NASHVILLE STATE COMMUNITY COLLEGE

ACADEMIC PROGRAM REVIEW

PROGRAM:
Entrepreneurship Technical Certificate

Review Year: 2005-2006
Review Date: March 17, 2006

Nashville State Community College
Academic Program Review
Entrepreneurship Technical Certificate
2005-2006

1. The Program's Role and Scope

a. The program is consistent with and furthers the approved mission of the institution.

"The mission of Nashville State Community College is to provide comprehensive educational programs, progressive partnerships, exemplary services, and responsible leadership to improve the quality of life for the communities it serves" (Nashville State Catalog 2006, p. 2). The Entrepreneurship Technical Certificate supports the College's mission. This certificate program is designed to provide an introduction to entrepreneurship for individuals seeking to start a business or those desiring to enhance their current business skills. Courses in this certificate are offered day, evening, and on the web to meet scheduling needs.

b. The program is appropriate to the level of the institution.

Nashville State offers 13 technical certificate programs and 18 Associate of Applied Science (A.A.S.) degree programs. The Tennessee Higher Education Commission (THEC) staff and the Tennessee Board of Regents (TBR) staff approved our request to develop a proposal to establish a Technical Certificate in Entrepreneurship in January 2004. Our proposal was officially approved for implementation in fall 2004 by TBR in spring 2004 and by THEC in summer 2004. The program requires the completion of 24 semester credit hours.

c. The program meets a clearly defined need.

In fall 2001 Nashville State was contacted by the Head of the Planning and Continuous Improvement Unit at the Tennessee Department of Labor and Workforce Development to explore the possibility of developing online courses in entrepreneurial training. Due to a slowing in the economy, layoffs were occurring, and these courses would help provide training to unemployed individuals. As a result of this partnership, courses were developed in entrepreneurship.

To determine student demand for the development of a formal credential in entrepreneurship, Business Management students were surveyed in fall 2003. Results showed 90.5 percent of the students surveyed indicated an interest in an entrepreneurial program (certificate and/or a concentration), with 56 percent indicating they would have seriously considered pursuing a certificate and 64 percent a concentration. Of those responding, 79 percent had considered starting their own business.

While students indicated a preference for a concentration in the current Business Management A.A.S. degree, the College proposed a technical certificate, rather than a concentration, in order to attract adults who are not currently enrolled and desire specific courses in entrepreneurship. The Advisory Committee approved this option. All of the courses in this certificate apply toward Nashville State's Associate of Applied Science degree (A.A.S.) in Business Management with either a concentration in Marketing or Small Business Administration.

Program Enrollment
Number of Declared Majors by Semester

Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006
1	2	2	4	5

Number of Awarded Degrees or Certificates Based on Calendar Year

	Year 2004	Year 2005	Year 2006	Year 2007
Degrees	NA			
Certificates	0	1	NA	NA

d. The program has clearly formulated Strategic Goals.

The Strategic Goals for this program are to

- Demonstrate an understanding of entrepreneurial alternatives such as startup, buyout, and franchising.
- Demonstrate an understanding of the role and activities of entrepreneurship in a global setting.
- Write a business plan.

2. Curriculum

a. The curriculum is appropriate to the level and purpose of the program.

The program consists of college-level courses designed to provide basic business skills and knowledge to current and future entrepreneurs. Students study and develop facility in entrepreneurship, accounting, economics, marketing, management practices, money management skills, and general business.

b. The curriculum is reviewed regularly.

The curriculum was reviewed in fall 2005 by Business Management faculty members and the Advisory Committee. Revisions approved by the advisory committee in fall 2005 included applying all courses toward the A.A.S degree in Business Management with either a concentration in Marketing or Small Business Administration. Prior to this change, all of the courses in this certificate applied toward the A.A.S. degree in General Technology.

c. Program requirements include a strong general education component.

   Course outcomes will be pursued through a combination of lecture, class discussion, student presentations of selected cases or topics, and written assignments. Students will participate in activities designed to enhance their abilities in communication, critical thinking, and problem solving.

General Education Requirements			
Program	Total Required Hours	Total Hours in General Education	Percent of Program General Education
Entrepreneurship Technical Certificate	24	0	0

d. The curriculum includes a required core of appropriate courses in the discipline. (Please refer to page 110 in the Nashville State 2006 catalog.)

Discipline Requirements			
Program	Total Required Hours	Total Hours in General Education	Percent of Program Discipline
Entrepreneurship Technical Certificate	24	0	100

3. Faculty

a. Faculty members are well-prepared for the level of the program and meet the Criteria (IV) of the Southern Association of Colleges and Schools (SACS).

Full-time Faculty Credentials

Name	Courses Taught During the Past Academic Year Fall 2004 & Spring 2005	Semesters Taught at NSCC	Years at Other Related Work Experience	Years Teaching at Secondary Level	Highest Degree	Current Academic Rank
Howard Doty	Business Law Business Ethics Legal Issues for the Web Investment Basics	28 semesters with 12 summer school semesters	15 years trial attorney		J.D.	Professor
Kelvin Elston	Intro to Business Organizational Behavior Principles of Management Principles of Banking Sales Techniques	12	20	2	M.A.	Assistant Professor
David Gerth	Marketing Business Management Applications Business Statistics	21	20	2	M.B.A.	Associate Professor
Bill Pardue	Intro to Business Organization Behavior Customer Service Sales Techniques Marketing Business Ethics	13 semesters plus 5 summer (4 adjunct)	1	1.5	M.B.A. and Ed.S	Instructor
Quenton Pulliam	Organizational Behavior Principles of Management Principles of Macroeconomics Principles of Microeconomics	Approximately 50+ Does not include summers 70+ with summers	30	1	M.B.E.	Associate Professor
Cliff Rockstead	Intro to Business Sales Techniques Consumer Behavior	One semester full-time, twenty (20) semesters part-time	Eleven (11) yrs adjunct VSCC, training consultant twelve (12) yrs, corporate trainer three (3) yrs, training director four (4) yrs	One-half (1/2) year full-time, twenty-one (21) years part-time	M.B.A.	Instructor
Valerie Stroop	Intro to Business Sales Techniques Principles of Banking Consumer Lending Money and Banking	42 semesters	Banking: 4 yrs (full-time) 4 yrs (part-time)		M.B.A.	Associate Professor

b. Faculty participates in professional development training opportunities to maintain currency in their teaching discipline, e.g., grants, on-campus in-services, specialized training, on-line training, and courses.

It is a goal of Nashville State Community College (NSCC) and the Business & Applied Arts Division that faculty members stay current in their disciplines. Even though the funds available to attend conferences, workshops, and seminars are limited, faculty members maintain and demonstrate a strong commitment to active involvement in professional development activities that are designed to enhance their skills.

Business Management faculty members participated in the following activities during the past academic year:

Howard Doty
> Division Professional Development Series (ongoing since spring 2005)
> Member of the Faculty Senate
> Participated in Business Management's Advisory Committee meetings
> Nashville State Tech's representative to the Academic Faculty Sub-council to the
>> Tennessee Board of Regents
> Attended In-services on NSCC Mission Statement
> Attended NSCC General Assembly
> Inservice on the Basics on Copyright Violations
> Mid-South Instructional Technology Conference
> Participation in High School Visits
> Tennessee Bar Association Annual Law Review
> Tennessee Board of Regents Seminar on Regents On-Line Program
> In-service on Critical Thinking
> Lecturer in High School Career Day
> Participated in Faculty Forum
> Participated in Faculty Inservice on Advising
> Attended Tennessee Board of Regents Math Department Chair Conference at Tennessee Technological University
> In-service on Plagiarism
> In-service on Grade Inflation

Kelvin Elston
> Division Professional Development Series (ongoing)
> Six Sigma Training
> Mid-South Instructional Technology Conference
> Participated in Business Management's Advisory Committee meetings

David Gerth

    Pursuing a doctorate in Curriculum and Education from Tennessee State University.
    The following courses have been taken or are being taken this semester:

        Seminar on Curriculum
        Curriculum History/Development
        Two Seminars on Teaching/Instruction
        Seminar on Curriculum Development
        Independent Study on Mastery Learning

    Tennessee Board of Regents/Regents Online Degree Program (RODP) Distance
    Education Conference
    Mid-South Instructional Technology Conference
    Division Professional Development Series (ongoing since spring 2005)
    Participated in Business Management's Advisory Committee meetings
    Critical Thinking Conference at Columbia State Community College
    In-service on Grade Inflation

Bill Pardue

    New Employee Orientation
    Board of Examiners for Tennessee Center for Performance Excellence/TQA (2001 and
    2005)
    Pursuing a second Education Specialist degree in Instructional Leadership from
    Tennessee Technological University (6 credit hours obtained since employment with
    NSCC)
    WebCT Orientation
    Learning Resources Orientation
    SACS Accreditation in-service
    In-service on Critical Thinking
    Serve on Best Practices Committee for QEP
    Participation in High School Visit

Quenton Pulliam

    Full semester course – Dreamweaver software
    Division Professional Development Series (ongoing since spring 2005)
    Economic Outlook Conference
    Conducted in-service—How to Protect Your Personal Computer
    Plagiarism in-service
    Grade Inflation in-service
    Participated in Business Management's Advisory Committee meetings

Cliff Rockstead
    New Employee Orientation
    Learning Resources Orientation
    WebCT Orientation
    Computer Security in-service
    Performance Evaluations meeting
    General Education Core in-service
    Critical Thinking Conference at Columbia State Community College
    Advising for Faculty in-service
    In-service on Using WebCT for on-ground courses
    SACS Accreditation in-service
    Effective Pedagogy in-service
    In-service on Plagiarism CSI: How to detect and deal with Cheaters
    Division Professional Development Series (ongoing)
    Participated in Business Management's Advisory Committee meeting

Valerie Stroop
    Division Professional Development Series (ongoing since spring 2005)
    Mid-South Instructional Technology Conference
    Outlook Calendar & Tasks
    IDEA in-service
    In-service on Protecting Your Home Computer
    Participated in Business Management's Advisory Committee meetings

c. The faculty is adequate in number to meet the needs of the program.

Since this certificate has only been in existence since fall 2004, the number of students pursuing this degree is low at this time. Therefore, the number of full-time and part-time faculty members is adequate to meet the needs of this program.

4. Student Advisement

a. Admission, retention, and degree requirements are clearly stated in the institutional Catalog.

Please refer to the NSCC 2006 Catalog for the required information that is listed as follows:

Admissions Requirements	Page 9
Entrepreneurship Program	Page 110
Retention Standards	Pages 40-41
Technical Certificates	Page 13

b. Advisement and guidance are regularly provided to students.

All certificate program students are assigned an advisor upon entry to the Entrepreneurship program. Program advisees are encouraged to meet with their advisor prior to and during each semester to review their individual progress and to determine their future participation.

5. Teaching and Learning Environment

a. Faculty is regularly evaluated relative to the quality of their teaching effectiveness.

Course evaluations are required to be completed by students for every course conducted by both adjunct and full-time faculty. Evaluations are completed anonymously by the students during the final two weeks of the semester. Evaluations are returned to faculty at the beginning of the next semester.

Faculty members are evaluated annually by the dean of their division. The current faculty evaluation instrument consists of five components: Instruction, Course Evaluations, Advising, Institutional Service, and Community Service. Question 9 on the course evaluation form, "Provide an overall rating of the instructor," is used in the Course Evaluations component.

b. Courses are offered regularly to ensure that students can make timely progress.

At this time all Entrepreneurship Certificate Program courses except ACCT 1010, Survey of Accounting for Small Business; BUS 1500, Entrepreneurship; and BUS 2240, Personal Money Management are offered each Fall, Spring, and Summer semesters. Historically, ACCT 1010 and BUS 2240 have been offered at least two semesters per academic year. BUS 1500 has been offered one or two semesters per academic year to meet certificate requirements.

Courses Taught During Past Academic Year			
Course	**Taught by**	**Fall 2004 Sections/Enrollment**	**Spring 2005 Sections/Enrollment**
Survey of Accounting for Small Business (ACCT 1010)	Jim Formosa	1 / 10	Not Offered
Principles of Accounting I (ACCT 1104)	Brad Adams Patricia Feller Jim Formosa Barbara Gershowitz Cindy Johns Philip Lee Bryan Ratliff Laurie Swanson Karen Werfel	10 / 236	9 / 213
Introduction to Business (BUS 1113)	Sherri Boatright Cary Bunt Marshall Buttrey Kelvin Elston Wade Miller Duncan Rushing Valerie Stroop	8 / 170	4 / 130
Entrepreneurship (BUS 1500)	Richard Williams	1 / 29	Not Offered
Personal Money Management (BUS 2240)	Quenton Pulliam Richard Williams	1 / 19	1 / 25
Principles of Management (BUS 2400)	Kelvin Elston Diane Johnson Quenton Pulliam	5 / 81	2 / 56

Courses Taught During Past Academic Year			
Course	Taught by	Fall 2004 Sections/Enrollment	Spring 2005 Sections/Enrollment
Marketing (MKT 2220)	David Gerth	2 / 58	3 / 61
Principles of Macroeconomics (ECON 1111)	Jim Burkard William Kozlowski Quenton Pulliam	3 / 76	2 / 65
Principles of Microeconomics (ECON 1121)	Jim Burkard Marshall Buttrey William Kozlowski Quenton Pulliam	4 / 74	5 / 123

c. Student and Alumni opinions on the quality of the program are regularly collected and used to plan improvements.

NSCC administers Student and Alumni surveys every other year. Although information specific to individual programs is not collected in the Student Survey, overall feedback is helpful in making program improvements. Beginning with the 2005 Alumni Survey, data is being collected by major for quality of service. On a four-point scale with 4 receiving an excellent rating, the average for the Business Management program was 3.37 and the overall average for NSCC was 3.12.

Due to the infancy of the Entrepreneurship program and the low enrollment, currently the process for collecting feedback is an informal one. Although no formal survey is given to students in this program, fall and spring semester graduating students in Business Management complete a Student Satisfaction Survey. Since only two courses in the Entrepreneurship program are not required in the A.A.S. degree in Business Management, this survey provides faculty members with specific information in such areas as students' satisfaction with the educational experience, quality of instruction by full- and part-time faculty members, quality of courses, and clarity of objectives for courses.

d. Student learning outcomes are regularly reviewed and the information is used in planning.

Currently, as a requirement of our internal academic audit program, all student learning outcomes for each course in the Business Management program are being reviewed and revised. This activity requires that all learning outcomes relate to the Business and Applied Arts Division Mission Statement and to the NSCC Mission Statement. (See Appendix 4.)

e. Library holdings are current and adequate to meet student needs.

The NSCC Library currently maintains over one hundred titles related to entrepreneurship. All students have electronic access to the NSCC Library, to "Athena" the Metro Nashville Library system, and the following resource sites:

- EBSCOhost

- SIRS

- New York Times

- InfoTrac

- CINAHL

- Facts on File

- The Tennessean

- Safari Tech Books Online

- Books24x7 IT Pro Collection

f. Classrooms, laboratories, and other facilities are adequately furnished and equipped.

Business Management classrooms are assigned to courses to best meet the needs of the class dynamics and enrollment requirements. All Business Management program classrooms are equipped with student desks and chairs, white boards, an instructor's computer with Internet access, a ceiling-mounted projector and view screen, and a large-screen TV with DVD/VCR capability.

6. Related Services

A. Advisory Committee

1. If program has an Advisory Committee, in what ways does the Advisory Committee contribute to the program? How often did the Advisory Committee meet during the past calendar year?

The Business Management Advisory Committee meets two to three times each year, and this Committee helps maintain a strong partnership between Nashville State and business and industry. The experience and expertise of committee members have provided much guidance in the development of the Entrepreneurship Technical Certificate.

During the past academic year, the Advisory Committee and faculty members met three times and worked together on the following activities:

- Developed vision and mission statements for the program.
- Reviewed assessments used to measure mission statement.
- Reviewed the Employer Survey.

B. Support Services - as they affect this program

1. Recruiting—Recruiting is a collaborative effort among many individuals at NSCC. Faculty members and the Admissions staff work together in this area. Recruiting activities may include visits to high schools, career day events at NSCC, career fairs, and panel discussions.

2. Computer Services—The Computer Services Department provides technical support to ensure the computers in faculty offices and classrooms are working properly. If a computer or software-related problem occurs, a request is sent to the Computer

Services Help Desk, and the problem is corrected as soon as possible. The Help Desk provides assistance to faculty, staff, and students for a variety of computer-related questions and problems. The Computer Services Department also makes available an Open Computer Lab for students in Room C-308.

3. Cooperative Education—Nashville State's Cooperative Education Program gives students an opportunity to put the knowledge and skills learned in the classroom to work, helping them to gain valuable on-the-job work experience.

4. Placement Services—The Career Employment Center tracks graduates following completion of their program to determine if they are employed in a field closely related to their major area of study. This Center also assists students with job placement services such as resume writing and interviewing skills.

7. Program Review Summary

a. What is the strongest area of the program in terms of quality? Describe and explain.

A primary strength of the program lies with the faculty itself. All faculty members have at least a master's degree in business. Several are working towards (or have) a doctorate degree. The Business Management faculty contributes expertise from a variety of areas. Quenton Pulliam has over thirty years experience in business ownership and management, having owned and operated several retail and wholesale businesses. Dr. Howard Doty has a doctorate degree in Law. He practiced law as a trial attorney for over 15 years, and he was the managing partner of Doty and Doty, Attorneys. David Gerth worked in business for approximately twenty years, and he has experience in light production, operations, design, purchasing, customer service and sales, payroll, cash management, accounts payable, and human resource management. Cliff Rockstead offers work and teaching experience covering over 35 years. He has served in the US Army (Vietnam), as a Tennessee state employee, as an independent consultant, as an employee of four Fortune 500 companies and now with NSCC. He has experience in corporate training, human resources, management, marketing, retail sales, as adjunct faculty at two community colleges, and as full-time faculty at NSCC.

Other strengths of this program include the curriculum and course delivery. With the guidance of the program's Advisory Committee and recommendations from students and faculty members, the curriculum is frequently reviewed to ensure the program is meeting the expectations of students and the community. The offering of day, evening, and online courses allows students with various schedules to enroll in this program.

b. What area or areas of the program need improvement? Describe and explain.

The Entrepreneurship Technical Certificate program was implemented Fall 2004 and to date has had one student successfully complete the requirements of the program. Two areas needing improvement include an increased emphasis in recruiting and the establishment of external partnerships with the business community.

At this time, no formal partnerships have been established with the business community, but efforts toward developing these partnerships have begun. A meeting with Heather Penney, director of the Tennessee Small Business Development Center (TSBDC) at Austin Peay State University, took place in fall 2005. Following our meeting, Ms. Penney then spoke with other TSBDC directors in the state about our program. Ms. Penney noted, "While the Tennessee Small Business Development Center (TSBDC) network believes the NSCC Entrepreneurship program is a great opportunity for the community to gain formal knowledge of establishing a business, the TSBDC State Director believes it would be in the best interest to work closely with NSCC to allow the program candidates to have access to practical application skills and assistance in aiding the candidates in establishing their own business. The TSBDC would be willing to work with NSCC to come into the classroom and discuss the role of the TSBDC and invite each student in for counseling in order to assist them with opening their business."

8. Projections and Recommendations

What changes do you predict for this program during the next 2-3 years? Include projected changes in curriculum, personnel, instructional methodology, employer demand, enrollment, retention, or job placement.

With additional emphasis on marketing this program, an increase in the number of students pursuing this certificate is expected. The curriculum will continue to be reviewed regularly to ensure we are meeting the needs of our student population and community. External links with the business community will be developed to provide students with additional resources. As the number of students declaring Entrepreneurship increases, we will offer more sections and will staff these classes with qualified instructors.

Appendix

Program Review Data: Quantitative Semester Data

I. Enrollment Data

A. Headcount

Headcount – Duplicated

Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006
1	2	2	4	5

Headcount – Unduplicated

Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006
1	3	3	4	7

B. Day/Evening

Enrollment – Day

Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006
1	1	2	3	4

Enrollment – Evening

Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006
0	1	0	1	1

C. Race

Enrollment – Black

Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006
0	1	2	2	3

Enrollment – White

Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006
1	1	0	2	1

Enrollment – Other

Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006
0	0	0	0	1

D. Gender

Enrollment – Female

Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006
0	1	2	1	2

Enrollment – Male

Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006
1	1	0	3	3

E. Full-Time/Part-Time

Full-Time

Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006
0	0	0	0	0

Part-Time

Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006
1	2	2	4	5

F. Student Credit Hours Produced

Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006
6	12	15	24	39

G. FTE

Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006
		1	1.6	2.6

II. Class Data

A. Average Class Size

Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006
N/A				

B. Percent Classes Taught by Full-Time Faculty

Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006
N/A				

III. Graduate Data

  A. Total Graduates

Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006
0	0	0	1	0

  B. Race

Black

Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006
0	0	0	0	0

White

Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006
0	0	0	1	0

Other

Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006
0	0	0	0	0

  C. Gender

Female

Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006
0	0	0	0	0

Male

Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006
0	0	0	1	0

IV. Budget

  A. Personnel

October Budget

Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006
$0	$0	$0	$1,365	$0

  B. Operating

October Budget

Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006
$0	$0	$0	$0	$0

  C. Equipment

October Budget

Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006
$0	$0	$0	$0	$0