
Entrepreneurship

Cycles included in report:
Cycle #3 8/1/14 to 7/31/15

Program Name: Entrepreneurship
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1 Program Summary

Entrepreneurship [PDF 703 KB 9/2/14]
HandbookProgramReviewFall2014 [PDF 2,136 KB 9/2/14]

1.1 Degree Offerings

Degree Offering: Associate of Applied Science in Entrepreneurship

The Entrepreneurship Program offers an Entrepreneurship AAS degree program (Major code 2340) and four certificate programs. There are 12 ENTR prefix courses. The overall mission/purpose is to educate prospective/aspiring entrepreneurs by providing the knowledge to develop, grow and sustain their entrepreneurial venture/dream.

The AAS degree was developed and first offered in 1992 following a sabbatical leave of a JCCC faculty member. During her leave, she worked at the Kauffman Foundation, developed JCCCs initial offerings in Entrepreneurship, established the original ENTR advisory committee, and worked through JCCCs internal channels and the States approval process for the new Entrepreneurship curriculum. JCCC was one of the nations first community colleges to offer entrepreneurship credit programming beyond a single Small Business Management course.

An interesting fact found in an article titled Those Who Cant (May 19, 2014), Carl Schramm stated In higher education, courses in entrepreneurship represents a rather recent development. Babson College was the first to offer one in 1967.

So, why to people want to become entrepreneurs? Fast Company addressed this question in an article titled Defining the Word Entrepreneur for the 21st Century (March 5, 2013) retrieved from <http://www.fastcompany.com/3006576/defining-word-entrepreneur-21st-century>. Their conclusions were:

- To survive: around the globe, many people become entrepreneurs in order to survive. They have no job prospects, or little means to earn a living. Therefore, entrepreneurship for many is the only alternative.
- To pursue a dream: Many entrepreneurs pursue entrepreneurship to fulfill their personal dreams. They have something to prove to the world and to themselves. They have the mental and intellectual capacity, the drive and the resourcefulness to invent and to create differentiating ventures.
- To make a difference: to do something that has a positive and long-lasting impact. Making a real difference can be very rewarding perhaps it is also the hardest thing to do and the most challenging. It is not about just making money, or becoming famous, or inventing new things. It requires a different kind of mindset. In our changing world, the definition of entrepreneurship has evolved as the need to make a difference has never been greater.

In the 22 years since program inception, numerous additions, deletions, and modifications have been made to the program in order to remain current and topical with the ENTR content and, most importantly, to serve the needs of JCCC students in our entrepreneurship courses. As a result, JCCC remains one of the nations leading community colleges in entrepreneurship credit offerings.

1.2 Certificate Offerings

The Entrepreneurship program offers five certificates:
Entrepreneurship Certificate
Business Plan Certificate
Direct Sales Certificate
Family Business Certificate
Franchising Certificate

- 1) Entrepreneurship Certificate (Major code 5080) 34 credit hours. This certificate does not contain any general education courses and is designed for students who already hold an associate or baccalaureate degree in a non-business field.
- 2) Business Plan Certificate (Major code 4810) 7 credit hours. This certificate is designed for students who have or are completing an AAS degree (or related certificate) and have determined they wish to apply their skills to the development and operation of an entrepreneurial venture.
- 3) Family Business Certificate (Major code 4640) 14 credit hours. This certificate was added in late 2012 and is designed for students or community members who are either engaged currently, soon-to-be engaged in a family business, or in the process of developing a family business. Persons involved in family businesses are inclined to have a deep commitment, personal accountability, and self-determination. Many family businesses founded by Baby Boomers are in transition currently. It is important to the local economy that family businesses transition rather than exit the local landscape.
- 4) Franchise Certificate (Major code 4650) 14 credit hours. This certificate (added in late 2012) is designed to serve students and community members who are interested in implementing their desire to own and operate their own business by investing in the proven business plan of a franchisor. Other students are interested in expanding their entrepreneurial venture utilizing the franchise format as an expansion strategy.
- 5) Direct Sales Certificate (Major code 4630) 15 credit hours. This certificate (added in late 2012) is designed for students or community members who are interested in achieving their entrepreneurial dream by becoming an independent contractor to one of the 200+ companies in the Direct Selling industry. Other students are interested in expanding their entrepreneurial venture utilizing the direct selling format as their distribution strategy.

Note: The Family Business, Franchise, and Direct Sales Certificates were developed and approved in 2012. Each of these represents an alternative strategy for small business ownership an alternative to a new business idea. Generally, they are believed to yield a fastest return to the business owner. This is a relevant strategy for persons who may have an urgent need to reinvent their career life. Self-employment through family businesses, franchises and the purchase of an existing business gets short shrift yet is vastly less risky than startups. (NACCE Report 10/2014) The other strategy is to purchase an existing business which is addressed in ENTR 120: Introduction to Entrepreneurship.

2 Program Resources

From the data provided by Institutional Research, the table titled Program Resources: Faculty Name by Type for Most Recent Academic Year has changed. On 05/22/2014, Andy Anderson, VP Academic Affairs/Chief Academic Officer, advised Donna Duffey, Professor and Department Chair Entrepreneurship, that he had decided to move full time faculty member, Barbara Millard, to Marketing and Management. On 12/19/2014, Mike West, Business Dean, advised Donna Duffey that the budget dollars had also been moved to Marketing and Management.

Therefore, the above mentioned embedded document does not reflect the current faculty resources.

Other Business Division courses are required in the Entrepreneurship AAS degree and its related certificates. As an example, one of those courses, BUS 175: Business Professional Skills (3 credit hours) was developed by the Entrepreneurship chairperson and approved in late 2012. The previous Business Division dean recommended the course be developed and submitted for approval with the BUS prefix as, she felt, it was appropriate for other Business division programs and met the recommendations and concerns expressed by business and industry leaders and Business Division program advisory committees. At the current time, BUS 175: Business Professional Skills is only required in the ENTR program. It is taught by the ENTR full time faculty member.

Beyond the human capital resources identified by Institutional Research, the Entrepreneurship program operates with a priority scheduling classroom in the Regnier Center (RC 342). While other classes are scheduled in this classroom, the majority of the courses/sections scheduled in this classroom are ENTR courses; ENTR courses are not taught in any other classroom on campus.

As such, this priority scheduling classroom provides Entrepreneurship students with a consistent place and space to engage in learning and collaboration opportunities. The Entrepreneurship faculty team feels this facilitates enhanced student engagement and, ultimately, persistence semester to semester. We take pride in creating and maintaining the physical appearance of the classroom. As a result, Entrepreneurship students take pride and ownership in this classroom.

Additionally, the Entrepreneurship program offices co-exist with the Small Business Development Center (one of eight in the State of Kansas funded jointly by JCCC and the Kansas Department of Commerce) in the Entrepreneurship Center on the second floor of the Regnier Center. Demonstrating the responsibility JCCC has as a comprehensive community college, the Entrepreneurship credit program dominantly serves aspiring entrepreneurs in our service area and the SBDC dominantly serves existing entrepreneurs in our service area. This synergistic internal partnership has been developed in order to seamlessly serve those persons in our community who have an entrepreneurial spirit and wish to develop and operate a sustainable entrepreneurial venture. The initiative utilizes the best attributes of what both credit and non-credit programming have to offer our constituency.

3 Reflection on Institutional Data

From The Kansas City Star U.S. Business Startups Hit 30-Year Low, May 19, 2014 retrieved from <http://www.kansascity.com/news/business/article366997/Business-startups-hit-a-30-year-low.html>, we learn that startups of new businesses, which are historically the key source of new jobs, are at their lowest point in 30 years. The article also quoted Bob Litan, former economist for the Kauffman Foundation that the decline in new business formation spreads across all states, nearly all metropolitan areas and each sectors of the economy. Economists say contributing factors may be shifts in banks lending habits away from small businesses, mounting regulatory burdens in some industries.

From the Kauffman Foundations Entrepreneurships Role in Economic Development, June 11, 2014:
 -New and young businesses create nearly all net new jobs in the US
 -Entrepreneurial education Cultivates Human Capital because 1) Higher levels of education are associated with increased entrepreneurial activity. An analysis of 356 US metropolitan areas found that high school and college completion is important to startup rates, and 2) College graduates with degrees in diverse disciplines, including the arts, are likely to contribute to the creation and growth of new businesses.

From State of the Field document for the Kauffman Foundation Background of Entrepreneurs: Behavioral Determinants and Motivation, May 15, 2014:
 -We know that entrepreneurial behaviors are dynamic in that they evolve over time; considerable time often passes before entrepreneurs actions culminate in the establishment of a new firm.
 -It appears that individuals carefully consider whether it is feasible for them to engage in entrepreneurship, and if the answer is positive, entrepreneurial behaviors may develop
 -What does the research say about the kinds of reasons that lead to entrepreneurial behaviors? 1) Financial reasons, 2) Job flexibility, 3) Whether entrepreneurs are pushed (necessity entrepreneurship) or pulled (opportunity entrepreneurship), and 4) the economic impact of these types of enterprises.
 -Entrepreneurship is a process that occurs at multiple levels and over time.

4 Student Success

The Entrepreneurship credit program offerings have served a diverse student population traditional students who want to be their own boss to mature non-traditional students who are seeking to redirect or reinvent their career future. In JCCCs entrepreneurship classes, you will find students exclusively focused on entrepreneurship curriculum alongside students enrolled in numerous other skill based AAS degree programs across campus. Additionally, persons at a life stage or situation that requires them to redirect or reinvent their career future find their way to entrepreneurship courses. These students include displaced workers, unemployed persons, underemployed persons, retirees needing to unretire, and our nations returning veterans. Thus, the entrepreneurship programming serves students far beyond traditional program boundaries.

The long term viability of any community is dependent on the innovation and job creation generated by

the entrepreneurs in that community. Entrepreneurs create businesses and businesses create jobs. Entrepreneurship is vital to economic viability and sustainability. Remember, every large business was once a small business.

Members of our society and completers of our nations educational programs have three choices upon completion: 1) to be employed, 2) to be self-employed, or 3) to be unemployed. Higher education generally serves to prepare completers for the 1st option; JCCCs Entrepreneurship program serves the 2nd option.

4.1 Define Student Success

The objective of any higher education program is to provide students with the knowledge and skills to become self-sustaining citizens within their communities. In this respect, the Entrepreneurship program is no different than any other career or transfer program offered at JCCC.

In order for any student to accomplish their goal in their academic endeavor, they must be engaged in the process of learning and persistent in the pursuit of their goal. This, while some would consider simple to accomplish, is a significant challenge for todays community college students. Looking at community college students nationally:

60% attend part-time (< 12 credit hours)/40% attend full time (>12 credit hours)

Average age is 28; median age is 24

57% of the student population is between 22-39 years of age

Ethnicity 51% White, 19% Hispanic, 14% Black

Employment status:

-Full-time student employed full time - 22%

-Full-time student employed part time - 40%

-Part-time students employed full time - 41%

-Part-time students employed part time - 32%

First generation to attend college 36%

Single parent 17%

Veterans 4%

Receiving aid 58%

Source: American Association of Community Colleges Fast Facts, retrieved from

http://www.aacc.nche.edu/AboutCC/Documents/Facts14_Data_R3.pdf

While the student population at JCCC is similar, several notable differences to the above data are:

68% attend part-time (< 12 credit hours)/32% attend full time (>12 credit hours)

Ethnicity 71.4% White, 6.5% Hispanic, 6.1% Black

Source: Johnson County Community College Fast Facts About Credit Students, retrieved from

<http://www.jccc.edu/about/facts-jccc.html>

When compared to traditional college age students at residential baccalaureate institutions of higher learning, the demographic profile of community college students illustrates a demographic with significant life issues which can create challenges and/or obstacles for them as their pursue their academic goals. For example, it simply takes longer for most community college students to earn the requisite credit hours to yield a certificate of degree. Therefore, assisting the student to identify their personal vision and develop an educational plan to accomplish their personal vision is of great importance as it can serve to reduce time-to-completion and minimize any unnecessary credit hours.

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Looking across an Entrepreneurship classroom over the last few years, we have had students as

young as 16 years of age and as old as 74 years of age. The program attracts more males than females, a disproportionate number of Latino and African American students relative to the JCCC student population, and a disproportionate number of returning Veterans.

The Entrepreneurship Advisory Committee and faculty team identified four Entrepreneurship program objectives, including:

1. Upon completion of the program, the student will open their entrepreneurial venture,
2. Upon completion of the program, the student will seek and secure employment in order to increase both work experience and personal financial stability, then open their entrepreneurial venture,
3. Upon completion of the program, the student will apply his/her entrepreneurial skills as an intrapreneur working for an existing company, or
4. Upon completion of the program, the student will determine that opening their entrepreneurial venture and/or being self-employed is not an appropriate career direction for them.

Reflecting on objective #1, students who come to the program with a clear business concept, have an urgency to be their own boss, have work experience, and personal financial capacity meet this objective. However, the nation is currently experiencing a reduction in startup activity. This is, in part, due to the economic turnaround. Some persons who felt they had no choice but to create their own job, can now, more easily, find employment.

Reflecting on objective #2, we are aware from research conducted by the Kauffman Foundation and presented in their recent work (9/16/2014) in *New Kauffman Sketchbook Debunks Four Persistent Myths about Entrepreneurship* that the peak age for starting a company is in the mid to late 30s, early 40s.

In a report produced in October 2014 by the National Association for Community College Entrepreneurship (NACCE) titled *Entrepreneurs Under 30 Years Old*, the article addresses the biggest obstacles for people under 30 specifically to launch their own business. Persons under 30 are often referred to as Millennials who were born between 1982-2002 and are currently between 12 and 32 years of age. Conclusions were: 1) Debt (student loans, house, car), 2) Full Agendas (like starting a family, finding a mate), and 3) Access to Funding. Therefore, entrepreneurship education for Millennials should include teaching the importance of taking time to get experience, making industry contacts and building their financial resources and encouraging them to take the time to do so. For most, they do not have the experience, connections, or financial resources to take their business idea to scale immediately upon degree completion.

Entrepreneurship education for Millennials, in particular, should include teaching the importance of taking time to get experience, making industry contacts and building their financial resources encourage them to take the time to do so. For most, they do not have the experience, connections, or financial resources to take their business idea to scale immediately upon degree completion.

Most startup success occurs with 6 to 10 years of industry/trade experience, so many current Millennials will be obtaining this by age 30, if not even a bit later.

Reflecting on objective #3, a vast amount of research supports the increased value that today's employers place on employees who have an entrepreneurial spirit or mindset. Such employees offer an organization a mindset that embraces problem solving, critical thinking, and out-of-the-box idea generation. The employer gains from this type of employee within their department and team structures. The employee gains from the comfort and security of a corporate setting while being appreciated for their entrepreneurial spirit. For some graduates, the role of an intrapreneur is permanent; for others, their experience as an intrapreneur elevates their confidence to ultimately open their own entrepreneurial venture.

Reflecting on objective #4, it is the intent of the entrepreneurship faculty team to assist students in self-assessment activities to identify if entrepreneurship is not the appropriate career choice for them. When this is the case, encouraging this student to work with student services personnel in JCCCs academic counseling area and/or Career Center is suggested. We remain mindful, however, that an

individuals awareness of entrepreneurship as a possible career direction in their lifetime is a valuable learning outcome for all students.

4.2 Achieve/Promote Student Success

Because we recognize the importance of early student engagement and its impact on student persistence, each faculty member has committed to

- a. Maintaining the physical appearance of the classroom we want the students to take pride and ownership of the classroom it is an engaging space for learning to take place.
- b. Improving the classroom learning experience i.e. less lecture and more interactive activities -- small group problem solving, role plays, case studies, reflections, application exercises. Three courses in the program (ENTR 130, ENTR 180 and BUS 175) have completely converted to a flipped classroom delivery format.
- c. Sharing with students happenings with the program offerings next semester, new scheduling formats, etc.
- d. Conversing with students about happenings on campus.
- e. Sharing with students happenings relevant to entrepreneurs around town i.e. events at the Kauffman Foundation, Chamber events, etc.
- f. Early and often communication with students who are not in attendance on the first day of class or that miss class without faculty notification each faculty member has adopted their own strategy to be persistent about their persistence.
- g. Prior-to-start date communication from faculty member for online classes

Marketing initiatives external to the program

- a. Participation in any on-campus career day event
- b. Speaker requests for area high schools we have done presentations for high school groups on campus and in their high school environments.
- c. Speaker requests for community organizations
- d. Collaborative work with community organizations most recently with Overland Park South Rotary on the Start-up Rewind initiative

4.3 Successful Transfer

Although not a frequent request of students in the Entrepreneurship program, it is the belief of the program faculty that, for many students, the pursuit of additional education would be serve them and their entrepreneurial venture well. Locally, UMKC offers entrepreneurship degrees. In the state of Kansas, Wichita State and Kansas State Universities have recognized programs. However, students with an entrepreneurial spirit generally have the desire to get out there and just do it.

The ENTR faculty has worked to assess the work that we are doing by actively participating in the Student Learning Outcomes Assessment process on campus. For multiple years, five ENTR courses (ENTR 120, ENTR 130, ENTR 180, ENTR 142 and ENTR 160) have not only participated in the assessment process but have produced and submitted multiple Assessment Reports to the Office of Outcomes Assessment.

Additionally, two additional courses required in the Entrepreneurship program (BUS 175: Business Professional Skills and MKT 134: Professional Selling) have also gone through the Student Learning Outcomes Assessment process. Assessment Reports have been submitted to the Office of Outcomes Assessment by Entrepreneurship faculty.

Regarding the work of the ENTR faculty on assessment, it is important to note the professional and passionate commitment of our adjunct faculty to this work for our students.

5 Assessment of Student Learning Outcomes

5.1 Reflection on table provided on assessment.

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5.2 Significant Assessment Findings

Most importantly, this process has resulted in improved student learning. The process has facilitated numerous faculty exchanges of content and delivery improvement ideas and, of course, the implementation of the same.

5.3 Ongoing Assessment Plans

For each of the ENTR courses and BUS 175, the assessment process is ongoing. In the case of one ENTR course, we are exploring the assessment of a different Student Learning Outcome. In another course, developing a different strategy to assess the same Student Learning Outcome is being discussed. The Entrepreneurship faculty will continue to actively participate in JCCCs programming and commitment to the assessment of student learning.

6 Curriculum Reflection

As with all programs in the Business division, the Entrepreneurship program is constantly researching and analyzing strategies to continuously improve the programming we are offering to the students we have the opportunity to serve.

The long term viability of any community is dependent on the innovation and job creation generated by the entrepreneurs in that community. Entrepreneurs create businesses and businesses create jobs. Entrepreneurship is vital to economic viability and sustainability. Remember, every large business was once a small business.

Entrepreneurship is among the most important forces in a modern economy. As the Ewing Marion Kauffman Foundation studies have repeatedly shown, young companies are the primary net creators of jobs (Where Will the Jobs Come From?, Dane Stangler and Robert Litan, 2010). But entrepreneurship is a more potent force, driving innovation, productivity, and overall economic growth (Jonah Berger, Contagious: Why Things Catch On, 2013).

BudgetChart [XLS 2,000 KB 8/27/14]

6.1 Honors Contract(s)

There are currently no Honors Contracts in place. This is not a priority for this program.

6.2 New Course Offerings

Since the inception of the Entrepreneurship program in 1992, there have been numerous curriculum changes. Significant changes were made to the curriculum in 2012. Specifically, course additions included ENTR 130: Entrepreneurial Mindset, ENTR 185: Fundamentals of Direct Sales and BUS 175: Business Professional Skills. The later course was developed by ENTR and required within this program but has a BUS prefix because it potentially had broader appeal. Course deletions were also done at that time.

The Entrepreneurship team has always been responsive to industry, advisory committee, and student

feedback. Additional certificates added in 2012 were: Family Business Certificate, Franchising Certificate and the Direct Sales Certificate. These were added because students with a goal of self-employment can reach that goal through a variety of methods other than the innovation and creation of an entirely new business. Some students (and community members) are part of an existing family business which they wish to contribute to in a meaningful way; some are developing a business they envision as becoming a family business and providing sustainable income for generations to come. Some students are seeking to be their own boss by utilizing the proven business models of franchisors by becoming a franchisee (or the owner/operator). In order to be successful and sustainable, a franchisee must work through the more traditional business plan process utilizing the proven business plan model of the franchisor but with the specific nuances of their skills/talents/education/finances as a franchisee. In a similar fashion, some students are seeking to be their own boss by becoming an independent contractor (not an employee) to a direct selling company. They are selling the product of the direct sales company but accomplishing this through their own work in business model planning identifying their specific experiences, skills, talents, education, network, and finances. Each of these three niche-specific certificates is designed to prepare the student for a sustainable career as their own boss.

Based on newly established rules of required graduation numbers from KBOR, the previously existing 25 program-specific entrepreneurship certificates were eliminated, also in 2012. These had provided additional options for students in career programs across campus. As such, they were never designed to replace or in any way discredit any of our career AAS or certificate programs but merely to allow students additional options to meet their own academic and career goals. The realities are that many career program students do wish to demonstrate their acquired skills upon their graduation as the owner/operator of their own entrepreneurial business. In their skill based programs they master the skills necessary but do not often exit with the business acumen necessary to sustain an entrepreneurial venture in that industry. Currently, the remaining option for those students is to add the remaining 7-credit hour Business Plan Certificate which includes the Introduction to Entrepreneurship, Opportunity Analysis, and FastTrac Business Plan courses. We have continued to nurture the relationships with skill based program faculty, had JCCC home page stories, as well as other marketing collateral.

Beyond curriculum changes defined as additions/deletions of courses, certificates, or programs, the Entrepreneurship faculty has worked to continuously improve the existing courses in the program. This has been demonstrated by

a. The development of online formats where relevant. Currently three ENTR courses have online section offerings. Significant work has taken place by the faculty team to create and deliver credible online offerings. This is a discipline for which there is not any (much less a proliferation of) publisher packages of online materials.

b. The ENTR program has for more than a decade worked to satisfy student demand by developing and implementing innovative scheduling strategies. Entrepreneurship students have never been shy about communicating what they want. While this is not new news for the ENTR team, responding to their needs consistently requires re-invention or re-innovating scheduling strategies. Successful for a number of semesters has been the 8-week delivery of our two credit hour courses.

c. Also successful for a number of semesters was the Accelerated Business Plan Certificate three courses totaling 7 credit hours offered over 11 weeks on Fridays from 8am-5pm utilizing a cohort model. Accelerated demand was especially apparent during the recent economic recession. However, demand waned with an improvement of the economy.

The ENTR team developed and offered beginning with the fall 2014 semester a Five Weekend, Five Credit Hour co-requisite cohort package of ENTR 130: Entrepreneurial Mindset and ENTR 120: Introduction to Entrepreneurship. It will be offered as a late start on 5 consecutive weekends (Fridays from 5:30-9pm, Saturdays 8am-5pm).

d. Recognizing that the Entrepreneurship program attracted a disproportionate number of returning Veterans, we participated in a Veteran-specific section offerings initiative developed by JCCCs

Veterans Office. Beginning with the fall 2014 semester, we offered a Veteran only section of ENTR 130: Entrepreneurial Mindset.

7 Faculty Success

7.1 Departmental Accomplishments

The work of the Advisory Committee along with the full-time and adjunct faculty members involved in the ENTR program have always focused on keeping the program current and topical. As such, a national reputation has been established. In the last six years (2008-2014) 40+ presentations about entrepreneurship programming at JCCC have been delivered at regional and national settings.

JCCC's relationship with the Kauffman Foundation has been of significant importance since the development of the program in 1992. Over the years, the ENTR program has received several grants totaling \$225,000. Most recently, we have served as the academic liaison to the Foundations Ice House Project (JCCC's ENTR 130: Entrepreneurial Mindset course).

7.2 Faculty Accomplishments

Donna Duffey was named the winner of the 2009 NACCE Entrepreneurship Faculty Member of the Year Award. She has provided assistance to numerous community colleges across the country in the development of their entrepreneurship programming initiatives. She received JCCC's Publication Awards in 2008, 2009, 2011 and 2015 for entrepreneurship articles in national publications.

Adjunct faculty member and Viet Nam Marine Corps veteran, Joe Magnant, has worked with JCCC's Veteran office in a number of veteran-specific initiatives over the last several years. Recognizing that the ENTR program draws veterans to our program and utilizing his knowledge of Post Traumatic Stress Disorder (PTSD), Joe proposed and has taught a Veteran-specific section of ENTR 130: Entrepreneurial Mindset. Coordinating with the JCCC's Veteran's office, this is one of four courses on campus which offer veteran specific sections - each taught by a veteran of our armed services.

7.3 Innovative Research, Teaching or Community Service

Innovative research is illustrated in the research done on the use of: 1) ENTR 130: Entrepreneurial Mindset as a Pathway course, and 2) the development of a Business division pathway initiative. Innovative Teaching is illustrated by: 1) Flipped classroom teaching strategies, and 2) Teaching strategies relevant to returning Veterans

From the League for Innovation in the Community College The Role of Community Colleges in Regional Economic Prosperity (page 16-17), 2014, Dr. Terry Calaway, former president of JCCC, submitted the following to this publication:

A Kauffman Foundation study of recent college graduates, as reported at the National Association of Community College Entrepreneurship Conference in October 2010, found that 70 percent would like to one day own their own business, regardless of what their majors might have been.

With that in mind, Entrepreneurial Mindset is a new course at JCCC, based on a best-selling book that is now part of the associates degree in entrepreneurship and a component of an entrepreneurship certificate. While the entrepreneurship associates degree and certificate are not new, the addition of this course and its groundbreaking curriculum is a major shift in classroom focus.

The class curriculum is based on *Who Owns the Ice House? Eight Life Lessons From An Unlikely Entrepreneur*, by Clifton Taulbert. Taulbert grew up in the deep South in the 1950s, fully prepared to follow in the generational footsteps of fieldhands all over the Mississippi Delta descendants of slaves who were without means or opportunity. The exception was Taulbert's uncle Cleve, who ran the ice house in town. Uncle Cleve taught his nephew the life lessons needed to succeed as an entrepreneur. As Taulbert matured, he realized those same lessons remain true more than 50 years later. With the help of co-author Gary Schoeniger, Taulbert identified eight lessons of successful entrepreneurship from his uncle Cleve and backed it up with present-day examples.

JCCC is an academic partner with the Kauffman Foundation, which has supported efforts for the Ice House project, offering training for teachers and facilitators at its Kansas City, Missouri, headquarters. On its website, it describes the Ice House project this way: From young adults to higher education and workforce training, this highly interactive and engaging program is designed to inspire and engage participants in the fundamental concepts of an entrepreneurial mindset and the unlimited opportunities it can provide.

8 Goal Setting and Action Plan

In order to improve on student satisfaction, the ENTR program has been and will continue to:

Improve and enhance current curriculum content
 Improve curriculum teaching formats
 Utilize creative scheduling options; continue to utilize numerous part-of-term models
 Actively listen to students in order to develop and/or assist them in finding answers and/or resources
 Add/delete/modify classroom activities and projects for purposes of increasing student engagement and learning

In order to improve student persistence, the ENTR program has been and will continue to:

Produce and maintain relevant program information and JCCC processes and procedures in order to empower students to more efficiently and effectively persist from course start-to-completion and keeping on-track with their academic goals from course-to-course, and semester-to-semester utilizing classroom visuals and an ENTR student handbook.
 Identify and promote each students active use of JCCC resources (advising, testing, career planning, financial aid, access services) and Student Success Resource Centers on campus (Academic Achievement Center, Math Resource Center, Writing Center).
 Adapt an instructional team mindset of early intervention.
 Demonstrate a desire for all students to belong in the course, program, student organization, etc.
 Utilize the use of name card tents, announcement bulletin boards, classroom announcements, activity/event posters and flyers
 Produce and distribute program newsletters including department news, upcoming semester scheduling and registration procedures and deadlines.

In order to improve student learning, the ENTR program has been and will continue to:

Assess student learning outcomes in our courses. This is currently being done with multiple semesters of data, analysis and reporting accomplished for three of the ENTR courses. In an additional four ENTR courses, an assessment plan has recently been deployed. Strategies need to be developed and implemented for the balance of the courses.

In order to improve student completion (graduation, transfer, exit to workforce), the ENTR team will enhance and continue to:

Celebrate completion of each course along the students journey. We will always discuss next steps with students.
 Reinforce our goal to support each students goals
 Explain and promote stackable credentials
 Market the addition of the 7-credit hour Business Plan Certificate in numerous career programs across campus.
 Embrace and celebrate the fact that self-employment (Make a Job Dont Take a Job) is a viable career choice/goal that does lead to economically viable communities and sustainable citizen within our communities.

8.1 Long-term Goals

a. While having a priority-scheduling classroom for the Entrepreneurship program (RC 342) has been extremely positive, the classroom needs to be updated to represent a space where increased student collaborative activities and, thus, increased student learning can take place. The classroom will still require

computer accessibility, the classroom needs to be designed for more flexible arrangements.

b. Moving ENTR 130: Entrepreneurial Mindset (3 credit hours) from a Career course to a general education course. The higher education sector has long sought to prepare completers to take a job. In order for our society to remain competitive in a global economy, higher education must also be preparing completers to make a job.

c. In collaboration with the Student Services branch, explore the opportunity of developing a modification of ENTR 130: Entrepreneurial Mindset as a required Student Success course using the content in the current course and connecting personal vision planning, educational development planning, financial aid planning, and time management to relevant units of study. The current work of Pikes Peak Community College (CO) includes:

In January 2014, Pikes Peak Community College (PPCC) (a 22,000 student community college), teaches the Ice House Entrepreneurship Program (IHEP) in four introductory classes in its remedial education program.

PPCC plans to expand it to include half of the students in the remedial programs in the fall 2014 and spring 2015 semesters. Approximately 2/3 of PPCCs students test into remedial education programming.

Spokesman notes This program addresses many of the challenges faced by our students. It addresses a pressing need for the college and the community by making sure young people have the skills to go into the workplace and be employable and productive citizens.

Marks the first time a college has required it for the bulk of its student body, rather than offered it as a course to students seeking a business degree.

The Kauffman Foundation started the Ice House Entrepreneurship Program in mid-2011 with Entrepreneurial Learning Initiative and Clifton Taulberts Building Community Institute to bridge a gap they saw in entrepreneurial education. The lessons, based on the book *Who Owns the Ice House?* examine making choices, recognizing opportunities and creating wealth.

From Entrepreneurial Program Spreading to PPCC, Colorado Springs Businesses February 13, 2014.

Retrieved from

<http://gazette.com/entrepreneurial-program-spreading-to-ppcc-colorado-springs-businesses/article/1514534>

8.1.1 Actions/Resources Required

a. Classroom remodel and fixturing

b. Preparation of justification and related paperwork for General Education course designation

c. Administrative support for collaborative effort between Student Services and the Academic Branch

8.1.2 Updates on Long-Term Goals

8.2 Short-Term Goals

a. The development of business division student pathways. Such an initiative would follow the findings of national research and the implementation of such pathway designs utilized by some of Americas most innovative community colleges. Pathways are designed for students entering JCCC with 12 credit hours or less. The structure identifies core courses within 8-10 academic pathways. At the beginning of their academic journey, students need only to identify a pathway or career direction rather than the current expectation that an entering student knows which of JCCCs 100+ programs they choose to pursue. Courses within a pathway are common to specific majors within the pathway. The initiative supports early engagement of students, allows exploration without loss of credit hours, provides opportunities for economies of scale in course/section offerings of core courses, and provides potential for block scheduling. Such an initiative could bring academic counselors into the classroom for the introduction and delivery of content such as Strengths and the development of Educational Development Plans. For the student, academic counselors are brought to them as opposed to our expectation that students will seek out academic advisors. As such, academic counselors are provided

group session opportunities (within a pathway) thus creating economies of scale for the time and budgeting restraints faced by this important student support group. As a short term goal, the Business Division programs would become a pilot for an initiative scalable to the institution. The research supports increased student persistence semester-to-semester, reduced lost credits, and increased completion rates.

b. The incorporation of ENTR 130: Entrepreneurial Mindset as a core course for all students in a business track. Entrepreneurship is an option for students not all will take a job, some want or need to make a job. As such, we have the opportunity to instill both awareness and the spirit of possibility for our student audiences.

c. Based on recently established rules of required graduation numbers from KBOR, the previously existing 25 program-specific entrepreneurship certificates were eliminated. These had provided additional options for students in career programs across campus. As such, they were never designed to replace or in any way discredit any of our career AAS or certificate programs but merely to allow students additional options to meet their own academic and career goals. The realities are that many career program students do wish to demonstrate their acquired skills upon their graduation as the owner/operator of their own entrepreneurial business. In their skill based programs they master the skills necessary but do not often exit with the business acumen necessary to sustain an entrepreneurial venture in that industry. Currently, the remaining option for those students is to add the remaining 7-credit hour Business Plan Certificate which includes the Introduction to Entrepreneurship, Opportunity Analysis, and FastTrac Business Plan courses. We have continued to nurture the relationships with skill based program faculty, had JCCC home page stories, as well as other marketing collateral. We need to reinvent and accelerate student awareness of this add-on certificate to their AAS career program. This represents an initiative designed to attract students already on campus (low-hanging fruit) pursuing their academic goals through one of JCCCs 50+ career programs.

8.2.1 Actions/Resources Required

a. Support from Business Division dean

b. Support from Business Division dean

c. Creative support and funding for the creation and delivery of this marketing initiative.

8.2.2 Updates on Short-Term Goals

8.3 Short-Term Goals

8.3.1 Actions/Resources Required

8.3.2 Updates on Short-Term Goals

9 Accreditation Standards

9.1 Specialized Accreditation

The Entrepreneurship Program (along with four additional Business Division programs) is accredited by the Accreditation Council of Business Schools and Programs (ACBSP). This international association accredits associate degrees, not certificate programs. After successfully completing ACBSPs initial accreditation self-study, JCCCs Business Programs received initial ten-year accreditation in 1994. After successfully completing ACBSPs reaffirmation self-study, the Business

Programs accreditation was reaffirmed in 2004. The Business Division has recently submitted its second reaffirmation self-study. A site visit will be conducted in the spring of 2015. Successful completion will yield the second reaffirmation of accreditation in June of 2015.

10 Resource Request/Adjustment

See sections 8.1 and 8.2

BudgetChart [XLS 2,000 KB 9/2/14]

10.1 Long-range Adjustment to Resources

See sections 8.1 and 8.2

10.2 Educational Technology Support

End of report