%***	
Institutional Total	90.8%	94.1%		84.4%	84.9%	

Source: SQL Course Sections Files
This table compares student performance in courses offered through multiple delivery modes within the same academic year.
Bold italics denote a significantly lower rate within that delivery mode.
Note: The analysis of retention and successful course completion by delivery mode does not include spring 2020 – spring 2021 because most courses shifted to an online/hybrid delivery mode beginning in spring 2020 due to the COVID-19 pandemic (thereby blurring the distinction between delivery modes).

RPIE Analysis: Over the past three years, BUSI-102/143 has been offered through at least two delivery modes within the same academic year. In 2018-2019, BUSI-102/143 was offered through in-person and hybrid formats. As BUSI-102/143 is the only course included in the analysis, the program-level rates are the same as the course-level rates reported in the table above.

Within the Entrepreneurship Program:

- *The retention rate in hybrid sections was lower than the retention rate in in-person sections. (The difference was not statistically significant.) This pattern deviates from the findings at the institutional level, where the retention rate in in-person sections was lower than the rate in hybrid sections (although the difference was not statistically significant).*

Within the Entrepreneurship Program:

- *The successful course completion rate in hybrid sections was significantly lower than the successful course completion rate in in-person sections. This pattern deviates from the findings at the institutional level, where the successful course completion rate in in-person sections mirrored the rate in hybrid sections.*

Program Reflection:

BUSI 102/ 143 was historically only offered as a rigorous Summer Boot camp. With Covid the lesson plans and course offering had to be rewritten and restructured. The Entrepreneurship Program will be experimenting with "hyflex" teaching model Spring 2022. It will be interesting to analyze the 3 year data on the next program review cycle.

C. Student Achievement

1. Program Completion

	2018-2019	2019-2020	2020-2021
Degrees			
Entrepreneurship: AS	--	1	1
Institutional: AS Degrees	**386**	**408**	**408**
Average Time to Degree (in Years)+			
Entrepreneurship: AS	*	*	*
Institutional: AS	**4**	**4**	**3**
Certificates			
Entrepreneurship: CoA	4	1	2
Institutional: CoA	**349**	**308**	**496**
Average Time to Certificate (in Years) +			
Entrepreneurship: CoA	*	*	*
Institutional: CoA	**3**	**4**	**4**

Source: SQL Award Files

*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.

+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2018-2019 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2009-2010 or later. Among 2019-2020 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2010-2011 or later.

RPIE Analysis: The number of AS degrees conferred by the Entrepreneurship Program remained stable between 2019-2020 and 2020-2021. Over the same period, the number

of AS degrees conferred by the institution also remained stable. The Entrepreneurship Program accounted for 0.2% of the AS degrees conferred in both 2019-2020 and 2020-2021. For the two years, the average time to degree is not reported due to small cohort sizes.

The number of Certificates of Achievement conferred by the Entrepreneurship Program decreased by 50% between 2018-2019 and 2020-2021. Over the same period, the number of Certificates of Achievement conferred by the institution increased by 42.1%. The Entrepreneurship Program accounted for 1.1% of the Certificates of Achievement conferred in 2018-2019 and 0.4% of those conferred in 2020-2021. For all three years, the average time to certificate is not reported due to small cohort sizes.

Program Reflection:

- The glaring omission is Entrepreneurship Program **local certificate** which had
  14 completions Summer 17
  26 Completions Summer 18
  17 Completions Fall 18
  24 Completions Summer 19
  TOTAL 81 Completions not reflected in this program review.

- The Entrepreneurship Programing is in significant growth mode. Fill rates within the Entrepreneurship Program tend to be higher than the fill rate at the institutional level.

- Over the past three years, the successful course completion rate for the Entrepreneurship Program was significantly higher than the rate at the institutional level.

This will translate to additional program AS & CoA completions in the next review cycle.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

Measure	Program-Set Standard* (& Stretch Goal)	Recent Performance			
		Year 1	Year 2	Year 3	Three-Year Total
Job Placement Rate	60% (75%)	100%	100%	100%	100%
Licensure Exam Pass Rate	Licensure exams are not required for this program				
Sources: Perkins IV Core 4 Employment data for Program (TOP Code: 050100) for job placement rates (https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx); *Program-set standards and stretch goals reported in the table are the standards and goals established in 2019.					

RPIE Analysis: Among Entrepreneurship Program students, job placement rates have consistently exceeded both the program-set standard (of 60%) and stretch goal (of 75%).

Program Reflection:

Among Entrepreneurship Program students, job placement rates have consistently exceeded both the program-set standard (of 60%) and stretch goal (of 75%). This is due to the implementation of the CEWD job board. Additionally, the partnerships with the community are vital for job placement.

II. CURRICULUM

A. Courses

Subject	**Course Number**	**Date of Last Review** *(Courses with last review dates of 6 years or more must be scheduled for immediate review)*	**Has Prerequisite*** Yes/No **& Data of Last Review**	**In Need of Revision** *Indicate Non-Substantive (NS) or Substantive (S)* ***& Academic Year***	**To Be Archived** *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	**No Change**
BUSI	101 (p. 141)	08/12/2019	No	No		x
BUSI	102 (p. 143)	08/12/2019	No	Would like to add prereq of BUSI 101		
BUSI	144	08/14/2020	No	No		x
BUSI	251	08/13/2021	No	No		x
BUSI	252	08/13/2021	No	No		x
BUSI	297	06/01/2018	No	No		x

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. Degrees and Certificates[+]

Degree or Certificate & Title	**Implementation Date**	**Has Documentation** Yes/No	**In Need of Revision+** *and/or Missing Documentation* **& Academic Year**	**To Be Archived*** *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	**No Change**
Entrepreneurship: AS	2018	Yes	Updated 2020		X
Entrepreneurship: CoA	2015	Yes	Needs revision		
Entrepreneurship: Local	2018	Yes	Updated 2021		X
Content Marketing: CoA	2018	Yes	Updated 2021		X
Marketing: Local	2018	Yes	Updated 2021		X

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

[+]Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

Entrepreneurship Certificates of Achievement need to be rewritten as stackable certificates.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
6	6	6	100%	100%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Entrepreneurship: AS	3	3	3	100%	100%
Entrepreneurship: CoA	1	0	0	0%	0%
Business-Entrepreneurship: LC	2	0	0	0%	0%
Content Marketing: CoA	1	1	1	100%	100%
Marketing: LC	1	1	1	100%	100%

Program Reflection:

I spent a great deal of time mapping the program learning outcomes and student outcomes so that they aligned.

B. Summary of Learning Outcomes Assessment Findings and Actions

The Entrepreneurship: Certificate of Achievement and the Business-Entrepreneurship: Local certificate Program learning Outcomes updates were not reported to our assessment coordinator/ spreadsheet. This was identified fall 2022 and will be assessed Fall 2022.

Program Reflection:

See Above.

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- O Viability
- O Stability
- X Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

The Entrepreneurship Program is in significant growth mode.

- Average class size in the program increased by 31.7% between 2018-2019 and 2020-2021. Average class size at the institutional level increased by 4.4% over the same period.
- Over the past three years, the Entrepreneurship Program has claimed an average of 29.3 students per section. The average class size in the program has exceeded the average class size of 25.1 students per section across the institution during this period.
- Average class size in the program increased by 31.7% between 2018-2019 and 2020-2021.
- Fill rates within the Entrepreneurship Program tend to be higher than the fill rate at the institutional level.
- Over the past three years, the successful course completion rate for the Entrepreneurship Program was significantly higher than the rate at the institutional level.
- The successful course completion rates for BUSI-102/143 and BUSI-297 were significantly higher than the program-level rate.
- Among Entrepreneurship Program students, job placement rates have consistently exceeded both the program-set standard (of 60%) and stretch goal (of 75%).

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: Entrepreneurship
Plan Years: 2022-2023 through 2024-2025

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Certificates of Achievements need to be rewritten as stackable certificates.	Retention and Successful Course Completion Rates	Fall 2022- Spring 2023	Student completions of certificates

Grow the marketing certificates enrollment with scheduled courses aimed at high school students.	Retention and Successful Course Completion Rates	Fall 2022- Spring 2023	Student completions of certificates
Offer Entrepreneurship Summer Boot camps again.	Retention and Successful Course Completion Rates	Summer 2023- and on	Student completions of BUSI 101 + BUSI 102 + local certification
Create a partnership with American Canyon High School through a College and Career Access Pathways (CCAP) partnership with Napa Valley Unified School District and the Napa County Office of Education for BUSI 144.	Retention and Successful Course Completion Rates	In progress to be awarded spring 2022	Student completions of BUSI 144

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

A faculty stipend or reassign time would help grow the ABG honors club and help improve the participation.

- **Institutional improvement needed:**
  Entrepreneurship high school dual enrollment numbers were collected from a SQL report of Student Enrollments based on Student Type. However, the numbers are inconsistent between the SQL extract and rosters from a Colleague Section Roster (SROS) report, where multiple students are clearly identified as having high school status.

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

Created stackable Entrepreneurship Local Certificate (2018)

B. Effective Practices

- Continued responsiveness to industry and student needs.
- Supporting faculty work & industry connections
- Strong linkages with business & community needs
- Monitoring legislation
- Monitoring industry trends
- Development of BUSI 144 CCAP course with American Canyon High School

Feedback and Follow-up Form

Completed by Supervising Administrator:

Dr. Douglas C. Marriott

Date:

1/9/2023

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

Like the Accounting and Business Program Review, it is remarkable that in an environment and reality of declining enrollment at a local, state, and national level, a program can show so much growth and resiliency. It is a credit to the Program Coordinator for streamlining the offerings and working with multiple partners (identified by the robust Advisory Board cited) to promote these offerings. A demonstrated 31.7 % increase with an average class size of 29.3 students, while the institution showed an 11.8% overall decrease in enrollments should be applauded and looked at through the lens of Strategic Enrollment Management for best practices. It should also be noted the Program Coordinator took it upon herself to organize, deploy, and promote a Business Plan Competition that adds to the industry alignment of the program, real world skills (and networking) for students, and honors contributions of Advisory Board members. Partnerships are essential to enrollment and advancement of Career Education program and that fact that the Program Coordinator is sharing the core of Entrepreneurship at the elementary level shows her commitment to the educational pipeline and is a model for the campus.

Areas of concern, if any:

Based on the data shared, there are not glaring areas of concerns other that strategically sharing the success of Business and the practices of the Program Coordinator to replicate success with other areas (i.e. streamlining curriculum, partnering with high schools and workforce development, and staying current with needs of industry).

Recommendations for improvement:

Work on a Division and campus level to offer greater support to events like the Business Plan Competition that the Program Coordinator put on in 2022 look for continued ways to promote the success and applicability of this pathway for those we get to serve at NVC.

Anticipated Resource Needs:

Resource Type	**Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)**
Personnel: Faculty	
Personnel: Classified	
Personnel: Admin/Confidential	
Instructional Equipment	
Instructional Technology	

Facilities	
Operating Budget	
Professional Development/ Training	
Library & Learning Materials	