

**2011-2012 Assessment Report Form**

**Office: Student Entrepreneurship**

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**SECTION I:** The most recent version of your mission, a bulleted list of unit/department objectives, and a bulleted list of unit/department outcomes and the year (tentative) you plan to measure them. All outcomes should be measured within a five year period (the current period began in 2010).

**Mission**

The Office of Student Entrepreneurship (OSE) at North Carolina State University is focused on inspiring students to become entrepreneurs, providing them with the tools needed to be successful in their pursuits, and facilitating the space, learning, and connections necessary to explore entrepreneurship.

**Objectives**

1. Provide learning opportunities for students interested in entrepreneurship including speakers, case competitions, classes, and resources.
2. Provide a space where students can work individually and in groups
3. Facilitate relationships between NC State students interested in entrepreneurship and faculty, staff, and alumni that can help them develop their skills
4. Promote entrepreneurship on campus

**Learning Outcomes**

Students that engage with OSE will:

1. Be able to articulate the key components of an entrepreneurial mindset (2010/2014)
2. Develop the skills necessary to be part of a successful team (2011/2015)
3. Be able to identify their entrepreneurial goals and the steps they need to take to achieve them (2012)
4. Identify resources and tools to help them translate ideas into solutions (2013)
5. Demonstrate the ability to communicate effectively (2012)
6. Act with an ethical orientation in decision-making, strategy development and relationships in their pursuit of business opportunities (2009/2014)

**Program Outcomes**

1. The OSE work space will be utilized by a wide range of individuals and groups focused on entrepreneurship activities (2010/2013)
2. OSE will promote entrepreneurship opportunities across campus to increase student's awareness of the curricular and co-curricular opportunities that exist (2011/2015)
3. OSE will sponsor at least two case competitions a year for students (every year)

**SECTION II:** Report on **at least two outcomes** measured in 2011-2012, using the following template for each outcome. *(Each outcome measured can usually be summarized in one page.)*

**OUTCOME #1**

<b>Unit/Department Outcome:</b>	Students that engage with OSE will demonstrate the ability to communicate effectively (SLO #3)
<b>Definition(s):</b>	Being a successful entrepreneur requires the ability to communicate ones ideas in a clear and concise fashion
<b>Action Item/Course/significant activity:</b>	Entrepreneurship Idea Development Support Group  Individual Advising Meetings  Outstanding Communication Skills Workshop
<b>Method for Assessment:</b>	At the end of the semester in the Idea Development Support Group, students were given the opportunity to present their business pitch to the group and to several alumni. The pitch focused on simulating what would be expected in a brief presentation to potential funders. Two staff from OSE, one faculty member, and one alumni participant used a rubric (rubric is included with this report) to assess whether the students provided a clear and concise presentation of their pitch.
<b>Population (Number):</b>	13 students (two groups of three, two groups of two and three individuals) that participated in the semester-long Idea Development Support Group
<b>Sample (Number and method):</b>	N/A – because there were so few students/groups presenting, we decided not to sample, but rather to assess all students that presented.
<b>Response(Number):</b>	10 students that presented their business pitch (two groups of three, one group of two, and two individuals).
<b>Implementation of method:</b>	Two staff members from OSE, one faculty member, and one alumni participant observed each presentation and used a rubric to assess whether students were able to effectively communicate their ideas. The rubric had several areas that were evaluated (e.g., organization, clarity of content, use of technology/media, engagement with audience, delivery). Each area was scored on a four-point scale (Not Present, Developing, Competent, Exemplary).  Because some students presented individually and some presented as part of a group, only one rubric was used per presentation, but notes were made where individual students in a group differed from other group members. At the conclusion of the presentations, the four assessors compared their ratings and came up with a combined rating for each student/group. These ratings and comments were shared with each student/group and they had the chance to talk to the assessors and ask questions.

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**Brief Summary of Results:**

At the end of each presentation, the four assessors compared their individual ratings and arrived at a single rating for each student/group. Overall, the individual ratings were fairly consistent and except for a couple cases, only differed slightly.

**Interpretation:**

A rating was provided for each area (i.e., organization) and then the ratings for all the areas were averaged to provide an overall rating (the ratings were converted to numbers – Not Present=0; Developing=1; Competent=2; Exemplary=3). The final overall ratings for each group are included below:

Group	Overall Rating
1 (individual)	2.6
2 (group of three)	2.1
3 (individual)	2.9
4 (group of two)	2.5
5 (group of three)	1.5

The ratings in each category were also average across all groups to determine whether there were particular areas of concern. The averaged ratings are included below:

Area	Average
Organization	2.6
Clarity of content	2.5
Use of technology/media	1.9
Engagement w/ audience	2.1
Length of presentation	2.6
Central Message	2.2
Delivery	2.3

Overall, the groups generally did fairly well given the challenges inherent in pitching business ideas for the first times. The individuals that presented did much better than the groups. This difference may be attributable to a few things - challenges in coordinating which part of the presentation each person in a group was going to do, challenges in transitioning from one presenter to another, and the two groups of three having one weak link. The individuals could do the entire presentation themselves and so were more organized and coherent.

Additionally, the group of two, and the highest scoring individual were all juniors and seniors, while the lowest scoring group of three was a group of two first year students and a sophomore. There was clearly a difference between students with different levels of experience.

When analyzing the different categories that were included on the rubric, some clear patterns emerge. Virtually all of the groups struggled with integrating PowerPoint and technology into their presentations. They relied too much on the PowerPoint slides and/or struggled to seamlessly use videos and other technology. The groups generally did very well on staying

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	<p>within the time provided and on having an organized presentation. This may have something to do with the level of emphasis placed on these two areas during the semester.</p> <p>The most disappointing finding was the low scores in the Central Message area. The audience was looking for a strong takeaway about why the group’s business idea was compelling and didn’t get one generally.</p>
<b>Decisions:</b>	<p>Overall, we were generally pleased with the progress the students made during the semester, and the presentations they made. Based on the findings discussed above, however, we will make some changes next semester.</p> <ul style="list-style-type: none"> <li>• We will include at least one (if not more) session on using technology and PowerPoint in presentations, potentially asking someone who has a background in communication to speak to the group. We may also encourage students to consider moving completely away from using PowerPoint so they learn to communicate their message without that crutch.</li> <li>• We will also integrate a chance for each group to do a practice presentation in front of the entire support group and/or the faculty affiliated with the group. Hopefully this will help groups recognize and iron out the kinks in the presentation flow and provide an opportunity for feedback before their “official” presentation.</li> <li>• We will also continue to emphasize the idea of identifying the core message within the business pitch and the importance of staying on message. Though this is something we thought we covered, we may need to focus on it even more explicitly.</li> <li>• We will also consider video-taping each presentation so students can review their presentations while also considering the feedback they were given.</li> </ul>
<b>Time Frame to Reassess:</b>	Next semester and next year.

**OUTCOME #2**

<b>Unit/Department Outcome:</b>	OSE will promote entrepreneurship opportunities across campus to increase students’ awareness of the curricular and co-curricular opportunities that exist (PO #2).
<b>Definition(s):</b>	Cross-campus promotion of the resources provided by the Office of Student Entrepreneurship (OSE) will heighten awareness of existing curricular and co-curricular opportunities among the student population.
<b>Action Item/Course/significant activity:</b>	Interdepartmental promotion efforts and partnerships; Campus-wide marketing initiatives
<b>Method for Assessment:</b>	To assess the efforts’ impact on student awareness, questions pertaining to the way in which students became aware of OSE were included as part of all event / program evaluation forms. Additionally, QR codes that entered students into random prize drawings were included on OSE campus promotion pieces in order to gauge effectiveness of marketing pieces. The date / time of those scans were retained to determine trends in receptivity.

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<b>Population (Number):</b>	500 students completed event / program evaluation forms. 275 students scanned QR codes.
<b>Sample (Number and method):</b>	N/A
<b>Response(Number):</b>	775
<b>Implementation of method:</b>	<p>Every student who attended an OSE-sponsored event or participated in an OSE initiative was given a general evaluation sheet. Of the 1500 students who received a form, 500 completed them (33.3% response rate). Questions related to the way in which the student became aware of OSE curricular and co-curricular opportunities were asked, including the following:</p> <ul style="list-style-type: none"> <li>• Before today, how many OSE events / programs had you attended? <ul style="list-style-type: none"> <li>○ 0</li> <li>○ 1</li> <li>○ 2</li> <li>○ 3</li> <li>○ 4</li> <li>○ 5 or more</li> </ul> </li> <li>• How did you learn about this event? <ul style="list-style-type: none"> <li>○ The Office of Student Entrepreneurship (OSE) website</li> <li>○ Another OSE event</li> <li>○ My professor / academic program</li> <li>○ A friend</li> <li>○ Flyers / other campus marketing</li> <li>○ Other _____</li> </ul> </li> <li>• How would you rate your awareness of the Office of Student Entrepreneurship (OSE) and the services it offers? <ul style="list-style-type: none"> <li>○ Not at all aware</li> <li>○ Slightly aware</li> <li>○ Moderately aware</li> <li>○ Very aware</li> <li>○ Extremely aware</li> </ul> </li> <li>• How would you rate the average NC State student’s awareness of the Office of Student Entrepreneurship (OSE) and the services it offers? <ul style="list-style-type: none"> <li>○ Not at all aware</li> <li>○ Slightly aware</li> <li>○ Moderately aware</li> <li>○ Very aware</li> <li>○ Extremely aware</li> </ul> </li> </ul>
<b>Brief Summary of Results:</b>	<p><b>Results:</b></p> <ul style="list-style-type: none"> <li>• Before today, how many OSE events / programs had you attended? <i>The majority of students reported numbers on the lower end of the scale. 65% reported having attended two or fewer OSE events / programs before the one at which they were surveyed.</i></li> </ul>
<b>Interpretation:</b>	<ul style="list-style-type: none"> <li>• How did you learn about this event? <i>The majority of students (52%) reported learning about the event through personal invitations, including through their professor / academic program (28%) or through a friend (24%). 20 percent</i></li> </ul>

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	<p><i>reported learning about it from another OSE event.</i></p> <ul style="list-style-type: none"> <li>• How would you rate your awareness of the Office of Student Entrepreneurship (OSE) and the services it offers? <i>The majority of students ranked themselves on the upper end of the scale. 63% ranked themselves as moderately to extremely aware.</i></li> <li>• How would you rate the average NC State student’s awareness of the Office of Student Entrepreneurship (OSE) and the services it offers? <i>The majority of students ranked other students on the lower end of the scale (75% - not at all aware to moderately aware).</i></li> </ul> <p><b>Interpretation:</b></p> <p>The inclusion of the survey questions and use of QR codes were both new means of assessment this year. As such, direct comparison to previous years is not feasible. Despite this, the data does provide some interesting insight.</p> <p>Though the majority of students reported having attended two or fewer events prior to the one at which they were surveyed, these numbers show that new students are being drawn to the OSE. This indicates a certain level of heightened awareness on campus.</p> <p>Additionally, the way in which students learned about the event offered insight on effective promotion measures. Personal invitations and prior experiences seem to be the most effective marketing tools. 275 students did scan the QR codes over the course of the academic year, which was a higher number than initially expected. However, the low number of respondents who indicated learning of events through flyers reveals that flyers cannot be relied upon as a primary marketing strategy. Rather, continued development of interdepartmental relationships is an effective strategy for the future.</p>
<b>Decisions:</b>	<p>Overall, data collection provided some encouraging information. However, it also showed a significant need for additional work. Based on the findings discussed above, we will make some changes for the next academic year.</p> <ul style="list-style-type: none"> <li>• We will work to develop new working relationships with at least three non-academic departments or programs in order to provide additional personal touchpoints with students.</li> <li>• We will conduct a student marketing plan competition in order to obtain insight into ways that students perceive that students are best reached, as well as increase student outreach efforts as they become personally invested in the work of OSE.</li> </ul>
<b>Time Frame to Reassess:</b>	Next Year

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**SECTION III:** Identify at least **two outcomes** you will measure in 2012-2013, using the following template for each outcome.

**Note:**

1. At least one **MUST** be a learning/development outcome measure.
2. Please be sure to make sure you are not measuring the same ones every year.
3. Over the course of a 5 year period, you should have measured all your Unit/Department level outcomes.

<b>Unit/Department Outcome:</b>	Identify resources and tools to help them translate ideas into solutions (SLO #4)
<b>Definition(s):</b>	Students often come to the Office of Student Entrepreneurship with ideas they have for new products, businesses, etc. Our office is focused on helping them take the next step so we want them to be able to identify how to put together a business plan, where to find templates and examples, where they can find technical, legal, and business advice on and off campus, and the various resources, both in terms of funding and space that exist on campus to promote student entrepreneurship.
<b>Courses/Action Item(s)/ Significant Activity</b>	Individual meetings with OSE advisors and student workers Entrepreneurship Idea Development Support Group OSE electronic resources and entrepreneurship library
<b>Method for assessment &amp; how you plan to implement it:</b>	Survey of students that have made contact with the Office of Student Entrepreneurship because they have an idea for a new product, business, etc.
<b>General Timeline:</b>	Survey will be developed over the summer and fall semester, and then sent out early in the spring semester and again just after the end of the semester.
<b>Person Responsible:</b>	Someone else

**SECTION IV:** Other data your unit uses for decisions may be included in this section. Include a brief summary of the data and decisions made. Examples: course-taking patterns, retention data, participation data, satisfaction data, transfer statistics

<b>Brief Summary of Results:</b>	
<b>Decisions:</b>	