

# Instructional Program Review- Annual Update Template

## Instructional Program

Indicate the type of program:  AA;  AS;  AA-T;  AS-T;  Certificate

Program Name: Entrepreneurship and Innovation

Academic Year: 2025-2026

Name of Faculty Submitter(s): Click or tap here to enter text.

Annual Update #1  #2

*\*Note: An Annual Update must be submitted each year that a Program Review is not submitted.*

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## I. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs) Data

A) Summarize the progress made on course level outcomes and assessments (SLOs):

Since Spring 2024, the courses within the program have demonstrated significant progress in achieving their intended learning outcomes, with notable gains in age and gender equity. Nearly all age groups now achieve at or near 100% mastery, including students 19 or younger and those 50 and older, while the gender gap has closed as male student success rose from 0% to 91.7% alongside females at 95.0%. Outcomes by ethnicity show a mix of progress and areas needing attention: Asian students improved from 0% to 100%, African American and White students maintained strong results, while Hispanic and Pacific Islander/Hawaiian students experienced declines. Overall, the course-level data reflect broader inclusivity and improved effectiveness of instructional strategies, while also highlighting specific groups that may benefit from targeted support to ensure equitable outcomes.

B) Please list specific courses or SLOs that were identified for student-centered growth and improvement.

*Use the information from Part C of the "Program Learning Outcomes Assessment Data" section of the IPR.*

There were no specific courses identified for improvement because the SLOs were updated during the fall of 2024 and therefore no data was collected during that period.

1) List the actions identified to help grow or improve those areas.

Although no specific courses were identified for improvement, revisions were made to courses such new innovative assignments and interactive learning software.

2) Discuss the progress the program has made on those actions. Include any data used to support progress.

Student achievement across Program Learning Outcomes (PLOs) 1–4 has improved significantly since Spring 2024, with major gains in age and gender equity. Younger students, older learners, and males all showed dramatic increases, bringing nearly every age group to 100% success and closing the gender gap, as male achievement rose from

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0% to 91.7% alongside females at 95.0%. These results highlight stronger inclusivity and broader effectiveness of program strategies.

Ethnic group outcomes also reflect progress, with Asian students increasing from 0% to 100% and African American and White students maintaining strong results. While Hispanic and Pacific Islander/Hawaiian students experienced declines, the overall trend points to expanded success across most groups. The program is clearly moving forward, and targeted support for the few areas of decline will help sustain this positive trajectory.

C) Please list any actions identified to support equitable outcomes.

*Use the information from Part D of the "Program Learning Outcomes Assessment Data" section in the IPR.*

To further support equitable outcomes, the program will strengthen outreach and provide additional academic support for student groups where performance declined, particularly Hispanic and Pacific Islander/Hawaiian students. Data will continue to be disaggregated each semester to identify gaps quickly and allow for timely interventions. Faculty will incorporate culturally relevant instructional materials and participate in professional development focused on inclusive teaching and equity-minded assessment. The program will also expand peer mentoring and cohort-building opportunities to foster belonging across diverse groups, while gathering direct feedback from students to better understand barriers to success. Finally, partnerships with community and cultural organizations will be explored to provide additional resources and role models, ensuring that all students have the support needed to achieve at consistently high levels.

- 1) List the specific student groups the program identified as students they would like to focus their efforts on.

While overall student achievement across Program Learning Outcomes (PLOs) 1–4 has improved, recent data highlight the need for targeted support to ensure all groups benefit equally from this progress. The most urgent equity priorities are **Hispanic students**, whose success declined from 100% in Spring 2024 to 80% in Spring 2025, and **Pacific Islander/Hawaiian students**, whose achievement dropped from 100% to 0% over the same period. In addition, **African American students** (87.5% in both years) and **students aged 50 and older** (90.9% in 2025) remain slightly below other groups and would benefit from continued attention. Focusing on these populations will help close emerging gaps and sustain the program's trajectory toward equitable success for all students.

- 2) Discuss any progress with equitable action within the program and any measures taken to ensure the identified student group(s) would receive appropriate support. Include any data used to support progress.

I am not able to measure the success of the changes at this time due to lack of data from Fall of 2024.

D) Describe any other program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

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NA

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

For the next assessment cycle, the program will focus on supporting student groups with declining or lower outcomes, specifically **Hispanic and Pacific Islander/Hawaiian students**, while maintaining support for other populations. Early identification of at-risk students will be prioritized through disaggregated data analysis, enabling timely interventions such as tutoring, mentoring, and supplemental instruction. Input from students in these groups will be gathered to better understand barriers to success and guide instructional adjustments. Faculty will continue to implement inclusive teaching strategies and culturally relevant materials, while peer mentoring and cohort-building opportunities will foster engagement and a sense of belonging. These combined strategies will be closely monitored and documented to evaluate effectiveness and inform continuous improvement in achieving equitable outcomes.

## II. Progress Toward Achieving Program Goals, Objectives, and Outcomes

*These should be carried forward from your full Program Review (Section III), or from your Annual Update #1, if revised since your full Program Review.*

### A) List the 2-3 goals from your Program Review or most recent update.

#### 1. GOAL #1

Create short noncredit courses from Entrepreneurship and Innovation certificate for community.

#### 2. GOAL #2

Work with TLSC to create workshop or video for ENTR classes to teach how to use MS Excel and PowerPoint

#### 3. GOAL #3

NA

### B) Have any goals been completed or discontinued?

*If yes, please list the goal and whether it has been completed or discontinued; if discontinued, please explain why.*

Yes  No

Goal #2 has been completed because a faculty tutor was hired this year to teach the MS Office software.

### C) Discuss the objectives and related outcomes for each goal.

#### 1. GOAL #1 Objective(s) with related Outcome.

Elicit help from CTE Dean for choosing ENTR course(s) that should be submitted to the Curriculum Committee as noncredit.

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Gather LMI regarding need for noncredit courses in ENTR.

Review response from CTE Dean with ENTR faculty.

- **Discuss any progress toward meeting the goal based on the goal objectives.**

There has been progress on this due to the lack of personnel resources available for this program.

- **Briefly explain how you have been measuring the goal and any notable indicators of forward progress.**

I have not yet measured progress on this goal. I am currently reconsidering its relevance, which means the goal may be revised by the next program review..

## 2. GOAL #2 Objectives with related Outcome.

- 1) Schedule a meeting with the director of the TLSC to discuss the type of workshop videos to teach students in ENTR classes how to use MS Excel and PowerPoint.
- 2) *Infuse software into courses that require them.*
- 3) *Assess students on the software.*

- **Discuss any progress toward meeting the goal based on the goal objectives.**

This goal is complete.

- **Briefly explain how you have been measuring the goal and any notable indicators of forward progress.**

A faculty tutor was hired to meet this goal.

## 3. GOAL #3 Objectives with related Outcome.

Click or tap here to enter text.

- **Discuss any progress toward meeting the goal based on the goal objectives.**

Click or tap here to enter text.

- **Briefly explain how you have been measuring the goal and any notable indicators of forward progress.**

Click or tap here to enter text.

## D) List any resource you are requesting for each goal.

1. Goal 1  Goal 2  Goal 3

***Please list the resource and how it relates to the goal.***

Click or tap here to enter text.

2. Goal 1  Goal 2  Goal 3

***Please list the resource and how it relates to the goal.***

Click or tap here to enter text.

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3. Goal 1  Goal 2  Goal 3

***Please list the resource and how it relates to the goal.***

Click or tap here to enter text.

## III. New Goals (optional)

*This section is optional and should be used to replace a completed or discontinued goal OR if a new goal has become necessary for the program.*

### A. NEW GOAL #1

Click or tap here to enter text.

1. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

2. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

3. Please list at least one objective for achieving this goal.

Click or tap here to enter text.

4. Please list outcome statements for each objective.

Click or tap here to enter text.

5. Briefly explain how you will measure the outcome.

Click or tap here to enter text.

6. Please list resources (if any) that will be needed to achieve the goal/outcome.

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Click or tap here to enter text.

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## B. NEW GOAL #1

Click or tap here to enter text.

1. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)  
Choose an item.

Choose an item.

Choose an item.

Choose an item.

2. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

3. Please list at least one objective for achieving this goal.

Click or tap here to enter text.

4. Please list outcome statements for each objective.

Click or tap here to enter text.

5. Briefly explain how you will measure the outcome.

Click or tap here to enter text.

6. Please list resources (if any) that will be needed to achieve the goal/outcome.

Click or tap here to enter text.

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## IV. Resource Requests: What does the program need to meet its goals and objectives?

*What does the program need to meet its goals and objectives?*

*List all resources from Sections II.D and III.6 below.*

*If there was no room on the template to list all resources being requested for a single goal/objective, you*

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*may list additional resource requests here. Also list any resources required to implement planned improvements.*

**IMPORTANT:** A BUDGET ALLOCATION PROPOSAL must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
Click or tap here to enter text.					
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