

2010-11 Business & Broadcasting Advisory Board Business Department

**Commerce, Allied Health, Technology & Safety Division
Central Wyoming College**

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Advisory Council Kick Off

Business and Entrepreneurship Council

Meeting notes

Questions/Comments from council members:

- **Steve Mossbrook** wanted to know if our A.A.S. in Business Management really prepares graduates to become frontline managers when they leave the college. He thought that it was more likely that they'd also need quite a bit more experience before they could actually manage a staff. He does not see it as a preparatory degree for a frontline manager because of how much they'd need to learn in addition to what they got from the degree.

Accounting discussion on Bookkeeper Certification as part of A.A.S. in Accounting

- **Steve Mossbrook**-would've saved me a couple of unfortunate hires –wasted a lot of time training people who had no idea what it actually took to be a bookkeeper. This would be a good tool for them to gauge whether or not they are really interested in becoming a bookkeeper.
- **Debbie Brasil**-Not sure if it would make a difference in who she hired at the hospital.
- **Cliff Root**-Doesn't do the hiring at BTI, however; credentials are a step in the right direction and it could only help the student later on in their career.
- **Tanya Santee**-May be something nice to have but not necessarily needed
- **Travis Koehn**-The certification may help us ease the minds of our clients in that if we were to hire someone with this certification, owners would put more trust in our bookkeepers to do the job right (because of the training they've received).
- **Margie Rowell**-Would need to see curriculum before giving approval or disapproval of the program. It's scary to me how many people can claim to be bookkeepers and not have a clue what they are doing. They can ruin not only their lives but the lives of many others because of taking on work they cannot handle and coming up with incorrect figures. Not sure if this would help that area of concern for me.
- **Travis Koehn**-Lots of demand for good bookkeepers, not sure if this certification would fix that.
- **Tanya Santee**-Would work well as a capstone to the program, may add credibility.

Entrepreneurship Program-Is it needed?

- **Margie Rowell**-Wanted to know how many LCCC grads actually turned their entrepreneurship degree into a new small business. ****NEED FOLLOW UP ON THIS QUESTION****
- **Roger Bower**-We need small business owners like plumbers and electricians. The program would be a great thing but doesn't necessarily need to focus on only the innovative aspects of starting a business. We still need people with trade skills to own their own business. This would be a ripe area for Community College training. A major benefit for many would be the ability to stay in their hometown and receive the training they need.
- **Steve Mossbrook**-I see the value not as much with your traditional student population but with your non-traditional students who've worked in the field for 10 years and now want to take the skills they've learned and open their own business. Many have no idea how to operate their own business but are very skilled in their trade. Need to have this as primarily a night school option so they can work during the day and come to classes at night.
- **Roger Bower**-Another big advantage of the program would be to show students that maybe their idea isn't as good as they thought and that after they've done all of their homework they can walk away from it and look for something more profitable.
- **Scott Goetz**-Evening curriculum would work best. Used the example of a business owner in Lander who's ready to retire and trying to sell the business to a long tenured employee. This employee would need training but would never be able to attend during the day.
- **Tanya Santee**-Mentors can be a good or bad thing...not always needed, need to know their true motive.
- **Margie Rowell**-I don't see this being an either or option for night OR day classes. I think you need to open up these classes to all students, not just non-traditional students.
- **Phil Christopherson**-Need to learn from failure and figure out why it happened in order to gain an understanding of what works and what doesn't. It would also be helpful for your students to know that there are resources available to them. They don't have to go it alone.
- **Margie Rowell**-Would be great for me to work with the faculty of this program as business counselors to her clients.
- **Norma Atwood**-I'm not seeing the starting the business area as the big failure, rather, it's when these businesses try to expand that they get into trouble. Adding employees is a big problem for them because they don't know how to manage staff.
- **Roger Bower**-Basic skill sets are needed, students need to know where their money is and what it's doing at all times so as not to be taken advantage of. It's happening all over America right now and we need to quit being so naïve.
- **Tanya Santee**-Being able to recognize the resources available to them will be huge. A lot of them don't know where to go to start.
- **Steve Mossbrook**-Within a business, I hire people who I think have that entrepreneurial spirit. The main reason for this is because if I want to promote them to head a part of my business, I want them to be thinking about how we can grow and get better and not just thinking of it as a

job. This program would be a great added skill set for current higher level managers with little to no training in entrepreneurial studies.

- **Roger Bower**-I will give \$1,000 from the Wyoming Business Council for a business plan challenge for students in your program to figure out how to make it work. *****NEED TO FOLLOW UP ON THIS*****
- **Steve Mossbrook**-Yellowstone Development District also has funds available for those entrepreneurs just starting out who don't quite have enough funding from their bank. They are high risk funds.

Everyone in attendance believed that the program WAS a necessity for our community.

BUSINESS/ACCOUNTING/ENTREPRENEURIAL

Spring 2013

The Business/Accounting Department Advisory Committee is in a state of flux. In May 2012, a meeting was held for the advisory committee. While thirty individuals from the community were invited by mail and confirmed by phone, only two individuals attended. An intense search is being conducted to find advisory committee members who are interested in improving the Business/Accounting programs.

Because the Associate of Science, Business Administration and the AS, Accounting programs are articulated with the University of Wyoming, changes to the programs are difficult to make. Primarily, Business/Accounting faculty's focus is to the Associate of Applied Science degree programs.

In an attempt to gain insight into what changes are needed, faculty have been contacting community members to solicit input. There seems to be consensus on what students need:

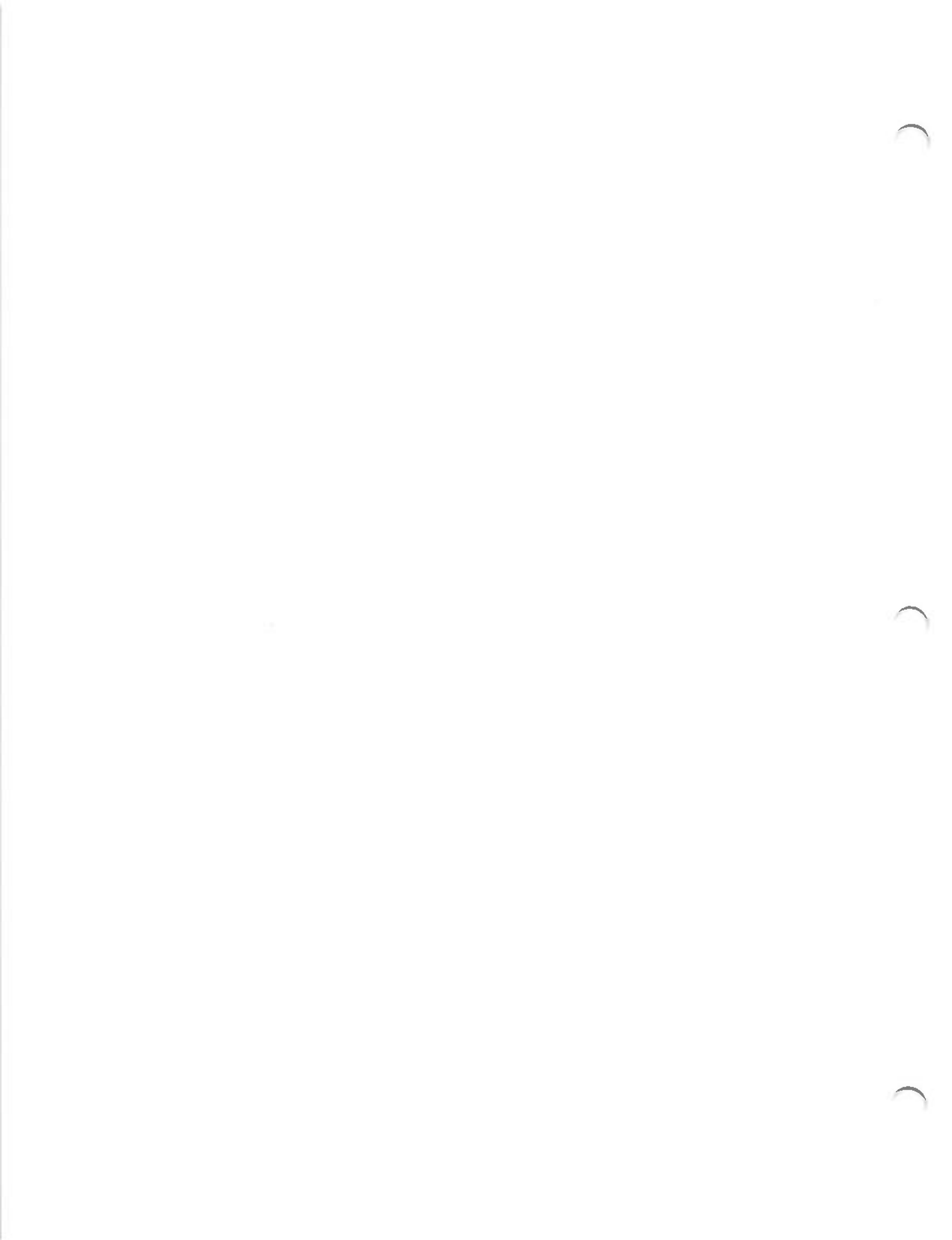
Improved communication skills (both written and verbal including such basics as spelling);

Soft skills such as conflict resolution, taking responsibility for action, honesty, and integrity;

Computer skills especially using new social media software;

These areas will be emphasized during program review and alterations to the AAS programs.

An advisory committee meeting will be held on campus during the Fall 2013 semester. A list of new advisory committee members is currently being developed. Faculty will continue to garner input from interested community members.



Wyoming Community College Commission
Request for
New, Pilot or Revised Degree or Certificate

A. College: Central Wyoming College

B. Date submitted to WCCC: June 7, 2012

C. Program

1. Request for:

New Program Pilot Program Revised Program

1. Program Title: Entrepreneurship

2. Degree or Certificate to be awarded:

Degree: AA AS AAS other

Certificate: Certificate 1= 39 credits; Certificate 2= 20 credits

3. Educational Pathway:

Energy Construction Hospitality Technology Health Care other

- Business, Management, & Administration Management Systems
- Marketing and Communications Systems
- Agriculture, Food, & Natural Resources: Food Products and Processing Systems
- Agribusiness Systems
- Environmental Service Systems
- Natural Resource Systems
- Power Structural and Technical Systems
- Architecture & Construction
- Arts, A/V Technology, Communications
- Audio and Video Technologies
- Telecommunication Technologies
- Journalism and Broadcasting
- Printing Technologies (graphic arts, artisans)
- Finance
- Insurance Services
- Business Financial Management
- Financial and Investment Planning
- Hospitality & Tourism
- Recreation, Amusements, and Attractions
- Lodging
- Restaurants and Food/Beverage Services
- Travel and Tourism
- Information Technology
- Manufacturing

- Marketing, Sales and Service
- Transportation, Distribution and Logistics

4. Total number of credit hours:
- Entrepreneurship AAS 65 credits
 - Certificate 1—39 credits
 - Certificate 2—20 credits

6. Suggested CIP (Classification of Instructional Program) code (6-digit): 52.0701

7. Planned semester/year new program will begin: Fall 2012

8. Will any part of this program be provided by non-accredited vendor(s)?

YES (Provide details)

NO

D. Program description as it will be included in college catalog:

ENTREPRENEURSHIP AAS:

The Associate of Applied Science Degree in Entrepreneurship is designed for students who exhibit entrepreneurial potential and interest in developing a solid foundation in the entrepreneurial mindset. The program teaches prospective entrepreneurs to develop, launch, grow, and sustain new business ventures. In addition, entrepreneurs who have already established a business can strengthen their managerial and business skills by evaluating entrepreneurial opportunities, managing risks, and transforming and/or reinventing their businesses. The focus is on developing an entrepreneurial mindset, evaluating and investigating business opportunities, financing a business, and strategic planning.

The general education requirements are designed to encourage students to develop critical and creative thinking, computation and communication skills, and basic technical skills used in the entrepreneurial world.

Expected student learning outcomes after completion of the program:

Students will be able to:

1. Analyze economic, political, social, competitive, regulatory, and technological climates supporting and hindering the spirit of entrepreneurship.
 2. Apply the entrepreneurial mindset to problem solving.
 3. Complete a feasibility study to analyze the opportunities in the market.
 4. Explain the importance of planning for a company's capital requirements.
 5. Prepare a marketing plan to launch and implement an entrepreneurial venture using an effective marketing strategy, proper marketing tactics, and advertising campaign.
 6. Participate in networking opportunities including working with diverse and global communities.
 7. Explain the distinctive features of small firm management.
 8. Describe how the law impacts entrepreneurs.
 9. Complete all components of a strategic plan for the start of a new business.
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1. Program Layout by Semester

ENTREPRENEURSHIP AAS

FIRST SEMESTER			
ENGL 1010		English Composition (WR1)	3
ACCT 1050	or	Practical Accounting (3crs) or Principles of Accounting I (4 credits)	3
ACCT 1010			3
BADM 1005		Business Math (APPM)	3
ENTR 1505		Entrepreneurship I: Entrepreneurial Mindset	3
		Program Elective	1
		UNST/PEAC/ WELL	16
Total			
Second Semester			
POLS 1000		American and Wyoming Government	3
BADM 1020	or	Business Communications (WR2) or Technical Writing (WR2)	3
ENGL 2010			3
ENTR 1525		Entrepreneurship II: Opportunity Analysis	1
ENTR 1590		Entrepreneurial Leadership I	3
FIN 1000		Personal Finance	3
MKT 2100	or	Principals of Marketing or Entrepreneurial Marketing	3
MKT 1510			16
Total			
Third Semester			
BADM 2105		Small Business Management	3
CO/M-MGT 2130		Human Relations (ORAL)	3
ENTR 2510		Entrepreneurship III: Financing Your Idea	3
ENTR 2520		Legal Issues for Entrepreneurs	3
MGT 2110		Business Ethics	3
Total			15
Fourth Semester			
ACCT 1065		Computerized Accounting	2
BUSN/INST		International Business	3
ENTR 2535		Entrepreneurship IV: Strategic Planning, A Roadmap to Success	3
ENTR 2590		Entrepreneurial Leadership II	1
MKT 1000		Advertising and Sales Promotion	3
		Program Electives	6
Total			18
TOTAL PROGRAM REQUIREMENTS			65

PROGRAM ELECTIVES		
Student must choose 9 credits from the following courses:		
		3
ACCT 1020	Principles of Accounting II	3
CMAP 1680	Microcomputer Applications*	3
CMAP 1725	Word Processing Applications	3
CMAP 1775	Spreadsheet Applications	3
CO/M 1050	Conflict Management and Mediation	3
CO/M 2250	Organizational Communication	3
ECON 1010	Principles of Macroeconomics	3
ECON 1020	Principles of Microeconomics	3
ENTR 1501	Survey of Entrepreneurship	3
IMGT 2400	Information Management	3
MGT 2000	Introduction to Business	3

*Students with no computer experience must take CMAP 1680, Microcomputer Applications in the first semester of the program.

ENTREPRENEURSHIP Certificate 1—39 credits:

This Certificate in Entrepreneurship is designed for students who exhibit entrepreneurial potential and interest in developing a solid foundation in the entrepreneurial mindset. The focus is on developing an entrepreneurial mindset, evaluating and investigating business opportunities, financing a business, and strategic planning. The general education requirements are designed to encourage students to develop critical and creative thinking, computation and communication skills, and basic technical skills used in the entrepreneurial world.

Expected student learning outcomes from completion of the program:

Students will be able to:

1. Apply the entrepreneurial mindset to problem solving.
2. Complete a feasibility study to analyze the opportunities in the market.
3. Explain the importance of planning for a company's capital requirements
4. Prepare a marketing plan to launch and implement an entrepreneurial venture using an effective marketing strategy, proper marketing tactics, and advertising campaign.
5. Participate in networking opportunities including diverse and global communities.
6. Explain the distinctive features of small firm management.
7. Describe how the law impacts entrepreneurs.
8. Complete all components of a strategic plan for the start of a new business.

2. Program Layout by Semester

ENTREPRENEURSHIP CERTIFICATE 1

FIRST SEMESTER			
ENGL 1010		English Composition (WR1)	3
ACCT 1050	or	Practical Accounting (3crs) or	3
ACCT 1010		Principles of Accounting I (4 credits)	3
BADM 1005		Business Math (APPM)	3
ENTR 1505		Entrepreneurship I: Entrepreneurial Mindset	3
ENTR 1525		Entrepreneurship II: Opportunity Analysis	1
ENTR 1590		Entrepreneurial Leadership I	1
		UNST/PEAC/ WELL	17
		Total	17
Second Semester			
BADM 1020	or	Business Communications (WR2) or	3
ENGL 2010		Technical Writing (WR2)	3
BADM 2105		Small Business Management	3
CO/M-MGT 2130		Human Relations (ORAL)	3
ENTR 2510		Entrepreneurship III: Financing Your Idea	3
ENTR 2520		Legal Issues for Entrepreneurs	15
		Total	15
Third Semester			
MKT 1000	or	Advertising & Sales Promotion or	3
MKT 1510		Entrepreneurial Marketing	1
ENTR 2590		Entrepreneurial Leadership II	3
ENTR 5		Entrepreneurship IV: Strategic Planning, A Roadmap to Success	7
		Total	7
		Total Program Requirement	39

ENTREPRENEURSHIP Certificate 2—20 credits:

This Certificate in Entrepreneurship is designed for students who exhibit entrepreneurial potential and interest in developing a solid foundation in the entrepreneurial mindset. The focus is on developing an entrepreneurial mindset, evaluating and investigating business opportunities, financing a business, and strategic planning.

Expected student learning outcomes from completion of the program:

Students will be able to:

1. Apply the entrepreneurial mindset to problem solving.
2. Complete a feasibility study to analyze the opportunities in the market.
3. Explain the importance of planning for a company's capital requirements
4. Prepare a marketing plan to launch and implement an entrepreneurial venture using an effective marketing strategy, proper marketing tactics, and advertising campaign.
5. Participate in networking opportunities including diverse and global communities.
6. Complete all components of a strategic plan for the start of a new business.

3. Program Layout by Semester

ENTREPRENEURSHIP CERTIFICATE 2

FIRST SEMESTER			
CO/M-MGT 2130	Human Relations (ORAL)		3
ENTR 1505	Entrepreneurship I: Entrepreneurial Mindset		3
ENTR 1525	Entrepreneurship II: Opportunity Analysis		3
ENTR 1590	Entrepreneurial Leadership I		1
Total			10
Second Semester			
ENTR 2510	Entrepreneurship III: Financing Your Idea		3
ENTR 2535	Entrepreneurship IV: Strategic Planning, A Roadmap to Success		3
ENTR 2590	Entrepreneurial Leadership II		1
MKT 1000	or	Advertising & Sales Promotion or	3
MKT 1510		Entrepreneurial Marketing	3
Total			10
Total Program Requirement			20

3. Will all or part of this program be available to students via online or other distance education technologies?
 At the start of the program? Within three years of the start of the program?

E. New courses:

1. Recommended Level of Instruction if a new course prefix is used:
_____ Suggested new prefix X No new prefixes
- 2 Suggested level of instruction. (1, 2, or 3)

BADM prefixes are level 2
BUSN/INST prefixes are level 2
ENTR prefixes are level 2
MKT prefixes are level 2

2. New Course prefixes, numbers and titles have been coordinated:
with UW (transfer) X Yes ___ No ___ Not Applicable
- or WCCC (career technical) X Yes ___ No ___ Not Applicable
3. The following are course descriptions for each new course in the program (include prefix, course number, title, credit hours and description):

BADM 2105 Small Business Management—3crs

This course will cover the essentials of management for a business with one to fifty employees and will give the student a comprehensive understanding of critical small business issues. Topics include the impact of small business on our economy, essential small business management strategies, entrepreneurship, the business plan, financial statement literacy and capital requirements, marketing strategies, human resources, and legal issues. (3 lect.)

ENTR 1501 Survey of Entrepreneurship—1-3 crs (max 6)

An independent study wherein students work on individualized learning projects related to their interests and occupational objectives in entrepreneurship. A student may earn and apply no more than six credits toward graduation. The specific topic is named after the colon. (2 lab hrs per wk for 1 cr; 4 lab hrs per wk for 2 cr; 6 lab hrs per wk for 3 crs)

ENTR 1505 Entrepreneurship I: Entrepreneurial Mindset—3 crs

This course introduces the student to the entrepreneurial mindset in its true economic and social context by studying the opportunities that entrepreneurship offers. The student will study the skills, attitudes and behaviors that successful entrepreneurs have historically possessed, as well as the issues, circumstances and obstacles that shaped their time. Additionally, the student will analyze modern-day successful entrepreneurs who overcame hardship and adversity by

embracing an entrepreneurial mindset. The entrepreneurial mindset is analyzed and the elements are applied to the student's own mindset and entrepreneurial potential. (3 lect.)

ENTR 1525 Entrepreneurship II: Opportunity Analysis—3 crs

This course will focus on analyzing the entrepreneurial opportunities. The student will explore the feasibility of using his or her ideas to create a successful business and begin the process of writing a business plan. Prerequisite: Completion of ENTR 1500 or concurrent enrollment. (3 lect.)

ENTR 1590 Entrepreneurial Leadership I—1 cr

This course is the first of a two part series to introduce students to other entrepreneurs and their experiences. There will be a series of webinars/seminars with entrepreneurs. It will consist of professional networking opportunities and group discussions. (1 lect.)

ENTR 2510 Entrepreneurship III: Financing Your Business—3 crs

This course will focus on researching the options for financing the student's entrepreneurial activity. The final weeks of this course will give the student the opportunity to present his or her business to several financial leaders. Prerequisite: Completion of ENTR 1520 or concurrent enrollment. (3 lect.)

ENTR 2520 Legal Issues for Entrepreneurs—3 crs

This course provides a broad overview of the laws that affect the entrepreneur. The course emphasizes the legal challenges faced by entrepreneurs. From leaving a current job to taking a company public, the course will help the student avoid potentially costly missteps. This course focuses on the legal issues related to each stage of a start-up business. (3 lect.)

ENTR 2535 Entrepreneurship IV: Strategic Planning, A Roadmap to Success—3 crs

This course will assist the student in putting together a "Roadmap for Success" for his or her business. The student will finalize all materials that will be used to start his or her business. Local networking opportunities will be explored. Prerequisite: Completion of ENTR 2500 or concurrent enrollment (3 lect.)

ENTR 2590 Entrepreneurial Leadership II 1 cr

This course is the second of a two part series to introduce students to the business leaders and local, state, and national organizations whose purpose is to assist an entrepreneur in his or her quest towards

business ownership. There will be a series of webinars/seminars. It will consist of professional networking opportunities and group discussions. Prerequisite: Completion of ENTR 1590. (1 lect.)

MKT 1000 Advertising and Sales Promotion—3 crs

This course provides students an opportunity to gain an understanding of advertising and other mass communications marketing practices: common business activities and terminology, perspectives applied when taking the optimal approach to decisions, plus descriptions and rationales of common practices (which are often far from optimal). The course places emphasis on developing students' abilities to express their analysis and recommendations in class discussion, student projects, and real-world testing and examination. (3 lect.)

MKT 1510 Entrepreneurial Marketing—3 crs

Entrepreneurial marketing is designed to instruct learners how to create, develop, and execute marketing tactics to grow a successful business. A marketing plan will be created, which can be used as a tool to market successful businesses. The student will gain insights essential for marketing his or hers entrepreneurial venture using innovative and financially responsible marketing strategies. The student will create effective marketing communication materials for use in his or her operation. The student will prepare a marketing plan to launch the entrepreneurial venture and implement the first two years of business operation. (3 lect.)

F. Can this program be delivered by current faculty? If not, what are the plans, budget and timeline for bringing on needed instructors?

Yes, CWC currently has four faculty and will hire one position funded by a Trade Affected Areas Community College Career Training grant (TAACCCT), funding available immediately and ends in four years. See table below:

FACULTY REQUIRED FOR ENTREPRENEURSHIP AAS

FACULTY	TITLE	CONTRACT STATUS
Angel Sparkman	Associate Professor, Business Management	Position funded since 2007
Eric Heiser	Assistant Professor, Business	Position funded since 2005
Willie Noseep	Accounting Instructor (first year)	First year instructor (2011) Position funded since 1986
Beth Gray	Professor, Business	Position funded since 1994
Advertised	Entrepreneurship Instructor	Funded by TAACCCT Grant

G. Summary of input from and coordination with citizens, business and industry or K-12 education:

The origin of the Entrepreneurship AAS degree was during the academic year of September 2007 through May 2008. The Workforce and Community Education (WACE) Division at the request of the Wind River High School superintendent developed entrepreneurship classes for junior and senior students who had the willingness to undertake an idea and develop it into an on-going "business venture" (in this case fund raising projects for specific club activities). Students at Wind River High School enrolled in a dual credit course, MKT 2010, Problems in Marketing: Growing Entrepreneurship for two credits. The result of this project produced the following entrepreneurship ventures:

- Construction Trade students developed a business and marketing plan for building and selling log furniture.
- Agriculture students built and created a greenhouse to grow and sell starter garden plants and flowers.
- Science students' original plan was to grow and sell minnows: After considerable market research the business plan was modified to sell a service to a taxidermist using microbes to clean skull heads.

The course, ENTR 1501 Survey for Entrepreneurship, is designed to be offered as a concurrent and/or dual credit course at high schools.

Over the next year, the Business department and WACE Division worked closely together researching the viability of offering an entrepreneurship program to the CWC service area. Activities included:

- extensive research and data gathering,
- attendance at Wyoming's First Entrepreneurial Conference hosted by Laramie County Community College,
- attendance at the Innovation Engineering Leadership Institute conference in Casper, Wyoming, and
- hosting a fall 2010 Business Department Advisory meeting on the topic of the feasibility of developing an entrepreneurship program at CWC.

Comments from the advisory committee's discussion follows:

Roger Bower, Regional Director of Wyoming Business Council:

We need small business owners like plumbers and electricians. The program would be great but doesn't necessarily need to focus on only the innovative aspects of starting a business. We still need people with trade skills to own their own businesses. This would be a ripe area for community college training. A major benefit for many would be the ability to stay in their hometown and receive the training they need.

Another advent of the program would be to show students maybe their idea isn't as good as they thought and after they have completed all of the homework, the student can walk away from it and look for something more profitable.

I will give \$1,000 from the Wyoming Business council for a business plan challenge for students in your program to figure out how to make it work. (**Note: Business Department needs to follow up on this.)

Steve Mossbrook, President of Wyoming.com:

I see the value not as much with your traditional student population but with your non-traditional students who've worked in the field for ten years and now want to take the skills they've learned and open their own business. Many have no idea how to operate their own business but are very skilled in their trade.

Within a business, I hire people who I think have that entrepreneurial spirit. The main reason for this is I want to promote them to head part of my business. I want them to be thinking about how we can grow and get better and not just thinking of it as a job.

Scott Goetz, Director of Lander Chamber:

Evening curriculum, on-line, block courses, and week-end courses would work best. Use the example of a business owner in Lander who is ready to retire and trying to sell the business to a long tenured employee. The employee would need offerings outside of typical academic time.

Tanya Santee, Owner Climatec Refrigeration, Teacher/Riverton High School:

Being able to recognize the resources available to them will be huge. A lot of them don't know where to go to start. Mentors can be good or bad . . . not always needed, you need to know their true motive.

Phil Christopherson, Associate of Manufacturing Works, Economic Developer RECDA:

Need to learn from failure and figure out why it happened in order to gain an understanding of what works and what doesn't. It would also be helpful for your students to know that there are resources available to them. They don't have to go it alone.

Margie Rowell, Director of Wyoming Small Business Development Center:

The program is great for me to work with the faculty on this program as business counselors to her clients.

Besides the above members comments other members including Debbie Brasel, Controller of Riverton Memorial Hospital, Travis Koehn, Partner of Reddon, Koehn, and Associates, and Cliff Root, President of BTI, all agreed the following is essential in an entrepreneurship program:

BUSINESS:

- Cash-flow
- Marketing, Sales
- Business Plan

CHARACTERISTICS

- Stubbornness
- Energy
- Tenacity
- Persistence

H. Projected demand in Wyoming and Nation for five years from the proposed implementation date (career technical programs)

The Occupational Information Network webpage does not reference specifically an entrepreneur category. By definition, an entrepreneur is a person who exercises initiative by organizing a venture, taking the opportunity to produce, manage, manufacture, or provide a service related to business activities; and, as such, crosses over into many pathway categories as noted in the tables below:

1. State and National Trends

United States	Employment		Percent Change	Job Openings
	2008	2018		
Cooks, restaurant (Hospitality & Tourism pathway)	914,200	984,400	+8%	30,420
Network and Computer Systems (Information Technology pathway)	339,500	418,400	+23%	13,550
Natural Sciences Managers (Agriculture, Food, & Natural Resources pathways)	44,600	51,500	+15%	2,010
Wyoming	Employment		Percent Change	Job Openings
	2008	2018		
Cooks, restaurant (Hospitality & Tourism pathway)	2,650	2,850	+8%	90
Medical and Health Services Managers (Information Technology pathway)	550	660	+20%	20
Network and Computer Systems (Information Technology pathway)	290	350	+19%	10
¹ Job Openings refers to the average annual job openings due to growth and net replacement.				
Source: Occupational Information Network (O*NET Online), http://online.onetcenter.org Bureau of Labor Statistics, Office of Occupational Statics and Employment Projections; Wyoming Employment Projections.				

2. State and National Wages

Location	Pay Period	10%	25%	Median	75%	90%
United States	Hourly	\$7.95	\$8.93	\$10.65	\$12.88	\$15.30
Cooks, restaurant (Hospitality & Tourism pathway)	Yearly	\$16,500	\$18,600	\$22,200	\$26,800	\$31,800
	Hourly	\$20.39	\$25.89	\$33.25	\$42.15	\$51.97
Network and Computer Systems (Information Technology pathway)	Yearly	\$42,400	\$53,900	\$69,200	\$87,700	\$108,100
	Hourly	\$32.35	\$42.99	\$55.78	\$74.75	\$80.00 ⁺
Natural Sciences Managers (Agriculture, Food, & Natural Resources pathways)	Yearly	\$67,300	\$89,400	\$116,000	\$155,500	\$166,400 ⁺
	Hourly	\$32.35	\$42.99	\$55.78	\$74.75	\$80.00 ⁺

Source: Occupational Information Network (O*NET Online) < <http://online.onetcenter.org>
Bureau of Labor Statistics, Occupational Employment Statistic Survey; Wyoming Wage Information

Occupation Code and Title	2004 Employment	2014 Employment	Employment Change 2004-2014	Percent Change in Employment 2004-2014	Total Annual Openings
00-0000 Total, All Occupations	266,255	333,324	67,069	25.2	13,307
11-0000 Management Occupations	15,967	20,188	4,221	26.4	722
11-1000 Top Executives	5,825	7,747	1,922	33.0	301

Information on this chart was from Wyoming Employment Projections
http://doe.state.wy.us/lmi/proj2005/long_occ2014.htm
The above five occupations are listed on page 1 of 13 pages of Wyoming Statewide Long-Term Occupational Projections 2004-2014. The extensive list of occupations in Wyoming is a prime opportunity for an entrepreneur to risk capital and invest in a new business venture.

Other wage information or comments that would assist the Commission:

The compensation information in the above tables is market estimation. Compensation for entrepreneurs will vary depending on a variety of factors including business structure, salary draw down, market fluctuations, etc.

The Entrepreneurship AAS degree is a blend of academic course work and Work Force and Community Education (WACE) curriculum. The two courses required in the degree, ENTR 1590 Entrepreneurial Leadership I and ENTR 2590 Entrepreneurial Leadership II are courses offered through the WACE Division. Students enroll in either ENTR 1590 or 2590 and attend a series of seminars involving business leaders and local, state, and national organizations whose purpose is to assist an entrepreneur in his or her quest towards business ownership. The WACE Division, in conjunction with the business community, sponsors the seminars.

The KAUFFMAN Foundation, the Foundation of Entrepreneurship, has completed a survey which posed the following questions about

entrepreneurship to 5,077 United States young people ages eight to twenty-four. The following table from the survey results focuses on 13-17 and 18-24 year olds.

KAUFFMAN Foundation Entrepreneurship Survey		
Question	18-24 year olds	
	Enrolled in College	Not Enrolled in College
Do you want to start your own business someday?	38%	36%
<ul style="list-style-type: none"> • Yes, someday • Yes, have already started one • No • Not sure 	3%	5%
	30%	26%
	29%	32%
Question	13-17 Year Olds	18-24 Year Olds
Is each of the following a reason you might want to start a business of your own?	94%	91%
<ul style="list-style-type: none"> • To use my skills and abilities • To build something for my future • To be my own boss • To earn lots of money • To see my idea realized • To help the community or solve social problems • To overcome a challenge 	94%	89%
	87%	86%
	84%	82%
	84%	83%
	59%	58%
	62%	58%
Question	Have/Want to start own business	
How much do you agree or disagree with the following statements?	81%	
<ul style="list-style-type: none"> • If I work hard, I can successfully start my own business (or non-profit venture) • The security of working for someone else outweighs the benefits of running my own business or nonprofit venture • Starting a business is much more desirable than other careers (career opportunities) I might have • Starting a non-profit venture is much more desirable than other career opportunities I might have 	29%	
	48%	
	22%	

Question	Have/Want to start own business
How much do you agree or disagree with the following statements? My education has...	73%
<ul style="list-style-type: none"> Helped me to develop a motivation to succeed in life 	63%
<ul style="list-style-type: none"> Helped me to better understand the role of business owners in our economy 	58%
<ul style="list-style-type: none"> Given me the necessary skills and know-how to be able to run my own business someday 	61%
<ul style="list-style-type: none"> Made me interested in starting my own business someday 	

Source: <http://www.kauffman.org/youngentrepreneurs>

In summary, the above survey results indicate a substantial number of students between the ages of 18-24 and 13-17 are interested in becoming entrepreneurs to build for the future.

3. Primary student audience identified for this program:

The target markets are (1.) students, between the ages of 18 and 24, who are willing to supply risk capital launching a business and/or an entrepreneurial venture, (2.) high school students and graduates, between the ages of 16-19, who are exploring career options, including the entrepreneurship mindset, opportunities and characteristics, and (3.) current businessmen and community members who recognize the need to "re-invent" their business by attracting new customers and at the same time continue to serve their loyal customers.

CWC is part of the Northern Wyoming Community College District Wyoming Community College Coalition—TAACCCT grant. This grant allows CWC to offer the program on-line to Campbell and Sheridan counties in addition to CWC's service area: Fremont, Teton, and Hot Springs counties.

4. Anticipated enrollment in the three academic years after WCCC approval (unduplicated headcount) with the basis for the estimate:

10 Year One
15 Year Two
20 Year Three

I. Student recruitment and program marketing strategies to attract the broadest range of individuals for this particular program:

Recruitment materials are developed for students who express interest in Entrepreneurship AAS and Certificate programs. CWC recruiters conduct planning days; eight weeks of College Fair Days held in the

fall term in the following states: Wyoming, Colorado, Idaho, Montana, South Dakota, and Nebraska; trade shows; state fairs and community events; sports events, career fairs, Wyoming high school visits each spring term, Senior visit day, and high school Pre-College Planning Nights. CWC recruitment marketing materials include prospect cards, planning days card file portfolio—providing follow-up information, view book, program job sheets, program faculty letters, program specific posters, admission newsletters, campus visit invitation/registration postcard, scholarship application deadline postcard, and high school freshman, sophomore, junior, and senior track letters. CWC's Strategic Plan identifies these programs as top priority to implement and recruit students.

A partnership between existing technical, business, and other educational programs offered at CWC and the Entrepreneurship program will be formed to recruit students who want to start their own businesses in their respective fields of study. In addition, the WACE Division, through the TAACCCT grant and WACE budget, CWC will develop marketing materials specifically for non-traditional students and for existing businesses interested in exploring entrepreneurial ventures.

J. Identification of similar programs at Wyoming Community Colleges and an overview of results of discussions with faculty and administrators at the relevant colleges regarding curriculum and possible joint projects:

Wyoming Community College Programs						
Identify title, degree/certificate and number of credit hours						
Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northwest College	Northern Wyoming Community College District	Western Wyoming Community College
Entrepreneurship AAS—64 credits	Submitting the following for WCCC approval: Entrepreneurship AAS—65 credits Entrepreneurship Certificate 1—39 credits Entrepreneurship Certificate 2—20 credits	Entrepreneurship Certificate—18 credits	Entrepreneurship AAS—69 credits Entrepreneurship Business Plan Certificate—6 credits Entrepreneurship Certificate—32 credits	NA	Business CCD Certificate—32-33 credits (13 credits are program electives which may include an entrepreneurship course)	NA

K. Note available program and course articulations with other likely transfer institutions in the region, particularly for transfer AA and AS programs
Note regional Bachelor of Applied Science transfer options in addition to UW.

Students completing the Entrepreneurship AAS degree at CWC would be able to transfer to the University of Wyoming Bachelor of Applied Science program and to other colleges and universities with which CWC has articulation agreements for Bachelor of Applied Science programs. These colleges and universities include; but are not limited to: Chadron State College, Montana Tech, North Dakota University System, Regis University, and Ashford University.

L. When appropriate, note partnerships with business, industry, associations or agencies that have contributed to the design of the proposed program and/or which will contribute to the delivery of the program.

CWC is in partnership with Northern Wyoming Community College District Wyoming Community College coalition TAACCCT grant. The Wyoming Business Council, Manufacturing Works, Wyoming Business Council, Lander and Riverton Chambers of Commerce, Wyoming Small Business Development Center, and other business enterprises from Fremont, Teton, and Hot Springs Counties are interested in supporting the program.

M. Assessment of student learning and completer follow-up per core indicators. How will the assessment outcomes be used to assure student learning and improve the program?

Survey information gathered for Entrepreneurship AAS and Certificates graduates assessing the following core indicators:

- Student goal attainment
- Degree completion rate
- Placement rate in workforce

CWC General Education Assessment Criteria will be used to validate demonstration of critical literacy and citizenship skills.

Course Level: Course level assessment will be conducted according to course objectives listed in the course outlines/syllabi. Evaluation criteria will be listed in each course syllabus.

N. Other program information or comments that would assist the commission in making a decision using the Guidelines for Use of this Evaluation Tool found in Appendix A of the WCCC Statewide Strategic Plan:

This program addresses Wyoming and regional interests in the following ways:

EDUCATED CITIZENRY – Students enrolled in The Entrepreneurship AAS degree and Certificates programs are willing to undertake the conception of an idea and develop the idea into an organized and manageable productive venture seeking a profit which in turns creates jobs and economic growth and stability. The entrepreneurial spirit is characterized by innovation and risk-taking, an essential component for Fremont County, the State, and nation to succeed in an ever changing and more competitive global market place. This program prepares students for future challenges and advances the college's mission to *enhance the quality of life through innovation and excellence in education.*

DIVERSIFIED ECONOMY – Students from different backgrounds, abilities, skills, culture, and education will have the opportunity to develop an entrepreneurial mindset, discover through analysis the feasibility of the business, explore financing options, and develop a strategic plan to operate a business in the United States and the global economic system. Small business development through entrepreneurship is critical to the strength of Wyoming and the nation's economy.

WORKFORCE DEVELOPMENT – The Entrepreneurship AAS and Certificate curriculum are designed to motivate potential entrepreneurs, the unemployed, and underemployed to become self-sustaining in the current economic climate. As new

businesses are launched, grow, and mature, parallel opportunities exist by adding staff and placing more people in jobs.

EFFECTIVE & EFFICIENT SYSTEMS – Present faculty in the business department are revising schedules to include teaching entrepreneurship courses. The WACE department is hiring a full-time faculty member to deliver seminars, workshops, and entrepreneurship courses to ongoing businesses in the CWC service area and Sheridan and Gillette counties.

Core Indicator of Effectiveness data to determine completion, persistence, graduation, and employment results for students who choose to seek the Entrepreneurship degree are used. CWC general education courses are available through distance education. Students with entrepreneurship courses from other community colleges may transfer to CWC and complete the Entrepreneurship degree.

ACCOUNTABILITY and IMPROVEMENT – Continued feedback from Advisory Boards, employers, and students will be critical in assessing the success of the program. Additional course level student surveys, employer assessments, skill and competency assessments, and faculty evaluations will provide ongoing guidance as to program improvements. Data collection and presentation is the responsibility of the Institutional Research office. Program evaluation is the responsibility of the Academic Council.

OTHER CRITERIA-

- **Labor Needs** – Refer to Section I
- **Curriculum Development** – This program was:
 - Developed by the Faculty of the Commerce, Allied Health, Technology, and Safety Division, and approved by the entire division on **April 4, 2012**
 - Presented to and approved by the CWC Curriculum and Academic Policies Committee on **April 13, 2012**
 - Presented to and approved by the Academic Council on **April 24, 2012**
 - Presented to and approved by the CWC Board of Trustees on **May 16, 2012**
- **Faculty Support** – The program approval process as described in the previous section, Curriculum Development, confirms faculty support. The WACE department is hiring an additional faculty member supported by the TAACCCT grant.
- **Recruitment Strategies** – Refer to Section I.
- **Resource Needs** – The TAACCCT grant funds are available to fund any additional resources to implement this program.

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs*

Signature Date

Printed Name Title

Approved by the WCC Academic
Affairs Council

Signature Date

Printed Name Title

Approved by Program
Review Committee

Signature Date

Printed Name Title



CENTRAL *Wyoming* COLLEGE

2660 Peck Avenue

Riverton, Wyoming 82501

307-855-2000

Entrepreneurship KSAs

Personal Effectiveness Competencies

Working as an effective team member

Effective conflict resolution skills

Effective negotiation skills

Demonstration of leadership skills

Use of critical thinking and problem solving skills

Understanding and valuing of diversity in the workplace and marketplace

Ability to speak and present in public.

Understanding the power and role of choices

Ability to see opportunities

How to develop "social capital" and networking

The value and skill of persistence

Understanding the need and value of lifelong learning

Being proactive, taking initiative

Organizing skills



CENTRAL *Wyoming* COLLEGE

2660 Peck Avenue Riverton, Wyoming 82501 307-855-2000

Workplace Competencies

Business planning

Strategic planning

Financial planning

Establishing goals

Understand essential computer terminology

Plan and create databases

Create professional documents

Create and present basic presentations including animation, art, design and importing special features.

Create charts

Basic understanding and use of Quickbooks and other electronic accounting software

Creation of chart of accounts

Basic accounting principles and practices

Develop and print financial statements

Compliance of safe and healthy workplace practices

