

# Entrepreneurship PUR Self Study 2022-23

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## Entrepreneurship:

Date: 09-15-2023

- Entrepreneurship 2022-23 PUR Self-Study

Sorted by: Program

**SI Section Templates:** 1.A. Program or Unit Description, 1.B. Program or Unit Mission, 1.C. Program Learning Outcomes, 2.A. Progress on Previous Findings and Recommendations, 2.B. Workforce Needs (AAS degrees and certificates; allied health programs only), 2.C. Accessibility and Cost of Instructional Materials, 2.D. Catalog Review, 3.B. Evidence of Program Learning Outcomes Assessment, 3.C. General Education Outcomes Assessment (if applicable), 3A. Curriculum Mapping, 4.A. FTE and Section Count, 4.B. Course Fill Rates and Unsuccessful Enrollment Attempts, 4.C. Student Demographics: Ethnicity, Gender, Credit Load, Student Status, and Age Range, 5.A. Course Completion Rates, 5.B. Graduation and Transfer, 6. A. Faculty Achievement, 6.B. FT/PT Faculty and Student Credit Hours Taught, 6.C. Support Staff, 6.D. Facilities and Technology, 7.A. Five-Year Plan, 8.A. Resource Requests, Academic Standards and Assessment Committee Findings and Recommendations, Dean's Findings and Recommendations, Vice President of Academic Affairs' Findings and Recommendations

## Entrepreneurship

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### 1.A. Program or Unit Description

#### Entrepreneurship 2022-23 PUR Self-Study

**Briefly describe (1 paragraph) the program/unit, including but not limited to the following: academic division that the program/unit belongs to, the academic area(s) represented, degrees/certificates offered, average student enrollment, number of full-time faculty, type of curriculum or pedagogical approaches, and any other pertinent aspect of the program/unit.**

#### 1.A. Program or Unit Description

The entrepreneurship program is housed under the Division of Business and Social Sciences. There are a number of entrepreneurship programs offered at TMCC. They are as follows:

- Associate of Arts Degree—Entrepreneurship (3 year average enrollment = 17)
- Certificate of Achievement—Entrepreneurship (3 year average enrollment = 5)
- Associate of Applied Science—Culinary Arts Entrepreneurs (3 year average enrollment = 12)
- Certificate of Achievement—Culinary Arts Entrepreneurs (3 year average enrollment = 3)
- Associate of Applied Science—Business, Massage Therapy Entrepreneurship Emphasis (3 year average enrollment = 22)
  - Certificate of Achievement—Graphic Arts Entrepreneurship (2 year average enrollment = 4)
  - Certificate of Achievement—Bookkeeping Entrepreneurship.(2 year average enrollment = 2)

In terms of pedagogical approach the class offerings are delivered through a mix of web and in

person course offerings with a .5 full-time faculty teaching 40% of the two primary two ENT degrees: Associate of Arts Degree—Entrepreneurship and Certificate of Achievement—Entrepreneurship.

## 1.B. Program or Unit Mission

### Entrepreneurship 2022-23 PUR Self-Study

**State the department's or unit's mission. Describe how it aligns to the College's Mission, and how program learning outcomes (PLOs) for degrees and certificates offered, or for the unit, align to the department/unit mission. If your department or unit does not currently have a mission statement, please discuss among your colleagues and develop one.**

**The Entrepreneurship Program Mission Statement is as follows:**

The Entrepreneurship program mission statement is to promote a challenging learning environment which is committed to diversity, integrity and student success and provides students the opportunity to explore and develop their entrepreneurial ideas. This mission statement supports TMCC’s mission statement of “Create a future you will love with accessible, innovative educational opportunities at TMCC” by offering students an exploration path to pursue their own innovative business ideas. The entrepreneurship program has been developed on this framework of “innovation.”

## 1.C. Program Learning Outcomes

### Entrepreneurship 2022-23 PUR Self-Study

Program Learning Outcomes (PSLOs or PLOs)
<b>Entrepreneurship</b>
<b>PSLO</b>
<b>Associate of Arts, Entrepreneurship Emphasis</b>
PSLO1: Graduate and/or transfer to a four-year institution. (Active from Fall 2010)
PSLO2: Demonstrate their proficiency and knowledge of the fundamentals of small business management. (Active from Fall 2010)
PSLO3: Assist in the development of entrepreneurial enterprises in the Reno community. (Active from Fall 2010)
<b>Certificate of Achievement, Entrepreneurship</b>
PSLO1: Develop a business plan, including the creation, development and presentation of innovative ideas. (Active from Fall 2010)
PSLO2: Identify and apply effective networking skills. (Active from Fall 2010)

<b>Program Learning Outcomes (PSLOs or PLOs)</b>
PSLO3: Identify theories and apply principles in practice of each of the major business functions (accounting, marketing, economics, and finance) requisite for the owning and operating of a small business venture. (Active from Fall 2010)
<b>Graphic Arts Entrepreneurship Certificate of Achievement</b>
PSLO 1: Students will understand and apply historical and current design theories and concepts in the production of visually engaging media that meets the requirements of the graphic communications industry. (Active from Fall 2021)
PSLO 2: Students will acquire a broad skill set in current graphics related technologies, including computer software applications, processes and other production techniques used in the graphic communications industry. (Active from Fall 2021)
PSLO 3: Develop a business plan for a graphic arts communications product or service which includes the creation, development and presentation of innovative ideas. (Active from Fall 2021)
Associate of Applied Science, Culinary Arts Entrepreneurs
PSLO1: Demonstrate basic and advanced culinary skills through a series of learned competencies including but not limited to knife care, cutting techniques, stock preparation, complete meal planning, and restaurant experience.
PSLO2: Demonstrate the knowledge to work in commercial hot food kitchens, commercial cold food kitchens, and commercial bakery kitchens.
PSLO3: Students will create a business plan, including the creation, development and presentation of innovative ideas.
Culinary Arts Entrepreneurs, Certificate of Achievement
PSLO1: Demonstrate basic and intermediate culinary skills through a series of learned competencies including but not limited to knife care, cutting techniques, stock preparation, meal planning, and menu writing.
PSLO2: Demonstrate the knowledge to work in commercial hot food kitchens, commercial cold food kitchens, and commercial bakery kitchens.
PSLO3: Develop a business plan for a culinary environment which includes the creation, development and presentation of innovative ideas.
Associate of Applied Science, Massage Therapy Entrepreneurship
PSLO1: Demonstrate their proficiency and knowledge of the fundamentals of small business management.
PSLO2: Apply skills and knowledge of safe and effective massage therapy fundamentals and techniques.
PSLO3: Meet all requirements to become licensed massage therapists.
Bookkeeping Entrepreneurship, Certificate of Achievement
PSLO1: Develop a business plan, including the creation, development and presentation of innovative ideas.
PSLO2: Possess knowledge of and be ready to perform basic functions of bookkeeping/accounting procedures and duties as required in entry level bookkeeping/accounting positions, such as assistant bookkeeper/accountant, accounting trainee, or business owner.
PSLO3: Demonstrate proficiency in using accounting computer software (e.g. Peachtree and QuickBooks) to do basic bookkeeping/accounting and prepare basic accounting reports.

## 2.A. Progress on Previous Findings and Recommendations

### Entrepreneurship 2022-23 PUR Self-Study

**Describe your progress on the major findings and recommendations for the program/unit from the last PUR, any annual progress reports (APRs), and if applicable, external reviews, (e.g. advisory boards, articulation committees, and program accreditors).**

- **Which findings and recommendations have the program/unit addressed?**
- **Which have yet to be accomplished? Which are no longer relevant, and why?**
- **Has the program/unit undergone any major changes as a result or that would impact the findings and recommendations since the last PUR?**

### **Findings and recommendations the program/unit addressed?**

1. Define clear and relevant assessment tools for assessments. - Rubrics for the four main courses (ENT 200, ENT 230, ENT 240 & ENT 280) have been developed and the CAR assessment process has been modified and implemented to reflect a 5 year review cycle of the four main ENT courses.

2. Clarify and quantify outcome measures for all ENT courses. - This has been accomplished.

3. Revise the assessment cycle and assess all ENT courses annually until stable enrollment is achieved; then move to the minimum once per 5 years. - This has been accomplished and is in practice.

4. While the possibility of pursuing "joint entrepreneurship" degrees is raised, only Culinary Arts is mentioned, while elsewhere in the report the growth of the local tech industry is highlighted including Tesla, the Apple data center, and drone technologies. Investigate partnerships with growing programs including the Panasonic Preferred Pathway) in the Applied Industrial Technologies (AIT) division to establish an Applied Industrial Technology Entrepreneurship program. - We have discussed creating a joint ENT/Auto Mechanic certificate and joint ENT/Construction Management certificate. Although no new AIT ENT joint programs were created since the last review, we have created the following joint programs:

1. Associate of Applied Science—Culinary Arts Entrepreneurs
2. Certificate of Achievement—Culinary Arts Entrepreneurs
3. Associate of Applied Science—Business, Massage Therapy Entrepreneurship
4. Certificate of Achievement—Graphic Arts Entrepreneurship
5. Certificate of Achievement—Bookkeeping Entrepreneurship.
6. Associate of Applied Science—Business, Personal Trainer Entrepreneurship

1. Establish an entrepreneurship advisory board or add entrepreneurs to existing Business Division advisory board. Task them with reviewing existing curriculum and modify accordingly. - I did attend one of the business advisory meetings and gave an overview to the attendees of TMCC's ENT program. Recommendations for networking in the community were discussed. I question the idea of having business advisors review existing curriculum and modify accordingly when they have no academic expertise.

2. Investigate how UNR circumvents the MS requirement for part-time instructors. - This was investigated and is not the case. The MS requirement for part-time instructors is required at UNR.

3. Continue to increase awareness of the program by student recruitment activities in local high schools and community events (33). This program relies upon only two events to promote

the program. First is NCET (that has 100 booths and 1,000 participants) and the second promotion is with Washoe County middle schools. Both of these promotions are ineffective and target the wrong demographic. Explore new inexpensive, but targeted marketing efforts that could include: paid advertising in print media, posters, business cards, radio, TMCC website banners, Facebook, Twitter, College Career Day, Free Food Day, Music Event Day, etc. - We have moved away from the NCET expo and the fairs and do participate in college career days. For Facebook and twitter and social media support we would need a media support person to implement this idea.

4. Document part-time faculty skills and credentials. - Annual reviews of part time instructors have been completed and are kept up to date.

### **Which have yet to be accomplished? Which are no longer relevant, and why?**

1. Revise the ENT courses that do not directly transfer to four-year NSHE institutions to allow them to align with ENT offerings elsewhere. - This applies to ENT 230 - Financing your Small Business Venture. I do not believe this goal to be relevant.

2. In keeping with the program goal of "demonstrating proficiency and knowledge of the fundamentals of small business management", introduce a shadowing requirement for students with a local business/entrepreneur related to students' areas of interest. This internship might improve graduation rates. - This is a good idea and something that should be revisited.

3. Continue to pursue Quality Matters certification for online ENT courses. - Currently ENT 200 is the only QM certified course. QM certification could still be relevant especially for the online offerings. ACUE applications might be more appropriate for course design.

4. Investigate whether ENT courses such as ENT 220 (International Women's Entrepreneurship) can satisfy other general education requirements such as diversity. - No longer relevant as the course has been deactivated.

5. Investigate opportunities available in the local business community targeted at promoting small business development among women and minorities, which might improve opportunities for women and Hispanics, who are underrepresented in the ENT program. - This was begun but needs further development if deemed still relevant. Another idea to 'restart' this idea is to partner with TMCC's equity and diversity program.

6. As this is a small program with only a 0.5 faculty member, it is recommended that this PUR be combined with the PUR for the Business degrees and certificate. - No longer relevant since an ENT PUR would still need to be done and embedded in the Business PUR.

### **Has the program/unit undergone any major changes as a result of the recommendations, or that would impact the findings and recommendations since the last PUR?**

YES. The following ENT combined degrees were developed over the past five years:

- Associate of Applied Science—Culinary Arts Entrepreneurs
- Certificate of Achievement—Culinary Arts Entrepreneurs
- Associate of Applied Science—Business, Massage Therapy Entrepreneurship Emphasis
- Certificate of Achievement—Graphic Arts Entrepreneurship
- Certificate of Achievement—Bookkeeping Entrepreneurship
- Associate of Applied Science—Business, Personal Trainer Entrepreneurship

## **2.B. Workforce Needs (AAS degrees and certificates; allied health programs only)**

### **Entrepreneurship 2022-23 PUR Self-Study**

**Describe how your program(s) is/are meeting workforce needs, especially in the Northern Nevada region, by answering the accompanying questions. The following are potential resources for labor market data, though other sources may be referenced.**

**Nevada Department of Employment Training and Rehabilitation (DETR) (<https://detr.nv.gov/>)**

**Economic Development Authority of Western Nevada (EDAWN) (<http://edawn.org/>)**

**U.S. Bureau of Labor Statistics (<http://www.bls.gov/>)**

- **What is the evidence for the regional need for the program (DETR and EDAWN data)?**
- **What is the evidence that program curriculum meets the latest industry trends or workforce needs?**

**What is the evidence for the regional need for the program (DETR and EDAWN data)?**

Per EDAWN "The Greater Reno-Sparks-Tahoe area is one of the fastest growing regions in the U.S. and is rated among the top MSA's in a recent Milken Institute report. The Economic Development Authority of Western Nevada (EDAWN) mission is directed toward strengthening our community by attracting companies and in many cases, their corporate headquarters from diverse industry sectors. Our new economy is in part powered by a growing number of technology-related and advanced manufacturing companies to the region. Many of the *homegrown (start-ups)* are also in large part technology-related and our efforts to develop and grow this ecosystem is another key strategy to diversifying the economy." Thus based on the data from EDAWN, we can assume there is a need for individuals who want to start their own business here in Reno to complete entrepreneurial schooling through TMCC's entrepreneurship offerings.

**What is the evidence that program curriculum meets the latest industry trends or workforce needs?**

I could not find any specific data on google in terms of specifically answering this question. However, we have the following articulation agreement with UNR which allows students who want to go on and minor in Entrepreneurship within the Business school, to do so. Here is a list of the courses that articulate over for their Entrepreneurship minor:

REQUIRED COURSES (9 UNITS)

- ENT 401 - New Venture Creation (3 units) or ENT 200 at TMCC
- ENT 402 - Entrepreneurial Finance (3 units) or ENT 230 at TMCC
- ENT 403 - Applied Entrepreneurship (3 units) or ENT 280 at TMCC

Thus, I will use UNR's program curriculum which still supports three out of the four classes we offer here at TMCC to indicate that the program curriculum is still valid and appropriate for the industry trends and workforce needs.

## **2.C. Accessibility and Cost of Instructional Materials**

### **Entrepreneurship 2022-23 PUR Self-Study**

- **What are faculty in the department/unit currently doing or planning to help ensure that instructional materials are accessible to students with disabilities? Examples include attending Professional Development accessibility sessions, running accessibility checkers on materials, and completing the “Creating Accessible Content” workshop.**

- **What are faculty in the department/unit currently doing or planning to offer affordable instructional materials to students? Examples would include internal development of educational materials or utilization of open educational resources (OER).**

**What are faculty in the department/unit currently doing or planning to help ensure that instructional materials are accessible to students with disabilities?**

This has not been addressed and is a goal that should be included in this PUR for the next five year cycle. The professional development course “Creating Accessible Content” workshop should be attended and the course reviews of ENT 200, ENT 230, ENT 240 and ENT 280 should be checked for accessibility.

**What are faculty in the department/unit currently doing or planning to offer affordable instructional materials to students?**

Open educational resources (OER) have been reviewed but another analysis would be appropriate. The primary strategy used to offer affordable instructional materials to students, is to utilize ebooks, and book rentals, and to utilize book editions with publishers until they are no longer offered, meaning the latest editions are not adopted until the previous editions become unavailable. The older editions are less costly than the newer versions and ebooks and book rental options are less costly as well.

## 2.D. Catalog Review

### Entrepreneurship 2022-23 PUR Self-Study

- **Is the program information in the catalog correct, including descriptions, PLOs, course descriptions, and course offerings, accurate?**
- **Does the program's suggested course sequence in the catalog allow for completion of degrees within 2 years and/or certificates within 2 semesters for full-time students?**
- **Are there any courses that the department has not offered in 4 or more years? Please indicate whether you plan to update and offer, or deactivate the(se) course(s) in the next academic year.**

### **Is the program information in the catalog correct, including descriptions, PLOs, course descriptions, and course offerings, accurate?**

All of the ENT course descriptions and details were updated and submitted for curriculum committee review and approval earlier this year to make them more student focused and interesting. The four primary ENT courses, those of 200, 230, 240 and 280, have completely new descriptions that will be in the 2023/2024 catalog.

### **Does the program's suggested course sequence in the catalog allow for completion of degrees within 2 years and/or certificates within 2 semesters for full-time students?**

Yes

### **Are there any courses that the department has not offered in 4 or more years? Please indicate whether you plan to update and offer, or deactivate the(se) course(s) in the next academic year.**

The courses that are deactivated and will remain deactivated are: ENT 201, ENT 210, ENT 220, ENT 260. The other four ENT courses, 200, 230, 240 & 280 are active.

## **3.B. Evidence of Program Learning Outcomes Assessment**

### **Entrepreneurship 2022-23 PUR Self-Study**

**Summarize the most significant program assessment results since your last PUR. These will come from past CARS, APRs, and Action Plans and assessment data within eLumen. Please discuss course assessment findings as they apply to the program and program learning outcomes.**

Summary:

The most significant program assessment result details can be found in the CARs below. Here is a short summary of each:

- ENT 230 - Financing Your Small Business
  - The SLOs are valid. One recommendation for assignments that support the SLO #3 is that students should be tasked with completing a series of assignments that build upon one another to support this learning outcome. This will allow students to better understand the various financing options in more detail.
- ENT 200 - Fundamentals of Entrepreneurship
  - The SLO's are valid. The only recommendation is to require more elevator pitches so students gain more comfort in presenting.
- ENT 280 - Entrepreneurship and Business Plan Development
  - The SLO's are valid. No recommendations for change.
- ENT 240 - Marketing for Small Business
  - The SLO's are valid. The only thought was to have students develop a fundamental learning of Excel spreadsheets since this is a requirement for the end of semester "financial" plan for the overall marketing plan for the course.



### ENT 230 FA21 CAR

SLO	Default Performance Measure	Fall 2021				
		Marginal (Approaches Expectations)	Unacceptable (Does Not Meet Expectations)	N/A		
Exemplary (Exceeds Expectations)	Proficient (Meets Expectations)					
1. Describe and distinguish financing options.	70.0%	28.57% 28.57%	28.57% 28.57%	0% 0%	42.86% 42.86%	0
2. Evaluate financing options and select the best option.	70.0%	100% 100%	0% 0%	0% 0%	0% 0%	0
3. Prepare documents required for approaching financiers.	70.0%	28.57% 28.57%	0% 0%	57.14% 57.14%	14.29% 14.29%	0

Course Level Responses			
Course	Respondent	Action Taken	Date
Div of Business and Social Sci >> Entrepreneurship			
[ENT230] Financing Your Small Business Venture Fall 2021	O'Neal, Nancy	I believe that for SLO#2 the assessment tool is valid and working. I believe the "final paper" assignment for SLO#1 is also valid. The issue I think here was that 3 of the 7 students failed it. Two because they did not complete the assignment and the third student gave a half hearted submittal. Meaning it lacked effort. SLO#3 assessment i.e. 10.2 assignment I feel to be a valid assessment tool. However, maybe some exploration on this assignment and the learning outcome needs to be examined for validity.	2022-01-26

Expected Action: CLOSING THE LOOP: After examining and discussing the aggregate SLO assessment results, what modifications to curriculum, pedagogy, student support (e.g. tutoring), and/or faculty support (e.g. professional development) are needed to improve student learning? Do changes need to be made in other areas? What will the expected improvement in student learning be after these modifications are implemented?

Action Type: Reflection

Course Level Responses			
Course	Respondent	Action Taken	Date
Div of Business and Social Sci >> Entrepreneurship			
[ENT230] Financing Your Small Business Venture Fall 2021	O'Neal, Nancy	My belief for SLO#3 - Prepare documents required for approaching financiers that this assignment should be split into 2 - 3 smaller assignments or "built" upon so that students can fully understand all of their options and evaluate them as needed.	2022-01-26

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ENT 230 : Financing Your Small Business Venture Course Improvement Plan Action Plan Report by Expected Action

Expected Action: CLOSING THE LOOP: Do any changes need to be made to the SLOs themselves to maximize learning? Consider this in the context of aligning with program learning outcomes and/or general education competencies.

Action Type: Reflection

Course Level Responses			
Course	Respondent	Action Taken	Date
Div of Business and Social Sci >> Entrepreneurship			
[ENT230] Financing Your Small Business Venture Fall 2021	O'Neal, Nancy	No - I believe the SLO's to be valid.	2022-01-26

## ENT 200 SP22 CAR

SLO	Default Performance Measure	Spring 2022				
		Marginal (Approaches Expectations)	Unacceptable (Does Not Meet Expectations)	N/A		
1. Students will describe the characteristics of entrepreneuru	70.0%	62.07% 62.07%	6.90% 6.90%	0% 0%	31.03% 31.03%	17

rs and how those characteristics relate to the student.						
2. Students will form and evaluate new ideas.	70.0%	68.97% 68.97%	0% 0%	0% 0%	31.03% 31.03%	17
3. Students will prepare and pitch their new business idea.	70.0%	41.38% 41.38%	6.90% 6.90%	6.90% 6.90%	44.83% 44.83%	17

**Assessment Data Analysis & Closing the loop**

Course Level Responses			
Course	Respondent	Action Taken	Date
Div of Business and Social Sci >> Entrepreneurship			
[ENT200] Fundamentals of Entrepreneurship Spring 2022	O'Neal, Nancy	The biggest changes were in their elevator pitches. The first one was shorter and required less development of their new business idea. The second pitch was longer (twice as long) and required more in depth development of their idea.	2022-09-13

Expected Action: CLOSING THE LOOP: After examining and discussing the aggregate SLO assessment results, what modifications to curriculum, pedagogy, student support (e.g. tutoring), and/or faculty support (e.g. professional development) are needed to improve student learning? Do changes need to be made in other areas? What will the expected improvement in student learning be after these modifications are implemented?

Action Type: Reflection

Course Level Responses			
Course	Respondent	Action Taken	Date
Div of Business and Social Sci >> Entrepreneurship			
[ENT200] Fundamentals of Entrepreneurship Spring 2022	O'Neal, Nancy	I think the SLO's are well written and relevant for today's entrepreneurs. No changes need to be made. The biggest issue is how to motivate students and keep them from dropping or having incompletes in their assignments.	2022-09-13

Expected Action: CLOSING THE LOOP: Do any changes need to be made to the SLOs themselves to maximize learning? Consider this in the context of aligning with program learning outcomes and/or general education competencies.

Action Type: Reflection

Course Level Responses			
Course	Respondent	Action Taken	Date
Div of Business and Social Sci >> Entrepreneurship			

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Course	Respondent	Action Taken	Date
[ENT200] Fundamentals of Entrepreneurship Spring 2022	O'Neal, Nancy	No	2022-09-13

**ENT 280 SP22 CAR**

<u>SLO</u>	<u>Default Performance Measure</u>	<u>Spring 2022</u>				
		<u>Marginal (Approaches Expectations)</u>	<u>Unacceptable (Does Not Meet Expectations)</u>	<u>N/A</u>		
<u>Exemplary (Exceeds Expectations)</u>	<u>Proficient (Meets Expectations)</u>					
<u>1. Advance their concepts into a fully developed business plan.</u>	<u>70.0%</u>	<u>68.75%</u> <u>68.75%</u>	<u>6.25%</u> <u>6.25%</u>	<u>0%</u> <u>0%</u>	<u>25%</u> <u>25%</u>	<u>0</u>
<u>2. Develop an understanding of the process of entrepreneurship.</u>	<u>70.0%</u>	<u>68.75%</u> <u>68.75%</u>	<u>6.25%</u> <u>6.25%</u>	<u>0%</u> <u>0%</u>	<u>25%</u> <u>25%</u>	<u>0</u>
<u>3. Generate creative and realistic business concepts.</u>	<u>70.0%</u>	<u>62.5%</u> <u>62.5%</u>	<u>12.5%</u> <u>12.5%</u>	<u>0%</u> <u>0%</u>	<u>25%</u> <u>25%</u>	<u>0</u>

Assessment Data Analysis & Closing the loop

Course Level Responses			
Course	Respondent	Action Taken	Date
Div of Business and Social Sci >> Entrepreneurship			
[ENT280] Entrepreneurship and Business Plan Development Spring 2022	O'Neal, Nancy	There was not licensure exam for this class nor was there a pre/post test. The students that participate and come to class are learning well in all three SLO's.	2022-09-13

Expected Action: CLOSING THE LOOP: After examining and discussing the aggregate SLO assessment results, what modifications to curriculum, pedagogy, student support (e.g. tutoring), and/or faculty support (e.g. professional development) are needed to improve student learning? Do changes need to be made in other areas? What will the expected improvement in student learning be after these modifications are implemented?

Action Type: Reflection

Course Level Responses			
Course	Respondent	Action Taken	Date
Div of Business and Social Sci >> Entrepreneurship			
[ENT280] Entrepreneurship and Business Plan Development Spring 2022	O'Neal, Nancy	None at this time.	2022-09-13

Expected Action: CLOSING THE LOOP: Do any changes need to be made to the SLOs themselves to maximize learning? Consider this in the context of aligning with program learning outcomes and/or general education competencies.

Action Type: Reflection

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ENT280 - Entrepreneurship and Business Plan Development Action Plan Action Plan Report by Expected Action

Course Level Responses			
Course	Respondent	Action Taken	Date
Div of Business and Social Sci >> Entrepreneurship			
[ENT280] Entrepreneurship and Business Plan Development Spring 2022	O'Neal, Nancy	No they are good as mentioned above we just word smithed them.	2022-09-13

## ENT240 SP 19 CAR

Course Level Responses			
Course	Respondent	Action Taken	Date
Div of Business and Social Sci >> Entrepreneurship			
[ENT240] Marketing for Small Business Spring 2019	O'Neal, Nancy	#1 - Students create a 12 month marketing financial plan created in excel using an assigned rubric. #2 - Students start with an innovation exercise to get them brainstorming then move to creating a situation statement and a competitive angle for their new business idea/strategy. Both of these assignments utilize rubrics. #3 - Students complete a marketing operations plan based on their business idea/strategy that they create in item #2 above. A rubric is provided for this learning activity.	2019-04-23

Expected Action: ASSESSMENT DATA ANALYSIS: Analyze the aggregate SLO assessment results. For example, what were the learning gains on a pre/post-test? What percentage of students scored proficient or above on a licensure exam? Analyze by question or content area; or, if you used an assignment with accompanying rubric, analyze the different rubric criteria. In which areas did the students perform well, and in which areas do they need improvement?

Action Type: Reflection

Course Level Responses			
Course	Respondent	Action Taken	Date
Div of Business and Social Sci >> Entrepreneurship			
[ENT240] Marketing for Small Business Spring 2019	O'Neal, Nancy	#1 - For the SP19 the average was 96% with 5 students not submitting and those scores not included in the average. For the SP18 the average was 95% with 4 students not submitting and those scores not included in the average. No changes need to be made to the rubric criteria at this time. The focus should be on including those students who do not submit the plan by offering tutoring in excel. #2 - For the innovation exercise the average is around 98%. There is really no right or wrong answer, it's all about being innovative and creative and if the students follow the rubric directions its easy to do well. For the situation statement and competitive angle, the average was 92%. This semester, I allowed the students to redo the competitive angle and situation statement as many times as they needed in order to get it correct. It's the basic premise for their marketing plan so it's imperative they get it correct since the entire semester's work is based on these two factors. #3 - For SP 19 the average was 80% with 3 students not submitting. For the SP18 the average was 64% with 4 students not submitting. Again the focus should be on the students who don't submit. Also, one area of the rubric where students fall short in is creating their social media work. A tutorial or practice assignment prior to the operations plan being due might help with student learning. I also began last spring having a "canvas conferencing" session where the students were required to conference with me in canvas. This was not easily achieved due to all the various students schedules. Thus this semester I moved to a quiz on how to do the assignment, which motivates them to read the assignment and rubric well in advance of the assignment being due.	2019-04-23

Expected Action: CLOSING THE LOOP: After examining and discussing the aggregate SLO assessment results, what modifications to curriculum, pedagogy, student support (e.g. tutoring), and/or faculty support (e.g. professional development) are needed to improve student learning? Do changes need to be made in other areas? What will the expected improvement in student learning be after these modifications are implemented?

Action Type: Reflection

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Course Level Responses			
Course	Respondent	Action Taken	Date
Div of Business and Social Sci >> Entrepreneurship			
[ENT240] Marketing for Small Business Spring 2019	O'Neal, Nancy	My first thought is to offer some kind of excel tutoring or push them to the tutoring center. My guess is the students not completing the financial piece do not know how to utilize excel. Also, providing them with a practice exercise in excel to determine which students need help would be an additional "pre" testing that could be used early in the semester. The rubric for both the financial plan and operations plan I tweak every semester adding more examples and opportunities to ask questions prior to beginning the assignment.  Also, I will be changing books for both the myeducator and Guerrilla Marketing to newer versions which I think will aid in learning as well.	2019-04-23

Expected Action: CLOSING THE LOOP: Do any changes need to be made to the SLOs themselves to maximize learning? Consider this in the context of aligning with program learning outcomes and/or general education competencies.

Action Type: Reflection

Course Level Responses			
Course	Respondent	Action Taken	Date
Div of Business and Social Sci >> Entrepreneurship			
[ENT240] Marketing for Small Business Spring 2019	O'Neal, Nancy	No, I believe the SLO's are valid as is. I reviewed all the SLO's in the fall of 2018 to ensure they were appropriate and valid. No changes need to be made at this time.	2019-04-23

**Describe how department faculty implemented plans to improve students' achievement of program learning outcomes. What changes did you make to the program based on assessment results and improvement plans?**

### **Closing the Loop Analysis**

My first thought is to offer some kind of excel tutoring or push them to the tutoring center. My guess is the students not completing the financial piece do not know how to utilize excel. Also, providing them with a practice exercise in excel to determine which students need help would be an additional "pre" testing that could be used early in the semester. The rubric for both the financial plan and operations plan I tweak every semester adding more examples and opportunities to ask questions prior to beginning the assignment. Also, I will be changing books for both the myeducator and Guerrilla Marketing to newer versions which I think will aid in learning as well.

### **3.C. General Education Outcomes Assessment (if applicable)**

#### **Entrepreneurship 2022-23 PUR Self-Study**

- **Describe which general education learning outcomes (GELOs) you assessed in your department/unit and summarize the most significant assessment results.**
- **Describe how department faculty implemented plans to improve students' achievement of GE learning outcomes. What changes did you make to general education based on assessment results and improvement plans? Do any CLOs need to be changed to align with GELOs?**

- I don't believe this is applicable to the ENT program.

### **3A. Curriculum Mapping**

#### **Entrepreneurship 2022-23 PUR Self-Study**

Map Target: AA, Small Business and Entrepreneurship (7)			
CBLs	AA, Small Business and Entrepreneurship (7)		
	PSLO1: Graduate and/or transfer to a four-year institution	PSLO2: Demonstrate their proficiency and knowledge of the fundamentals of small business management.	PSLO3: Assist in the development of entrepreneurial enterprises in the Reno community.
<b>ACCT1</b>			
1. Students will accurately analyze, record, and review accounting transactions.	X		
2. Students will locate, interpret and apply Generally Accepted Accounting Principles to individual accounts and formulate adjustments based on the matching principle.	X		
3. Students will use Generally Accepted Accounting Principles to prepare financial statements.	X		
<b>ACCT2</b>			
1. Students will apply basic principles of cost accounting and other analytical tools to management decision-making scenarios.	X		
2. Students will develop alternative solutions to managerial accounting cases and rank alternative approaches in order of preferences.	X		
3. Students will use spreadsheets based tools to assist in managerial accounting evaluations and presentations.	X		
<b>ECON1</b>			
1. Students will apply economic indicators to assess the state of a product market and analyze changes in the market in order to forecast the amount of the good to be produced and price to be charged.	X		
2. Students will apply graphic analysis in order to determine the effect of changes in prices, wages and interest on output, employment and investment for a typical firm.	X		
3. Students will know the basic differences among the major industrial organizations in a market oriented economy including competitive, monopoly and monopolistic firms.	X		
<b>ECON3</b>			
1. Students will apply economic indicators to assess the state of a financial market and analyze changes in the market in order to forecast the amount of funds loaned or borrowed at the market rate.	X		
2. Students will apply graphic analysis in order to determine the effect of changes in prices, wages and interest on GDP, employment and investment for an economy.	X		
3. Students will know the merits and risks associated with fiscal, monetary and free market economic policies and be able to explain how they can be implemented.	X		
<b>ECON4</b>			
1. Students shall analyze grouped and ungrouped frequency distributions, calculate and interpret statistical measures for such frequency distributions, inferential and explain the results of resampling, variability in sample results, sampling distributions, and the Central Limit Theorem, using these tools to problem-solving.	X		
2. Students shall define statistical concepts, use sampling techniques, calculate and interpret statistical measures, and present data in tables, equations, graphs and words.	X		
3. Students shall understand, explain and utilize the basic rules of probability in calculations of probabilities, in use of probability distributions, and in real-world problem-solving cases.	X		
<b>ECON2</b>			
1. Students will analyze sample data that subject to random variation, using it to make decisions and inferences about populations. Specifically, they will perform, interpret and explain point estimation, confidence interval estimation and hypothesis test with 1, 2 and more than 2 populations.	X		
2. Students will demonstrate analytical skills that enable one to grasp complexities in order to see relationships, similarities and differences between ideas. Specifically, they will determine the appropriate hypothesis test and/or confidence interval estimate to solve word problems dealing with practical issues such as quality control, random experimentation, and business or governmental policies.	X		
3. Students will demonstrate the use of inferential theory and research skills by finding, analyzing and using information from observations, experiments and surveys.	X		
<b>ENT20</b>			
1. Students will describe the characteristics of entrepreneurs and how those characteristics relate to the student.	X	(P)	
2. Students will form and evaluate new ideas.	X	(P)	
3. Students will prepare and pitch their new business idea.	X	(P)	
<b>ENT25</b>			
1. Describe and distinguish financing options.	X	(P)	
2. Evaluate financing options and select the best option.	X	(P)	
3. Prepare documents required for approaching financiers.	X	(P)	
<b>ENT26</b>			
1. Conduct an analysis of the marketing plan, to include return on investment, break even and other measurement tools.	X	(P)	
2. Develop a business strategy and relate that strategy to the marketing for the firm.	X	(P)	
3. Prepare a marketing operations plan, including all aspects of the marketing function.	X	(P)	
<b>ENT28</b>			
1. Advance their concepts into a fully developed business plan.			X (P)
2. Develop an understanding of the process of entrepreneurship.			X (P)
3. Generate creative and realistic business concepts.			X (P)
<b>ENT29</b>			
1. Students will apply marketing systems including branding, serving and satisfying consumer preferences, using marketing vocabulary.	X		
2. Students will design advertising campaigns including: market analysis, evaluation, pricing, distribution means, and use of new technologies.	X		
3. Students will implement global marketing strategies including horizontal and vertical distribution systems, market segmentation/positioning, target marketing in a diverse global market, and describe supply chain management and conduct global marketing.	X		
0	0	0	0



Truckee Meadows			
Entrepreneurship			
Map Origin: Certificate of Achievement, Small Business and Entrepreneurship (16)			
Map Target: Certificate of Achievement, Small Business and Entrepreneurship (16)			
CSLOs	Certificate of Achievement, Small Business and Entrepreneurship (16)		
	PSLO1: Develop a business plan, including the creation, development and presentation of innovative ideas.	PSLO2: Identify and apply effective networking skills.	PSLO3: Identify theories and apply principles in practice of each of the major business functions (accounting, marketing, economics, and finance) requisite for the owning and operating of a small business venture.
<b>ACC201</b>			
1. Students will accurately analyze, record, and review accounting transactions.	X (I)		
2. Students will locate, interpret and apply Generally Accepted Accounting Principles to individual accounts and formulate adjustments based on the Matching Principle.	X (I)		
3. Students will use Generally Accepted Accounting Principles to prepare Financial Statements.	X (I)		
<b>ACC202</b>			
1. Students will apply basic principles of cost accounting and other analytical tools to management decision-making scenarios.	X (I)		
2. Students will develop alternative solutions to managerial accounting cases and rank solution approaches in order of preferences.	X (I)		
3. Students will use spreadsheets based tools to assist in managerial accounting evaluations and presentations.	X (I)		
<b>ENT200</b>			
1. Students will describe the characteristics of entrepreneurs and how those characteristics relate to the student.	X (IP)	X (IP)	
2. Students will form and evaluate new ideas.	X (IP)		
3. Students will prepare and pitch their new business idea.	X (IP)		X (I)
<b>ENT230</b>			
1. Describe and distinguish financing options.	X (IP)		X (IP)
2. Evaluate financing options and select the best option.	X (IP)		X (IP)
3. Prepare documents required for approaching financiers.	X (IP)	X (I)	X (IP)
<b>ENT240</b>			
1. Conduct an analysis of the marketing plan, to include return on investment, break even and other measurement tools.	X (IPD)	X (I)	X (I)
2. Develop a business strategy and relate that strategy to the marketing for the firm.	X (IPD)		X (I)
3. Prepare a marketing operations plan, including all aspects of the marketing function.	X (IPD)	X (I)	X (I)
<b>ENT280</b>			
1. Advance their concepts into a fully developed business plan.	X (IPD)	X (I)	X (I)
2. Develop an understanding of the process of entrepreneurship.	X (IPD)		
3. Generate creative and realistic business concepts.	X (IPD)		
<b>MGT212</b>			
1. Students will demonstrate an understanding of the importance of ethics and ethical actions as they relate to professional behavior in the workplace.		X (I)	
2. Students will describe techniques to both optimize, as well as resolve, conflict.		X (I)	
3. Students will explain the role that culture plays in the formation and maintenance of leader / follower relationships.		X (I)	

Associate of Applied Science, Culinary Arts Entrepreneurs			
Map Origin: Associate of Applied Science, Culinary Arts Entrepreneurs			
Map Target: Associate of Applied Science, Culinary Arts Entrepreneurs			
Associate of Applied Science, Culinary Arts Entrepreneurs			
CSLOs	PSLO1: Demonstrate basic and advanced culinary skills through a series of learned competencies including but not limited to knife care, cutting techniques, stock preparation, complete meal planning, and restaurant experience.	PSLO2: Demonstrate the knowledge to work in commercial hot food kitchens, commercial cold food kitchens, and commercial bakery kitchens.	PSLO3: Students will create a business plan, including the creation, development and presentation of innovative ideas.
<b>ACC135</b>			
1. Students will accurately analyze, record and review accounting transactions.			X (I)
2. Students will demonstrate the ability to prepare standard financial statements.			X (I)
3. Students will demonstrate the ability to process transactions and use features and capabilities of a commonly available general ledger software program.			X (I)
<b>ACC136</b>			
1. Students will accurately analyze, record and review accounting transactions for specific balance sheet accounts using manual and software based methods.			X (I)
2. Students will analyze and prepare adjustments to owners equity and partnership transactions.			X (I)
3. Students will demonstrate he ability to prepare proper adjustments for specific balance sheet accounts and present these accounts in the financial statements.			X (I)
<b>BUS107</b>			
1. Students will be able to "Search and Find" answers to a variety of questions to test their research skills and to establish credibility in speaking and preparing effective PowerPoint slides.			X (I)
2. Students will be able to explain the factors that influence group dynamics and lead to successful group work. Students will list ways that groups arrive at decisions and solve problems.			X (I)
3. Students will develop expertise in writing and delivering a variety of individual business communication presentations and speeches. Students will sharpen their listening and feedback skills and improve nonverbal skills, language skills and their speaking voice.			X (I)
<b>CUL100</b>			
1. Students will identify, explain, and document critical control points in the flow of food.	X		
2. Students will synthesize course knowledge in sanitation by taking the Food Safety Manager Certification examination.	X		
3. Students will write cleaning schedules and procedures for both the kitchen environment and equipment.	X		
<b>CUL165</b>			
1. Students will develop basic skills through a series of stated course competencies.	X		
2. Students will synthesize functions of basic skills including terminology and industry etiquettes.	X		
3. Students will utilize professional skills and safe work habits in the commercial kitchen.	X		
<b>CUL166</b>			
1. Identify the major stations in the classical kitchen.	X		
2. Students will fabricate meat and poultry.	X		
3. Students will practice different cooking methods, making soups and stocks.	X		
<b>CUL167</b>			
1. Student will synthesize functions of the bakery including terminology and bakery fundamentals.	X	X	
2. Students will demonstrate proficiency of professional skills and safe work habits in bakery production.	X	X	
3. Students will develop basic baking skills through a series of stated course competencies.	X	X	
<b>CUL295</b>			
1. Students will practice effective work and employment skills.	X	X	
2. Students will synthesize existing knowledge, skills, and abilities with new practical skills gained in the work site.	X	X	
3. Students will work and do assigned duties written by the employer, student and faculty member.	X	X	
<b>ENT200</b>			
1. Students will describe the characteristics of entrepreneurs and how those characteristics relate to the student.			X (PD)
2. Students will form and evaluate new ideas.			X (PD)
3. Students will prepare and pitch their new business idea.			X (PD)
<b>ENT230</b>			
1. Describe and distinguish financing options.			X (PD)
2. Evaluate financing options and select the best option.			X (PD)
3. Prepare documents required for approaching financiers.			X (PD)
<b>ENT240</b>			
1. Conduct an analysis of the marketing plan, to include return on investment, break even and other measurement tools.			X (PD)
2. Develop a business strategy and relate that strategy to the marketing for the firm.			X (PD)
3. Prepare a marketing operations plan, including all aspects of the marketing function.			X (PD)
<b>ENT280</b>			
1. Advance their concepts into a fully developed business plan.			X (PD)
2. Develop an understanding of the process of entrepreneurship.			X (PD)
3. Generate creative and realistic business concepts.			X (PD)

Culinary Arts			
Map Origin: Certificate of Achievement, Culinary Arts Entrepreneurs,			
Map Target: Certificate of Achievement, Culinary Arts Entrepreneurs			
Certificate of Achievement, Culinary Arts Entrepreneurs			
CSLOs	PSLO1: Demonstrate basic and intermediate culinary skills through a series of learned competencies including but not limited to knife care, cutting techniques, stock preparation, meal planning.	PSLO2: Demonstrate the knowledge to work in commercial hot food kitchens, commercial cold food kitchens, and commercial bakery kitchens.	PSLO3: Develop a business plan for a culinary environment which includes the creation, development and presentation of innovative ideas.
<b>CUL100</b>			
1. Students will identify, explain, and document critical control points in the flow of food.	X (I)		
2. Students will synthesize course knowledge in sanitation by taking the Food Safety Manager Certification examination.	X (I)		
3. Students will write cleaning schedules and procedures for both the kitchen environment and equipment.	X (I)		
<b>CUL105</b>			
1. Students will develop basic skills through a series of stated course competencies.	X (P)		
2. Students will synthesize functions of basic skills including terminology and industry etiquettes.	X (P)		
3. Students will utilize professional skills and safe work habits in the commercial kitchen.	X (P)		
<b>CUL106</b>			
1. Identify the major stations in the classical kitchen.	X (I)		
2. Students will fabricate meat and poultry.	X (I)		
3. Students will practice different cooking methods, making soups and stocks.	X (I)		
<b>CUL245</b>			
1. Students will apply cost controls, business mathematics, terminologies and fundamentals to business models.			X (I)
2. Students will apply staffing and labor costs in a series of stated course case studies.			X (I)
3. Students will develop a restaurant operations marketing plan.			X (I)
<b>CUL295</b>			
1. Students will practice effective work and employment skills.	X	X	
2. Students will synthesize existing knowledge, skills, and abilities with new practical skills gained in the work site.	X	X	
3. Students will work and do assigned duties written by the employer, student, and faculty member.	X	X	
<b>ENT200</b>			
1. Students will describe the characteristics of entrepreneurs and how those characteristics relate to the student.			X (PD)
2. Students will form and evaluate new ideas.			X (PD)
3. Students will prepare and pitch their new business idea.			X (PD)
<b>ENT240</b>			
1. Conduct an analysis of the marketing plan, to include return on investment, break even and other measurement tools.			X (PD)
2. Develop a business strategy and relate that strategy to the marketing for the firm.			X (PD)
3. Prepare a marketing operations plan, including all aspects of the marketing function.			X (PD)
<b>ENT280</b>			
1. Advance their concepts into a fully developed business plan.			X (PD)
2. Develop an understanding of the process of			X (PD)
3. Generate creative and realistic business concepts.			X (PD)

**Please analyze the following. Remember to paste a copy of your curriculum map.**

- **PLOs: Do all PLOs reflect what you want students to demonstrate once they complete the program? Are there any PLOs that need to be updated?**
- **Potential gaps and redundancies: Are there any PLOs that are not addressed in the curriculum? Are there any unwanted redundancies of PLOs in the curriculum?**
- **CLO alignment: Is there a need to modify any course learning outcomes so that courses better support PLOs?**
- **Course sequencing: Is there a need to modify the course sequencing so that learning is scaffolded throughout the program? In other words, courses taken earlier in the program sequence should introduce PLOs, and courses taken later in the sequence should reinforce PLOs by offering students additional opportunities to practice.**
- **Curriculum and learning opportunities: Is it necessary to introduce new learning opportunities to reinforce learning in specific courses? These could be modules or assignments in courses, additional courses, and/or co-curricular opportunities that would be required of all students in the program.**
- **Do you need to make any changes to the curriculum map after this analysis?**
- **Other?**

**Analysis:**

- **PLOs: Do all PLOs reflect what you want students to demonstrate once they complete the program? Are there any PLOs that need to be updated?** The PLO's do reflect what students should be able to demonstrate once they complete the program. I believe though the PLO #1 - "Graduate and/or transfer to a four year institution" should be changed to a more relevant PLO for the AA Small Business and Entrepreneurship program.
- **Potential gaps and redundancies: Are there any PLOs that are not addressed in the curriculum? Are there any unwanted redundancies of PLOs in the curriculum?** I believe the gap is in the PLO#1 for the AA Small Business and Entrepreneurship program. A PLO needs to be created that ties in more to starting a small business vs. transferring to another institution. I do not see any redundancies.
- **CLO alignment: Is there a need to modify any course learning outcomes so that courses better support PLOs?** After the new PLO has been created the CLO alignment should obviously be reviewed. As of right now the learning course outcomes support the PLOs.
- **Course sequencing: Is there a need to modify the course sequencing so that learning is**

scaffolded throughout the program? In other words, courses taken earlier in the program sequence should introduce PLOs, and courses taken later in the sequence should reinforce PLOs by offering students additional opportunities to practice. The Culinary program is already set up with the scaffolding. I would like to see the ENT courses offered in such a sequence that ENT 200 - Fundamentals of Entrepreneurship is the first class completed with ENT 280 - Business planning being the capstone class. ENT 230 - Entrepreneurship Finance and ENT 240 - Marketing for Small Businesses can be completed in any sequence in between ENT 200 & ENT 280.

- **Curriculum and learning opportunities: Is it necessary to introduce new learning opportunities to reinforce learning in specific courses? These could be modules or assignments in courses, additional courses, and/or co-curricular opportunities that would be required of all students in the program.** One idea is to start requiring "elevator" pitches in all four of the ENT courses so students gain more comfort and expertise in presenting and pitching their ideas. Currently only two elevator pitches are required in ENT 200 - Fundamentals of Entrepreneurship.

- **Do you need to make any changes to the curriculum map after this analysis?** As stated above the only change that needs to be made is to the PLO #1 for the AA degree in entrepreneurship as well as look at the scaffolding of the four ENT courses.

**AA Small Business & Entrepreneurship Program Outcomes (PLO)**

- Graduate and/or transfer to a four-year institution.
- Demonstrate their proficiency and knowledge of the fundamentals of small business management.
- Assist in the development of entrepreneurial enterprises in the Reno community.

**Certificate of Entrepreneurship Program Outcomes (PLO)**

- Develop a business plan, including the creation, development and presentation of innovative ideas.
- Identify and apply effective networking skills.
- Identify theories and apply principles in practice of each of the major business functions (accounting, marketing, economics, and finance) required for the owning and operating of a small business venture.

**[ENT]: PUR Evaluation Rubric 2022-2023**

Evaluation Criteria	Initial	Emerging	Developed	Category Vote
Unit Overview				I. Program
a. (PLOs) align with the program's/department's mission	PLOs are not aligned to the mission.	PLO alignment with the program/unit mission could be improved.	PLOs are clearly aligned to the mission.	Developed
ent Status of the Program/Unit				II. Curr

<p><b>a. The program demonstrates documented progress towards recommendations from previous PURs, APRs, and external reviews.</b></p>	<p>There does not appear to be sufficient progress made and documentation is lacking.</p>	<p>Some progress has been made, but documentation could be clearer and better supported.</p>	<p>Meaningful progress has been made and clearly documented.</p>	<p>Developed</p>
<p><b>b. Describe how your program(s) are meeting workforce needs, especially in the northern Nevada region. (For AAS Degrees, Certificates, and Allied Health only.)</b></p>	<p>There is not sufficient evidence that the program(s) is/are meeting industry standards and/or workforce needs.</p>	<p>There is some evidence that the program(s) is/ are meeting industry standards and/or workforce needs.</p>	<p>There is sufficient evidence that the program(s) is/are meeting industry standards and/or workforce needs.</p>	<p>Initial - For the AA certificate in Entrepreneurship, there is not sufficient evidence that the program is meeting industry standards or workforce needs. There is no way to track whether a student who has completed a certificate in Entrepreneurship (ENT) has opened a small business venture in Reno/Sparks area.</p>
<p><b>c. What are faculty in the department/unit currently doing or planning to help ensure that instructional materials are accessible to students with disabilities?</b></p>	<p>All full-time department faculty have attended a Professional Development session on accessibility.</p>	<p>All full-time department faculty have attended a Professional Development session on accessibility and run accessibility checkers on instructional materials.</p>	<p>All full-time department faculty have attended a Professional Development session on accessibility, run accessibility checkers on instructional materials and completed the "Creating Accessible Content" workshop. (Month long workshop with a stipend.)</p>	<p>Initial - We are at the Initial stage here where the full time faculty in ENT need to complete a PR session on accessibility.</p>
<p><b>d. What are faculty in the department/unit currently doing or planning to offer affordable instructional materials to students?</b></p>	<p>Faculty may have plans to but have not reviewed instructional materials for better affordability.</p>	<p>Faculty have begun evaluating instructional materials for better affordability.</p>	<p>Faculty have evaluated, developed, and/or using more affordable instructional materials.</p>	<p>Developed - Faculty have evaluated and developed more affordable instructional materials by offering Ebooks, rentals and by not adopting the latest version of textbooks. This could probably be reviewed again from an OER perspective. However, last time it was</p>

				reviewed there were limited offerings in the areas of entrepreneurship, especially as it related to ENT Marketing, ENT Finance and ENT Business plan writing.
<b>e. The program’s description, PLOs, course descriptions, course offerings are accurate in the catalog, and courses have been offered on a consistent basis.</b>	Three or more of the following areas are inaccurate: program description, PLOs, course descriptions, and course offerings; some courses have not been offered in > 4 years.	1-2 of the following areas are inaccurate: program description, PLOs, course descriptions, and course offerings, some courses have not been offered in > 4 years..	Program description, PLOs, course descriptions, and course offerings are accurate, all courses have been offered within 4 years..	Developed – Some of the course objectives and descriptions for the four main courses which include ENT 200,230,240 & 280 were updated in July and are in the process of being updated in the system.
<b>III. Program or Unit Learning Outcomes Assessment</b>				
<b>a. PLOs align/map to course student learning outcomes (CSLOs).</b>	CSLOs do not appear to align/map to PLOs.	CSLOs in some required courses in degree/cert courses align/map to PLOs.	CSLOs from all required courses in degree/cert align/map to PLOs.	Developed
<b>b. PLOs and CLOs are clearly written and measurable.</b>	PLOs and CLOs are not clearly written or measurable	PLOs and CLOs are clearly written but not measurable.	PLOs and CLOs are clearly written and measurable.	Developed
<b>c. There is evidence of PLO assessment data collection and analysis.</b>	There is little to no data collection or analysis.	Assessment data are collected, but there is little to no analysis.	Assessment data are collected and thoroughly analyzed.	Developed
<b>d. There is documented evidence of using assessment results to improve the program.</b>	Evidence/ documentation of using assessment results to improve the program is lacking.	Evidence/ documentation improvements using assessment results is vague or unclear.	Evidence/document ation of using assessment results are present and clearly explain how results improve the program.	Emerging - This is the second PUR that has been accomplished for the ENT program. Thus, this is the first assessment we have done.

<p><b>e. (If applicable) There is evidence of General Education assessment, including the use of results to improve GE outcomes achievement.</b></p>	<p>There is little to no GE assessment data collection or analysis.</p>	<p>GE Assessment data are collected and analyzed, but evidence of its use to improve GELO achievement is lacking.</p>	<p>GE Assessment data are collected and analyzed, and clearly used to improve GELO achievement.</p>	<p>N/A</p>
<p><b>IV. E</b></p>				
<p>rollment and Demographics</p>				
<p><b>a. FTE and section counts suggest that the program is viable.</b></p>	<p>Program enrollment is concerning or declining compared to division or college trends based on FTE and section count.</p>	<p>Program enrollment is stable or following division or college trends based on FTE and section count.</p>	<p>Program enrollment is robust or outpacing division or college trends based on FTE and section count.</p>	<p>It depends upon which ENT program you are reviewing from the past four years.                  AAS Culinary +45%, Culinary CERT -67%, ENT AA – 20%, ENT Cert +200%, MassENT -38%, MassENT Cert no data, Graphic Arts Cert – no data, PTENTAAS – 0% change, and PTENT cert no data, Bookkeeping ENT – no data.                  NOTE: TMCC’s overall headcount 5 year change from 2017 – 2021 is – 11%.                  The enrollment trends for FTE from SP18 = 24.6 to SP22 = 23.2. A slight decline.</p>
<p><b>b. Course fill rates and unsuccessful enrollment attempts suggest that student demand for courses is being met.</b></p>	<p>Scheduling is concerning based on fill rates and unsuccessful enrollment attempts.</p>	<p>There is opportunity to improve scheduling based fill rates and/or unsuccessful enrollment attempts.</p>	<p>Scheduling is efficient and student-centered as based on fill rates and unsuccessful enrollment attempt data.</p>	<p>Developed – ENT four main courses average past 5 year fill rates were: FA 66% SP 63% as compared to the TMCC 5 year average fill rates of FA 73% SP 67%</p> <p>Unsuccessful enrollment attempts (excluding student holds) for SP22 was as follows: ENT 200 = 2, ENT 230 = 0,</p>



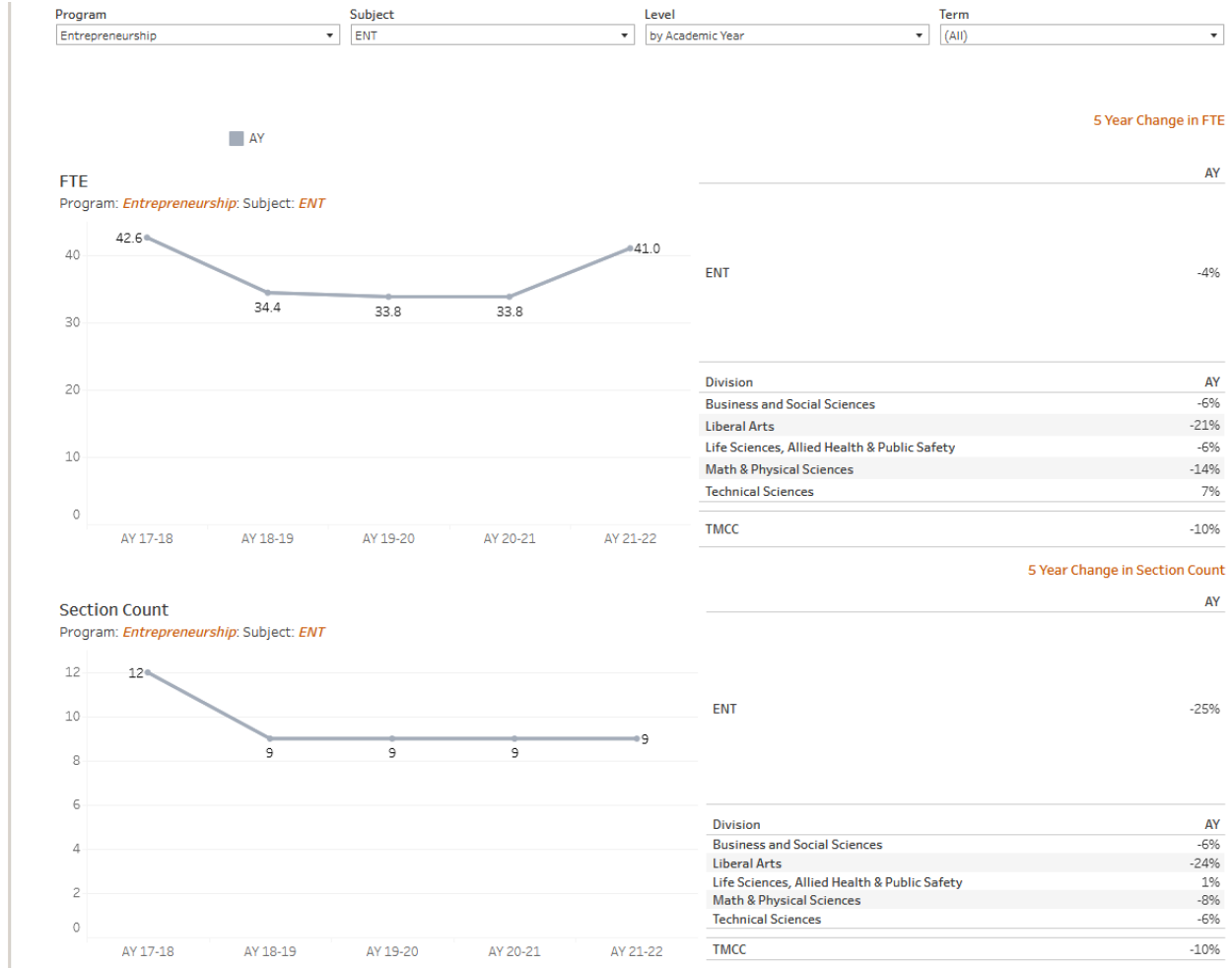
				ENT 240 = 0, ENT 280 = 0
<b>c. Demographic data (ethnicity, gender, credit load, student status, age range) are analyzed for potential underserved student populations.</b>	Demographic data are described but not analyzed (no comparison to TMCC demographics). There is no discussion of potential underserved student populations.	Demographic data are analyzed and compared to TMCC demographics. Potential equity gaps are noted but ideas for closing these potential inequities are not discussed.	Demographic data are analyzed and compared to TMCC demographics. Potential equity gaps are noted and ideas for closing these potential inequities are discussed.	Emerging & Developed ENT program gaps would be in age range (under 18 ) No other demographic gaps were found
<b>V. Student Success</b>				
<b>a. Course completion rates suggest student success in the program.</b>	Course completion rates are concerning or declining compared to college trends.	Course completion rates are in line with or following college trends.	Course completion rates are robust or outpacing college trends.	Emerging College course completion rate for the past 5 years is 79% and successful completion rate is 69% Business and Social Sciences pass rate for the past 5 years range was 80% completion rate and 72% successful completion rate ENT course pass rates for the past 5 years is 73% with successful completion (C or better) = 64% A definite trend downward during the pandemic.
<b>b. Course pass rates are analyzed in terms of potential equity gaps.</b>	There is no analysis or discussion of potential equity gaps in course pass rates.	Potential equity gaps in course pass rates are noted but ideas for closing any equity gaps are not discussed.	Potential equity gaps in course pass rates are noted and ideas for closing any equity gaps are discussed.	Developed
<b>d. The number of graduates and transfer students are analyzed in terms of potential equity gaps.</b>	There is no analysis or discussion of potential equity gaps in the number of graduates.	Potential equity gaps in the number of graduates are noted but ideas for closing any equity gaps are not discussed.	Potential equity gaps in the number of graduates are noted and ideas for closing any equity gaps are discussed.	N/A – No data available for ENT program

<b>VI. Resources</b>				
<b>a. Based on FT/PT ratios, SCH taught, support staff, and facilities and technology, the program has sufficient resources to maintain or improve student learning and success.</b>	Resources are not sufficient to maintain or improve student success.	There are some resources needed to maintain or improve student success.	Program resources are sufficient to maintain or improve student success.	Developed - For the full time FTE for ENT the FTE has been in the .6 range which indicates that there is around .4 release time given to the full time faculty. This aligns nicely with that allotted headcount for the ENT program which is .5
<b>V</b>				
<b>II. Future Directions</b>				
<b>a. There are clear implementation strategies to sustain or improve student learning based on curriculum review and assessment.</b>	Implementation strategies are presented not informed by curriculum review or assessment.	Implementation strategies are partially informed by curriculum review or assessment.	Implementation strategies are informed by curriculum review and assessment.	Developed – schedule standards of curriculum review and assessment are followed for all ENT courses.
<b>b. There are clear implementation strategies to sustain or improve program enrollment, including potential equity gaps, based on enrollment data.</b>	Implementation strategies are not informed by enrollment data or do not address potential equity gaps.	Implementation strategies are only partially informed by enrollment data or only partially address potential equity gaps.	Implementation strategies are informed by enrollment data and clearly address potential equity gaps.	N/A – equity gap data not available for ENT courses
<b>c. Based on student success data, there are clear implementation strategies to improve student success metrics, including any equity gaps.</b>	Implementation strategies are not informed by student success data or do not address potential equity gaps.	Implementation strategies are only partially informed by student success data or only partially address potential equity gaps.	Implementation strategies are informed by student success data and clearly address potential equity gaps.	N/A – equity gap data not available for ENT courses
<b>d. The goals and timelines for completion outlined in the program/unit’s</b>	The plan’s major goals and timelines do not focus on program/unit improvement, are not feasible, or do	The focus, feasibility, or alignment of the plan’s major goals and timelines could be improved.	The plan’s major goals and timelines focus on program/unit improvement, are feasible, and align	developed

<p><b>5-year plan are focused on program improvement, are feasible, and align with the Academic Affairs or College Strategic Plan(s).</b></p>	<p>not align with college plans.</p>		<p>with college plans.</p>	
<p><b>VIII. Resource Requests</b></p>				
<p><b>a. Resource requests are informed by data and align with the Academic Affairs or College Strategic Plan(s).</b></p>	<p>Resource requests are not informed by data or do not align with college plans.</p>	<p>Resource requests need stronger data or alignment with college plans.</p>	<p>Resource requests are informed by data and align with college plans.</p>	<p>developed</p>

#### 4.A. FTE and Section Count

**Entrepreneurship 2022-23 PUR Self-Study**



**Unsuccessful Enrollment Attempts**

Program:  Subject:

**5 Yr Average Unsuccessful Enrollment Attempts**  
 An enrollment attempt is considered unsuccessful if the student tried to enroll in one or more sections of a course but could not because the section was full, and who ultimately did not take the course that term. If they eventually enrolled in another section, they are not counted as unsuccessful. And a student is only counted once per course no matter how many section-level attempts they had.

Course Level  
Program: *Entrepreneurship*

Course Level	Average	Division & College Wide	Average
ENT 200	3.43	Business and Social Sciences	4.41
ENT 240	1.00	Liberal Arts	8.57
		Life Sciences, Allied Health & Public Safety	7.80
		Math & Physical Sciences	21.56
		Technical Sciences	3.14
		TMCC	7.73

**Please analyze the trends in FTE and course section counts. Discuss what these trends suggest about the viability of program enrollment.**

- ENT 200 enrollments have leveled off at 49 students with an FTE of 9.8.
- ENT 230 data is not available.
- ENT 240 enrollments are trending up with 31 students this past year and FTE of 6.2
- ENT 280 enrollments are slightly trending up with 19 students this past year and FTE of 3.8
- So the question is there is enough of a demand for the classes to continue the program. I would say yes since only there is a .5 FTE allotment for a professor for the entrepreneurship program here at TMCC.

**4.B. Course Fill Rates and Unsuccessful Enrollment Attempts**

**Entrepreneurship 2022-23 PUR Self-Study**

**Unsuccessful Enrollment Attempts**

Program:  Subject:

**5 Yr Average Unsuccessful Enrollment Attempts**

An enrollment attempt is considered unsuccessful if the student tried to enroll in one or more sections of a course but could not because the section was full, and who ultimately did not take the course that term. If they eventually enrolled in another section, they are not counted as unsuccessful. And a student is only counted once per course no matter how many section-level attempts they had.

**Course Level**

Program: Entrepreneurship

ENT 200	3.43
ENT 240	1.00

**Division & College Wide**

Business and Social Sciences	4.41
Liberal Arts	8.57
Life Sciences, Allied Health & Public Safety	7.80
Math & Physical Sciences	21.56
Technical Sciences	3.14
TMCC	7.73

**Unsuccessful Enrollment Attempts**

Program:  Subject:

**5 Yr Average Unsuccessful Enrollment Attempts**

An enrollment attempt is considered unsuccessful if the student tried to enroll in one or more sections of a course but could not because the section was full, and who ultimately did not take the course that term. If they eventually enrolled in another section, they are not counted as unsuccessful. And a student is only counted once per course no matter how many section-level attempts they had.

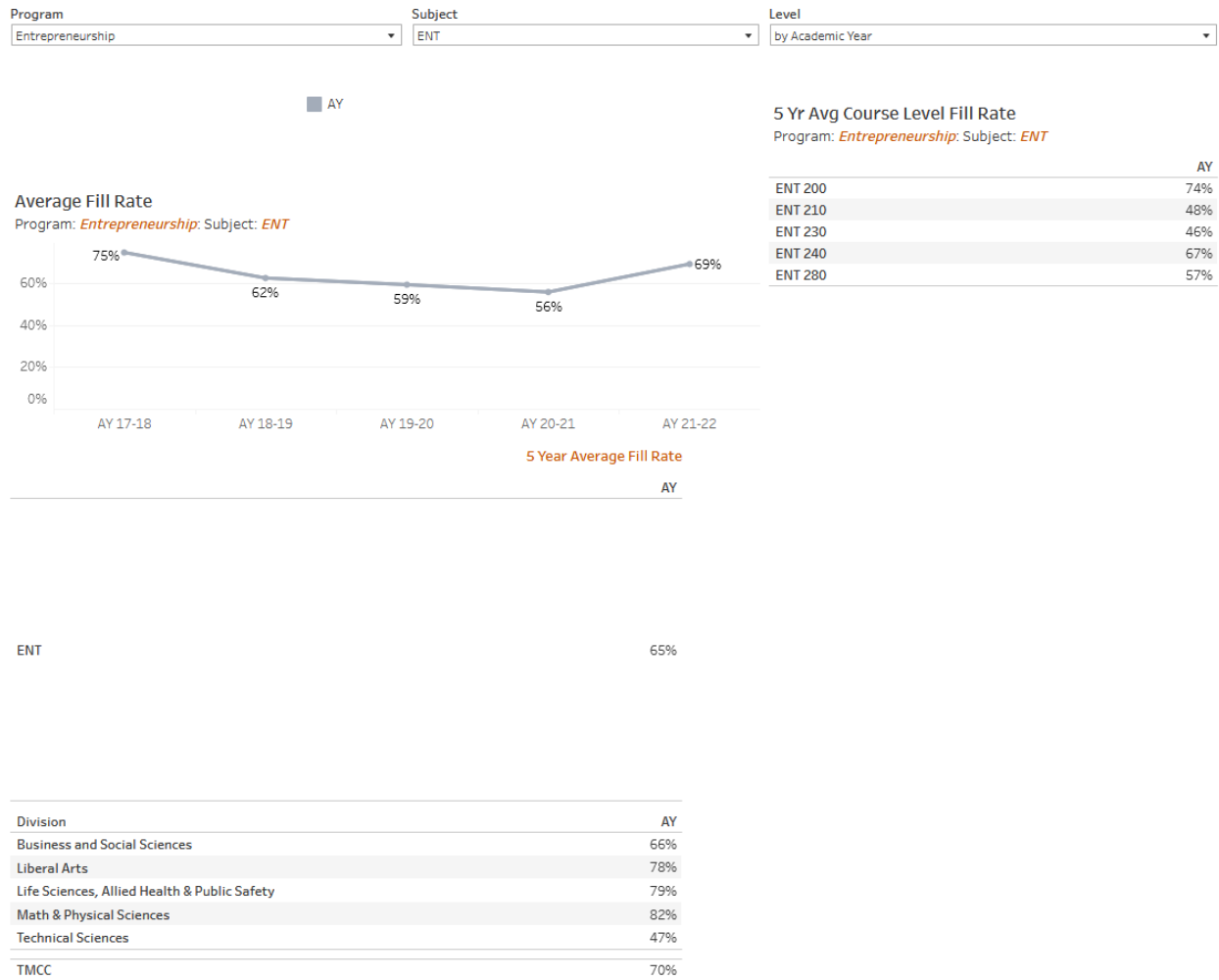
**Course Level**

Program: Entrepreneurship

ENT 200	3.43
ENT 240	1.00

**Division & College Wide**

Business and Social Sciences	4.41
Liberal Arts	8.57
Life Sciences, Allied Health & Public Safety	7.80
Math & Physical Sciences	21.56
Technical Sciences	3.14
TMCC	7.73



**Please analyze the trends in course fill rates and unsuccessful enrollment attempts. Discuss what these trends suggest about meeting student demand.**

All four ENT 200, 230, 240 & 280 have zero unsuccessful enrollment attempts. In terms of fill rates, the average fill rate in AY17-18 was 59% and in AY21 - 22 was 42 - 50%, the average fill rate for spring and fall is about the same except for spring of 22 was somewhat lower than normal at 42%. So it appears that fall student demand is usually slightly higher than spring enrollments.

### 4.C. Student Demographics: Ethnicity, Gender, Credit Load, Student Status, and Age Range

#### Entrepreneurship 2022-23 PUR Self-Study

Headcount of Subject Takers

Program: *Entrepreneurship*; Subject: *ENT*

Subject	Fall 17	Fall 21	5 Yr Change
ENT	79	85	8%

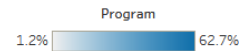
TMCC Headcount

Institution	Fall 17	Fall 21	5 Yr Change
TMCC	11110	9923	-11%

Term:  Demographics:

Subject Takers by Ethnicity

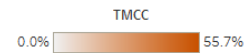
Term: *Fall* Program: *Entrepreneurship*; Subject: *ENT*



Selected Granularity	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
International	2.5%				2.4%
American Indian	2.5%	2.7%	6.1%	1.7%	1.2%
Asian	7.6%	10.7%	3.0%	3.4%	7.1%
Black	5.1%	2.7%			4.7%
Hispanic	17.7%	13.3%	25.8%	28.8%	27.1%
Caucasian	59.5%	61.3%	56.1%	62.7%	50.6%
Two or more races	1.3%	6.7%	6.1%	1.7%	7.1%
Unknown	3.8%	2.7%	3.0%	1.7%	

TMCC by Ethnicity

Term: *Fall*



	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
International	0.4%	0.4%	0.3%	0.4%	0.5%
American Indian	1.3%	1.3%	1.0%	1.0%	1.3%
Asian	6.0%	5.9%	5.8%	6.5%	6.1%
Black	2.5%	2.6%	2.8%	2.8%	2.5%
Hawaiian or Pacific Islander	0.0%	0.0%	0.1%	0.1%	0.1%
Hispanic	28.8%	29.9%	32.3%	31.1%	33.6%
Caucasian	55.7%	54.1%	51.7%	51.5%	49.6%
Two or more races	3.5%	3.7%	4.2%	4.7%	4.3%
Unknown	1.7%	1.9%	1.7%	1.9%	2.1%

Program:  Subject:

This section shows the demographics of the students who have taken a subject in your program.

**Headcount of Subject Takers**

Program: *Entrepreneurship*; Subject: *ENT*

Subject	Fall 17	Fall 21	5 Yr Change
ENT	79	85	8%

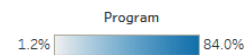
**TMCC Headcount**

Institution	Fall 17	Fall 21	5 Yr Change
TMCC	11110	9923	-11%

Term:  Demographics:

**Subject Takers by Student Status**

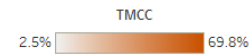
Term: *Fall* Program: *Entrepreneurship*; Subject: *ENT*



Selected Granularity	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
New	8.9%	5.3%	4.5%	11.9%	16.5%
Continuing	74.7%	84.0%	78.8%	83.1%	69.4%
New Transfer	13.9%	8.0%	12.1%	3.4%	12.9%
New High School	2.5%		1.5%		1.2%
Continuing HS		2.7%	3.0%	1.7%	

**TMCC by Student Status**

Term: *Fall*



	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
New	14.0%	15.2%	14.6%	13.5%	16.3%
Continuing	69.8%	65.5%	62.1%	60.9%	61.0%
New Transfer	9.9%	11.0%	8.7%	7.8%	8.1%
New High School	3.8%	5.7%	11.1%	12.4%	8.3%
Continuing HS	2.5%	2.6%	3.5%	5.4%	6.4%



Program: Entrepreneurship Subject: ENT

This section shows the demographics of the students who have taken a subject in your program.

**Headcount of Subject Takers**  
Program: *Entrepreneurship*; Subject: *ENT*

Subject	Fall 17	Fall 21	5 Yr Change
ENT	79	85	8%

**TMCC Headcount**

Institution	Fall 17	Fall 21	5 Yr Change
TMCC	11110	9923	-11%

Term: Fall Demographics: by Age Range

**Subject Takers by Age Range**  
Term: *Fall*; Program: *Entrepreneurship*; Subject: *ENT*

Selected Granularity	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
<18	1.3%	1.3%	3.0%	1.7%	1.2%
18-24	45.6%	52.0%	59.1%	66.1%	58.8%
25-34	27.8%	28.0%	21.2%	20.3%	23.5%
35-49	19.0%	13.3%	10.6%	8.5%	14.1%
50+	6.3%	5.3%	6.1%	3.4%	2.4%

**TMCC by Age Range**  
Term: *Fall*

Selected Granularity	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
<18	5.5%	7.1%	12.7%	15.0%	11.8%
18-24	56.3%	54.6%	52.9%	51.4%	52.8%
25-34	23.8%	23.9%	22.2%	22.8%	23.6%
35-49	10.3%	10.5%	9.0%	8.4%	9.3%
50+	4.1%	3.9%	3.3%	2.4%	2.5%

**Briefly describe the typical student profile in terms of ethnicity, gender, credit load, student status, and age range in your program/unit, including how they compare to demographics of the college. Please note any potentially underserved student populations and discuss ideas for closing potential equity gaps. An equity gap is where there is a significant and persistent disparity in access or achievement between different groups of students.**

**Does the program’s teaching staff look like its student population? If not, discuss ideas for how faculty can use more inclusive teaching methods.**

The majority of entrepreneurship students are Caucasian around 50-55% with Hispanics making up around 30% of the population. College level ethnicity as a whole shows around 50% Caucasian and 33 % Hispanic.

In terms of gender the entrepreneurship student profile is comprised slightly more females around 55-63% over the last couple of years except for Fall of 21, where males outnumbered females making up 53% of the population with females around 47%.

In terms of credit load 43% of the population were full time students with 57% part time students. At the college level TMCC students average around 29% full time and 71% part time.

In terms of student status, 24% were new students, 64% continuing and 11% new transfer students. At the college level TMCC student status was 16% new, 61% continuing, 8% new transfer and 14 % high school students. We see a gap here with little to no high school students being enrolled in the entrepreneurship program.

In terms of age range, the majority of the students 55% are in the range of 18 - 24 years, with 23% of the students between 25 - 34 years, and 17% of the students 35 - 49 years of age. This compares to TMCC average student age of 52%, 23% and 10% respectively. The only underserved population at this point would be the age range younger than 18, where the college data shows a population of around 11%. Possibly reaching out to TMCC high school students with information regarding the TMCC's entrepreneurship programs might help close this gap.

## 5.A. Course Completion Rates

### Entrepreneurship 2022-23 PUR Self-Study

**Please describe any substantial trends or shifts that you see in the overall course completion rate and successful completion (C or better). What might these trends or shifts mean? Next, disaggregate the data by student demographics. Discuss any potential equity gaps and ideas for closing these gaps. An educational equity gap is where there is a significant and persistent disparity in educational attainment between different groups of students.**

In terms of the overall course completion rate and the successful completion rate (C or better) the 5 year completion rate has averaged 73% while the successful completion rate over 5 years has averaged 64%. There was an increased rate in completion rate and successful completion rate during AY 20 - 21 which was probably due to students working less and focusing more on school due to the pandemic and being stuck at home.

In terms of student demographics, Caucasian students have a slightly higher % completion rate of 76% over Hispanic students with a 71%. Also, the successful completion rate of Hispanic students is also lower than Caucasian students with a 60% rate vs. 68% rate.

There does seem to be an educational equity gap in completion and successful completion rates between the Caucasian and Hispanic students.

Program:  Subject:  Level:

The tables below show the percent of students completing your courses. These numbers are compared to all divisions and to TMCC as a whole. The metrics can be disaggregated by the demographics below.

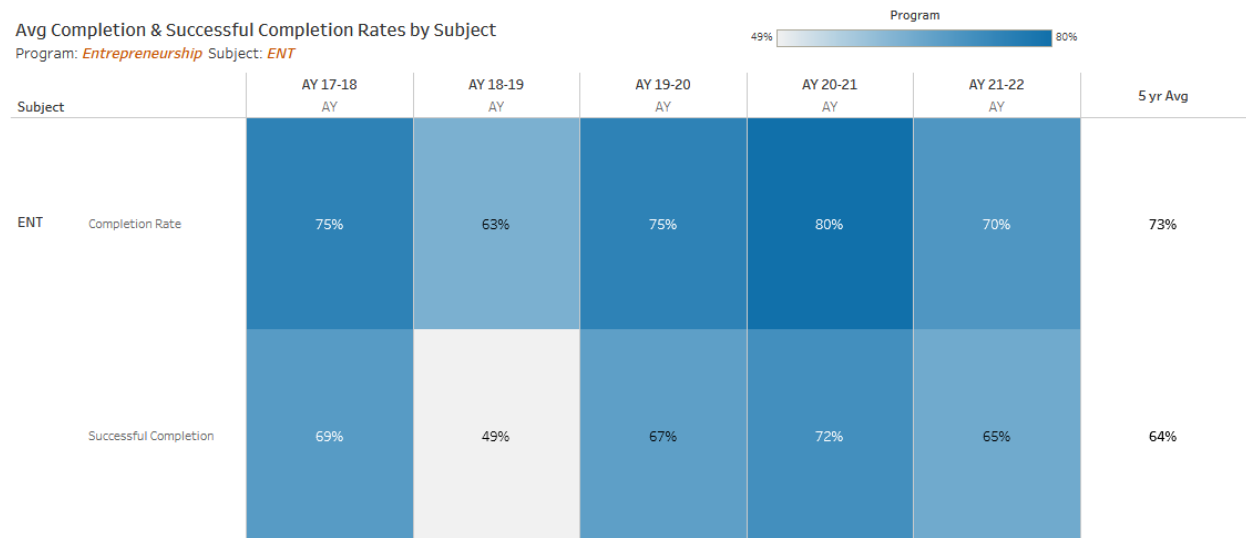
**Completion Rate:** The number of students who remain in a class until the end of the semester and receive A, B, C, D, Pass (P), Satisfactory (S), In Progress (X), Incomplete (I) or Audit (AD) grade notations.

**Successful Completion:** The number of students who completed a course with a C or better (A, B, C).

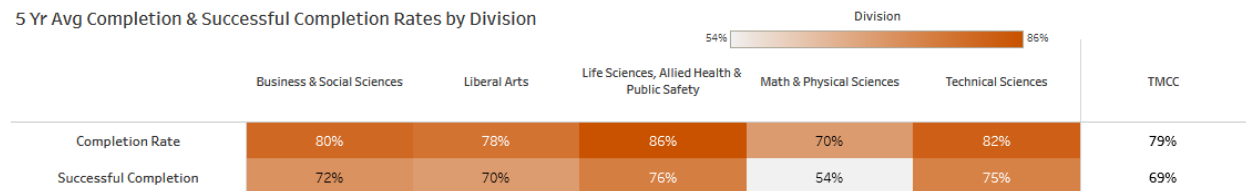
Gender:  Ethnicity:  Credit Load:  Age Range:  Student Status:  First Generation:  Pell Eligible:

**Avg Completion & Successful Completion Rates by Subject**

Program: *Entrepreneurship* Subject: *ENT*

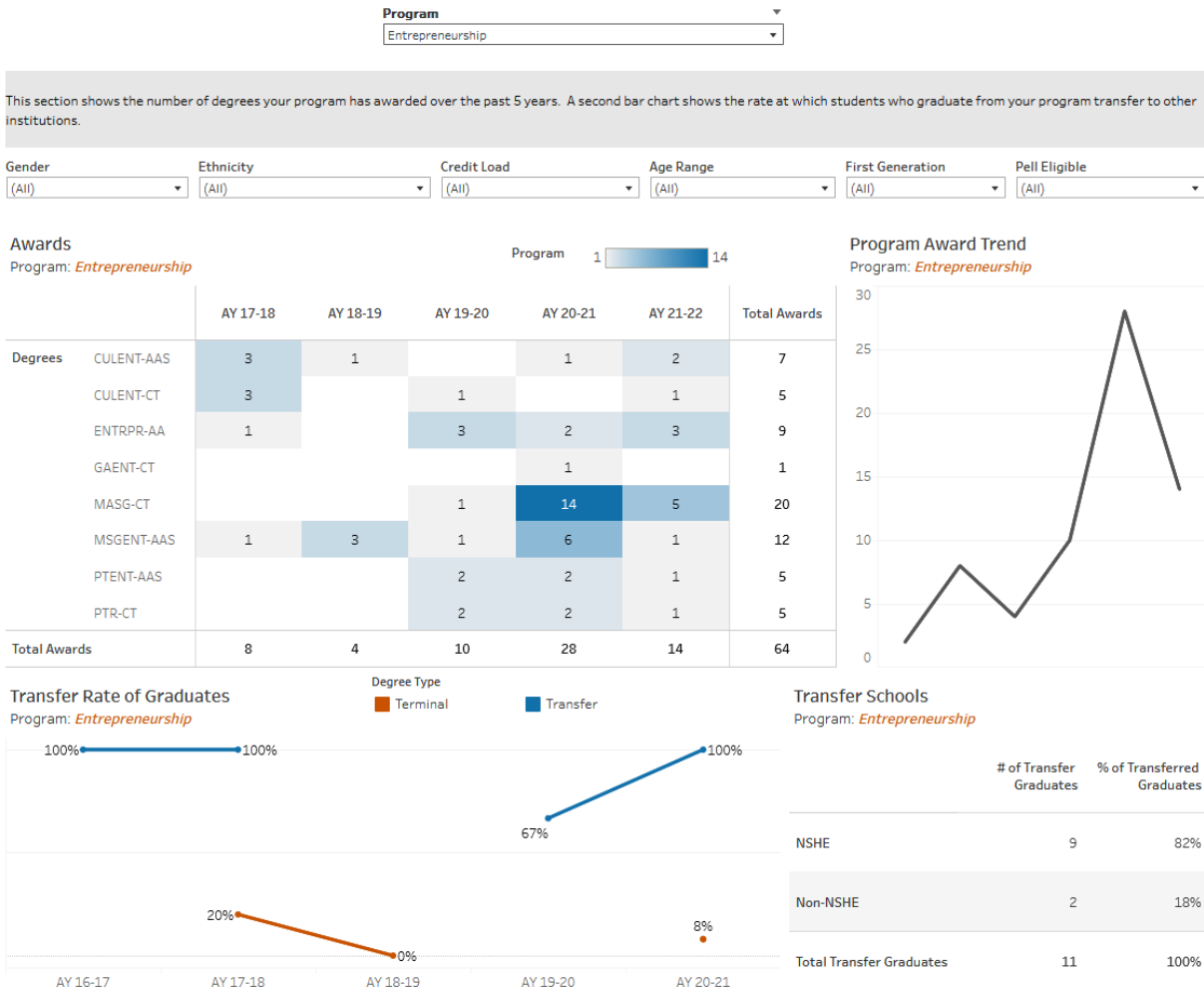


**5 Yr Avg Completion & Successful Completion Rates by Division**



## 5.B. Graduation and Transfer

### Entrepreneurship 2022-23 PUR Self-Study



**Please discuss any trends or shifts that you see in the number of graduates and graduates who have transferred in the past 5 years.**

**Next, disaggregate the data by student demographics, and discuss any potential equity gaps: Which student populations are earning degrees or certificates compared to the demographic makeup of the program? Do graduates resemble the student demographics of the program? If not, discuss ideas to mitigate potential equity gaps.**

In terms of graduation rates over the past 5 years, culinary ENT AAS & Cert students have graduated 12 students, ENT AA 9 students, graphic arts/ENT (which is fairly new) 1 student, Massage AAS & Cert 32 students, personal training/ENT 10 students. Looking at the data in AY2021 we peaked and have been on a downward trend this past year.

In terms of transfer graduation rates we have been fairly successful trending to 100% except during AY 17 - 19.

## 6.A. Faculty Achievement

### Entrepreneurship 2022-23 PUR Self-Study

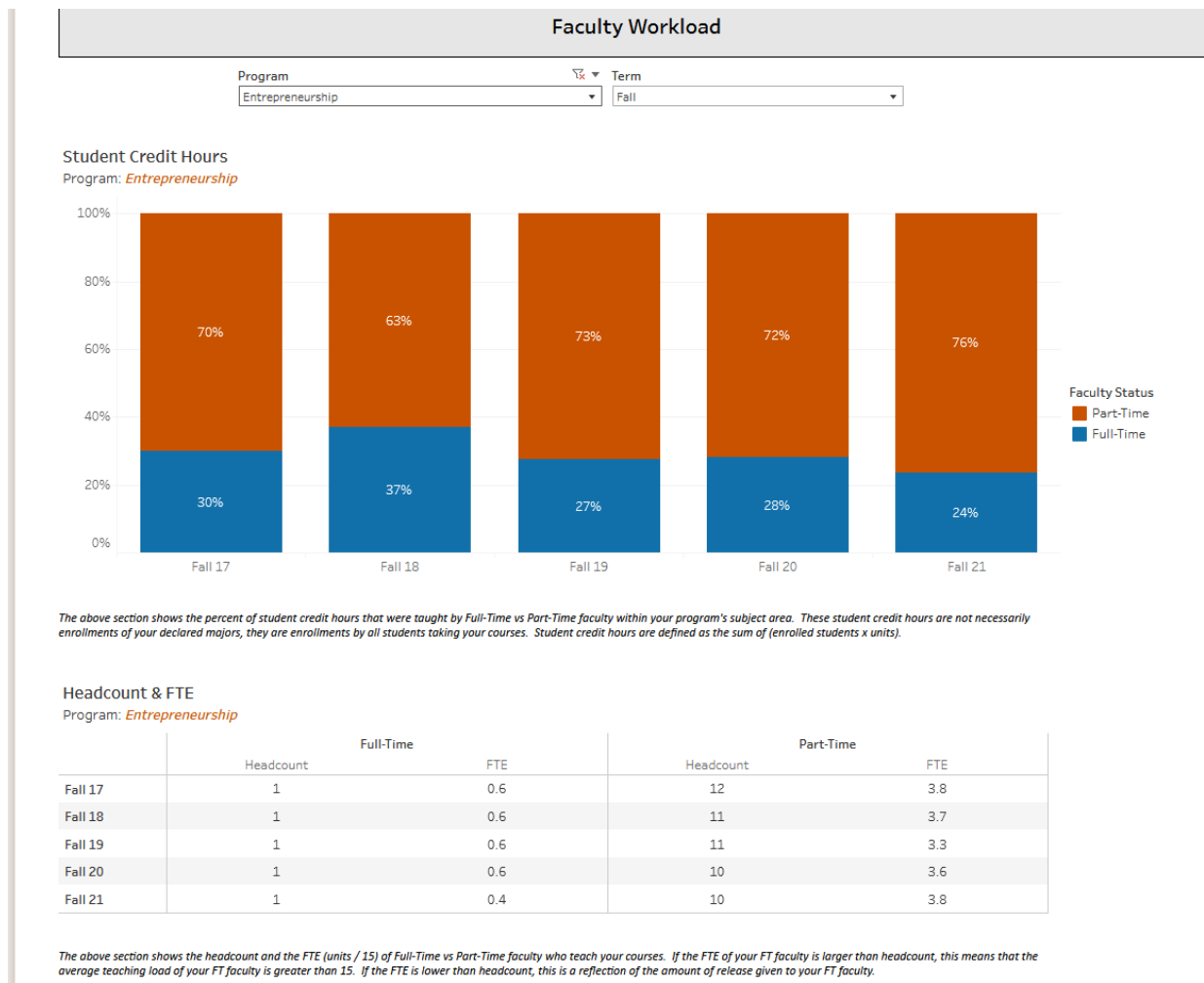
**Describe the program/unit's full-time (FT) faculty credentials, experience, and highlights of significant activities and/or contributions to TMCC. Please use the format below for each FT faculty member.**

- **Faculty Name, FTE**
- **Degree(s) or professional certification(s) awarded, discipline, awarding institution**
- **Substantial accomplishments or contributions to the community, especially those related to education or your discipline (e.g. mentoring, community service) (Please limit to 3)**
- **Number of years teaching at TMCC**
- **Total number of years in academia**
- **Primary courses taught**
- **Significant activities or contributions made to TMCC (Please limit to 3)**

- Nancy O'Neal, .5 FTE
- MBA Cal Poly San Luis Obispo, BS Industrial Management/Engineering Purdue University
- Teacher of the Year 2015 – Full time
- Outstanding Advisor of the year 2012 – 2013 Entrepreneurship club
- Mindset Profile Practitioner certified
- 11 years teaching experience at TMCC, with 10 prior part-time teaching experience at UNR
- Entrepreneurship, Management and Business Communication courses taught

## 6.B. FT/PT Faculty and Student Credit Hours Taught

### Entrepreneurship 2022-23 PUR Self-Study



**Describe the trends or shifts in the number of full-time (FT) and part-time (PT) faculty, and the number of student credit hours (SCH) taught by FT and PT faculty since the last program/unit review. What Impact, if any, have these trends or shifts had on the program/unit?**

Over the last five years the trends have been around 70% part time faculty and 30% full time faculty on “average.” Fall21 we saw an increase in part time faculty to 76% and a decrease to 24% for full time faculty. We did add more ENT classes to the schedule in 2021 which I believe is the reason for the shift. As long as we can continue to hire part time faculty to teach ENT classes I don't believe there will be an impact on the program.

### 6.C. Support Staff

#### Entrepreneurship 2022-23 PUR Self-Study

**Describe the program/unit's support staff, including their FTE, major duties, and any specialized credentials necessary to carry out their duties. Is the number of staff adequate to support the program/unit? Explain.**

This program is supported by Business and Social Sciences support staff. There are no major duties or any specialized credentials necessary. The entrepreneurship program does not have any dedicated support staff other than the one .5 full time instructor (Nancy).

## **6.D. Facilities and Technology**

### **Entrepreneurship 2022-23 PUR Self-Study**

**Describe the facilities and technology used by the program/unit, and discuss any unique requirements. These may include labs, studios, off-campus sites, computer classrooms, specialized equipment, etc. Are program/unit facilities and technology adequate to support the program? Explain.**

The entrepreneurship program utilizes the existing classroom facilities at the Dandini and Meadowood campuses. No unique computers, classrooms etc. are required.

## **7.A. Five-Year Plan**

### **Entrepreneurship 2022-23 PUR Self-Study**

**Using your analyses from previous sections, develop a 5-year plan for the program(s). Include an estimated timeline of goal completion. Please address the following questions:**

- **Using the most significant curriculum and assessment-driven findings, describe strategies to sustain or improve student learning. This may include deactivating existing courses or introducing new courses or programs to meet current trends in the discipline or industry.**
- **After considering the most significant enrollment findings, discuss strategies, if needed, to improve enrollment and address these factors. These may include more efficient scheduling, streamlining pathways to completion, outreach to underserved students, internal or external factors anticipated to impact future**

**enrollment, etc.**

• **With respect to course completion rate, graduation, and transfer, discuss strategies to enhance student success and close equity gaps. These may include curriculum changes, pedagogical changes, streamlining pathways to completion, improving advising, mentoring, retention efforts, etc.**

**Considering the above strategies, what are the major goals that the department/unit hopes to accomplish in the next 5 years? Include an estimated timeline of goal completion. How does the department or unit plan align with the Academic Affairs Strategic Plan or the College's Strategic Master Plan?**

**7.A. Five-Year Plan**

**Strategy 1** - In keeping with the program goal of "demonstrating proficiency and knowledge of the fundamentals of small business management", introduce a shadowing requirement for students with a local business/entrepreneur related to students' areas of interest. This internship/shadowing might improve completion and graduation rates.

**Strategy 2** - Investigate opportunities available in the local business community targeted at promoting small business development among Hispanic minorities, which might improve opportunities for Hispanic minorities who are underrepresented in the ENT program.

**Strategy 3** - The professional development course "Creating Accessible Content" workshop should be attended and the course reviews of ENT 200, ENT 230, ENT 240 and ENT 280 should be checked for accessibility.

**Strategy 4** - Open educational resources (OER) have been reviewed but another analysis would be appropriate.

**Strategy 5** - The following ENT degrees and combined ENT degrees are offered here at TMCC:

- Associate of Arts Degree—Entrepreneurship Emphasis
- Certificate of Achievement—Entrepreneurship
- Associate of Applied Science—Culinary Arts Entrepreneurs
- Certificate of Achievement—Culinary Arts Entrepreneurs
- Associate of Applied Science— Business, Massage Therapy Entrepreneurship Emphasis
- Certificate of Achievement - Graphic Arts Entrepreneurship
- Certificate of Achievement - Bookkeeping Entrepreneurship.

The ENT/Personal Training AAS degree and certificate was eliminated this past year due to low demand and graduation rates. So the key question is whether to keep the ENT program running and develop more combined programs like ENT/Auto Mechanic certificate and ENT/Construction Management certificates.

Based on FTE and fill rates and enrollment trends the data suggests that the program is viable and could be more viable over the next five years.

**FTE:**

The five year change in FTE for fall was -1% and spring was -6%. From AY20 - 21 to AY 21-22 we are seeing a positive trend upward in FTE FA 13.2 to 17.8 and SP 20.6 to 23.2.

**Fill Rates:**



ENT four main courses average past 5 year fill rates were: FA 66%, SP 63% as compared to the TMCC 5 year average fill rates of FA 73% SP 67%. Note: Average fill rate of ENT courses SP22 is 70% trending up from the previous spring of 60%.

#### **Enrollment Trends:**

TMCC's overall headcount 5 year change = – 11%. The headcount by major for the past five years ENT AA & CT and Massage ENT have been declining. The bookkeeping ENT has just begun with demand as well as the Graphic Arts/ENT major. However, the Culinary Arts/ENT AAS has had a slight incline.

- ENT 200 enrollments have leveled off at 49 students with an FTE of 9.8.
- ENT 230 data is not available.
- ENT 240 enrollments are trending up with 31 students this past year and FTE of 6.2
- ENT 280 enrollments are slightly trending up with 19 students this past year and FTE of 3.8

Note: Unsuccessful enrollment attempts are irrelevant for entrepreneurship classes.

Based on the mixed bag of data, I suggest that we keep the ENT programs intact and review other disciplines at TMCC that might make sense to create a combined ENT degree or certificate based on the “entrepreneurial” feasibility of that discipline. Then in five years re-evaluate the ENT program looking at both graduation data and class demand.

## **8.A. Resource Requests**

### **Entrepreneurship 2022-23 PUR Self-Study**

**Identify any resource requests. For each request, please indicate whether the request is for an additional faculty and/or staff position, capital improvements (facilities), technology or specialized instructional resources, or professional development. Address the following items:**

- **Request (Additional faculty/staff, capital improvements, technology or other specialized instructional resources, or professional development)**
  - **Estimated time to hire or time the request will be made.**
  - **Projected measurable outcomes. Which PLOs and/or student success metrics does the department hope to improve as a result of the request?**
  - **Alignment to the Academic Affairs or College's Strategic Plan**
- No additional resources requested.

## **Academic Standards and Assessment Committee Findings and Recommendations**

### **Entrepreneurship 2022-23 PUR Self-Study**

Review Date: 4/28/23

Meeting Date: 5/16/23

eLumen Date: 5/16/23

## **Academic Standards and Assessment Committee's Findings:**

The Academic Standards and Assessment Committee finds that the Entrepreneurship Program has made significant progress towards previous recommendations, particularly in light of having one 0.5 FTE faculty member. We found that, while lacking a timeline, the five-year plan had excellent and specific goals. The committee is concerned about the low course completion rates and noted equity gap in Hispanic student completion. The committee concurs with the dean that overall analysis was lacking leading to a missed opportunity for strong self-reflection.

## **Program Strengths:**

- Significant progress towards previous PUR recommendations was made.
- Courses in the AA Entrepreneurship articulate directly with courses for the UNR Entrepreneurship Minor.

## **Areas of Concern or Improvement:**

- PLO 1 AA Entrepreneurship Emphasis is not a measurable learning outcome of the program.
- Fill rates for ENT 230 are 50%.
- Course completion and successful completion rates are lower than TMCC and the Division and there is a noted equity gap in course completion by Hispanic students (who should be compared to all ENT students and not only Caucasian students).
  - Additional resources may be required for program growth (e.g., partnering with other programs).

## **Recommendations:**

- Review PLOs for currency and accuracy as they appear to date from 2010; rewrite PLO1 for the AA Entrepreneurship to reflect program level learning.
  - Review course sequence and CLOs for opportunities to scaffold learning to increase student success.
    - Establish and implement a plan of program learning outcomes assessment for all ENT and multi-discipline ENT programs.
    - Continue making progress towards previous recommendations.
    - Review DETR data for all the multi-discipline AAS degrees and CoAs and establish strong working relationships with these faculty to improve programmatic learning.
    - Proactively work with the DRC and WebCollege to address accessibility of course materials, as noted in the self-study.
    - Actively work towards the self-identified need to find affordable course materials; eBooks may not be more affordable and older versions may be outdated.
    - Fill rates for ENT 230 should be monitored.
    - Generate and implement a concrete plan to mitigate the noted equity gap in Hispanic student completion.
    - Establish a timeline for goals in the 5-year plan.

- Review PLOs for currency and accuracy as they appear to date from 2010; rewrite PLO1 for the AA Entrepreneurship to reflect program level learning.
- Review course sequence and CLOs for opportunities to scaffold learning to increase student success.
- Establish and implement a plan of program learning outcomes assessment for all ENT and multi-discipline ENT programs.
- Continue making progress towards previous recommendations.
- Review DETR data for all the multi-discipline AAS degrees and CoAs and establish strong working relationships with these faculty to improve programmatic learning.
- Proactively work with the DRC and WebCollege to address accessibility of course materials, as noted in the self-study.
- Actively work towards the self-identified need to find affordable course materials; eBooks may not be more affordable and older versions may be outdated.
- Fill rates for ENT 230 should be monitored.
- Generate and implement a concrete plan to mitigate the noted equity gap in Hispanic student completion.
- Establish a timeline for goals in the 5-year plan.

### **Other comments:**

Concur with Dean's comments that the analysis sections were lacking, leading to a lost opportunity for significant reflection on the status and future directions of the various Entrepreneurship programs.

## **Dean's Findings and Recommendations**

### **Entrepreneurship 2022-23 PUR Self-Study**

#### **Academic Dean's Findings:**

As a whole, I find the research and analysis in this program review to be lacking in depth. A program review affords the opportunity to really look in depth at a program and what is working and what is not working, delve into the data to see patterns and explore opportunities for improvement, review the current economy and how the program meets the needs in the community and research other programs across the nation to get ideas that might be helpful with our program. However, I want to acknowledge that all of this work and research is supposed to be done by a team and that the team also then has the opportunity to brainstorm and discuss opportunities and concerns. This PUR was essentially done by one faculty member, without input and help from others, and so it would have been much more difficult to achieve the hoped for results of an extensive program review. The author is the only full time faculty member who teaches in the entrepreneurship discipline and yet she does so as only part of her workload as she also teaches management. I strongly suggest that in the next review cycle we consider putting together a team to work on this to lessen the load on one person and also to increase the benefit and outcomes from the review. I would support paying a stipend to part time faculty willing to help with an extensive program unit review in the next cycle.

## Strengths:

The Entrepreneurship program has the following strengths:

- The name of this program has been changed from just Entrepreneurship to Small Business and Entrepreneurship effective next academic year. This change much more closely reflects the purpose for which most majors have selected this program as well as the community in which it serves. Students are much more likely to be interested in gaining the skills to open a small business as opposed to being a true entrepreneur. This name change is a positive move for this program.
- The program has dedicated and experienced faculty who teach effectively and support student success.
- The program is ideal for cross discipline collaboration with programs in which it would be common for graduates to own a small business such as the current partnerships in Massage, Bookkeeping, Culinary Arts and Graphic Design. These partnership programs give students the opportunity to build two skills sets at once and make them more effective in their future career endeavors.
- The full time faculty member in the Entrepreneurship discipline actively mentors the part time faculty in this discipline.
- The Entrepreneurship degree and certificate of achievement programs can both be completed 100% online.

## Areas for Improvement:

The Entrepreneurship program has the following areas that could be improved upon:

- Enrollment and completion rates appear to have experienced a recent decline.
- OER materials are not being used. This is an area in which there should be a lot of resources for OER that could be utilized to save students money. Current textbooks costs are approximately \$100 per class for all ENT classes.
- ENT courses have not been analyzed for accessibility, nor have faculty been trained in accessibility.
- CAR outcomes do not appear to be being implemented and then used to improve student achievement measures.
- There are no fully dedicated faculty to Entrepreneurship. The program has one full time faculty who spends approximately half time on the discipline and is otherwise made up of part time faculty. This makes it difficult to be innovative, have brainstorming sessions, and work on continuous program improvement.
- Enrollment is not high enough in some ENT courses to be able to offer both in person and online options. Some students do not prefer online learning and would see this as a negative aspect of this program.

## Summary Action Recommended (Continue program(s), significantly revise, discontinue, etc. followed by explanation):

At the present time the Entrepreneurship program, soon to be Small Business and Entrepreneurship, is still enrolling and completing enough students to be viable. There are other opportunities for interdisciplinary partnerships which would help with overall program growth as well. My recommendation is to continue the current programs. At next PUR cycle it should have been enough time to see if the name change and the recommendations in the PUR have made an impact on program growth and completion and continuation of each program that is part of the discipline can be evaluated on the normal five year cycle.

## Recommendations and Implementation Timeline:

The below five items were recommended by the faculty author of the PUR and my comments are included along with a timeline.

1. Introduce a shadowing requirement for students with a local business/entrepreneur related to students' areas of interest. This internship/shadowing might improve completion and graduation rates.

Comment: I suggest making this an option and not a requirement. This sort of thing generally works against program completion when it is a requirement. Consider adding the option into the capstone course after exploring employer willingness and opportunities.

Timeline: AY24 or AY 25

2. Investigate opportunities available in the local business community targeted at promoting small business development among Hispanic minorities, which might improve opportunities for Hispanic minorities who are underrepresented in the ENT program.

Comment: This would be a great initiative and a way to promote the program with the new name.

Timeline: AY24

3. The professional development course "Creating Accessible Content" workshop should be attended and the course reviews of ENT 200, ENT 230, ENT 240 and ENT 280 should be checked for accessibility.

Comment: Agreed

Timeline: Spring 23-Fall 24

4. Open educational resources (OER) have been reviewed but another analysis would be appropriate.

Comment: Agreed

Timeline: Participate in summer OER opportunity for stipend Summer 23 and implement resources by Spring 24

5. Research other interdisciplinary partnerships such as ENT/Auto Mechanic certificate and ENT/Construction Management certificates and any others that might benefit from a partnership with Small Business and Entrepreneurship. (Paraphrased)

Comment: Agreed as long as partnerships are only implemented if deemed to generate viable completion numbers.

Timeline: Research at least two partnership opportunities and implement if viable within this next five year PUR cycle.

Additionally, I add the following recommendations:

6. Request Perkins funding for marketing materials with the new program name and use these materials in the outreach in #2 above as well as for outreach throughout the community. Share with recruitment team.

Timeline: Request funds in Spring 23 for creation in Summer 23 and use Fall 23 and beyond.

7. Revise PLO #1 and ensure CLOs still align. Make any needed changes to CLOs.

Timeline: AY24 (ideally Spring 23 instead if there is time)

8. Review past CARS from recent years and ensure recommendations were put into practice. Ensure future recommendations are put into practice in following semester so that student achievement measures are improved as suggested.

Timeline: Spring 23 and ongoing

9. Revise course sequence and input changes in CIM for any of the programs that do not have the courses scaffolded with ENT 200 being first and ENT 280 being last.  
Timeline: Spring 23 and Fall 23

### **Resources Necessary for Implementation of Recommendations:**

No resources were requested in the PUR. However, I believe the program would benefit from the addition of some resources including funding for marketing and marketing materials as well as funding for an additional assignment to focus on some of the needed program analysis and implementation plans that seem to be lacking. This funding could be requested through Perkins as Entrepreneurship is Perkins eligible.

### **Impact of Recommendations on Division Planning:**

There will be no impact on the division planning based on the recommendations. Any changes made will still be accommodated with our current program plan and resources.

### **Impact of Recommendations on Program/Unit Faculty:**

The primary impact on program faculty that I anticipate is that they will need to spend more time in program analysis, implementation of recommendations from course and program reports, implementation of best practices, training and outreach. Each of the areas of weakness will simply require more time be spent on them. That can be a challenge with one full time instructor who also teaches in the Management discipline and the remaining program faculty being part time. I want to acknowledge that I understand that challenge.

## **Vice President of Academic Affairs' Findings and Recommendations**

### **Entrepreneurship 2022-23 PUR Self-Study**

#### **VPAA's Findings and Conclusions:**

**(Include which of the ASA Committee's and Dean's findings and recommendations were upheld or not upheld.)**

This program's structure is more than mildly confusing. For someone who saw it emerge and evolve, they might have an understanding of its structure. But for someone unfamiliar with the various origin stories, it is difficult to tell. Is it one program? Is it multiple programs that happen to share a few courses by prefix? Is it multiple programs counted as emphases under a single award, or are they all different? If the latter, how are awards with such low major counts able to continue? Are they like a form of double major in these disciplines? There is no discussion of this, except in section VII, where the author suggests that it might be worth creating a single ENT degree/cert pathway. Is this not that? If it isn't, how can one PUR evaluate it?

An infographic is needed, at least.

#### **Strengths:**

The enrollment, if it is a program, might be sound. If it is not a program, but rather a series of different avenues to some shared ENT courses, then it is more difficult to tell. A table shows a collective sum of awards issued, but they come from a variety of different award areas. Are they emphases within a single award category? The list of certs and degrees does not seem to indicate this, yet here we have a PUR for ENT as though it were a single program.

**Areas for Improvement:**

Most of my concerns have already been stated. This program seems to have interest, but is it even a program, when it has so many different component awards?

As far as the ENT courses are concerned, I support the above recommendation that OER content should be researched and adopted.

**Recommendations and Next Steps for the Program Based on the PUR:**

**(Include whether the program should be continued, significantly revised, or discontinued, followed by a rationale.)**

It is difficult to say whether this program should continue, particularly if it isn't a single program. And if it isn't, then this isn't a fair question. The ENT courses appear to have some relevance and interest, but as courses they could simply be added to various degrees as requirements/electives without the multiplicity of cert/degree awards that bear the title Entrepreneurship.

**Resources Needed to Implement Recommendations Towards Program Improvement or Enhancement:**

None requested. None foreseen.