

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name ENTREPRENEURSHIP Academic Year 2023-2024

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. One Associate Faculty members has been the instructor for many years.

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

The Entrepreneurship faculty member participated in the AHC Online Teaching and Learning Workspace (Cohort D 40) during Fall 2023 semester. Using skills learned in that program, the Entrepreneurship faculty drafted the first online offering of ENTR 102: Entrepreneurship Projects and this newly crafted online course was successfully offered for the first time in Spring 2024. This newly formatted course utilized a module format, with a wide variety of resources for students, including the talking syllabus developed as a result of the business department's student success team project findings. The talking syllabus was updated and customized for the ENTR 102 course offering.

ENTR 101 is offered on campus, online, at Pioneer Valley High School, and at Santa Maria High School.

The Entrepreneurship program has a goal of improving student writing skills. As such, instructors have used case studies, article reviews, discussion boards, and essay assignments to give students the opportunity to enhance their writing skills. 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. Other assignments include an Article Portfolio, wherein students must research current articles on assigned topics and write summary papers on their readings, as well as group projects wherein students must review a business scenario, identify issues, research solutions, and draft a final presentation paper. 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.

In the 2023-2024 academic year data for Entrepreneurship 101, Business 103, Business 160, and Business 302 were entered into SPOL. The SPOL analysis resulted in a finding that all courses evaluated were successful in maintaining a 70+ success rate on this learning outcome, all over 80%.

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.

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

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

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

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

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

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

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

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

- a. Which courses were reviewed for regular and substantive interactions (RSI)?

The Entrepreneurship faculty completed the distance education modality course thereby qualifying her as a peer mentor. Four other department faculty members completed the course. As such, DE peer review will be forthcoming in the next academic year.

What were some key findings regarding RSI?

N/A at this time

- b. What is the plan for improvement?

NA at this time

We will conduct a peer review in 2024-2025 academic year.

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

a. Does the program meet documented labor market demand?

Per the Global Entrepreneurship Monitor 2021/2022 Report by Babson College, the entrepreneurial growth rate in 2020 increased by 15.4% and by 16.5% in 2021. Most new entrepreneurial ventures are in professional services and technology, with other hot areas being finance, real estate, and business services. Rounding out the top industry choices for entrepreneurs is education, government, social, and consumer services (<https://www.globenewswire.com/news-release/2022/09/14/2515987/0/en/New-Global-Entrepreneurship-Monitor-GEM-Research-Shows-Increase-in-Entrepreneurship-and-Startup-Intentions-despite-the-Pandemic-s-Lasting-Effects.html>).

Most entrepreneurial ventures are solo operators or owners of very small businesses with 5 or fewer employees. The Babson study states that 43% of those interviewed said they expected to see more growth than the year before and 52% credited the pandemic with alerting them to new avenues to pursue in their businesses. Entrepreneurship is a popular career choice among women and minorities.

While the pandemic may have caused entrepreneurs to think about new avenues to pursue in their businesses, it has also caused them to think about new ways to operate their businesses. Prior to the pandemic, about 1/3 of all businesses already used digital technologies in their business, post pandemic, another ¼ either adopted or enhanced these technologies. One other outcome of Covid, the acceleration of business closures. Launching and surviving in a new business is difficult to say the least, but add in the pandemic and the challenge increases exponentially.

The median average wage for entrepreneurs can vary widely depending on whether the enterprise is VC-backed or bootstrapped. When the enterprise has the backing of Venture Capitalists, starting salaries for the founder/entrepreneur can range from \$50,000 to \$150,000 per year, while firms that are bootstrapped, or funded by the founder/entrepreneur himself, starting salary can be \$1 to \$100,000 per year. In a recent report by the accounting firm, Pilot, over 5% of the founders get paid nothing. In their report, Pilot reports that of the 500 entrepreneurs they surveyed, almost half (46%) earn less than \$100,000 per

year, with the average salary among the entrepreneurs being \$114,000 per year (<https://pilot.com/founder-salary-report-2022>).

- 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.

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

Historically, only one course, ENTR 101- Introduction to Entrepreneurship has been offered. One section of ENTR 101 was offered in Fall 2022, and 4 sections of ENTR 101 were offered Spring 2023, including 3 offered at local high schools.

Beginning Spring 2024, a second ENTR course, Entrepreneurship 102- Entrepreneurship Projects, was offered online.

As such, there is good mix of onsite and online options.

The enrollment and headcount for Entrepreneurship 101 is stable over the period of academic year 2018-2019 to 2022-2023, with a range of 114-118 students enrolled. The FTES during this period is also stable, ranging from 11.5 to 12.2 FTES. See Attachment 1

Each year since 2017, there has been only one entrepreneurship degree awarded. However, as mentioned herein, the program consists of primarily business courses. Data suggest that students who take the Entrepreneurship course end up with business degrees. More research is needed investigate why students enroll in the entrepreneurship courses. This help determine why there are so few entrepreneurship degrees awarded.

The Promise Program is providing an infusion of high school students transferring to AHC and this should foster degree attainment.

Entrepreneurship 101 has a solid success rate. The success rate for this course was 81% in 2022-2023. The grade distribution shows few F's (students without instructor drop) and W (students who dropped). This shows distinct improvement over previous our previous report. The AHC success rate for the same period was 72%. Retention for Entrepreneurship 101 was 95% for the same period. The college retention rate was 87%. See Attachment 2.

Additionally, Entrepreneurship 102, Entrepreneurship Projects is offered in Spring 2023 online.

- 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?

There are no prerequisites.

- e. Have recommendations from the previous report been addressed?

The 2022 annual review called for ongoing discussion about student success. Presently, the Business Department faculty, in partnership with a counseling department member, is actively involved in monthly meetings to discuss student success. The 2022-2023 Business Department Success Team project resulted in measuring and monitoring the Six Student Success Factors identified by the Research and Planning Group for California Community Colleges (RP Group). Results indicated the highest scores indicated students feel "directed," (86%) "focused," (90%) "nurtured" (85%) and "valued" (77%). The areas for improvement involved students feeling "engaged," (68%) and "connected" (64%). The final written report was submitted to the Business Department Dean.

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.

Use the tables below to fill in NEW resources and planning initiatives that do not apply directly to core topics. *This section is only used if there are new planning initiatives and resources requested.*

None requested at this time.

Attachment 1

Program Review: Success, Retention, Persistence

Success & Retention Success % Retention %



		2018-19		2019-20		2020-21		2021-22		2022-23	
AHC	ALL	73%	88%	72%	82%	74%	88%	81%	86%	72%	87%
Grand Total		72%	94%	47%	68%	75%	90%	70%	90%	81%	95%
ENTR101	ALL	72%	94%	47%	68%	75%	90%	70%	90%	81%	95%
TOTAL ALL		72%	94%	47%	68%	75%	90%	70%	90%	81%	95%

Years or Terms
Academic Year
Subject
ENTR

- CS
- CWE
- DA
- DANC
- DRAMA
- ECON
- FCS
- EDUC
- EL
- EMS
- EMSP
- ENGL
- ENGR
- ENTR
- ENVT
- ES
- ESL
- ET
- FASH
- FCS
- FILM
- FRCH
- PSN
- FT
- FTEC
- GRST
- GEOG

Cancel Apply

Persistence By Major

RETURN HOME

Program Review: Enrollment & Headcount

5-Year Enrollment by Course



5-Year Aggregate Enrollment Data		2018-19	2019-20	2020-21	2021-22	2022-23
ENTR101	520	114	92	104	92	118

Enrollment OR Headcount
 Enrollment

Years or Terms
 Academic Year

CR/NC
 (All)

Subject

ENTR

Course
 ENTR101

**Enrollment & HC
By Program**

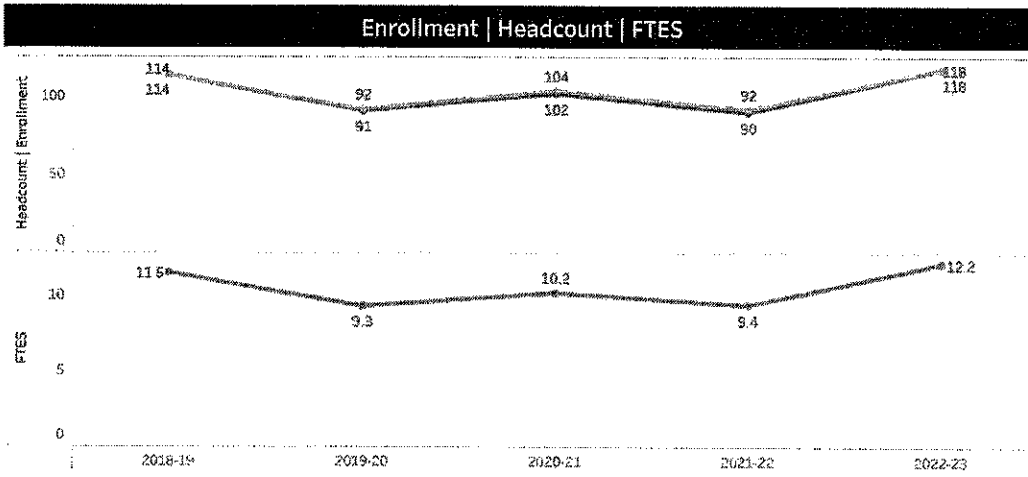
**Headcount
Demographics**

**Fill Rate &
Efficiency**

**RETURN
HOME**

Attachment 2

Program Review: Enrollment & Headcount

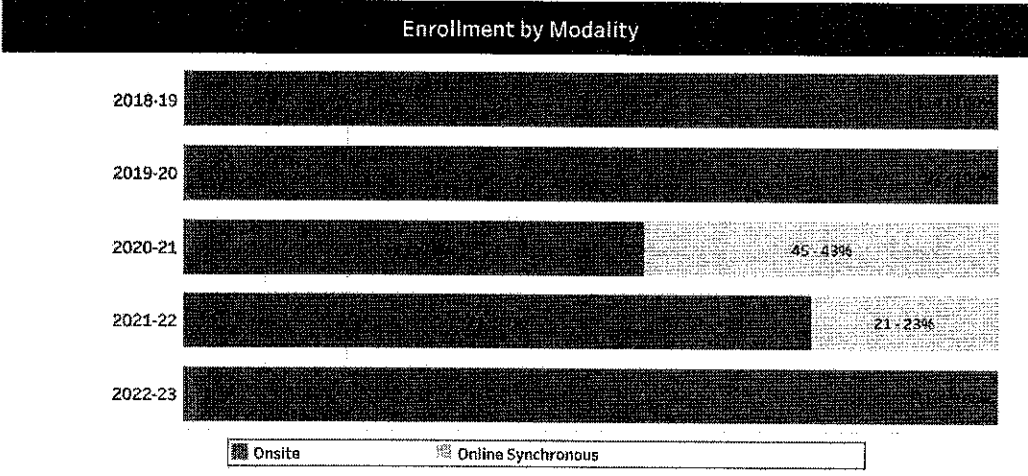


Years or Terms
Academic year

CR/NC
(All)

Subject
 CIVL
 DA
 DANC
 DISA
 DRMA
 ECON
 ECS
 ECSN
 EDUC
 EL
 EMS
 EMSP
 ENGL
 ENGR
 ENTR
 ENVT
 ES
 ESL
 ET
 FASH
 FCS
 FILM
 FRCH
 FSN
 FT
 FTEC
 GBST
 GEOG
 HIST
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Area of Focus
INNOVATIVE SCHEDULING

Innovative Scheduling embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

Possible topics:

- Review scheduling matrices – program map alignment, successes, and challenges.
 - Collaborate with guided pathways success teams to assess scheduling conflicts and bottlenecks within and across disciplines that impact student completion.
 - Assess mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities.
 - Address scheduling conflicts or dependencies across disciplines or general education areas.
 - Student access – cultivate majors, support cohorts and interdisciplinary connections.
 - Review units and time to course and program completion.
- **What data were analyzed and what were the main conclusions?**
- Reviewed enrollment patterns and degrees and certificates earned in the Entrepreneurship discipline.

Goal #1: Determine trends in enrollment and degrees in the entrepreneurship discipline and analyze the data to come up with suggestions on how to increase enrollment, degrees, and certificates in the business discipline (only).

Enrollment Patterns and Degrees and Certificates Awarded

For Entrepreneurship 101, a Heat Map was analyzed. The Heatmap shows that during academic year 2022-2023, 1 section was offered on the campus at AHC during the morning, 2 sections were offered at Pioneer Valley High School, and 1 section was offered at Santa Maria High School. All classes scheduled had good enrollments, 20+ students in each section. See Attachment 1.

Offering classes at the high schools has boosted enrollment and provides a strong incentive for students to complete their degree at AHC after graduation.

There are only two courses in the Entrepreneurship degree, the remainder of courses are general business courses. Only 1 degree is annually awarded in Entrepreneurship. Data

suggest that students opt for the business degree presently. In 2022-2023 there were 113 Business AA, AS, and AST-1 degrees. Unduplicated degrees total 98.

Since Entrepreneurship 101 is offered at the high schools, it is likely there will be an increase in degrees going forward.

Additionally, beginning Fall 2023, ENTR 101 was offered online. In Spring 2024, ENTR 102 was offered online. Adding online courses to the existing on campus courses and courses offered at the high schools should continue to increase enrollment.

Completed Adjustments to Schedule

- Offered online ENTR 101 and ENTR 102 in order to provide a good mix
- Offered 4 sections of ENTR at the high school
-

BUSINESS PROGRAM ANALYSIS

Note that each discipline in the Business Department produced an individual analysis of innovative scheduling.

Nonetheless, for purposes here, an analysis of the Business Department as a whole is presented below. The Business Program, includes all disciplines including Accounting, Business, CBOT, CBIS, Entrepreneurship, Paralegal and Real Estate

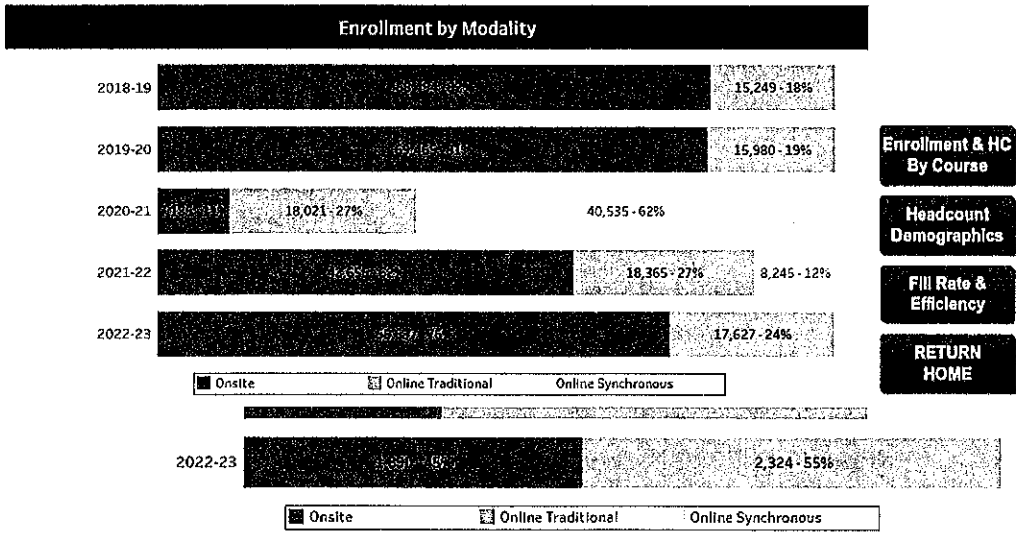
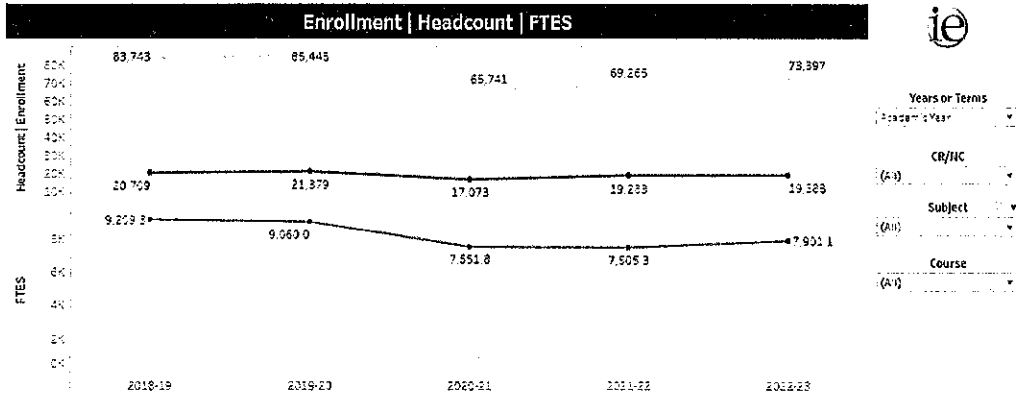
Goal: For the Business Program, **All disciplines:** Review enrollment patterns and degrees and certificates earned and determine trends in enrollment and degrees and analyze the data to come up with suggestions on how to increase enrollment, degrees, and certificates.

Here, all disciplines are combined and the findings are as follows:

Enrollment Patterns

In Business (all disciplines) enrollment, headcount and FTES are steady and saw a slight increase over the five-year period 2018- 2023. In 2018-19 Business Enrollment (all disciplines) was 4,141 and increased to 4,214 in 2022-23. For Hancock, the total enrollment in 2018-2019 was 63,319 and then decreased to 57,380. The Business department's (all disciplines) enrollment numbers have increased by about 2% while during the same period Hancock's credit enrollment decreased about 9%. Comparing Business courses online modality for the same period, it has remained relatively the same, 54% in 2018-2019 and 55% for 2022-2023. Business (all disciplines) had 2,075 headcount/students and Business contributed 362 FTES in 2022-23. See chart below.

PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



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Years or Terms
 Loading Year

CR/HC
 (A)

Subject
 (All)

Course
 (A)

Enrollment & HC By Course

Headcount Demographics

Fill Rate & Efficiency

RETURN HOME

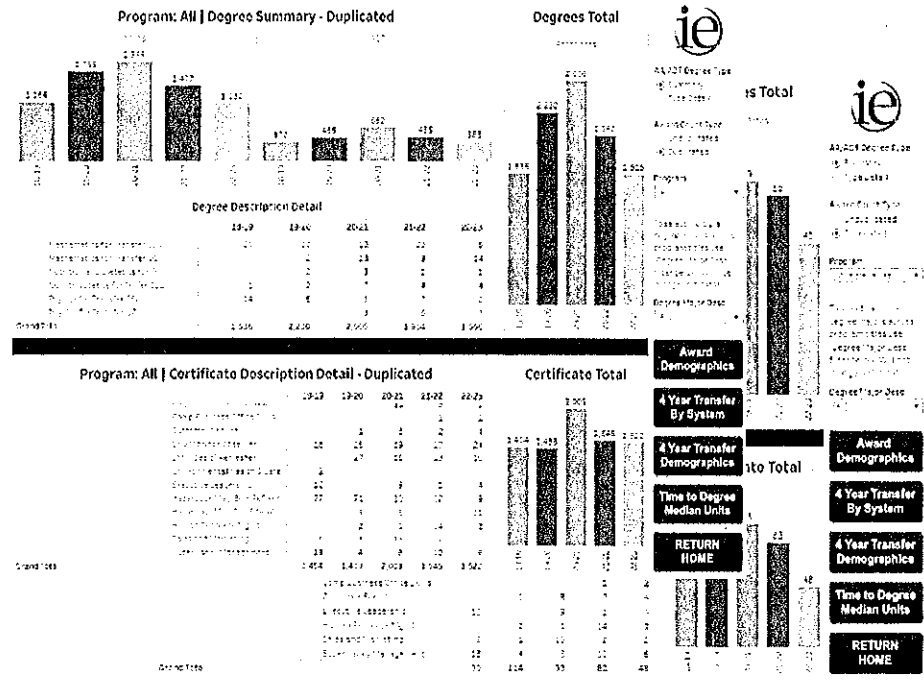
Awards, Degrees and Certificates

Data shows that Degrees and Certificates have been down over the last five years for Business, all disciplines, mirroring the college performance. The number varies by individual discipline and is analyzed in each discipline’s individual annual review. See individual discipline-specific annual reviews. See chart below.

Scheduling (Core Topic)
 Entrepreneurship Discipline Review
 Business Department Review

PROGRAM REVIEW: AWARDS

AWARD_CROSSWALK.PDF



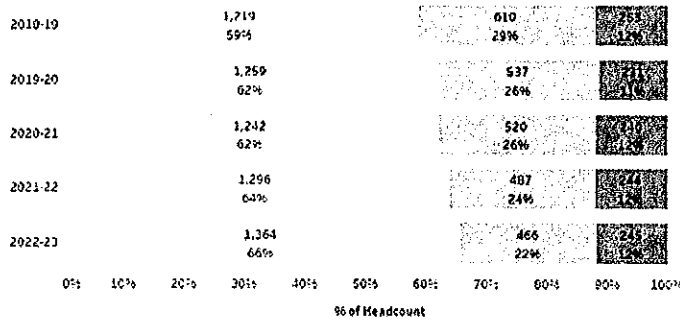
Based on the data analysis and looking through a lens of equity, what do you perceive as challenges with student success or access in your area of focus?

- The ethnicity of the Business student has increased in the category of Hispanic students from 59% to 66% over the last five years and White students decreased from 29% to 22% during the same period. During this same time, student success and retention did decrease. See chart below.

Scheduling (Core Topic)
 Entrepreneurship Discipline Review
 Business Department Review

PROGRAM REVIEW: ENROLLMENT & HEADCOUNT

Headcount Demographics



	2018-19		2019-20		2020-21		2021-22		2022-23	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Asian	45	2%	58	2%	45	2%	47	2%	27	1%
Black	59	3%	42	2%	43	2%	39	2%	57	3%
Filipino	39	2%	43	2%	37	2%	41	2%	42	2%
Hispanic	1,239	59%	1,259	62%	1,242	62%	1,296	64%	1,364	66%
Native Am	18	1%	14	1%	12	1%	8	0%	12	1%
Pac Isl	6	0%	9	0%	10	0%	10	0%	14	1%
Two or More	87	4%	69	3%	71	4%	72	4%	64	3%
Unknown	1	0%	17	1%	21	1%	32	2%	29	1%
White	610	25%	537	26%	523	26%	487	24%	466	22%
Grand Total	2,082	100%	2,027	100%	2,092	100%	2,027	100%	2,075	100%

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Years or Terms
 Academic Year

Filter by Gender Age
 Ethnicity

CR/NC
 Credit

Subject
 (With Prerequisites)

Course
 (A-Z)

Demographic
 Other
 White
 Hispanic

**Enrollment & HC
 By Program**

**Enrollment & HC
 By Course**

**Fill Rate &
 Efficiency**

PROGRAM REVIEW: SUCCESS, RETENTION, PERSISTENCE

Success & Retention

	2018-19	2019-20	2020-21	2021-22	2022-23
ALL	73%	88%	72%	82%	74%
CEOT152A ALL	65%	86%	78%	88%	64%
CEOT153 ALL	71%	92%	73%	87%	70%
CEOT156 ALL		83%	78%	92%	64%
CEOT156L ALL	79%	88%	53%	88%	68%
ENW1101 ALL	72%	94%	47%	69%	75%
PLS1101 ALL	82%	82%	96%	96%	73%
PLS1102 ALL	68%	79%	84%	95%	76%
PLS1103 ALL		93%	90%	97%	64%
PLS1104 ALL	63%	82%	60%	83%	50%
PLS1105 ALL	92%	95%	76%	76%	74%
PLS1106 ALL		94%	94%	100%	89%
PLS1107 ALL	68%	86%		92%	74%
PLS1105 ALL				87%	56%
PLS1109 ALL	95%	98%	94%	94%	67%
PLS1110 ALL	84%	84%		97%	82%
PLS1111 ALL	93%	93%	95%	95%	100%
PLS1112 ALL					100%
PLS1113 ALL					100%
PLS1114 ALL	59%	83%	62%	62%	67%
PLS1115 ALL					95%
PLS1116 ALL					88%
TOTAL ALL	67%	85%	69%	82%	69%

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Years or Terms
 Academic Year

Subject
 (With Prerequisites)

Course

Order Group

Group Data
 ALL

Retention
 at or below
 100%

Success
 at or below
 100%

If DI detected:
 Purple for Retention
 Red for Success

**Persistence
 By Major**

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Scheduling (Core Topic)
Entrepreneurship Discipline Review
Business Department Review

The Business Success team conducted a Student Success Factor survey December 2023 and Spring 2024. The survey found over 85% of our Business students feel Directed, Focused and Nurtured. 77% feel Valued and over 64% feel Connected and Engaged. This data is one indication that scheduling is meeting student needs. Further measuring and monitoring student success factors will continue to be the focus of the Business Success Team. The Student Success Factor Survey is presented in the Business Discipline Annual Review. It is not replicated here.

What are your plans for change or innovation?

- Increase awareness of Degrees and Certificates
 - ✓ Advertise Student Educational Plans, in person and online.
 - ✓ Develop flyers and marketing tools to promote our courses and degree and certificate programs
- Continue to use data to schedule courses
 - ✓ Look at Heatmap data for scheduling
 - ✓ Review Guided pathway on website to ensure the course sequence is correct
 - ✓ Check the required courses for certificates and degrees to ensure students do not have scheduling conflicts to complete their degree and certificate
- Monitor the change in ethnicity and discuss any relevant implications.
- Student success factors will continue to be the focus of the Business Success Team.
- In CBOT & CBIS, 8 week courses are scheduled to enable students to complete degrees and certificates more quickly.
- In the BUS discipline there are Saturday courses offered in person to give students more options for short term courses.
- In the BUS discipline additional 8 am classes have been offered in person.
- In BUS discipline the starting time of classes at LVC has shifted to 6:45 pm to allow working adults the opportunity to get to campus.
- In BUS (all disciplines) the sequence of courses allows students to start a program in Fall and Spring.

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

- Degrees and certificates can be calculated based on the number of certificates and degrees award using Allan Hancock data
- Number of Student Education plans can be measured through Counseling office
- Flyers, emails and other methods of advertising can be produced
- Course sequence on the website for guided pathways degrees and certificates will be up to date and monitored regularly
- Student Success and Retention can be evaluated by data from Hancock College

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


Scheduling (Core Topic)
Entrepreneurship Discipline Review
Business Department Review

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 Success Team has validated the findings
 - Data taken from Hancock College Heatmaps, Enrollment, Headcount, FTEF and Ethnicity Reports has been evaluated.
 - Advisory team meetings are held each year for every discipline in Business and give input on the classes offered and the needs of the community
2. *Are there specific recommendations regarding the core topic responses from the validation team?*
 - Advisory teams are in support of advertising degrees and certificates and validate the courses offerings and recommend new courses and changes based on business community needs.
 - The BUS discipline advisory team validated the new degree in Professional Studies and reviewed the proposed Bachelor's Program in Professional Studies.
 - The business discipline advisory team recommended measuring and monitoring writing skills and the ability to follow instructions.

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

There are no new planning initiatives or resources requested.

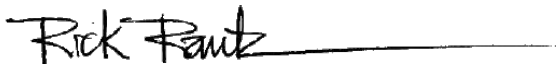
Program Review Signature Page:



Program Review Lead

5-23-2024


Date



Program Dean

May 29, 2024

Date



Vice President, Academic Affairs

Jun 17, 2024

Date

Attachment 1

Heatmap Course

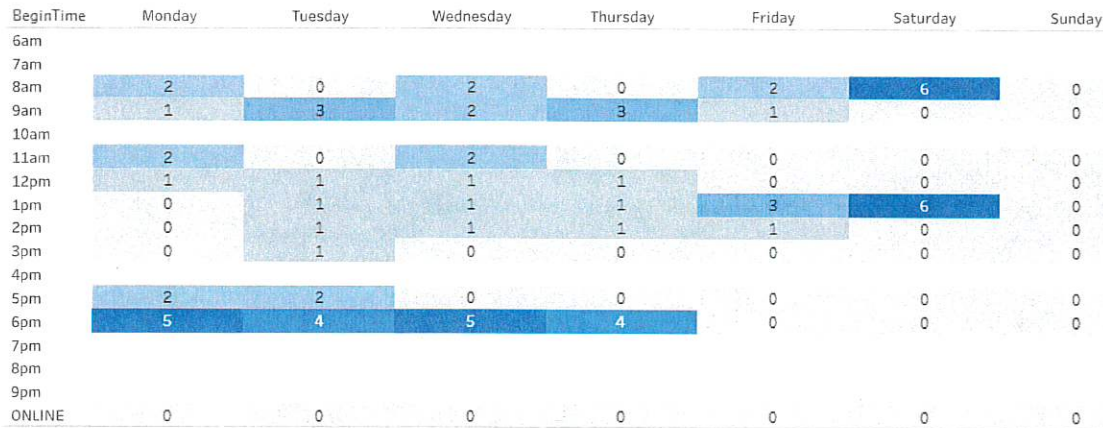
Section Heat Map (data as of 8/20/23)

grouped by hour of section begin time

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

Term Fall 2022|Campus All|Department Business|Discipline All|

Course Attribute All | Part of Term All



- 1. Term
- 2. Campus
- 3. Building
- 4. Room
- 5. Department
- 6. Discipline
- 7. Course Attribute
- 8. Part of Term

Day All|Time All

Status_	Department_	Discipline_	course	CRN	Campus Desc	BldgRoom	Part of Term Desc	BeginTime_	Days Comb	Census Enroll	FTES_
			CBOT131	20179	Online	Null	Full Term	ONLINE	Null	29	2.82
			CBOT132	20180	Online	Null	Term 2 8-w..	ONLINE	Null	20	1.94
			CBOT302	20964	Online	Null	Term 2 8-w..	ONLINE	Null	16	1.04
			CBOT305	20498	Online	Null	Term 2 8-w..	ONLINE	Null	18	1.75
			CBOT312	20440	Online	Null	Term 2 8-w..	ONLINE	Null	35	1.13
			CBOT333	20376	Online	Null	Term 2 8-w..	ONLINE	Null	16	1.55
			CBOT334	20183	Online	Null	Term 2 8-w..	ONLINE	Null	17	1.65
			CBOT337	20184	Online	Null	Term 1 8-w..	ONLINE	Null	15	1.46
	Entrepreneurs..		ENTR101	21728	Santa Maria	K12	Full Term	1100am	MW	20	2.07
	Paralegal		PLGL101	21774	Santa Maria	K20	Full Term	630pm	T	12	1.28
	Studies		PLGL102	21775	Santa Maria	K20	Full Term	630pm	W	11	1.18

- Non Online Sections **39**
- Online Sections **35**
- Course Includes Day

Heatmap Course

Section Heat Map (data as of 8/20/23)

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 All|

Course Attribute All | Part of Term All

1. Term

2. Campus

3. Building

4. Room

5. Department

6. Discipline

7. Course Attribute

8. Part of Term

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

Day All|Time All

Status	Department	Discipline	course	CRN #	Campus Desc	BldgRoom	Part of Term Desc	BeginTime	Days Comb	Census Enroll	FTEs
			CBOT337	40863	Online	Null	Term 3 S-w.	ONLINE	Null	22	2.14
	Entrepreneurs..	ENTR101	40638	40638	Santa Maria	K22	Full Term	1100am	MW	19	1.97
			41939	41939	Off Campus	PVHS435	Pioneer Val..	105pm	TWRF	23	2.37
			41940	41940	Off Campus	PVHS435	Pioneer Val..	205pm	TWRF	32	3.29
			41968	41968	Off Campus	SMHS230	Santa Mari..	930am	TWRF	24	2.47
	Paralegal Studies	PLGL103	41301	41301	Santa Maria	K21	Full Term	630pm	W	18	1.92
		PLGL105	40412	40412	Santa Maria	K21	Full Term	630pm	M	14	1.50
		PLGL107	41302	41302	Santa Maria	K22	Other	830am	S	15	0.21
								100pm	S	15	0.21
	Real Estate	RE100	40388	40388	Santa Maria	K12	Full Term	630pm	R	27	2.89
		RE302	41574	41574	Santa Maria	K20	Full Term	630pm	T	25	2.67

Non Online Sections

36

Online Sections

36

Course Includes Day

All






F23-S24 YPU and Innovative Scheduling - ENTR_6.17.24

Final Audit Report

2024-06-17

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