### COMMUNITY COLLEGE

## ENTREPRENEURSHIP

A Publication of NACCE

FALL/WINTER 2016

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NACCE 2016 Entrepreneurial President of the Year CHARLES "CHUCK" TERRELL

2016 Heather Van Sickle Entrepreneurial College of the Year southwest Los Angeles community college

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### CHAIRMAN'S LETTER



## Entrepreneurship As a Teaching Strategy

As we collectively continue to seek ways of expanding our entrepreneurial ecosystems, we are drilling down to new opportunities and ways of doing things that are groundbreaking and dynamic. Entrepreneurship is no longer taught as a section of a marketing class. Its evolution – as well as NACCE's – has progressed from a modest number of like-minded community colleges to a nationwide movement of thinking and acting entrepreneurially to propel our economic and social enterprise agenda toward greater heights.

In striving to infuse entrepreneurship throughout our organizations, we are incorporating entrepreneurship across disciplines, including active learning strategies that create entrepreneurial experiences for our students. An article in the spring/summer 2016 issue of *Community College Entrepreneurship*, "The Entrepreneurial Zeitgeist," explored this notion.

Faculties across many disciplines are increasingly tapping into entrepreneurship as a teaching strategy. As a result, we are now seeing more of it in the social sciences and many other academic areas. In essence, entrepreneurial thinking is impacting how students contextualize course content and engage in entrepreneurial action. Entrepreneurship as a student teaching strategy encourages engagement far beyond studying entrepreneurship as a business focus.

#### **Entrepreneurial Engagement**

While entrepreneurial thinking is impactful for students and their success, why is it important for you as a college leader? Having an entrepreneurial mindset or spirit affects how you engage and collaborate with your internal teams and with external partners in your community's entrepreneurial ecosystem. It strongly influences the outcomes of these joint ventures, adding and expanding your entrepreneurial ecosystem and opportunities.

Several years ago, as NACCE approached like-minded associations and organizations, we were politely acknowledged and applauded for our efforts. A few foundations and corporations – mostly early adopters - strongly supported our mission, underwriting several of our initiatives and spurring us on. Today, NACCE is gaining attention – and traction – among a large array of non-profits and organizations that recognize NACCE's vision of infusing entrepreneurial spirit and thinking into all endeavors. In increasing numbers, they want to join us on this vital mission.

I'm referring to organizations like the AARP Foundation, the Direct Selling Education Foundation, the U.S. Department of

Commerce/Economic Development Authority, the U.S. Department of Agriculture (USDA), Appalachian Regional Commission (ARC) and many others. They want to know more about what NACCE is doing and how we are using entrepreneurship as a strategy to spark entrepreneurial action - and they want to work with us.

In short, NACCE's mission is playing well in the national and global context. Our recent work with the ARC in ecosystem development among 11 colleges has led NACCE to receive funding awards to replicate this work in the State of California in partnership with Sierra Community College and in coal-distressed areas of the Appalachian region with our new partner, EntreEd.

Our unique value proposition is our community of experts and educators engaged in all of this entrepreneurial activity. A recent survey of NACCE members indicates that the NACCE network is valued as the top membership benefit. The value is having a very focused organization that can help members in many impactful ways – providing resources, training, contacts, and education – all to further entrepreneurship.

Colleges today need to be student-ready, not the other way around. We are doing things differently. Your systems need to be customer ready; you have to service your market. To do that you need to think entrepreneurially on many fronts. What better way to stay engaged in doing this by tapping into the NACCE network for new learning strategies that take entrepreneurial action to new heights.

Gene Giovannini, Ed.D. Board Chair, National Association for Community College Entrepreneurship Chancellor, Tarrant County College District

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### FALL/WINTER 2016

With the elections behind us, it's safe to say that community colleges will need to redouble their efforts to think and act entrepreneurially to face new challenges — some known, some yet unknown.

This issue of *Community College Entrepreneurship* provides new ideas and approaches to consider for 2017. If you're looking for ideas in entrepreneurial leadership, be sure to take a look at the lead article highlighting NACCE's Entrepreneurial President and College of the Year.

Also featured are articles on indigenous students, an update on e-ship fundraising, and news about the new PFEP national competition. Read about the recently announced POWER grants, awarded to colleges in the 13-state ARC region. The grant to NACCE and partner EntreEd opens up economic growth opportunities in that area of the country through a two-day symposium.

Please take a few moments to read the issue and share it with your colleagues. And, if you have an entrepreneurial story to share, please consider sending it along to editor@nacce.com for a future issue of *Community College Entrepreneurship*.

-Carol Savage, editor@nacce.com

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#### FOR INFORMATION

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NACCE serves two audiences: **college administrators** and **faculty members**. In recognition of this, we feature icons for each audience that will help steer readers towards news articles that should be of special interest to them. Of course, some articles contain content that is of interest to both groups, so they will feature both icons.



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1. SUNY Ulster celebrated signing NACCE's *Presidents for Entrepreneurship Pledge* (PFEP) during ceremonies in September. Joining NACCE President and CEO Rebecca Corbin at the event are officials from SUNY Ulster (from left to right): Anita Bleffert-Schmidt, chair, Business and Professional Studies Department; Alan Roberts, president; Darlene Pfeiffer, vice chair, Ulster Community College Foundation Board of Directors and KFC franchise owner; Mindy Kole, assistant professor and director, Darlene L. Pfeiffer Center for Entrepreneurial Studies.

2. CreatorUp pop-up studio taped live entrepreneurial success stories during the conference.

3. Charles "Chuck" Terrell (left) and Joe Kapp of Eastern Western Virginia Community and Technical College, took a break at the 2016 NACCE annual conference.

### Charles "Chuck" Terrell Named NACCE's 2016 Entrepreneurial President of the Year

resident Charles "Chuck" Terrell likes to call himself the "head coach" of Eastern West Virginia Community and Technical College. As such, he is the mastermind of an impressive playbook that for the past six years, has transformed the rural Potomac Highlands college into a regional hub for workforce training and entrepreneurial career pathways.

*How does he achieve such success?* By building on his college's entrepreneurial ecosystem and continually finding ways to create entrepreneurial experiences for students.

Eastern recently celebrated its status as a SBA Growth Acceleration Fund Competition winner. Over 400 applicants applied, but only 68 received awards of \$50,000. "We were notified we made the first cut, and additional criteria was added – to create a two-minute video pitch for why the college deserved the grant," said Terrell. "An Eastern work-study student, Andrew Applegate, put together a fantastic video with Joe Kapp and Tina Metzer at the Launch Pad, and we won! Here in rural eastern West Virginia, we have one thing in common with big accelerators that won in New York City and Los Angeles and other major metro areas - we all have an entrepreneurial mindset and are focused on creating new and dynamic entrepreneurial experiences for our students."

By adopting an entrepreneurial mindset and acting on it, Terrell has created an entrepreneurial culture at Eastern that is noteworthy. Officials of the SBDC in Charleston, West Virginia, were recently so impressed with the college's entrepreneurial focus, they gave Eastern a \$30,000 grant to hire a SBDC coach for the region.

"We shared this information with a state partner and received another \$20,000 grant and we now have a full-time small business coach who works with our Launch Pad and the SBDC," said Terrell. "Lindsey Teets travels to six counties and beyond, and is really making an impact on networking and making connections for our community and the college."

"As the college's foremost leader in entrepreneurship, President Terrell sets the highest standards for entrepreneurial thinking and action," said NACCE President and CEO Rebecca Corbin. "He continues to find innovative and creative ways to offer students new entrepreneurial experiences that expand their career opportunities and add to the economic vitality of the region."

#### Newbiz Launch Pad

One of the college's recent entrepreneurial initiatives is the NewBiz Launch Pad, which opened 18 months ago. Since that time, it has had interactions with 3,000 business and community leaders and has offered scores of workshops, seminars, executive coaching demos, and



open houses. "We are trying to inform the community about having an entrepreneurial mindset," said Terrell. "We emphasize it in our e-ship workforce education offerings and include it in our technical and vocational programs. We can't emphasize it enough."

A few cases in point:

- A new retail store at the college's NewBiz Launch Pad is attracting high interest throughout the region and the state. Featuring student consignments of arts, crafts, home décor and specialty food items, it is run by four local high school students. "One of the ways we create new entrepreneurial experiences is by building relationships with future students," said Terrell. "The store is doing very well, especially during the weekend hours when tourists are in the area."
- Another venture is a dual-enrollment agricultural entrepreneurship program – a first in the state. Joe Kapp, Eastern's Entrepreneur-in-Residence, helped create the credit program by tapping into the local agriculture-based economy. Two brothers, sons of local entrepreneurs, participated in the program and are well on their way to establishing themselves as successful entrepreneurs.
- Eastern is also scoring high marks in establishing internships with local employers who appreciate the work of students who think entrepreneurially. "These students are reaping big rewards in terms of advancement within their companies," Terrell observed. "They are clearly making important contributions and steadily moving up the ranks. We hear lots of positive feedback from employers about the impact their mindsets have on the businesses."

Ironically, NACCE's 2016 Entrepreneurial College President of the Year wasn't always a believer and experienced his own entrepreneurial epiphany a few years ago during a NACCE annual conference. "We were one of 20 colleges taking part in a presentation by a sponsor seeking to make grants of \$100,000 to ten colleges in the room." explained Terrell. "At first I was thrilled. I was all for getting this magnificent award until the sponsor announced the condition – the grant had to be matched by the institution. I said to Joe Kapp, 'No way. No budget.' Afterwards Joe told me 'The problem isn't the money; it's your attitude.'... and he was right!"

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"One of the ways we create new entrepreneurial experiences is by building relationships with future students."



### Los Angeles Southwest College Named NACCE's Entrepreneurial College of the Year

NACCE's 2016 Heather Van Sickle Entrepreneurial College of the Year is Los Angeles Southwest College (LASC). Located in the heart of Los Angeles, LASC provides a strong student-centered learning environment. More than half of LASC's students are first-generation college students, 70 percent of whom live at or below the poverty level.

ASC has 8,000+ credit and noncredit students and serves as an educational and cultural hub for the surrounding communities. In the past several years it has increasingly established itself as an entrepreneurial magnet for the area.

"We continually strive to get our students to understand there are opportunities for advancement if you get your education," said Denise Noldon, Ph.D., interim president of LASC. "By introducing them to an entrepreneurial mindset, we try to shift their thinking so they are looking at ways to use their education for their own advancement in addition to preparing to enter the world of work. It's a whole different way of getting them to think about opportunities."

"One of the most critical aspects of being an entrepreneurial college is leading the way for students to think and act entrepreneurially," said Rebecca Corbin, NACCE president and CEO. "LASC has done an outstanding job of setting the course for this in the Los Angeles area and this is making a lasting impact on its students and the local community."

#### **Self Reflection**

The college is mindful of continually looking at itself through an entrepreneurial lens. "We regularly ask ourselves if we are encouraging students to be innovative," said Noldon. *"Are we cutting edge? How do we remain*  *competitive? Are we providing opportunities for students to be creative?* If we are doing these things, then I believe we are creating unlimited opportunities for our students, or actually enabling them to realize unlimited opportunities for themselves."

In concert with its strong entrepreneurial commitment, LASC has a vibrant workforce development initiative. "We work closely with the State of California's Doing What Matters for Jobs and the Economy, a network that the state's Community College Chancellor's Office launched to embed small business and entrepreneurship modules into the existing Career Technical programs at the 112 community colleges throughout the state," said Noldon. "We continue to work with community and state partners to create the workforce our state needs in order to prosper." LASC also offers its students a number of entrepreneurially tuned services and programs that include:

- Career & Technical Education provides short-term courses and programs in a variety of industry-focused areas that lead to certificates, credentialing, and licenses necessary for the workplace.
- New Career Transfer/Pathways Job Center - provides students with knowledge, skills and insight into career and professional development and employment.

### "The producer mindset is about being engaged and creating opportunities to work for yourself or with others you choose."

- Campus Marketplace

   provides forums for community partners, business owners and aspiring entrepreneurs to meet regularly on campus.
- Through LASC's Pathways Program, 400+ high school students attend Middle College High School on the LASC campus where they can take advantage of the college's dual enrollment program.

The students also get exposure to people in the community who are establishing thriving businesses. The program enables students to undergo training and participate in experiential learning opportunities within their high school environment.

The LASC Foundation, another entrepreneurial resource at the college, has helped initiate and support the "Southwest Speaks," program, a highly popular speaking series featuring leaders from various industries in the local community. "Guests talk about opportunities in a particular industry and students interact directly with them during these events," said Noldon. "In the fall, we hosted a number of speakers from the private and public sectors who talked about diversity and technology. The whole premise for the series is to help students start a conversation and make a real difference. Through the forum, we encourage them to develop, innovate and make something happen. These events get students motivated to think along entrepreneurial lines."

Spurring entrepreneurial motivation has produced success stories such as these:

- A Fine Arts major wanted to start a graphic tee shirt design venture. His instructor encouraged him to intern with a company where he learned silk screening and other processes. Now a member of the local business community, he has a successful company.
- Another student, an African Studies major, enrolled in the Entrepreneurial Skills certificate program, and now has a successful funnel cake business. She sells on site, online and at events such as children's birthday parties.
- Another student has started a bowtie business, which has recently taken off. As part of his company's service, he teaches customers how to tie a bow tie!



"Future plans for LASC include looking at global entrepreneurship outreach, making sure women are aware of entrepreneurial opportunities, and creating a small business institute to strengthen our pathways and incubator models for high school students to start businesses," said Noldon. "We've just begun having

some of these programs, and the environment is ripe for this. Our focus on e-ship is to really think about being innovative and establish a 'producer mindset' instead of a consumer mindset. The producer mindset is about being engaged and creating opportunities to work for yourself or with others you choose. Los Angeles has a strong history in small business in black and Latino communities. A lot of that went away until recently. The entrepreneurial mindset is what we have to get back to it."

Contact: noldondf@lasc.ed

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### More Than One Kind of Entrepreneur

By Cheryl Jensen, president, Algonquin College Ottawa, Ontario, Canada

ecently, one of Algonquin College's entrepreneurial graduates made it onto the TV reality show *Dragons' Den*. We all cheered him on as he showed off his product to the panel of intimidating potential investors.

Apart from being proud of our graduate and his accomplishments (he received funding for his product), I was struck by the show's language. The investors, of course, are the dragons. In other variations of the show in other countries, the investors are alternatively referred to as tigers, lions, and, in the U.S., sharks.

This kind of terminology perpetuates the aggressive ideology that is often at the heart of entrepreneurial instruction — leading

that being an entrepreneur is in the indigenous student's DNA.

"We were traders before time immemorial," said Nottaway, who owns her own very successful catering business.

**Cultural Connections** 

This past spring, Algonquin College submitted a multi-million-dollar proposal to the Canadian government to create the Algonquin College Innovation, Entrepreneurship and Learning Center. Part of this ambitious plan will include the development of the Institute for Indigenous Entrepreneurship, a state-of-the-art facility that would be the only one of its kind in

..."Our Institute for Indigenous Entrepreneurship will be built with the full consultation and involvement of our indigenous partners, creating a space where traditional values will help create an environment of trust..."

students to equate success with ruthlessness.

For some students, this emphasis on a survival-of-the-fittest mentality propels their ambition and drives their resolve to succeed. But for many others, including our nearly 1,200 indigenous students, we had this year, it can run counter to deeply ingrained cultural norms. This is a group that is often left out of the entrepreneurial arena, an oversight our college plans to correct by finding new ways to tap into their ideas, energy and passion. As a recent culinary graduate, Marie-Cécile Nottaway, told an Ottawa magazine recently this part of the country. The idea is to give indigenous students the support that is so frequently absent in the traditional dog-eatdog narrative of entrepreneurship; we hope to spread the belief that as competitive as the market is, mentorship, peer support and an understanding of cultural connections are still important.

For many, the inevitable question that arises is why indigenous students need their own entrepreneurship center — why can't students benefit from the same resources as everyone else at the college? The answer is those cultural connections I just mentioned. For example, if an indigenous entrepreneur's business fails, it doesn't mean they were trying to market a bad idea, or that they did not work as hard as entrepreneurs who do succeed. If we look at the reasons behind the failure, we may find it was because they approached their enterprise from a perspective that emphasizes the importance of community, of family, and of the interconnectedness of individuals within those families and communities, a way of thinking that wasn't compatible with how our wider society typically does business.

Changing that cultural mindset is not the answer. Rather, it is finding a way to guide those entrepreneurs to success while respecting their worldview. For that reason, our Institute for Indigenous Entrepreneurship will be built with the full consultation and involvement of our indigenous partners, creating a space where traditional values will help create an environment of trust, where everything from the architecture and design of the space to the tools and mentorship offered within it are imbued with a sense of culture and tradition.

The Métis, Inuit and First Nations learners who attend Algonquin College are part of what the Canadian Council for Aboriginal Business has identified as "Canada's fastest, youngest and strongest growing demographic" that "represent an enormous opportunity to spur business growth."

This opportunity presents us with the chance to equip our indigenous learners with the skills they need, and the confidence they must have, to be successful here at the college but more importantly, also back in their home communities. This success will spread, allowing our indigenous learners to act as ambassadors and equipping them with the ability to take a different path — one that no longer sees the difficult world of entrepreneurship as adversarial.

In many indigenous cultures, the eagle is a creature of tremendous significance — it is a bird that is often associated with vision, fortitude, and even kindness.

As we go forward with plans for this center, I know that I will keep the eagle in mind as much as I will the inevitable dragons, tigers, lions and sharks. Entrepreneurship is about more than one approach to business, and about more than one kind of entrepreneur.

Contact: president@algonquincollege.com

## HP LIFE Global Recognition & User News

2016 has been a year filled with exciting updates and improvements for HP LIFE. Following are a few developments NACCE members should be aware of:

Updating two courses: Basics of Finance and Social Media Marketing

Two new courses are now available:

- Business Communications learn how to communicate effectively with your target audience; and
- Design Thinking use a design process to create new business products and services

In the near future, a course surrounding the topic of Lean Startup will be developed.

Other HP LIFE improvements include:

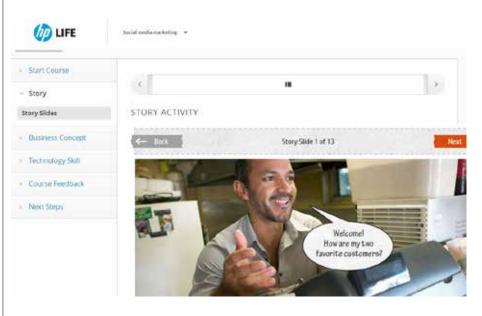
- Faster certificates of completion
- Improved next step resources at the end of each course
- Learning pathways

Interested in learning how to incorporate HP LIFE modules into your current or future class? You can download the HP LIFE Instructor Manual.

HP LIFE presented at the 'invite only' Global Entrepreneurship Summit (GES), organized by the White House and encompassing the topics of innovation, entrepreneurship, creativity and access to capital. This showcase of talent brought together entrepreneurs and investors from around the world. This year, HP LIFE centered its presentation on design thinking. To read more of their insights on attending this event, please visit life-global.org.

HP was one of 15 companies recently recognized by the White House for taking action to help aid refugees through education, new tools and access to technology. On September 20th at President Obama's Leaders' Summit on Refugees, HP further committed to providing education and employment centers, including HP LIFE,





in Turkey, Lebanon and Jordan. HP LIFE programs are also starting in Nigeria and South Africa.

Do you have questions about HP LIFE and how you can use this FREE resource in your entrepreneurship endeavors? Contact Leah Deppert at deppert@nacce.com. •

## NACCE Partners with EntreEd To Expand E-Ship Programs In Appalachia

NACCE and partner EntreEd are participating in a \$2.2 million Appalachian Regional Commission (ARC) grant made to the Consortium for Entrepreneurship Education in Charleston, West Virginia for the EntreEd K-14 Every Student, Every Year project.

he grant comes through the Obama administration's POWER Plus Plan, part of a national effort to aid communities that have been affected by the coal industry's decline. The grants support various initiatives, including education, infrastructure and economic diversification.

The EntreEd program enables K-12 teachers to integrate entrepreneurial content and context into delivery of required standards in any subject or grade level. The project will educate the next generation of Appalachia's workers to create their own businesses to drive the local economy. As part of the grant, NACCE will provide entrepreneurship education training, webinars and technical assistance to educators and community leaders.

#### **Supporting Coal Communities**

"The POWER initiative is the primary economic and workforce component representing the federal government's support of economic diversification in coal communities and employment and training services for workers displaced from the coal economy," said NACCE President and CEO, Rebecca Corbin. "We are excited to work

"We are excited to play a pivotal role with EntreEd in helping students find different pathways to entrepreneurial success." REBECCA CORBIN



in impactful areas involving high school and vocational schools whose teachers play a pivotal role in helping students find different pathways to entrepreneurial success."

According to EntreEd Executive Director Gene Coulson, the grant award will be disbursed over three years, hopefully alongside additional funding from a private foundation and the ARC. "These funds will expand

the footprint of the proven EntreEd program into five additional counties in West Virginia, eleven counties in Kentucky, three counties in Ohio, one county in Tennessee and two counties in Virginia," said Coulson. "The EntreEd program will serve 15,000 K-12 Appalachian students in 50 individuals schools and 7 community colleges over the life of the award."

#### About the POWER Awards

The POWER awards, which were announced in August 2016, total \$38.8 million for 29 economic and workforce development projects in multiple states. The awards are administered by the ARC, the U.S. Department of Commerce's Economic Development Administration (EDA), and the U.S. Department of Labor's Employment and Training Administration (ETA). It's estimated that 3,418 jobs will be created or retained, and an additional \$66,970,000 will be leveraged through investments from other public and private partners.



Rebecca Corbin Contact: corbin@nacce.com

### Moving the Needle on Student Success

By Bree Langemo, J.D., president

The Entrepreneurial Learning Initiative, Mentor, Ohio

*Editor's Note: The following article is the second in a two-part series about NACCE and the ELI Student Success Campaign.* 

he joint Student Success Campaign officially kicked off at NACCE's annual conference in Sacramento October 8-11. Earlier this year, NACCE and the Entrepreneurial Learning Initiative (ELI) announced a joint Student Success Campaign. During the conference, NACCE members from San Joaquin Delta College, Hillsborough Community College, and Central New Mexico Community College co-presented breakout sessions with ELI to share best practices in delivering Ice House Programs to advance institutional and student success. In addition to these early adopters, the Ice House Facilitator Pre-Conference Training sold out to newly engaged institutions and participants from all over the world.

Much of the excitement surrounding the Student Success Campaign is being driven from NACCE's and ELI's efforts to seek a third party to help evaluate, measure, and report on campaign outcomes. The third party would provide engaged institutions the opportunity to measure the impact of entrepreneurial mindset on student success while benchmarking against other institutions also committed to the campaign.

Committed to moving the needle on student success, the campaign is focused on scaling up initial pilots of Ice House as a student success course that has produced significant results in student persistence, college level course completion, and increased GPAs. The campaign will focus on measuring a shift in student mindset, student engagement, and student persistence from semester-to-semester.

#### An Entrepreneurial Mindset Drives Student Engagement

How does an entrepreneurial mindset lead to student engagement? ELI's Ice House Student Success Program is designed to equip students with the perseverance and determination of an entrepreneurial mindset at the onset of their academic journey, empowering them to take ownership of their future while helping them develop the entrepreneurial attitudes, behaviors, and skills that will enable them to succeed academically and in life.

In addition, Ice House is an experiential, problem-based learning program where facilitators do not need to be subject matter experts in the field of entrepreneurship. The role of the facilitator is to facilitate learning by supporting, guiding, and monitoring the learning process. Rather than providing specific directives, the instructor encourages students to solve identified problems, find and apply new knowledge, take action and cope with uncertainty and challenges that they confront. This process allows students to take ownership of their ideas as well as their ability to learn, moving students from dependent learners to independent, self-directed learners.

As such, entrepreneurial thought and process drives ownership and student engagement in learning, empowering students to remain adaptable when facing obstacles, persist through failure, communicate better, and become problem solvers and opportunity finders.

#### Ice House Student Success Program Scholarships

In more recent news, ELI is offering Ice House Student Success Program Scholarships for institutions that fall within the Small Business Administration HUBZone (http://map.sba.gov/hubzone/ maps/) and are committed to training facilitators to roll out and measure a 100-student pilot (approximately a \$10,000 value).

With the scholarship, students will receive digital course materials embedded in the institution's Learning Management System including the *Who Owns the Ice House? Eight Life Lessons from an Unlikely Entrepreneur,* IHSS lesson content, video case studies, and corresponding discussion, application and reflection assignments.

ELI is also looking for a partner within the Small Business Administration's HUBZone who is willing to pilot to 500 students (approximately a \$50,000 value) and provide an onsite Ice House Facilitator Training to train selected faculty and cultivate an entrepreneurial culture on campus.

For more information about the Student Success Campaign and the Ice House Student Success Program Scholarships, please visit www.studentsuccesscampaign.com.

#### **Upcoming Ice House Facilitator Training at UCLA**

If you were infected with the Ice House energy at the NACCE Annual Conference and want to join thought leaders and educators from all around the world to bring an entrepreneurial mindset to your organization and community, please join us for our public Ice House Facilitator Training on February 15 – 17, 2017. The training will be hosted by the University of California Los Angeles (UCLA).

Please visit www.elimindset.com/services to learn more. NACCE Members receive a discount to Ice House Facilitator Training!



Contact: bree@elimindset.com

### Faculty Seeking Doctorates Participate in New Research Project

By Donna Duffey, Ed. D. and Christine Pigsley, Ph.D.



*hy enter into a part-time doctoral program when it is estimated that half of all graduate students fail to complete their doctorate?* The recent uptick of doctoral students among the NACCE community suggests that there is no shortage of educators and center directors seeking a terminal degree. There are many options to invoke the entrepreneurial mindset in determining one's degree program and alternatives to achieving it.

Unlike our university colleagues with seven-year tenure track promotion processes that focus on teaching and contributing to the scholarly literature under the banner of the institution, the community college faculty have largely been expected to serve as teachers, advisors, and recruiters for their programs and that promotion to permanent status is a shorter process (Rifkin, n.d.). Given this, it would appear that the investment of time and money to complete a doctorate likely has critical differences for community college faculty as compared to those of their university peers.

On the surface this may suggest that community college faculty see the doctoral journey as a way to join the ranks of administration or move to the university sector as faculty. What we are learning from the communication with NACCE's doctoral affinity group is that community college faculty start the doctoral process with one set of anticipated outcomes or return on investment and in completing the journey, learn more about themselves and their career trajectory.

Doctoral graduates Donna Duffey and Christine Pigsley are working with the NACCE doctoral affinity group and are seeking to identify other current or recent doctoral graduates among the community college ranks who would be willing to participate in a qualitative survey on this subject. The survey tool made its debut at the 2016 NACCE Annual Conference in Sacramento in October, and subsequent research will be shared at the 2017 NACCE Annual Conference. Interested individuals are asked to email either researcher at the following addresses.



Contact: Donna Duffey dduffey@jccc.edu or

Christine Pigsley Christine.mollenkopf-pigsley@mnsu.edu

"The recent uptick of doctoral students among the NACCE community suggests that there is no shortage of educators and center directors seeking a terminal degree."



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### NACCE & BASE 11 Partner to Promote Innovation





ACCE and Base 11 have formed a partnership to help community colleges better prepare the next generation of innovators and entrepreneurs. Base 11 is a nonprofit STEM (science, technology, engineering and math) workforce and entrepreneur accelerator with several programs to help community colleges expand and enhance their educational offerings around entrepreneurship.

These include helping community colleges establish innovation centers that have Fab Labs, which feature equipment like 3D printers and laser cutters to enable users to design and build almost anything they can imagine.

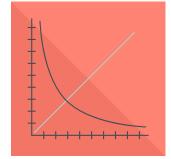
"NACCE is delighted to partner with organizations that offer cutting-edge and user friendly tools and resources that help college leaders and faculty promote innovation and entrepreneurship on campuses and in communities," said Rebecca Corbin, president & CEO of NACCE. "We are proud to celebrate our new partnership with Base 11 that offers a variety of educational resources and trainings in the science, technology, engineering, and math (STEM) areas. We believe that the resources made available through this partnership will help colleges to better prepare students for educational and workforce success and meet growing employer needs in the STEM area."

#### **Fab Lab Growth**

At last count, 30 community colleges had registered Fab Labs with the US Fab Lab Network – and the number keeps growing. But as more colleges add these types of makerspaces, they are also realizing that simply providing the equipment is not enough to foster innovation. They need a strategy to help students get the most out of the resources and instill the entrepreneurial mindset so critical to success in the innovation economy.

"Base 11 helps community colleges integrate their makerspaces into an overall educational program," said Olenka Cullinan, director





of Base 11's STEM Entrepreneur program and an expert in training youth to become business leaders. "We can help colleges provide essential entrepreneurial education to students that will actually fuel innovation and business growth in their surrounding communities." That's where Base 11's STEM Entrepreneur program, a 16-week turnkey curriculum, comes into play. The STEM Entrepreneur program not only teaches students to use the equipment in the Fab Lab and build a digital portfolio, it also covers the entrepreneurial mindset, 21st century leadership skills, marketing and sales strategies, how to develop a business plan and how to secure funding. The program culminates with a pitch contest, and winners from each campus advance to a national competition.

Base 11 trains the college's faculty and staff to teach the course, which includes content from New York Times bestseller and immediate past publisher of *SUCCESS Magazine* Darren Hardy. Earlier this year, Base 11 launched a Fab Lab at Skyline College in San Bruno, California, and is currently offering its STEM Entrepreneur curriculum on the campus this semester.

Through NACCE, Base 11 will also offer training sessions to help community college leaders design, fund and implement an overall STEM Accelerator program that wraps around a makerspace; explore funding and grant options for sustainability, and attract high-potential, low-resource students into the programs. Base 11 held its first workshop with NACCE at the NACCE annual conference in October.



Rebecca Corbin Contact: corbin@nacce.com



### NACCE Launches National Competition for Entrepreneurial Excellence

ow is your chance to be recognized nationally for entrepreneurship excellence at your college or center! At the 2016 NACCE national conference in October, NACCE announced a new, national recognition program. NACCE is accepting self-nominations from current NACCE members whose college presidents have signed the *Presidents for Entrepreneurship Pledge* (PFEP). Nominations, which will be accepted until January 31, 2017, will be reviewed and scored by an independent award committee, and finalists in each category will by notified by March 10, 2017. Winners will receive their awards during the NACCE Presidents' and Chancellors' Breakfast at the AACC Conference in April. Winners will receive additional acknowledgement, including:

- A news release detailing the winners and their contributions
- An article in the Spring/Summer issue of Community College Entrepreneurship
- · Recognition as innovators and leaders in NACCE social media outlets
- Recognition as subject matter experts and NACCE resource in future initiatives.

"We have many enthusiastic and highly motivated entrepreneurial educators among our membership," said Rebecca Corbin, president and CEO of NACCE. "This national award gives them the chance to be recognized for their commitment and entrepreneurial results on a national stage, create content that helps their college in its reaccreditation effort, be part of best-practice examples that NACCE shares with community colleges across the country, and advance and document your entrepreneurship results in your local community."

In August, President Larry Ferguson, of Bevill State Community College in Sumiton, Alabama, signed the PFEP. "By taking the pledge, the college commits to helping the

economic development of all the communities we serve, and this emphasis on entrepreneurship is a major step to accomplish this goal," said Ferguson.

NACCE initiated the PFEP in 2011. Since that time, hundreds of community college presidents throughout the country have signed the pledge. In 2015, the PFEP was validated via an independent study as an effective leadership method.

To submit your nomination, visit the NACCE website https://nacce.site-ym.com/ page/PFEPAWARD.





SUNY Ulster Community College President Alan Roberts, (center), recently signed NACCE's *Presidents for Entrepreneurship Pledge.* 

"We have many enthusiastic and highly motivated entrepreneurial educators among our membership." **REBECCA CORBIN**  Ö



## Evaluating a Student's Startup Plan: Is It Investment Worthy?



### "A good entrepreneur reads, studies and notes changes and trends in the market on an ongoing basis."

MINDY KOLE

Editor's Note: Once your students have decided they have what it takes to be entrepreneurs, you're in a critical position to help them determine if they've got what it takes. Before they spend money on their startup venture or small business, you'll want to evaluate their plan to see if it has the chance to succeed. What expert advice would entrepreneurship educators give about evaluating students' startup plans and determining if they're worthy of investment? Here's what two NACCE members advised on this important topic.

iguel Colon, entrepreneur and entrepreneurship educator at Chabot College in Haywood, California, says he uses his six-part evaluation program to let students answer that question for themselves. "The first few parts I call the 'honeymoon questions,' he said. "They include things like: *Do they have an entrepreneurial mindset, are the pathways obvious, what is the specific idea, and very importantly, what is the product's or service's unique value proposition,*" he explained. "Then we get to the part where most students want to drop the course – the research, feasibility and analysis parts. These parts answer the questions: *Who is your customer? Do you have absolute clarity about them? Do they want/ need what you're proposing? If so, is the revenue opportunity compelling enough to undertake the effort?*"

Mindy Kole, assistant professor of Business and director of the Pfeiffer Center for Entrepreneurial Students at SUNY Ulster in Stone Ridge, New York. believes the first thing to look for is if the business idea solves a problem or meets a need. "As Diana Kander says, 'Solving a migraine rather than just a headache problem provides good business foundation.' The best way to determine this is for the entrepreneur to ask potential customers and target audience members – and then listen to truly determine if the business offers something they would buy."

#### **Interpreting Data**

In Colon's entrepreneurship classes, students need to conduct customer research and present it as part of their startup plan. "Some students interview 15 potential customers; others do 150," he explained. "They present their research and use tools like local chamber profiles and census.gov. The research gives them the opportunity to test their assumptions against actual customer opinions." Kole agrees that defining and targeting the audience for your startup is critical.

"You have to define not just the demographics but the psychographics as well," she said. "You have to know what their attitudes and beliefs are, what the value of the service or product is to the audience and how these will impact their acceptance of the solution the entrepreneur is offering."

After customer research is complete, Colon asks students to complete a three-year pro forma income statement. "In this step, students are asked to project daily transaction volumes, map out peak and low volume cycles, which is a critical piece of the puzzle," he said. *"How much capital will they need to break even, be profitable?*  In my mind, it's not the idea that determines investment worthiness, it's the data."

"The entrepreneur also needs to track and understand trends in the market to determine the sustainability of the idea," said Kole. "Will the offering be needed down the road? Is there new technology expected soon that will impact the offering? Are consumers' tastes changing? A good entrepreneur reads, studies and notes changes and trends in the market on an ongoing basis."

Colon is never in a position to discourage entrepreneurs with their business ideas. "I ask them to go back and look at the data," he said. "I might ask again, *Does the data tell the same story you're telling? Is this really feasible? How much money will you need and when?* They eventually get to the answers themselves."

About 90 percent of the time in Colon's opinion, students make the right decision about whether their product is worthy of investment. "I believe in the Fail Fast model," he said. "If you have a non-performing asset, moving on quicker is better. Assess, do your research, test your assumptions, continually refine. That's what large corporations do – at least the successful ones. But if your offering isn't feasible, pull the plug before investing any more time or money. That's what successful serial entrepreneurs do."

#### The Comfort Factor

One of the success factors for young entrepreneurs is comfort, according to Colon. "We need to give them the confidence to pursue their own success or failure. Accepting failure and learning from it is important. I would never tell a student when to quit on a new business startup venture. I don't want to be that guy. If something's not working, I ask them to look at the data, or look at the questions they're using to get the data."

"There's lots to think about – understanding competition, how the business will make money, startup costs and resources, personal skills and other talent needed and much more," observed Kole. "Students learn this at SUNY Ulster through classes and collaborative group work, through our student-run business, and through events like our Biz Idea Challenge."

Colon dismisses the notion that student entrepreneurs need industry experience to succeed. "It's good to have an outside perspective and disrupt current thinking," he said. "An entrepreneur can be much more successful if they can break the rules. It gives them a significant advantage because they've changed the rules of the game."



mcolon@chabotcollege.edu kolem@sunyulster.edu

### Entrepreneurship: a Catalyst for College Advancement Efforts

By Rebecca Corbin, Ed.D., president & CEO, NACCE

ommunity colleges are facing challenges on many fronts to meet an increasingly complex set of problems driven by flattening enrollments, increased emphasis on the completion agenda, and workforce demands from industry and graduates. To position themselves for success, community colleges are increasingly looking to industry leaders and philanthropists to help pave the way. To effectively demonstrate an entrepreneurial mindset and strategy to engage these community leaders, messaging and the delivery system to make the most of assets (fundraising prospects) are important to evaluate. As Alejandro Cremades wrote in *The Art of Fundraising*, "If you want to glide toward money, you have to make sure your message is clear as a bell, and you need to ensure that you have a unified team capable of communicating it."

#### The State of California Example

In March, 2016, NACCE hosted a well-attended webinar on this very topic, "Engaging Effectively with College Foundations" featuring Nancy Pryor, external affairs manager for the Foundation for California Community Colleges. The webinar focus was a strategic approach for engaging community college faculty and staff with foundation and advancement leaders on campus who specialize in raising funds. In the webinar presentation, Pryor highlighted the programs, services and partnerships provided by her foundation:

- Operate aligned programs and services that are complimentary to and work collaboratively with Chancellor's Office programs and services
- Serve as the fiscal sponsor for the Network of California Community College Foundations, the professional peer association for advancement professionals
- Work with diversified funding sources including:
  - Entrepreneurial programs and services
  - Competitive state and federal grants and contracts
  - Philanthropic partnerships

One of several strategic initiatives highlighted by Pryor was the workforce challenge. Notably, according to a study published by California's Taskforce on Workforce that was funded in part by the JP Morgan Chase Foundation, the United States and the State of California face significant workforce challenges. Among theses are:

- Almost 40 percent of US employers report difficulty finding staff with the right skills
- 92 percent of top executives report there is a skill gap
- 44 percent of top executives identify "soft skills" as the most important skill gap.

California's response was the creation of the Doing What Matters for Jobs and the Economy Framework. This regional and sectorspecific economic and workforce development framework created by the California Community Colleges Chancellor's Office, enhances the role of community colleges in developing the state's workforce through skills-based training focused on in-demand skills.

Lorrinda Forrest, a Deputy Sector Navigator for Doing What Matters, was presented with an Impact Award at the 2016 NACCE Conference. Charles Eason, a small business deputy navigator in California, described her role and success strategies. "Lorinda has done a great job of building relationships with colleges throughout the region, universities, chambers of commerce, and other economic development entities," said Eason. "Some of the projects she has taken the initiative to launch include a series of faculty entrepreneurship mini-grants, collaboration with business plan competitions, and an Entrepreneurship Pathway project with the CSU Fresno Lyles Center for Innovation and Entrepreneurship that will allow for expedited articulation of community college courses with CSU entrepreneurship courses."

#### **The Bigger Picture**

In 2010, the Foundation for California Community Colleges published a comprehensive study that analyzed the success of community college foundations in areas of social enterprise, corporate partnerships and cost reductions. In the findings, interesting themes emerged that are worth further consideration. First, that community colleges have an "untapped potential" that is not realized due to staff, tools, and training. Second, community colleges "lack integrated fund development planning" in conjunction with the strategic planning that impedes fundraising progress. Taking best practices from models like California can empower community colleges to build a team with existing and new resources in the community and develop an integrated plan. At the 2017 NACCE Conference in Tampa, Florida, NACCE will offer tracks to help college leaders and faculty focus on specific areas of resource generation, workforce development, and student success.



Contact: corbin@nacce.com

Reference: Foundation for California Community Colleges. (2010, October). A pivotal time: Measuring the potential of revenue-generating efforts in California community colleges. Retrieved from http://ncccfweb.org

### Innovate Now! Delivers

Editor's Note: The following article appeared in a recent issue of Community College Week. It is based on an interview with NACCE President and CEO Rebecca Corbin.

The NACCE annual conference drew hundreds of community college professionals from across the United States and Canada. The theme, *Innovate Now*, highlighted the opportunity for community college presidents, administrators, and faculty to harness the power of an entrepreneurial mindset and related tools and practices as effective leadership and teaching strategies.

Sacramento, CA proved to be an ideal venue for an innovationthemed conference. The planning committee, comprised of 14 community college leaders, deputy sector navigators, and the State of California's Governor's office, tapped entrepreneurial leaders from the private sector, higher education, and economic development to provide inspirational keynotes and how-to breakout sessions that enabled attendees to learn best practices that they can replicate and customize for their own communities.

The conference featured several new innovative offerings, including:

- An special track for chancellors and presidents that was cofacilitated by a retired and a current community college president that included policy discussions at the state capitol and special VIP visits
- Targeted breakouts and networks for community college foundation executive directors with a focus on applying entrepreneurship to fundraising opportunities
- New curriculum resources, pre-conference facilitation certification for faculty offered for business, community and technical education, STEM, arts, and all other faculty on campu
- Fab Lab and Maker Space site visits, breakout sessions, and adapted experiential models that highlighted a path for student success for faculty and employee engagement for deans and presidents.



#### **Forging New Partnerships**

The past year has been an exciting time of innovation for NACCE as an organization. We have forged and deepened partnerships with other like-minded nonprofit and social enterprise organizations. We also delivered on our commitment to provide additional resources to member colleges through more online course offerings, boot camps and other professional development opportunities. We have been meeting with foundations from around the United States about a significant initiative to provide even more resources to NACCE member colleges. Many of these Foundation and government leaders joined us at the conference.

In August of 2016, the NACCE Board of Directors met in Washington, DC for an annual retreat to discuss the focus and future of the organization. The board strongly reaffirmed the importance of entrepreneurship as a leadership strategy for presidents and administrators and as a teaching strategy across disciplines. The board is unified in its vision of community colleges as the catalysts for positive economic change in communities across the country. To that end, the *Presidents for Entrepreneurship Pledge* (PFEP) and its role as a catalyst for developing and supporting entrepreneurial college presidents and facilitating culture change on campuses and in classrooms will be highlighted with the selection of NACCE Community Colleges of Excellence at the April AACC convention during the NACCE Presidents' and Chancellors' breakfast. Nomination information is posted on nacce.com.

Rebecca Corbin Contact: corbin@nacce.con





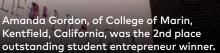




Sylvester Chisom takes the stage at NACCE2016 to talk about manifesting greatness in entrepreneurship.



Conference attendees are on their feet for the opening of NACCE2016.







Hillsborough Community College "pirates" announce the NACCE2017 conference in Tampa, FL!



Entrepreneur In Residence Panelists (from left to right) are: Andrew Foti, Algonquin College; Joseph Kapp and Chuck Terrell of Eastern West Virginia Community and Technical College.

### NATIONAL ASSOCIATION FOR COMMUNITY COLLEGE ENTREPRENEURSHIP



Attending NACCE2016 (from left to right) are: Darcie Tumey, Christine Pigsley, Amy Schulz, Rebecca Corbin, Leah Deppert, Guin Griswold and Amy Bouvier.



Presidents and chancellors track attendees take the California State Capitol Tour.

Kimberly Moore and Julie Schmidtman-Baroody from Tallahassee Community College enjoy NACCE2016.

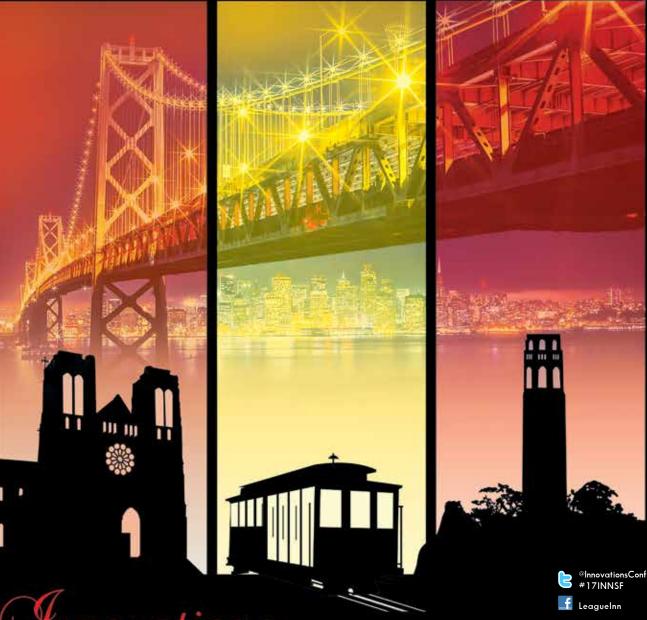




Burton D. Morgan Foundation is committed to providing educators with opportunities that foster innovation and strengthen the Northeast Ohio Entrepreneurship Ecosystem. To this end, we proudly sponsored Cuyahoga Community College, Lakeland Community College, Lorain County Community College, and Stark State Community College to attend NACCE2016: Innovate Now.

Visit our website at www.bdmorganfdn.org to view a sampling of the many initiatives that are driving collegians to be the next generation of entrepreneurs.

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### The Impact of Entrepreneurial Mindset Coursework on Student Persistence

By Donna Duffey, Ed.D., chair, Business Administration and Entrepreneurship, Johnson County Community College, Overland Park, Kansas

A major policy issue facing community colleges today is that of persistence and completion rates in American institutions of higher learning. With over 12.3 million students (45 percent of all undergraduates) enrolled in community colleges in the nation (American Association of Community Colleges [AACC], 2016) and business being the second most popular major for these students, I devoted my doctoral research project to studying the impact of entrepreneurial mindset coursework on community college student persistence and to understanding how to increase persistence. This research provides a curriculum model that is sustainable and scalable to other community colleges across the nation. his research measured student persistence to the next semester of students at Johnson County Community College who have completed the Entrepreneurial Mindset course (ENTR 130). This course uses materials from the Ice House Entrepreneurship Project launched in 2011. JCCC has offered two sections of this three-credithour course each semester since the spring of 2012.

The material used for the Entrepreneurial Mindset course is the work of Clifton Taulbert and Gary Schoeniger, authors of *Who Owns the Ice House? Eight Lessons Learned from an Unlikely Entrepreneur* (2010). The answer to the question of "*Who owns the ice house?*" was Clifton Taulbert's Uncle Cleve. In the book, Taulbert shares the eight timeless entrepreneurial lessons he learned from observing and working with his uncle, who owned an ice house in the Mississippi Delta.

Using this coursework, we explored whether the impact of these lessons, which encourage students to become the entrepreneurs of their own lives, led to increased persistence toward completion of their academic goals. The lessons taught in the entrepreneurial mindset coursework include: 1) The Power of Choice, 2) Seeking Opportunity, 3) Taking Ideas to Action, 4) The Power and Pursuit of Knowledge, 5) Creating Wealth through Resources, 6) Your Accountability to Your Brand, 7) Creating Community, and 8) Persistence.

Using a Mixed Methods Research methodology, the quantitative section compared student successful course completion and persistence before (Group A) and after (Group B) an intervention: the addition of two project assignments—an Educational Development Plan and a Personal Vision Plan. Group A included approximately 85 students; Group B included approximately 95 students. The qualitative section included surveys administered to both pre- and post-intervention student groups.

#### **The Impact of Entrepreneurial Mindset Coursework**

By providing community college students the entrepreneurial mindset coursework (ENTR 130: Entrepreneurial Mindset), students experience the eight timeless lessons that encourage each student to create a more self-directed and more successful life. The course is recommended in the first semester of JCCC's Entrepreneurship program. The course content and the recommended course sequence encourage 1) early student engagement, which leads to 2) increased student persistence semester-to-semester, which leads to 3) improved student learning and self-confidence, which encourages 4) increased student graduation/ completion rates, and ultimately yields 5) an educated self-sustaining citizenry in America's communities.

#### **Research Central Question**

The essential question the study undertook was: Do the lessons learned in ENTR 130: Entrepreneurial Mindset impact the students' persistence (semester-to-semester) in continuing their academic journey?

Demographic data (quantitative) were retrieved for students in Group A (previously taken the course) including gender, age, full-time versus part-time status, major, credits earned, GPA, course grade, and persistence to the next semester. The same demographic data (quantitative) were retrieved for students in Group B.

During the four semesters (spring 2012 through fall of 2013) Group A students were enrolled in ENTR 130: Entrepreneurial Mindset, nine of those students volunteered and signed releases to be interviewed and videotaped near the completion of the course. This was a volunteer group, not a random sample. These interviews were a collaborative effort between the Kauffman Foundation and JCCC designed to assist both parties in identifying primary impacts of the course on JCCC students.

Although the interviews conducted with these volunteer students were not structured for qualitative analysis, there were identifiable themes that became apparent. Those themes included:

- Accountability it is up to me
- The impact of my choices make a difference now and later
- Keep listening and learning knowledge is key to my success in life. It is up to me to persist to my goals – and then keep going forward

Realizing exactly what students were saying in interviews and in written materials became my inspiration. Their exact words best express the impact of the class on their lives as illustrated in a few sampling of their quotes:

"I am certain that the Entrepreneurial Mindset class has helped me to organize my ideas and to take action in a practical and positive way."

"It has changed my attitude and behaviors by transforming my beliefs and assumptions in a powerful positive way that can be reflected not only in my professional career but also in my personal life."

"I realized that other successful entrepreneurs made it happen with nothing – so now I realize that I can too if I decide to apply myself."

"I've started realizing persistence truly does pay off. I've been focusing more time and effort on things I want for my future. Lately I've been reaching out to entrepreneurs and other people like them to try and start forming my network of success."

### "I had an 'ah-ha' moment in every chapter."

Incorporating entrepreneurial mindset coursework early in the student's academic journey serves to encourage them to take ownership of their learning. Reflecting on each lesson, the student develops the attitudes, behaviors and skills that enhance their ability to succeed along their academic journey, in work, and in life. As such, students become more focused and more persistent.

Community college leaders can benefit by including in their curriculum offerings coursework proven to enhance persistence. Persistence is required for students to ultimately reach graduation/ completion, and thus, persistence is required for the nation to reach the mandated completion rates. Teaching and learning the lessons of an entrepreneurial mindset is key to reclaiming the dream.



Contact: dduffey@jccc.edu

### NACCE & NACCE MEMBER NEWS

### **NACCE NEWS**

#### NACCE Board Chairman Eugene Giovannini Named Chancellor for Tarrant County College District

After a nationwide search, the **Tarrant County College** Board of Trustees named **Eugene Giovannini, Ed.D.**, its new chancellor for the college district. Chancellor is the top administrative leadership post at the college, one of the 20 largest colleges or universities in the United States. It is located in Fort Worth, Texas. He took office in late August. Giovannini was the founding president of Maricopa Corporate College in Scottsdale, Arizona, Since 2002, he has served the **Maricopa County Community College District**, including 11 years as president of **Gateway Community College** in Phoenix. Maricopa College has been recognized as a Hispanic Serving-Institution and boasts an Early College High School with a 98.7 percent retention rate. He was appointed to NACCE's board of directors in 2014 and currently serves as chairman.

NACCE board member **Cris Valdez** has been named president of **Richland Community College** in Decatur, Illinois. Formerly, he was president of **Central Wyoming College** in Riverton, Wyoming. Richland Community College has a diverse population of 3,400 students enrolled in a wide range of credit and noncredit programs.

#### NACCE MEMBER NEWS

U.S. Secretary of Commerce Penny Pritzker announced the appointment of **Eastern West Virginia Community and Technical College**'s **Joseph Kapp** and 29 private sector, nonprofit, and academic leaders to serve on the National Advisory Council on Innovation and Entrepreneurship (NACIE). Selected from a pool of more than 200 accomplished applicants, the council members will offer recommendations for policies and programs designed to make U.S. communities, businesses, and the workforce more globally competitive. Kapp is entrepreneur in residence at the college. The members of NACIE provide important counsel to the Department of Commerce on the types of federal policies that will support entrepreneurship, innovation, and job-driven workforce training, all of which are critical to American competitiveness.

Paradise Valley Community College in Phoenix, Arizona, officially opened its new Entrepreneurship Education Center (EEC) on September 13, 2016. The EEC provides educational support and resources to students, valleywide women and minority owned small businesses, new and emerging businesses in the Northeast Valley, and PVCC's surrounding entrepreneurial community. The EEC also provides faculty advising, business intelligence research, brainstorming sessions and networking opportunities for entrepreneurial learning and growth. For more information, contact Kishore Dash, faculty, Business/IT Division Entrepreneurship Education Center: kishore.dash@paradisevalley.edu.



**The Cumberland Business Incubator** hosted a Crash Course MBA Accelerator Pitch Night at **Roane State Community College** in Crossville, Tennessee. Participants in the 15-week long Crash Course MBA program competed, sharing their ideas with the community and answering questions. Topics presented by accelerator participants ranged from 3D printed products to title search services and boutique lawn care. The cohort shared its business growth ideas with the community. For more information, contact Holly Hanson, Cumberland Business Incubator, cbi@roanestate.edu.

**The North Iowa Area Community College (NIACC)** John Pappajohn Entrepreneurial Center held its annual Youth Entrepreneurial Academy earlier this year. The free academy is open to all high school students interested in entrepreneurship. Participants received a \$500 NIACC scholarship sponsored by the John K. and Luise V. Hanson Foundation and John Pappajohn when they attend NIACC. This year, 13 area high school students completed the academy, which is held as a day camp on campus. This is the fourth year the Lean Canvas curriculum has been used. For more info, contact: clemejod@niacc.edu.

**Algonquin College** has formed a new president's advisory panel on Innovation and Entrepreneurship to help guide the college in the coming years. Canadian business leader and high-tech entrepreneur Sir Terence Matthews is co-chair of the panel along with Algonquin President **Cheryl Jensen**. The panel held its first meeting in October, discussing such topics at 5G networks and building smarter cities.

### Correction: In the Summer/Fall issue of Community College Entrepreneurship, Small Business Center Director Jerry Edmonds of Halifax Community College was incorrectly identified as Jerry Edwards.

Note: The byline for co-author Kimberlee Cirillo was omitted from "Building a Fab Lab on Any Budget: Northampton Community College," in the Summer Fall 2016 issue of Community College Entrepreneurship.

### **Jim Correll**

**RESIDENCE** Coffeyville, Kansas

ORGANIZATION Fab Lab ICC at Independence Community College

**OCCUPATION** Director, Fab Lab ICC

**FIRST JOB** Soda jerk at Satanta Drug in Satanta, Kansas

**PHILOSOPHY** Embrace an entrepreneurial mindset and the power of positive thought.

#### **FAVORITE MUSIC**

Country

FAVORITE TV SHOW OR MOVIE The Voice

#### **FAVORITE BOOK**

Wow, there are many, but currently *Creative Confidence* by Tom Kelley and David Kelley

### WHAT GOT ME INTERESTED IN MY WORK

The launch of the Successful Entrepreneur program at Independence Community College in 2006 by Dr. Terry Hetrick.

### **GREATEST ACCOMPLISHMENT**

Working with a great team and college president, Dr. Dan Barwick, to launch the Fab Lab ICC. It took us only seven months from the time of the final decision in March 2014 to the grand opening in October 1, 2014.

### SUCCESS IS...

Seeing the transformation in self-efficacy in people that comes from an entrepreneurial mindset and the Fab Lab experience.

#### PET PEEVE

A fixed, closed mindset.



#### **FAVORITE QUOTE**

"The organizations, communities and nations that thrive are the ones that initiate actions, that launch rapid innovation cycles, that learn by doing as soon as they can. They are sprinting forward while others are still waiting at the starting line."

--- "Creative Confidence" by David Kelley and Tom Kelley

#### **CURRENT PROJECT/S:**

Preparing to build a \$700k annex to Fab Lab ICC.

### WHAT IMPACT HAS NACCE HAD ON YOUR COLLEGE'S ENTREPRENEURSHIP EFFORTS?

The transformation that is leading us toward a more entrepreneurial Independence Community College and ultimately the creation of Fab Lab ICC came from my personal transformation journey that began at the NACCE conference in 2011 when Clifton Taulbert and Gary Schoeniger first introduced me to Uncle Cleve and the Ice House Entrepreneurship program. NACCE is and has been a great combination of entrepreneurship, innovation and academic elements.



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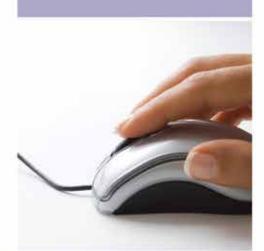
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