Expected Outcomes: Entrepreneurial Opportunity Identification

Students should demonstrate the ability to distinguish between good and bad entrepreneurial opportunities.

Related typical general education outcomes:

1. Information Literacy
2. Analytical and Critical Reading

Assessment methods

Method: Multiple-Choice Questions

Five multiple-choice questions centered on entrepreneurial opportunities were presented as part of the mid-term and final exams in ENFB 4180. Different questions were used on each exam. The goal is for 75% of the students to get 80% of the questions correct. All ENFB majors take this class at the end of their degree program. The focus is on opportunity recognition because this is a fundamental task of entrepreneurship.

Findings:

A total of 25 students were enrolled in ENFB 4180. Of these students, 21 (84%) answered all 5 mid-term questions correctly; the remaining 4 students (16%) answered 4 of the 5 questions correctly. On the final exam, 20 (80%) answered all 5 questions correctly and 5 students (20%) answered 4 of the 5 questions correctly. Thus, all students answered 80% or more of the question correctly.

How did you use findings for improvement?

Goal met. Students will continue to be taught to distinguish between attractive and non-attractive entrepreneurial opportunities. The multiple choice questions are being reviewed by Entrepreneurship Faculty to improve questions and expand the scope of the types of opportunities identification for evaluation.

Additional comments:

In 2011, only the final exam was used for assessment. By using both exams, we now have two data points for assessment.

Method: Senior Survey Questions

The ability to recognize good entrepreneurial opportunities involves creativity, requires adaptability and flexibility, and is a foundation of good entrepreneurial decisions. The College of Business senior survey asks ‘My most recent College of Business degree program effective prepared me: 1) for effective performance in my chose career field; 2) to utilize creativity; 3) to adapt to change and be flexible; and 4) to process information and make effective decisions. The answers to these questions are used as indirect measures of the ability to recognize good entrepreneurial opportunities. Our goal is that 75% of the students will respond affirmatively.

Findings:
Unfortunately, the response rate of our survey was very low. Only two students from the Entrepreneurship major completed the Senior Survey for 2012. This sample size was too small to be useful.

**How did you use findings for improvement?**

Goal accomplishment is indeterminate. In order to rectify the problem of low response rate, we intend to make Entrepreneurship and Family Business majors aware of the Senior Survey in their classes. We expect this will improve response rate for 2013. In the meantime, we will continue to monitor our students’ ability to distinguish between good and bad entrepreneurial opportunities.

**Additional comments:**

None.