

# Entrepreneurship for the Public Good



## Entrepreneurship for the Public Good:

An Innovative Model  
to Produce Service  
Oriented Leaders for  
Appalachia and Beyond

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Be the change you wish to see in the world. —Gandhi!

## Overview

According to the Appalachian Regional Commission (ARC), the best hope for stabilizing and diversifying Appalachia's economy lies in the creation and expansion of businesses that provide jobs, build local wealth and contribute broadly to economic and community development. The need to expand and support entrepreneurial activity as a means for revitalizing Appalachian communities led to the creation of Berea College's Entrepreneurship for the Public Good (EPG) program with a \$7.6 million dollar endowment. The EPG program is a model for making positive change in the Appalachian region through the two summer program where students learn how small businesses and nonprofit organizations employ responsible practices to provide jobs and build healthy communities. The objective of the program is to teach students from a variety of disciplines about entrepreneurship and develop their leadership skills to equip them to make a positive impact on the Appalachian region...and beyond.

## An Innovative Model: Entrepreneurship for the Public Good

The goals of the Entrepreneurship for the Public Good program are to engage Berea College students in entrepreneurship and leadership activities in order to enable them to explore theoretical and practical approaches to entrepreneurship for the public good in the context of economic development in Appalachia and beyond; identify and seize new entrepreneurial opportunities; develop and build leadership skills; prepare for professional careers with a purpose; and add value to small businesses and nonprofits in the region. The EPG program helps students become agents of change in the Appalachian region and beyond. The program bridges several curricular and co-curricular areas and makes connections among and across programs. It helps students recognize the value of enterprises that create public benefits, whether they are operating within business or nonprofit frameworks. Indeed, EPG acknowledges that a broad spectrum of entrepreneurial enterprises, both commercial and philanthropic, is critical to the future of Appalachia. During the Summer Institute, which meets daily from 9am-3pm, M-F for eight weeks, students learn about entrepreneurship, leadership and community development through classroom sessions, discussions, field trips in the region, experiential learning opportunities that culminate into a business plan or feasibility study and a community partner project. In the second summer in the program, students apply what they learned during the Summer Institute by serving as an intern with a nonprofit or for-profit organization for 10 weeks.

## An Interdisciplinary Approach

EPG is designed for students from any background or academic area, therefore the program is housed in the Appalachian Center with two endowed chairs from different academic departments (Economics & Business and Sociology). Berea College is a top-ranked liberal arts institution distinguished by a no-tuition policy, serving students who have high academic potential but limited financial resources. The EPG program integrates the college's mission of learning, labor and service to the region by partnering with key programs within the College. Refer to Appendix A for key campus partnerships. This ensures an interdisciplinary approach with faculty from Berea College speaking on topics within their respective areas: from Appalachian studies professors who teach students about economic development in the region to the President of the College who teaches servant leadership; from the accounting professor who teaches understanding financial statements to the theatre professor who prepares students for elevator pitches. Refer to Appendix B for a diverse list of faculty instructors. Rounding out the expert instructors, a series of over 30 guest lectures by successful entrepreneurs and nonprofit leaders from the Appalachian community teach the students how they can make a positive contribution to the region. Refer to Appendix B for a list of the guest speakers during field trips in the region.

Since its inception, one of the unique core features of the EPG program has been to encourage students from any major or background to learn and apply entrepreneurship and leadership skills in a wide variety of contexts. Agriculture students can learn entrepreneurial concepts pertinent to farming and forestry industries, nursing students can learn how to set up a clinic, art students can learn how to sell their art, and students focusing on sustainability and environmental studies can learn how to promote collaboration among economic, environmental and social service sectors. Visiting faculty are recruited to teach in the Summer Institute, from Greg Dees of Duke University, well known for his social entrepreneurship initiatives to premier entrepreneurship educators. The course helps students understand business and entrepreneurship principles which include discovering how to cultivate individual

entrepreneurial skills, understanding the role of small businesses in contributing to the local, regional and national economy, identifying and seizing new entrepreneurial opportunities, learning the components of starting a business or nonprofit organization – including planning, start-up, marketing, financials, operations and management – and ultimately, thinking and acting entrepreneurially regardless of the students' chosen career path.

### **A Comprehensive Model: Using the Experiential Learning Pedagogy**

The program is based on the experiential learning model influenced by David Kolb. He expanded upon the "learning by doing" concept based on Confucius' dictum which states: "Tell me and I will forget. Show me and I may remember. Involve me and I will understand." Similarly, the EPG program is based on four key experiential learning opportunities for students. First, students write a business plan or feasibility study for a business they are interested in operating. Next, student teams engage in community partner projects with an organization to make an impact on an Appalachian community. EPG Fellows also teach entrepreneurship and leadership skills to high school students during the Summer Institute. The final experiential learning opportunity is for students to intern with a for-profit or nonprofit organization in the second summer of the program.

### **Business Plan/Feasibility Study**

Students are challenged to create a new business opportunity and complete a business plan or feasibility study for a business they may be interested in pursuing. Entrepreneurship educators agree that teaching entrepreneurship in a classroom is insufficient; therefore students present the business concept to a panel of judges comprised of venture capitalists, bankers and entrepreneurs challenges the students to prove the business opportunity. EPG Fellows are challenged to conduct in-depth research and produce financially-feasible plans to the professional panel as if they were seeking funding and support for the business concepts. Judges rate and rank the presentations based on innovation, practicality, professionalism and comprehensiveness of the plan. After the competition, judges provide valuable feedback to the students. Through this experiential learning component, students gain realistic perspectives on the challenges entrepreneurs face in building a viable business model.

### **Community Partner Projects**

The service-learning model at Berea College takes experiential learning to a new level. Berea College's service-learning program states that learning through service is an educational experience where students gain a deeper understanding of course content based upon a collaborative partnership between college and community. This approach enables students to apply academic knowledge and critical thinking skills to meet genuine community needs. Through reflection and assessment, students gain an enhanced sense of responsibility to the community in which they serve. Through the program, students are expected to actively engage with nonprofit and for-profit organizations within the Appalachian region and to create value for the organization through a community project. By working closely with the leadership team of these organizations, the students see first-hand what it is like to work in a business environment and how these individuals are realizing Appalachia's economic and social potential. To ensure high quality community projects, the EPG team works with community partners to identify projects a student team can accomplish during the eight-week program while adding value to the organization. This allows students to take ownership of a task that is expected to create a lasting impact on the community.

In the first summer, students team with one of five community partners to work on a project for the summer. While the selected counties are some of the poorest in the region, each area has a strong coalition of community members working for positive change. In the summer of 2005, students worked with Snug Hollow Farm Bed & Breakfast addressing marketing, financial, operational and growth strategies for the business ending with a final business plan deliverable. As a result of the efforts of the student team, the entrepreneur has been able give up her secondary full time job and focus solely on the Bed & Breakfast. During the 2004 Summer Institute, the Estill County, Kentucky team interviewed and photographed local artisans and other places of interest to develop a map, directions and individual entrepreneur stories and business links for a virtual artisan driving tour. Clearfork Valley, Tennessee needed EPG's help to conduct a needs assessment of community farmers that resulted in the production of a pamphlet and presentation to encourage goat farming in the community.

## Entrepreneurial Internships

The Entrepreneurship for the Public Good internship program allows students to apply what they learned during the Summer Institute of the previous summer while serving as interns for 10 weeks with businesses or nonprofit ventures. The EPG program connects with businesses and nonprofits in the Appalachian region that are potential internship sponsors and assists students in identifying an organization and project which meets both student and program objectives. The goal of the program is to create value for the host organization, while deepening a student's knowledge and experience of the principles of entrepreneurship and leadership. Interns are expected to provide leadership for a specific project that creates identifiable and lasting value for the organization. The James Bowling Entrepreneurial Internship program's endowment pays the students during the internship. Each EPG internship is designed to meet rigorous criteria for academic credit either within the department of the student's major or in the General Studies program. Each student has two faculty sponsors during the internship. At the conclusion of the internship, students present highlights of their experience to an audience of community partner organizations, fellow EPG interns, faculty members and others. For a listing of internships, refer to Appendix C.

## Educating our Region's Youth

Teaching the youth in the region is a key to limiting outmigration, and the program hopes to accomplish this by enlisting the help of college students. The 2004 project had students in the program lead a two-day intensive Entre-Camp that taught the principles of entrepreneurship and leadership to 29 students from the Cincinnati Entrepreneurship High School. In 2005, students taught entrepreneurship to 10 Appalachian students and 2006 brought 22 students from the Rural Development Center's Entrepreneurial Leadership Institute to campus to learn side by side with the EPG fellows. The Entre-Camp allows college students the opportunity to take the knowledge learned in the classroom and share it with others. The program hopes to inspire these young people to pursue a college education and help build entrepreneurial skills that create jobs in the region to limit outmigration of the region's most important resource – its youth.

## Program Uniqueness: Creating Valuable Connections

One component of the EPG program is to encourage students to develop their own "entrepreneurial mindset." The entrepreneurial mindset is a powerful way to stop thinking and acting by the old rules and start thinking with the discipline of a habitual entrepreneur.<sup>1</sup> Whether a student pursues a career in a nonprofit organization, for-profit business, or starts an entrepreneurial venture, the entrepreneurial mindset is a valuable tool used to see an opportunity that creates a positive change. In addition, the program places emphasis on seizing opportunity and using the entrepreneurial mindset in other areas such as church, civic groups, schools and ultimately all areas of life. The program embraces the Appalachian community and utilizes entrepreneurs and community leaders who are model agents of change in the Appalachian region.

## Learning from the Region

Visiting communities in Appalachia makes a tremendous impact on the EPG students, who see regional models and examples of community and economic development that build upon local resources and talents. Students are encouraged by entrepreneurs to be firm in their commitments, to not let others discourage them and to never give up. The EPG Fellows personally witness the ways that people are banding together to build stronger communities. In Benham, Kentucky, EPG participants learned from the "Petticoat Mafia," which started through the efforts of the local gardening club and later established a for-profit business to raise money for the community. The women showed the students that even seemingly small efforts can positively transform a community. In Harlan County, Data Futures, Inc. was launched to provide high income technology jobs to talented young people who choose to make their living

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<sup>1</sup> McGrath, R. G. and MacMillan, I. (2000). *The Entrepreneurial Mindset*. Harvard Business School Press. Boston, Massachusetts.

in the mountains. In Athens, Ohio, students learned how the Appalachian Center for Economic Networks (ACEnet) is helping communities build capacity to create a sustainable regional economy. Students learned how the food and technology incubators help local entrepreneurs achieve their otherwise elusive dreams of business ownership.

## Preparing Leaders for the Future

The EPG program strives to prepare the leaders of the future to be agents of change. In addition to classroom sessions, discussions and experiential learning opportunities, students apply leadership lessons to their work with student teams comprised of people from very different academic backgrounds, skills and interests. The EPG Fellows represent a diverse group of students from Appalachian to inner city African American students to international students from underdeveloped countries ranging in ages (19-56) with a variety of academic disciplines, thus exposing students to global development needs from a variety of perspectives. Students are expected to: appreciate the importance of leadership in transforming and empowering groups, companies, organizations or communities to effect positive changes; identify and understand the ways in which their own temperament and preferences can contribute to (or impede) group success; practice leadership and organizational skills by planning, establishing priorities, setting realistic expectations and completing objectives for a community project; develop a capacity to understand and appreciate the role of leaders in the Appalachian region given its unique history and culture, and become "service-oriented leaders for Appalachia and beyond."

## The Public Good Equation

Students are encouraged to address the moral, ethical and ideological components of "public good" and examine how they would define "entrepreneurship for the public good" throughout the course of the program. The ways businesses and organizations benefit customers, shareholders and employees, as well as how an organization affects the community at large are discussed in the program. Through the community partner projects, the program challenges nonprofit organizations and business owners to be aware of their personal accountability to the stakeholders who are served by the organization. The program has identified characteristics of businesses and organizations that contribute to the "public good" from both an *economic perspective* (providing jobs, producing goods and services and providing a return on investment) and an *equity perspective* (paying fair wages, providing benefits and practicing nondiscrimination in hiring and promotion). In an ideal society, every business and organization would uphold both economic and equity considerations to serve the "public good."

## Effective Results: Making an Impact on Students' Lives

The EPG evaluation process strives to ensure that the program is structured and conducted in ways that meet overall goals, assess the personal development of students as a result of participation in EPG, and document the long-range impact of the program on participants and the region. Presently, assessments are conducted that help fine tune the program to better meet its goals. First, program components are assessed by collecting both qualitative and quantitative data from students in three ways. Individual guest speakers, experiential learning opportunities and field trips are evaluated using a five-point rating scale and open-ended questions. The pre-and post student self-assessments of skill development include creative and innovative thinking, ability to handle ambiguity and uncertainty, risk taking or lack of fear of failure, entrepreneurial skills, and marketing skills, among others. Refer to Appendix D for EPG assessment data. Here, in their own words, are highlights of what the life changing EPG experience was like and what the students learned. Refer to Appendix E for more student perspectives.

My internship has not only helped me to hone my skills, but also gain the confidence necessary to enter the real world. It has strengthened my commitment to preserving the Appalachian region I call home. By working for a successful local entrepreneur committed to preserving and developing the region, I have gained the insight necessary to pursue an entrepreneurial venture of my own. I will always have a heartfelt commitment to Appalachia, and as graduation approaches, I hope to take the skills learned and implement them for the overall wellbeing of the region. The EPG program and my internship have encouraged me to stand up and make a difference and to distinguish between growth and development within a community.

– Katy McLean Maney '06

The trip to southeastern Kentucky showed me the real meaning behind the words Entrepreneurship for the Public Good: people using their entrepreneurial skills to benefit underdeveloped regions in Appalachia. By relying on the same principles we have learned through the EPG program, organizations are able to fight such problems as high illiteracy, rampant drug use and lack of balanced reporting in traditional media. This trip was ideal because it helped expose us to enterprises that embody what EPG stands for: Entrepreneurship for the Public Good.

– Jeremy Khela '06

### **Sustainability: Becoming an Agent of Change**

Under the leadership of President Larry Shinn, the College raised a \$7.6 million dollar endowment from 136 donors to ensure the sustainability of the EPG program as a core program at Berea College. Co-chairs include the William and Kay Moore Professor of Entrepreneurship and Management and the William R. Gruver Chair in Leadership Studies, which are endowed for \$1.5 million each. On-campus support from faculty in a variety of disciplines provided the leadership to launch the EPG program and continue to ensure the program's success.

The EPG program is charged with the goal of making a positive impact in the Appalachian region through students. The ARC's statement "entrepreneurship is the key to stabilizing and diversifying Appalachia's economy" was the driving force behind the creation of the EPG program. Leading students to become agents of change is an aggressive goal of the EPG program. Students are challenged by the program to make an impact on the region by making a positive contribution to their community partners through team projects during the first summer; creating tangible value for a nonprofit or for-profit enterprise by working full time during the second summer in an internship capacity; identifying and seizing new opportunities to effect change; fostering interest and commitment to serving the region; influencing youth to commit to participating in the region and limit outmigration; and increasing the entrepreneurial and leadership activities of graduates from the program.

The EPG program provides a life-changing experience for students to make a positive impact on the Appalachian region. The program offers opportunities for students across campus to learn about entrepreneurship and leadership through new courses, modules in existing courses, workshops and events and an ongoing campus-wide commitment to enhancing entrepreneurship skills among students. With the continued dedication and commitment of faculty and community leaders, the Entrepreneurship for the Public Good program is poised to accomplish these objectives.

### **Transferability: Economically Disadvantaged Areas in the US and Abroad**

The EPG program was designed to become a model that can be transferred to any economically disadvantaged part of the United States or abroad. From Hispanic communities in Texas and California, inner city African American entrepreneurs and Native American areas of the United States to areas abroad, the program model can be used in a variety of environments. Talks have begun to explore replication of the program in disadvantaged areas of the world such as Africa, where entrepreneurs struggle to make a living, Russia, where the concepts of democracy and a free enterprise system are in their infancy, or Wales, where reliance on the exploitation of coal and other natural resources emulate environmental circumstances in Appalachia. EPG has provided materials to a number of programs interested in developing a model that serves others and helps students become agents of change in their own community.

### **Contact Information**

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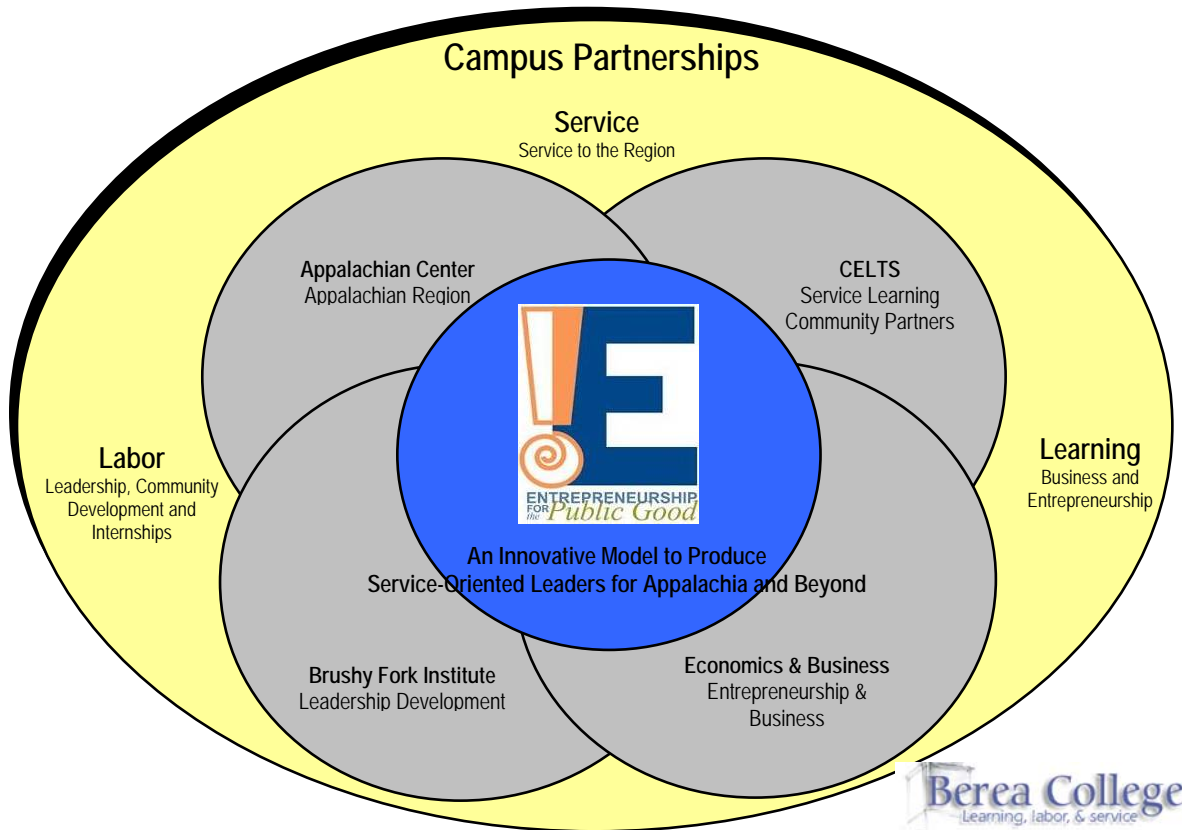
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## Appendix A Campus Partnerships

In creating the EPG program, Berea College sought to bridge curricular and co-curricular areas to make connections among and across campus programs. The Brushy Fork Leadership Institute provided leadership training and outreach to communities in the region. The Appalachian Center is charged with connecting the college to the Appalachian community. The Center for Excellence in Learning through Service provides service learning opportunities for students to work hand in hand with Appalachian communities. The Economics & Business Department assists with the program development. The department also has a long standing entrepreneurial internship program and partners with the EPG program to provide high quality internship opportunities. Through these partnerships, the Entrepreneurship for the Public Good program connects the college's mission of learning, labor and service to the region.



## Appendix B: 2004 Summer Institute Speakers

FACULTY	AFFILIATION
<b>Dr. Greg Dees</b> Social Entrepreneurship	Professor, Center for the Advancement of Social Entrepreneurship, Duke University
<b>Dr. Michael Morris</b> , Opportunity Recognition & Concept Development	Witting Chair in Entrepreneurship, Syracuse University
<b>Dr. Jeffrey Stamp</b> Creativity & Innovation	Trained Brain, Eureka! Ranch, New York University
<b>Ed McCormack</b> Financial Analysis	Professor, Economics & Business, Berea College
<b>Dr. Gordon McKinney</b> Appalachian History and Culture	Director, Appalachian Center, Berea College
<b>Lori Briscoe</b> Development of Appalachia	Associate Director, Appalachian Center, Berea College
<b>Dr. Dianne Helwig</b> Agri-Business Development	Chair of Agriculture and Natural Resources Department, Berea College
<b>Dr. Larry Shinn</b> Leadership Development	President, Berea College
<b>Peter Hille</b> Community and Economic Development	Director, Brushy Fork Institute, Berea College
<b>Dr. Meta Mendel-Reyes</b> , Service Learning & Community Development	Director, Center of Excellence in Learning Through Service (CELTS), Berea College
<b>Donna Morgan</b> Community and Economic Development	Associate Director, Brushy Fork Institute, Berea College
<b>Jeanne Hibberd</b> Strategic Planning, Sustainable Economic Development	Director, Appalachian Fund/Associate Director, EPG, Berea College
<b>Dr. David Porter</b> Leadership Development	Provost, Berea College
<b>Dr. Deborah Martin</b> Pitching an Idea	Associate Professor, English and Theater Department, Berea College
<b>Betty King</b> The Extension Agent in Agri-Business	Extension Specialist, University of Kentucky
<b>John Whitehead</b> Social Entrepreneur in the Making	Chairman of the Lower Manhattan Redevelopment Corporation and former Chairman of Goldman Sachs

**Southeastern Kentucky Field Trip**  
 Appalshop, Greg Howard  
 Benham Schoolhouse Inn, Faye Collins  
 Courthouse Café, Josephine Richardson  
 Data Futures, Inc., Bob Harris  
 Letcher County Action Team, Kristin Holland  
 Miguel's Pizza, Miguel Ventura  
 Mountain Arts Center, Keith Caudill  
 Mountain Eagle, Tom and Pat Gish  
 Mud Creek Clinic, Eula Hall  
 Petticoat Mafia, Betty Howard  
 Snug Hollow Bed & Breakfast, Barbara Napier

**Athens, Ohio Field Trip**  
 ACENet, June Holly  
 ACENet Food Ventures, Leslie Schaller  
 Class A Sounds, Aaron Thomas  
 Diagnostic Hybrids, Inc., David Scholl  
 Green Ridge Sustainable Ag., Tom Redford  
 Innovation Center Incubator, Linda Clark  
 Rural Action, Jane Forrest Redfern  
 Touch the Earth Adventures, Mimi Morrison

## Appendix C: 2005 and 2006 Entrepreneurial Internships

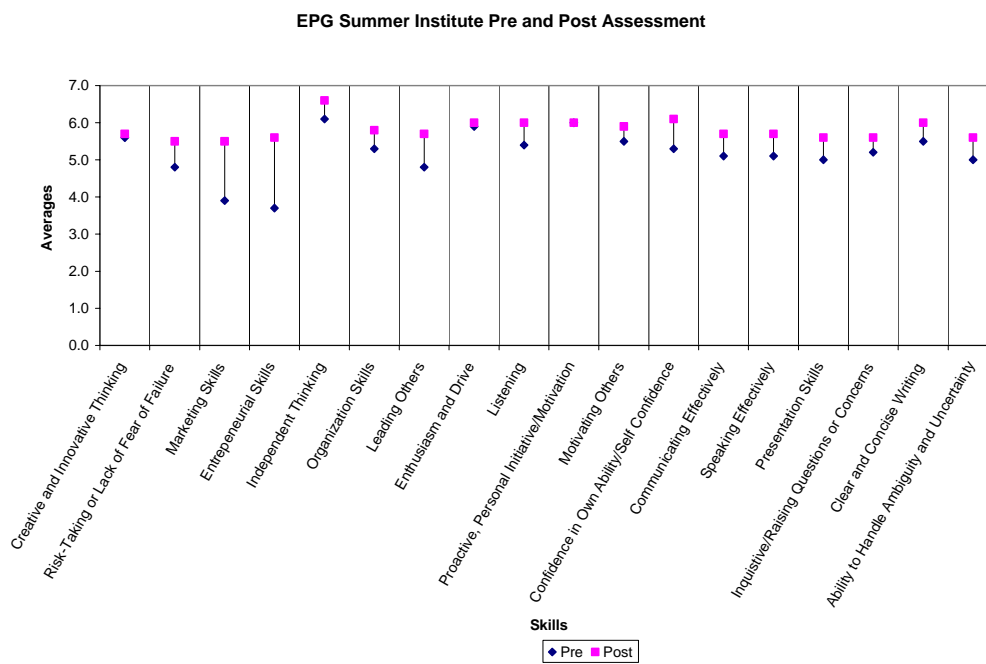
<b>Ilyas Assanov</b> interned at the <b>Dorchester Bay Economic Development Corporation</b> as a business development analyst. Ilyas consulted with small business clients, providing business planning assistance, conducting credit analysis, and forecasting and completing financial statements.
<b>Melvin Cowan</b> worked for the <b>Institute for Entrepreneurship</b> , developing curriculum for teaching two summer camp sessions and conducting camp for young entrepreneurs. He also worked with the Institute on writing grants.
<b>Katie Davis</b> interned with the <b>Cincinnati Shakespeare Festival</b> . She was the box office manager and completed marketing for the festival which included web site design, creating programs in Photoshop and developing other promotional materials.
<b>Jeremy Khela</b> worked for the <b>Kentucky Artisan Center</b> , providing accounting and related services including handling invoices, managing purchases, completing cost analyses and preparing financial reports.
<b>Katy McLean Maney</b> became the account coordinator for <b>Flying High Design</b> . In this capacity she wrote copy, developed client estimates, completed client billing and time analysis and learned new design software programs. In addition, she completed several marketing projects for the Berea Arts Council and local businesses.
<b>Jason Saunders</b> interned with <b>Foresite Commercial Real Estate</b> and created marketing materials and market segmentation for various target markets. As part of his internship, he received his real estate license.
<b>Tamara Walker</b> developed a feasibility study for the <b>Frontier Nursing Service</b> board to reinstitute horse stables at their historic Wendover, KY location.
<b>Anton Bates</b> conducted an analysis of personal consumer loans at the <b>Appalachian Federal Credit Union</b> and developed a report on the data collected. Anton also worked with clients on personal and business loan applications.
<b>Patrick Bradford</b> spent his internship at the <b>Greater Birmingham Cultural Alliance</b> administering survey instruments and collecting and analyzing data and assisted in coordinating various marketing projects.
<b>Sarah Coram</b> helped assess, develop and reorganize the <b>Urban Appalachian Council's</b> research library. Sarah also worked with the organization's youth and women's groups to help members develop leadership and life skills.
<b>Kelvin Dillard</b> worked with the <b>Elementz Hip Hop Youth Art Center</b> to establish a QuickBooks system, update monthly reconciliations and develop a basic accounting manual for the Center. Kelvin taught himself the QuickBooks accounting software system, completed six months of accounting data and mentored other staff members in learning the system.
<b>Meklit Haile</b> interned with the <b>Center for Rural Development</b> , assisting with youth camps. Meklit met her goals of creating a student entrepreneur's resource guide for the Youth Entrepreneurship camp, updating the youth entrepreneurship inventory and documenting universities in Kentucky that teach entrepreneurship courses.
<b>Micah Harding</b> was active in the <b>Wolfe County Office of Economic Development</b> working closely with local entrepreneurs in developing and processing microloan applications and adapted a business start-up manual.
<b>Kaydene Jones</b> , interning at the <b>Mountain Association for Economic Development (MACED)</b> , worked within the small business loan department and implemented the Business Development Team annual borrower survey, conducted research and compiled data allowing the benchmarking of MACED against other economic development organizations.
<b>Shawn Kennedy</b> while at the <b>Barter Theater</b> processed gift and acknowledgement procedures as well as weekly and monthly reports. He also worked on the preparation of foundation and corporate grant proposals and gift documentation.
<b>Jumis Locmelis</b> designed a survey to assess the impact of the <b>New Opportunity School for Women</b> on the participants in the program. He prepared a QuickBooks User Manual, trained a staff member and contributed to the annual report.
<b>Kristin Sams</b> , during her internship at the <b>Center for Excellence in Rural Health</b> , conducted research involving residents, wrote patient care reports, developed a presentation for health care providers and educational materials.
<b>Samantha Stolt</b> enhanced the <b>Blue Ridge School of Massage's</b> , a privately held business, overall marketing efforts. She maximized the school's presence on a variety of search engines, assisted in the design of various identity pieces – letterhead, business cards, envelopes and postcards and wrote informative articles and press releases.
<b>Jessa Turner</b> interned at <b>Yestermorrow: Ecological Design/Build School</b> as a faculty assistant. She helped with campus construction and maintenance projects, provided administrative and project support for the school's staff, gave facility tours and assisted in planning and coordination of conferences, lectures and special events.
<b>Polina Vusasta</b> provided the clients at <b>SmartMoney Community Services</b> with one-on-one business counseling and technical assistance. Polina worked individually with entrepreneurs to develop business plans. Polina created informational presentations, revised curriculum and workshop materials for the SmartMoney business startup class.
<b>Melissa Williams</b> developed new programs at the <b>Kentucky Conference of Community and Justice</b> that provide human resources development and diversity training as well as coordinating conferences and workshops.

## Appendix D: Program Assessment

The EPG evaluation process strives to ensure that Entrepreneurship for the Public Good is structured and conducted in ways that meet the program goals, assess the personal development of students as a result of participating in EPG, and document the long-range impact of the program on participants and the region. Presently, assessments are conducted to fine tune the program to better meet its goals. First, program components are assessed by collecting both qualitative and quantitative data from students in three ways. Individual guest speakers, experiential learning opportunities and field trips are evaluated using a five-point rating scale and open-ended questions. In the summer of 2006, the students rated both a "Greater Appreciation for Public Good" and "Greater Appreciation for Appalachia"; "Positive Effect on Understanding of Entrepreneurship" and Leadership on a seven point scale.

Greater Appreciation for Public Good	6.6/ 7.0
Greater Understanding of Appalachia	6.7/ 7.0
Motivated to Use EPG Principles in Professional Life	6.3/ 7.0
Positive Effect on Understanding of Business and Entrepreneurship	6.2/ 7.0
Positive Effect on Leadership Performance	6.3/7.0

Second, Berea College instructor and course evaluations are conducted at course completion to assess general instructional techniques. Additionally, an online assessment completed by students upon completion of the program is used to evaluate the balance, emphasis, usefulness and quality of course content in helping students achieve the program's goals. To evaluate students' personal development, students assess their own entrepreneurial and leadership skills before and after the program (see chart below). Journals compiled during both the Summer Institute and Internship summers are used to enable students to monitor and report individual learning. The next step is to begin a structured follow-up to students' developmental action plans and potentially use 360-degree feedback with work supervisors to help determine knowledge/skill development, self-awareness and behavioral change. Finally, to assess long-range impact, alumni surveys at graduation and three to five years post graduation will provide data on students' entrepreneurial and leadership endeavors. To complement the alumni survey, metrics that assess the impact EPG faculty and students are having on organizations and communities will be developed.



## Appendix E

### Student Perspectives

#### Understanding Entrepreneurship and the Public Good

*Many people fail to notice that a nonprofit corporation is not prohibited from making a profit, but there are limitations on what it can do with its profit. I would prefer a nonprofit that makes money in accordance with its mission. For-profit businesses also benefit the public interest by creating jobs, or coming up with better products and medicines, for example. For-profit businesses also help to fund nonprofits. In short, I would like to mix the passion for a cause with businesslike discipline: social entrepreneurship. –Mamadou Diallo*

*A recurring theme throughout this trip was about not giving up. When the owner of Touch the Earth Adventures was giving us business advice, she told us to never let someone tell you that you can't do something. The owner of Class A Sounds told us the same thing. –Cynthia Mills*

*Meeting with the CEO of the biotech company really helped me understand and love our program...His focus was on money...Before today, I had not fully understood public good but after meeting and hearing what he had to say, I embrace public good so I can do for others and not just myself. –Morgan Younge*

*By teaching in the Entrepreneurship Camp, I realized how much I have been learning about business and entrepreneurship in this class. I also think we got to see a lot of our leadership skills come out during this process. –Jamal Williams*

#### Working with Communities

*Far outweighing the negative in these communities, I see positive, productive, healthy things happening...The women of the "Petticoat Mafia" in Benham, KY are without a doubt the perfect example of social entrepreneurs...Their efforts have had far reaching effects as people from all over the country have recognized, supported and hopefully, replicated their model. –Carolyn McQueen*

*We can sit in the classroom all day and hear about things going on, but when we actually see them in action, I learn so much better. –Cynthia Mills*

#### Developing Leadership Skills

*I still don't know exactly where my path will lead, what my role will be in this future change. But I do know I care, and that I am talented and skilled and intelligent and capable of stepping up to leadership roles wherever I might end up. –Esther White*

*I used to think I was a leader because I was willing to take charge of situations. I learned that in addition to doing my best, leadership involves helping others to do their best. That's a more difficult task. EPG has helped me recognize and begin to work on this. –Emily Potter*

#### Reflecting on this Summer's Experience

*As far as the EPG program is concerned, I truly appreciate the opportunity to visit these places that quite frankly I probably never would have visited. The chance to learn from intelligent people who have great love for their discipline has been wonderful. Also for me, the experience of touching on all the business aspects, without actually taking a business course, has been very helpful. So, thanks! Thank you for opening my eyes. Thank you for introducing me to unique people. Finally, thank you for giving me the chance to grow and learn through service. –Tamara Walker*

*What is really so cool is the excitement and anticipation I felt getting up this morning to begin what promises to be another inspiring week of learning and growing with my fellow class/team mates. I'm really feeling alive and more energized and enthused than I have been for a long time. –Carolyn McQueen*

*The trip to southeastern Kentucky showed how much we have grown and that we know what we are doing and how to do it now—which is what EPG is about and it's good to know it has succeeded in its mission. –Katie Davis*

*I came in expecting one thing and ended up with so much more. Real experiences, listening to experts, dealing with real issues, and making a positive impact on an organization. The program has helped me grow as a person...I am happy to be me...to have my own voice...to be confident in my ability...to stand up for what I believe. I have never really been pushed as hard as I was this summer. Thank you for the opportunity. –Melvin Cowen*