

**STRATEGIC METHODS UTILIZED BY SMALL BUSINESS DEVELOPMENT  
CENTERS IN THE UNITED STATES AND ITS' TERRITORIES TO DELIVER  
EDUCATIONAL PROGRAMS**

by

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University of Toledo, 1996

University of Pittsburgh, 2000

Submitted to the Graduate Faculty of  
School of Education in partial fulfillment  
of the requirements for the degree of  
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UNIVERSITY OF PITTSBURGH

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STRATEGIC METHODS UTILIZED SMALL BUSINESS DEVELOPMENT CENTERS  
IN THE UNITED STATES TO DELIVER EDUCATIONAL PROGRAMS

Michael Robert Wholihan, PhD

University of Pittsburgh, 2008

The intent of this surveyed research study was to analyze how Small Business Development Centers (SBDC) deliver educational programs within the United States and its' territories. The survey was sent to sixty-three SBDC State Directors, all of whom responded. The data identifies patterns and variations in educational programs that are implemented at the centers. Business educators are constantly thinking of new topics to address small business owners. An SBDC that provides educational services to small company owners must take into consideration what program topics they will offer each year. SBDCs teach an array of business related topics and complex issues for small business owners to learn through the various centers. The design of the research questions were to collect and analyze the educational program information to understand how and why SBDCs provide their services in each state. If there are several business centers offering the same educational courses there is little diversification. For business educators it is vitally important to teach new methods and resolve existing concerns which company owners' and start-up ventures address with their business decisions. The accuracy of the survey answers provided in each question led to a higher response rate. The survey questions identified key aspects and approaches State Directors utilize to effectively deliver business education programs. The 100% response rate that completed the survey reflected the importance of the developed survey topics and the results which correlated to the initial researched questions. The basis of this study began from researched literature of SBDCs that teach, develop and deliver educational programs. A review of the literature for this study suggested a need to

comprehend the education of entrepreneurship, economic development, and education program management. The universities, Chambers of Commerce and community colleges that host SBDCs play significant roles as centers for economic and educational generators with the assistance of SBDC researchers and practitioners.

## TABLE OF CONTENTS

<b>1.0</b>	<b>INTRODUCTION.....</b>	<b>1</b>
<b>1.1</b>	<b>THE FUNCTION OF HIGHER EDUCATION.....</b>	<b>2</b>
<b>1.2</b>	<b>BUSINESS EDUCATORS.....</b>	<b>2</b>
<b>1.3</b>	<b>BUSINESS EDUCATIONAL CENTERS.....</b>	<b>3</b>
<b>1.4</b>	<b>SMALL BUSINESS DEVELOPMENT CENTERS.....</b>	<b>3</b>
<b>1.5</b>	<b>LITERATURE REVIEW.....</b>	<b>4</b>
<b>1.6</b>	<b>PROBLEM STATEMENT.....</b>	<b>5</b>
<b>1.7</b>	<b>RESEARCH QUESTIONS.....</b>	<b>7</b>
<b>1.8</b>	<b>ELEMENTS FOR COMPREHENSION.....</b>	<b>7</b>
<b>1.9</b>	<b>CONCLUSION.....</b>	<b>8</b>
<b>2.0</b>	<b>LITERATURE REVIEW.....</b>	<b>9</b>
<b>2.1</b>	<b>ROLE OF HIGHER EDUCATION IN OUTREACH TO SMALL BUSINESSES.....</b>	<b>9</b>
	<b>2.1.1 Interaction Within Communities.....</b>	<b>9</b>
	<b>2.1.2 Economic Implications.....</b>	<b>15</b>
	<b>2.1.3 Entrepreneurship Education.....</b>	<b>17</b>
<b>2.2</b>	<b>HISTORICAL RELEVANCE.....</b>	<b>20</b>

2.2.1	Integration of Federal Legislation on Higher Education: Economic and Social Factors.....	20
2.2.2	Economic Impact of Small Business Development Centers.....	26
2.2.3	Conclusion .....	28
2.3	<b>BUSINESS EDUCATION SERVICES.....</b>	<b>28</b>
2.3.1	Service Providers .....	28
2.3.2	SBDC Services.....	30
2.3.3	International Services.....	36
2.3.4	Program Design and Implementation.....	39
2.4	<b>LITERATURE REVIEW SUMMARY.....</b>	<b>42</b>
3.0	<b>METHODOLOGY.....</b>	<b>44</b>
3.1	<b>INTRODUCTION .....</b>	<b>44</b>
3.1.1	Research Topics and Questions.....	44
3.1.2	Hypothesis.....	45
3.1.3	Research Questions (A-C) and the Survey Questions .....	45
3.1.4	Significance of the Study .....	48
3.1.5	Definitions of Terms .....	48
3.1.6	Population.....	49
3.1.7	Research Methodology .....	50
3.1.8	Pilot Study.....	52
3.1.9	Research Design .....	53
3.1.10	Limitations.....	54
3.1.11	Validity.....	55

3.1.12	Survey Design .....	56
3.2	METHODOLOGY SUMMARY .....	57
4.0	RESEARCH FINDINGS.....	58
4.1	INTRODUCTION .....	58
4.1.1	Description of Surveyed Pilot Study Population.....	59
4.1.2	Description of Target Surveu Population.....	61
4.2	SURVEY RESPONSE ANALYSIS.....	63
4.2.1	Introduction.....	63
4.2.2	Survey Part A: Educational Program Delivery Methods .....	64
4.2.3	Survey Part B: Program Descriptions .....	68
4.2.4	Survey Part C: Specific Program Target Markets .....	73
4.2.5	Survey Part D: Program Collaboration.....	75
4.2.6	Conclusion .....	78
4.3	RECOMMENDATIONS FOR PRACTICE .....	80
4.4	RECOMMENDATIONS FOR FURTHER STUDY .....	81
APPENDIX A: SUMMARY OF SURVEY STUDY RESPONSES .....		83
APPENDIX B: SBDC STATE DIRECTOR COVER LETTER.....		99
APPENDIX C: IRB APPROVAL .....		100
APPENDIX D: TARGET POPULATION .....		101
APPENDIX E: SBDC NETWORK.....		112
BIBLIOGRAPHY .....		121

## LIST OF TABLES

Table 1: Literature Review and Survey Topic Matrix .....	47
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## **1.0 INTRODUCTION**

Higher education has played a significant role in serving the small business community through training, research, and economic development initiatives. Institutions of higher education have contributed financially, socially and politically to the impact of small business owners which operate within the same regional area as a university or college campus. The non-profit Small Business Development Center (SBDC) agencies which are hosted by higher education institutions in the U.S. collaborate with state governments, and economic agencies for business education and consulting. SBDCs are part of a state-wide and national network, receiving partial funding to operate as a business resource within a collegiate community.

The purpose of this research study is to analyze how SBDCs deliver educational programs within the national network of centers. An SBDC that provides educational services to small company owners needs to consider what program topics are offer each year. The intent is to collect and analyze educational program information to understand how and why SBDCs provide their services in each state and American territory. The study will define the importance for SBDC State Directors to be informed of current methods and existing concerns in the delivery of educational programs to the business community.

Educational programs assess the feasibility of a business idea, develop a business plan, obtain financing, build promotion, recruit employees and grow a company. Small business owners are often over-whelmed by sudden and rapid advancement. Business educators need to

stay informed with potential business changes in technology, legislation or industry trends. Educating small business owners has never been nor will ever be a short-term problem. Educational programs that are made available to businesses assist in the growth of companies while strengthening local economies.

## **1.1 THE FUNCTION OF HIGHER EDUCATION**

The role of the university as an economic and educational resource is described from previous significant studies, research, journal articles and references. A portion of the literature will focus on the historical legislative acts which have a financial correlation with each states SBDCs. Education of entrepreneurship, economic development, and program management are the major topics to explore through the literature. The types of educational business programs offered by SBDCs are discussed. Practitioners in the SBDC field will find that different training serves the unique needs of their demographic and geographic clientele.

## **1.2 BUSINESS EDUCATORS**

For business educators it is vitally important to teach new methods on resolving existing concerns when company owners' deal with critical business decisions. Educational programs assess the feasibility of a business idea, development of a business plan, obtaining financing, building promotion, recruiting employees and growing a company. Small business owners are often over-whelmed by sudden and rapid advancement. Business educators need to stay

informed with potential business changes in technology, legislation or industry trends. Educating small business owners has never been nor will ever be a short-term problem. Available educational programs for businesses assist growing companies while strengthening local economies.

### **1.3 BUSINESS EDUCATIONAL CENTERS**

The benefit of working with a business center is to gain exposure to different business strategies and have access to innovative ideas. Attending educational programs help owners and managers know what is happening with other small companies in the same region. Business centers provide comprehensive programs with management and technical assistance through consulting services and training. Managers and owners all strive to compete in various markets and seek educational benefits from today's industry leaders, who often conduct programs through business centers. Small businesses can learn a great deal from one another since many of them deal with similar concerns. Company leaders turn to business centers for discussion and guidance of familiar topics. The centers share an outside perspective on the best practices related to an industry or field in assisting with the growth of a company.

### **1.4 SMALL BUSINESS DEVELOPMENT CENTERS**

SBDC's and other business education agencies that have provided educational services to small company owners take into consideration what program topics they will offer annually.

Educational centers teach an array of diverse business topics and complex issues for small business owners to learn through the various organizations (i.e. Rotary Clubs, Library Study Groups, Chambers of Commerce). An important issue a business will face is how to financially analyze and project future revenue and profits to maintain the livelihood of the company each year. To meet increased demands and successfully compete on a larger scale entrepreneurs need immediate and practical suggestions for dealing with organizational issues, legal complexities and taxable transitions. Educational training and consulting provided by the SBDC network are at no cost to those seeking their services.

## **1.5 LITERATURE REVIEW**

The literature explores if business educators are responding to their local economy needs by addressing educational small business topics. The review of previous related studies was drawn from the Small Business Administration (SBA) and Small Business Development Centers (SBDC) researchers, journal entrees, case studies and practitioners' experiences. This literature indicates historical changes which have been made in educating small businesses. The identified literature also indicates how the non-profit SBDC's in the United States search for new ways to fund course development. The literature seeks to determine how education programs are delivered to small businesses in the form of training workshops, conferences, or expert guest speakers. Workshop seminars and keynote lecture series provide organizations with the convenience to train managers and employees. This review of literature findings states the important reasons why educational programs are necessary in specific areas throughout the U.S.

## 1.6 PROBLEM STATEMENT

SBDCs receive federal and state-funded support, in delivering business related educational programs to the business community. The primary focus of the study is to analyze and compare delivery systems of educational programs in a statewide network. There is a strong focus on the management of delivering the programs by the individual State Directors. The minimal sharing of current and future practices among the SBDCs with educational, economic, political and social issues from the communities they serve is a fundamental aspect of the study. The results of the survey will be made available to all of the State Directors. The opportunity for the centers to learn from each other about issues impacting the SBDC host institution is a primary reason guiding the research.

The important issues identified in this study were to compare the approaches SBDCs implement to deliver valuable and beneficial programs to small business owners. The study examines how SBDCs services and programs are offered to various academic and business communities. The major themes of the study describe socio-economic historical factors that have effected federal legislative decisions and the impact on small businesses. The study also describes how SBDCs relationship with higher education institutions has strengthened opportunities with the availability and accessibility to resources for small business owners to receive educational services.

The literature review is drawn from small business industry experts, researchers and practitioners, the Small Business Administration (SBA) and representatives from Small Business Development Centers (SBDC). The role of the university as an economic and educational resource is described in previous dissertation studies and journal articles. A portion of the literature focuses on the historical legislative acts which have a correlation with the SBA and each states SBDCs. The

training of entrepreneurship, economic development, and educational program management are significant topics to be discussed and defined through the literature. The types of educational business programs that are provided by SBDCs were analyzed by surveying the individual State Directors.

The survey identifies patterns and variations in deliverable SBDC programs that each state provides. Practitioners in the SBDC field will find the different training workshops offered by each state of interest in serving the unique needs of their clientele. The gathered survey results can be used for SBDC comparison across the nation. Training by SBDCs is presented at little or no cost for the general public for business education purposes. It is anticipated that the results from the research indicated that SBDCs throughout the United States are searching for new ways to fund course development. This is a response from the business community for providing on-going educational programs. The Small Business Development Centers do not compete with one another since each center is responsible for an assigned geographic area within a particular state.

The education programs are delivered to small businesses as training workshops. Entrepreneurs need immediate and practical suggestions for dealing with organizational issues, legal complexities, and taxable transitions, to meet increased demands and successfully compete on a larger scale. The survey data will be categorized and describes each question answered by the State Directors.

## **1.7 RESEARCH QUESTIONS**

This is a study of the sixty three SBDC State Directors regarding their methods to administer and manage the delivery of educational programs. The study is intended to answer these research questions.

1. What strategic methods are being utilized by SBDCs to deliver educational programs in meeting the needs of the business community?
2. Are there diverse variations in implementing the delivery of SBDC educational programs throughout the United States and its territories?
3. What systematic patterns exist with educational programs delivered by SBDCs?

## **1.8 ELEMENTS FOR COMPREHENSION**

SBDC practitioners in the field will be able to comprehend the strategic methods, program descriptions, target market of audience and collaboration efforts in delivering educational programs to small business owners. Specific techniques and educational components delivered to various business communities will be the outcomes from the study. The purpose is to comprehend the variations in delivering educational programs offered in the United States. The research literature and survey questions will provide an in-depth focus with respect to delivering programs specific to educating business owners and managers.

## **1.9 CONCLUSION**

Political and social transitions during the 20<sup>th</sup> Century directly influenced the nation's economy effecting higher education institutions and SBDCs. Each section of the research literature will highlight a significant topic as it relates to SBDCs and addresses a series of specific questions relevant to the study. The commitments by higher education institutions to participate and partner with SBDCs were long-term decisions. The educators, legislators, and business leaders involved with determining how to serve a community will be brought into focus.

## **2.0 LITERATURE REVIEW**

### **2.1 ROLE OF HIGHER EDUCATION IN OUTREACH TO SMALL BUSINESSES**

#### **2.1.1 Interaction Within Communities**

This section identifies the higher education initiatives that have been created to serve small businesses. The discussion centers on the economic impact of higher education institutions within the business community and the role of entrepreneurial education in colleges and universities.

In the support and control of public higher education, states have the primary responsibility. This is the most durable assumption concerning the relationship between the federal government and higher education. The Morrill Land-Grant College Act of 1862 gave public land, or its equivalent to each state for 'the endowment, support and maintenance of at least one college' (Gladieux & Wolanin, 1976). At such colleges the Act specified that the 'leading object shall be to teach such branches of learning as are related to agriculture and the mechanic arts' (Gladieux & Wolanin, 1976). This marks the first expression of a major federal objective in advancing higher education, and the production of skilled manpower. Federal policy has supported this objective on the grounds that investment in higher education produces

economic returns to society, and that the availability of highly trained individuals is important to general economic prosperity.

Economic development incentives, tax breaks, subsidized loans and free land, infrastructure, and training cost state and federal governments forty to fifty billion each year (Peters & Fisher, 2004; Thomas, 2000). Working together, land grant institutions can learn from each other how to develop more relevant extension programs and to expand the extension system to serve as outreach programs. Land grant institutions are stewards of the people's resources and investments. Partnerships help higher education institutions fulfill roles as the people's universities (Martin, 2006).

The human and community needs that service learning address are defined by the community (Jakubowski & Burman, 2004). Rather than continuing to think about service-learning as a political activity to transfer higher education and society we might more fruitfully reverse the terminology and begin to think through service learning about the politics of transforming higher education and society (Butin, 2006). Service learning is relatively new at large research universities and the methods that were effective at institutionalizing service learning at smaller institutions may not be as effective at larger universities. In this year of limited budgets and competing priorities the manner in which initiatives are implemented and overseen can have substantial effects upon their ultimate success or failure (Carter, 2005).

The Presidents' Declaration on the Civic Responsibility of Higher Education states: Higher education is uniquely positioned to help Americans understand the histories and contours of our present challenges as a diverse democracy. It is also uniquely positioned to help both the students and our communities to explore new ways of fulfilling the promise of justice and

dignity for all (Butin, 2006). This is evident by the effect of economic, political and social serving roles higher education has within a small or large community.

In major metropolitan areas as well as smaller towns across the United States, higher education has been replacing industry as a stable economic generator. Academic institutions can be a dominant employer within a region depending on the size of the school. The U.S. government established a federal Commission on the Future of Higher Education. The Commission has representation from the higher education community offering perspective and insight. The Commission monitors how higher education plays a role in the business community. Colleges and universities educate individuals and assist in the development of a local economy for competition in the regional and national marketplace. Higher education impacts economic renewal by combining the capabilities of research, community outreach services and faculty experience as resources which are beneficial to a region.

A portion of costs of doing business in any industry can be attributed to informal social pressures and government mandates. Colleges and universities experiences costs associated with these universal pressures and several particular to higher education.

Federal regulations and mandated social programs touch all aspects of institutional operations (Goldstein, 2005). State and local governments are the single most important source of financial support for higher education in the United States. Of the \$279 billion of revenue received by all public and independent institutions during fiscal year 2000, \$64.1 billion (23 %) came from state and local government appropriations, grants, and contracts (Goldstein, 2005).

As a business evolves it relies upon the educational community for the development of skilled individuals. Universities and colleges educate individuals in various degree and non-degree academic programs. This has a direct relation with preparing industry experts for a

business community to improve an economy within a region. Business development is a detailed process that requires identification of valid markets for financial success. Higher education institutions ignite partnerships with social, political and economic leaders that transform a community. Working with universities to build an economy requires a comprehensive, multi-stage process.

Businesses are constantly changing with innovative ideas or products that effect operational approaches. Growing businesses are often over-whelmed by sudden and rapid advancement. High-growth companies need immediate and practical suggestions for dealing with organizational growth, and performance to meet increased demand and compete on a larger scale (Fischer, 2006). As businesses prosper they often seek solutions from experts in various industries to maintain the steady growth within the market place. Businesses need educational support with access to information and resources to make critical decisions for the livelihood of their success. Enhanced global competition, environmental regulations and difficulty penetrating new sales markets are only the scratch of the surface. Companies also face accounting, finance, marketing, management, and administrative obstacles on a daily basis.

As the world of business changes there is an array of industry specific issues an institution can assist to educate a community and stabilize a local economy. Compliance assistance with pollution, energy efficiency with electricity, heat, gas and sewage affect any business (Fischer, 2006). To compete in foreign markets, or to expand an existing foreign presence business owners need to learn about international trade. Foreign market opportunities, cultural differences, export/import documentation and tariff restrictions can be taught through universities.

A university is in a position to engage the business community. Launching or expanding an existing business with appropriate investors can be assisted by faculty and staff members. University representatives can also have a key role in economic development initiatives by educating legislative officials on issues as they relate to higher education.

The relative size of the population of interest organizations registered to lobby on post-materialist policies does not have a significant effect on the relative content of policy agendas. Representation of post-materialist policies in state agendas while generally less dominant than in national agendas, originates, then, predominately from the states economy and the political choices of its citizens (Fellows, Gray & Lowery, 2006).

Universities provide opportunities for education and peer interaction that help ensure continuity and success with a deeper understanding of issues in business. In Boston the academic institutions established an education liaison to collaborate with the city officials on its involvement with economic renewal in their region (Mortimer, 2006).

Politicians, particularly in elected systems are likely to respond to high levels of competitive turbulence and business uncertainty by seeking to support and protect businesses both to ensure that employment levels are maintained within local constituencies and to avoid adverse economic impacts of lower profitability (Atherton, 2005). Elected officials, university representatives and business owners embrace the relationships by working together for the renewal of job creation and revitalizing local economies. George Eastman stated “The progress of the world depends almost entirely on education” and “Higher education is seen as the key to helping manufacturing based cities catch up and compete in a highly skilled global economy” when he gave a multi-million dollar donation to the University of Rochester (Fischer, 2006). Most cities are economically inefficient in the sense that the volatility in growth rates is greater

than it would be if their economies were better diversified. Local officials should consider this measure and the objective of diversification when making economic development decisions (Spelman, 2006).

Sean Safford, an assistant professor at the University of Chicago's Graduate School of Business states "a university cannot be responsible for a whole community's transformation." Edward Glaeser, an economic professor at Harvard University and Christopher Berry, a Public Policy professor at the University of Chicago indicated in a recent study that "Highly skilled regions where more than 25% of adults had a college degree in 1980 the population increased by 45% by 2000. Metropolitan areas in which less than 10% of adults had a degree grew on average by just 13%" (Fischer, 2006). In December of 2005, Penn State University hosted a summit on higher education's role in economic development drawing over 500 participants from across the nation (Fischer, 2006). Universities establish alliances by reaching out to entrepreneurs that are interested in generating start up businesses and serviced based blue/white collar companies.

Employment changes by firm size can be viewed from both static and dynamic perspectives. Small business dynamic growth is measured by using the beginning of the year employment size of the firm to classify the firm's size, then tracking changes in establishments and establishment employment in subsequent periods (The State of Small Business, 2001).

Sandra Parker, the CEO with the Rochester Business Alliance, Chamber of Commerce states "the university is not likely to downsize or pick up and move to another state" which a city or town could face with a privately held company that has no allegiance to its' community (Fischer, 2006).

Universities have the facilities and professors who receive grants and are issued patents for commercialization of products which can lead to profitable royalties.

A community that values higher education and is supported by its political and economic leaders can accomplish educational goals for generations. A university or college library is an additional resource with extensive publications relevant to titles on management techniques, and strategic planning. Even the redevelopment of urban sprawl with restaurants, public entertainment venues, hotels, retail, and office spaces often surrounds a university campus. Forging relationships with the local business community members leads to financial support of scholarships, internships, guest lecturers, endowment prospects and cultural opportunities within the higher education environment.

### **2.1.2 Economic Implications**

The United States economy suffered through and triumphantly responded to drastic shifts of cycles with inflation changes, wars, stock market crashes and national disasters. The amount of financial aid provided to a student from the federal government in the form of grants or loans indicates a reflection on the current state of the national economy. This contributed to recessions and growth of the national economic cycle.

The correlation between the national economy and the federal government standards determine the specific annual interest rate on funds borrowed through student loan programs. From a fiscal policy perspective, money spent on schools and training has a dual payoff: it stimulates the economy in the short run and increases the long run capacity to produce (Schiller, 2002). The effect of lower interest rates, regulatory changes, and technology advancements are common themes underlying the economic transformation in on the country and in higher education institutions. Changes prompted by regulatory and legislative rulings, as well as technological advancements, also have contributed to growth (Schiller, 2002). The future

development of the economy and of the dynamics of business activity can be considered from multiple perspectives and using different approaches. Many governments in developing nations, view the growth and development of small businesses as integral to economic development and prosperity (Atherton, 2005).

The Pennsylvania State System of Higher Education and its' individual universities should recognize that the decline of their host communities will negatively affect their ability to recruit students and find ways to help municipalities maintain valuable public services (Stiver, 2007). The federal government has become a more important participant in financing higher education. The G.I. Bill of Rights of 1944 provided massive sums to institutions and students. The federal government broadened its support for higher education in 1958 with the National Defense Education Act (Goldstein, 2005). The financial impact upon higher education institutions was the established Montgomery GI Bill or the U.S. Army College Fund. Military service men and women who served their country could pay for higher education during or after an enlisted time period. Service to the military also offered financial assistance if a soldier graduated from college and needed to pay back a Perkins or Stafford federal insured student loan with a Reserve Officer In Training College (ROTC) (Goldstein, 2005).

When receiving any type of aid there is a fiduciary relationship that has been agreed upon by both parties. The federal government provides or guarantees millions of dollars per year in student aid for post secondary education. To protect its investment and assure fulfillment of national priorities and goals, the government imposes many requirements in the manner in which institutions manage and spend funds under federal programs (Kaplan, 1985).

A college degree will open more doors to better paying job opportunities and provide the means for an aspiring financial lifestyle. A student's employability can be assessed by their

knowledge that is gained in college (Nickels, McHugh & McHugh, 2002). Colleges receiving federal funds must comply with federal statutes in addition to protecting the contractual and constitutional rights of students. All fifty states have public recorded laws, many of which are based on the Federal Freedom of Information Act (Cloud, 2004).

### **2.1.3 Entrepreneurship Education**

Entrepreneurship education opportunities in American colleges and universities have been increasing. There are over 100 academic institutions providing some type of formal educational program on entrepreneurship. Also over 1,500 colleges offer at least one course in entrepreneurship with the focus on small business management. Though, less than twenty universities have entrepreneurship majors (Seymour, 2001).

(Frazier, Niehm, 2006) developed and administered a questionnaire which explored the influence of entrepreneurship with future career paths with gathered opinions that showed a strong interest, behaviors and attitudes in entrepreneurship. The students were able to express their entrepreneurial intentions by focusing on future self employment, working with family members in a business, internships, and their current academic course work pursuits. The reasons for studying entrepreneurship on multiple levels of analysis lie in the characteristics of the entrepreneurial phenomenon itself. Entrepreneurship takes place and has effects on different societal levels simultaneously (Davidson, & Wiklund, 2001).

Students pursuing a degree in family studies, interior design, merchandising, hospitality, management, and retail showed entrepreneurship intentions in their careers (Seymour, 2001). The entrepreneurial aspirations of students with an interest to own a restaurant or childcare facility was based upon job availability, importance of subject learning, and selected majors. The

technical fields also exhibit high entrepreneurial activity. Entrepreneurial responses were analyzed to understand how to meet the learning needs of non-business majors outside of the traditional academic classroom setting (Seymour, 2001).

The analysis indicated the majority of the students would pursue entrepreneurship later in a career once they had more experience and background in a chosen industry. An important factor showed that a students' attitude was a reliable predictor of future entrepreneurial aspirations. Entrepreneurship as a potential career can be influenced by important people in ones life. Faculty embracing entrepreneurship curriculum, a cross collaboration of academic disciplines, and innovative new approaches are all components in serving entrepreneurial minded students.

Community colleges emphasize workplace development courses, certificates, seminars, workshops, and assistance with SBDCs which are based at higher education institutions. The state of Virginia's community colleges allows students to take a course in management of small businesses. The Northwest Indian College in Washington is teaching entrepreneurship through marketing, merchandising, accounting, and computer application courses. UCLA provides a History of Entrepreneurship in the United States Economy course through the Economics Department. Entrepreneurship is a defined major at UCLA and the University of Wyoming (Seymour, 2001).

Ball State University in Indiana and New York University provide specific undergraduate courses and master degrees for students with entrepreneurial interest. Ball State University, established Institute for Entrepreneurship and a Masters of Business Administration (MBA) in Entrepreneurship. Students are taught entrepreneurial operations, strategic planning, management and communication skills. The New York University MBA is focused on

Entrepreneurship and Innovation as a co-major. NYU students take courses in finance, management, economics such as Foundations of Entrepreneurship, Family Business Management and Global Economic Integration Entrepreneurship (Seymour, 2001).

Iowa State University developed an Entrepreneurship and Strategy Option which supports new venture creation offered through the ISU Pappa John Center of Entrepreneurship. The University of Notre Dame's has a concentration of classes on E-Entrepreneurship, Entrepreneurship in Developing Countries, Entrepreneurial Firms and New Ventures and the Law. The Center for Entrepreneurial Studies at Stanford established an entrepreneurial club, an Entrepreneurial Task Force Venture Lab, and an Entrepreneurial Resource database (Seymour, 2001).

The comparative advantages of universities in offering courses to the business community include credibility, access to the latest research-based knowledge, the opportunities for companies to come together to exchange ideas, well designed and integrated programs, and quality instruction (Hoy, 2003).

Another entrepreneurial education program is the FastTrac. This non-credit entrepreneurship course is offered at two year and four year schools throughout the nation. FastTrac is open for any student and the general public to learn business knowledge, leadership skills, professional connections, creation and expansion of businesses. FastTrac is offered throughout 1500 cities in 38 states in America. In Iowa, there are 16 community colleges offering FastTrac. The courses teach business concepts, marketing strategies, development of financing and how to identify sources of capital (Seymour, 2001).

## **2.2 HISTORICAL RELEVANCE**

### **2.2.1 Integration of Federal Legislation on Higher Education: Economic and Social Factors**

The intent of this section is to understand the legislative and economic factors with higher education institutions and their involvement with serviced based business centers. There are several factors influencing the formation of business centers in relation to higher education. This section explores how legislation impacts small businesses and higher education institutions. The political and social-severing education decisions formalized throughout history coincided with the financial support from state and federal governments. The U.S. economy relied upon small businesses to sustain service-based professions, manufacturing companies, agriculture expansion, and retailing production for maintaining employment growth.

As early as the 1920's education scholars such as John Dewey argued for the critical importance of experiential learning in a democratic society. He asserted that doing and knowing, emotions and intellect and the world and the individual are not dualistic; they are all part of a meaningful learning process and inexorably intertwined (Steiner & Watson, 2006).

Monumental changes in America's workforce started with the Industrial Revolution of the early 20<sup>th</sup> Century, the baby boom following World War II, and recent changes over the past three decades with research and development of computer information technology and medical science advancements. This section focuses on the historical involvement of higher education SBDC host locations, and the political interests involved as the centers were created. A final issue to be addressed is the importance higher education SBDC services provided to small businesses and entrepreneurs.

An initial Reconstruction Finance Corporation (RFC) was developed during President Hoover's administration to alleviate financial burdens of American business owners. This federal program was a lending agency for businesses hurt by the downfall of the U.S. economy in response to the hardships of the Great Depression and World War II eras. Congress drafted the Smaller War Plants Corporation (SWPC) in 1942 to provide direct loans to entrepreneurs and advocate for small business interests. Following World War II, the Office of Small Business (OSB) was granted the responsibility to provide educational information, and conduct management counseling for entrepreneurs. (Flewellen & Patten, 2000). Beginning in the late 1950's and continuing throughout much of the 1960's the federal government provided substantial amounts of funding for facilities, libraries, research and training (Goldstein, 2005).

During the Korean conflict Congress enacted the Small Defense Plants Administration (SDPA). The function of the agency was primary lending and determining businesses competent to perform work of government contracts. In 1952, President Eisenhower proposed the creation of a new small business agency. The Small Business Act of 1953 established the Small Business Administration (SBA) by the U.S. Congress. The new function of the SBA was to counsel, assist and protect the interests of small businesses. The SBA made business loans, offered financial assistance to victims of natural disasters, and helped business owners with management, technical and training concerns (Flewellen & Patten, 2000). The Small Business Administration (SBA) is a federally funded agency which assists with loans for equipment, inventory, and opening businesses in America. A focus of the SBA is to create economic growth with new job formation. The SBA was enacted over fifty three years ago, though has received a gradual decrease of federal funding under different presidential administrations.

An Investment Company Act of 1958 established the Small Business Investment Company (SBIC) Program for small business owners to receive credit and compete with advances in technology. This new program, under the SBA, regulated funds for privately owned and operated venture capital investment firms. The specialized program offered equity investments to small businesses. As businesses continued to flourish in the 1960's the SBA's efforts shifted to working with the Equal Opportunity Loan (Flewellen & Patten, 2000). The program provided assistance with those living below the poverty level to encourage new businesses and attract commercial initiatives. The question of federal authority versus state authority in the regulation of higher education is a continuing controversy. The Constitution reserves education as a prerogative of the states (Piele, 1983).

Policy issues would be swept into the Education Amendments of 1972. Bill and amendments proliferated to bring about legislative results touching nearly every dimension of the postsecondary system (Gladieux & Wolanin, 1976). Then in 1974, introduction of new legislation by Wisconsin Senator Nelson provided federal revenue sharing grants to states for development of small business centers, in the areas of managerial and technical assistance (Flewellen, Patten, 2000). The following year was a joint movement by the President of the American Assembly of Collegiate Schools of Business and the SBA for small business programs which offered resources by higher education institutions.

Throughout history there has been federal enacted legislation with social implications on higher education institutions. There were parameters to comply with based upon federal legislation when the enacted proposal for SBDCs was to be hosted on a university campus'. Becoming affiliated with an institution of higher education entails compliance of enforced legislative requirements. Guidelines remain in force through federal regulations and laws,

including Executive Order 11246 of 1965, as amended in 1967, prohibiting discrimination on the basis of sex; the employment Act of 1967, prohibiting discrimination on the basis of age; Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, prohibiting discrimination on the basis of sex, race, creed, or national origin; Title IX of the Educational Amendments of 1972, prohibiting discrimination on the basis of sex in educational policies, facilities programs and employment practices. The guiding legislation includes the First Amendment to the Constitution; the National Labor Relations Act of 1935; and the Family Educational Rights and Privacy Act of 1974 (FERPA, or the Bucky Amendment) dealing with the management of records and the release of information (Goldstein, 2005).

The initial Small Business Development Center launch received funding for a pilot initiative at California State Polytechnic University one year later. Three years later the centers opened at seven universities in seven states including California, Georgia, Missouri, Nebraska, New Jersey, Maine and Florida. Program funding for the fiscal year was \$350,000. Three Senators introduced the original SBDC Act. Twenty-nine senators then co-sponsored the measure to Congress. The pilot program was expanded to Pennsylvania, South Carolina, Wisconsin, Minnesota, Arkansas, Utah and Washington. Eleven operating pilot SBDCs provided counseling to more than 7,000 businesses and trained 16,000 clients in 700 business programs during 1979. Also that same year the Association of SBDCs was formed by the Director of the Georgia SBDC (Flewellen & Patten, 2000). In 1980, President Carter signed the SBDC Act and a combination ASBDC/SBA meeting was held in South Carolina. New state members, Massachusetts and Alabama were added to the network program. Funding was raised to \$4.3 million nationwide. The annual summary of counseling clients and training for attendees exceeded 50,000 (Flewellen, Patten, 2000).

During the Reagan Administration, Congress increased SBDC funding by \$3 million for 1982 as Connecticut, Mississippi, Kentucky and Iowa were inducted and a total of training attendees exceeded 100,000 (Flewellen & Patten, 2000). An SBA SBDC Advisory Board was established and Vermont, West Virginia and Delaware are added as participating SBDC states in 1983. There were a total of 100 centers in the United States. In the year following, two Congressional mandated studies of SBDC, the Centaur and Berkley Reports, were conducted and Rhode Island, Michigan and Louisiana joined the SBDC system. In 1984 President Reagan signed SBDC legislation which extended the program through October of 1990. The law required that within six months of a new center opening there would be an onsite evaluation on a biennial basis (Flewellen & Patten, 2000). This new federal law also required that the centers be located to provide maximum accessibility and benefit to small businesses and to have one acting full-time director. Kansas, Illinois, Tennessee, Texas-Arlington, Oregon, New Hampshire, New York, Oklahoma, Texas-Houston and North Carolina were all added to the program (Flewellen, Patten, 2000).

In 1985 there were several bills introduced to Congress for the abolishment of the SBA. A cutback in funding reduced resources to business communities, staff, educational programs, training assistance and with the processing of loans. The limited funding impacted the one thousand SBA subcontracted university and college based SBDCs in the nation. Through funding supported by the SBA in the nation, SBDC's provided free counseling on taking out loans, cash flow and dept analysis and additional financial information when starting a business (Mortimer, 2006). Under President Reagan's Administration Congress appropriated \$33.5 million for the programs. The number of training attendees exceeded 500,000 as Indiana, Nevada, New York (downstate), North Dakota, Puerto Rico, South Dakota, Virgin Islands and

Wyoming were added to the SBDC network (Flewellen & Patten, 2000). In 1986 SBDCs Inventors Programs offered counseling and training to assist their clients with obtaining Small Business Innovation research and development. Competitive funding agreements from federal agencies linked small business assistance services with business incubators and implemented statewide procurement assistance systems. The program totals for counseling cases and training attendees exceeded 1,000,000. Texas-Dallas, Texas-Lubbock, Texas-San-Antonio, Ohio, Idaho and West Virginia join the SBDC (Flewellen & Patten, 2000).

The next year the total number of service center locations exceeded 400 and Alaska were added. In 1988, Arizona, Colorado, Maryland and Montana became SBDC members (Flewellen, Patten, 2000). A year later in the beginning of the President Bush administration, Congress appropriations were \$50 million and New Mexico joined the system. Counseling cases exceeded 500,000 and the combined counseling clients and training attendees exceeded 2 million. In 1990 President Bush signed the Small Business Reauthorization and Amendments Act (Flewellen, Patten, 2000). The services to be provided by the SBDC will include rural small business export promotion, marketing, technical and managerial assistance and tourist trade development. The total number of service center locations exceeded 600 as Hawaii and Virginia join the network.

The tax effort of a state can be shaped by the peoples interest and attitude toward different higher education sectors. The amount of taxes citizens pay for programs other than higher education, and the wealth or fiscal capacity of a state or the people to support public investment in higher education are factors that affect institutions. This high degree of reliance in state governments places public institutions in a precarious environment that is significantly affected by economic and political fluctuations in fiscal support, witnesses in the 1980's and 1990's (Alexander, 2003).

## **2.2.2 Economic Impact of Small Business Development Centers**

From 1991-2000, the SBA helped small businesses receive billions in loans. Since 1958, SBA's venture capital program has created billions for small business owners to finance their companies development (Flewellen & Patten, 2000). Starting in 1991 for the first time an SBDC program was in every state in the nation. Dr. James Chrisman of the University of Calgary published a study on the Economic Impact of Small Business Development Center Consulting Activities in the United States. The Chrisman study demonstrated that the cost benefit ratio of the Federal contribution to the entire SBDC program, based on tax revenues generated from counseling alone, was more than \$14 for each \$1 invested in 1990 (Flewellen, Patten, 2000). Also, the Americans with Disabilities Act of 1990 specified requirements for making programs and facilities accessible to person with a disabilities (Goldstein, 2005).

President Bush then signed the Small Business Credit and Business Opportunity Enhancement Act of 1992. The law required the SBA Administrator to consult with the SBDC association and develop documents concerning the operation of the centers programs. In 1993 Congress approved \$67 million for the SBDC program. Dr. Chrisman published his third study documenting that 83% of clients considered the SBDC services they received to be beneficial. The study also stated that 65% of pre-venture clients surveyed started new businesses creating three new jobs per client. In 1996 the fourth Chrisman study estimated over 55,000 new jobs had been generated and increased sales of \$5.4 billion generated by SBDC long term counseling clients in 1994. Three years following Congress reauthorizes the program for 1998-2000 (Flewellen, Patten, 2000). Chrisman's reported the change in sales, employment, jobs, sales revenue and financing obtained. The data measured responses into different categories from established businesses to new firms (Chrisman, 2005).

Small businesses accounted for about fifty-five percent of service industry employment in 1997. The five major industries that created the most jobs in 1997-99 were business services, engineering and management, special trade contractors, social services, and eating places. The five industries that showed the largest employment increases relative to their overall employment size in 1997-99 were non-depository institutions, holding and other investment offices, unclassified service industries, business services, and engineering and management services (The State of Small Business, 2001).

In 2006 the federal House Committee on Homeland Security and Governmental Affairs convened to hear testimonies on the effectiveness of the SBA (Mortimer, 2006). Critics of the SBA call for the elimination of the organization. Though, the elimination of the SBA ultimately creates even more problems for America's small business owners. Elected officials are recognizing solutions and searching for alternative ways to improve the SBA. There was great debate raging nationwide over whether the federal SBA agency should be abolished. Elimination of the SBA could restrict entrepreneurs and other small business owners as they received training and business related educational resources.

The formation of the SBA encourages economic growth, and provides small business owners with the informational resources to make smart decisions with their businesses. The SBA provides numerous loan programs to help small businesses. SBA loans are made through a lending institution (bank) which guarantees the loan to be paid back in full. The bank approves of a business plan and a minimum of 20-25% of in personal investment by those seeking an SBA loan in the form of cash, and/or equity is required (Mortimer, 2006). Budget cutbacks at the SBA have reduced resources and staff availability. In 2006, the Bush Administration has proposed an SBA budget of \$624 million for 2007, down from \$900 million in 2001 (Mortimer, 2006).

### **2.2.3 Conclusion**

Higher education has always been influenced by social, economic and political implications in serving the needs of the small business community. SBDCs are an important contributor towards economic development with the cost returned for amount of dollars spent with the state and federally funded agencies. There is a positive contribution provided to local economies by SBDC's especially to pre-venture start up companies. The correlation of higher education and SBDC services provided measurable growth in economic development, employment figures and tax revenues generated.

Approximately 20 million small businesses received help from an SBA program since 1953. The agency has become the government's most cost-effective instrument for economic development (Mortimer, 2006). This would not have been accomplished without the relationships with higher education institutions, enabling SBDCs to grow throughout each state. The array of educational programs is tailored to encourage small enterprises in all industry areas to receive educational assistance.

## **2.3 BUSINESS EDUCATION SERVICES**

### **2.3.1 Service Providers**

Small business owners seek resources to become knowledgeable in their field of practice. In this section the content refers to business education programs developed and delivered to the business community. The techniques and strategies which are being utilized through a network

of organizations to serve entrepreneurs and small business owners will be highlighted. This will include similarities and differences that can be compared with the educational programs offered by business provider agencies. Preeminent educators have argued for decades that community outreach which nurtures an understanding and of compassion for others is central to the mission of universities in a democratic society (Boyer, 1987; Dewey, 1938; Palmer, 1998).

A business has monetary value which is known as capital to maintain its existence. In a similar fashion, companies rely upon its employees to have intellectual capital. Organizations such as the Learning Annex, Rotary Clubs, Chambers of Commerce and Small Business Development Centers all provide unique educational components to teach aspects of business. The business training centers often compete to develop new methods in delivering educational programs. The training provides content driven aspects of business to resolve problems and to build a team atmosphere through enhancing channels of communication. Educational programs create opportunities to enhance skills for a competitive advantage in the comprehension of products, processes and services in the marketplace (Hicks, 2000). The on-going professional development to become an expert in any type of business will meet the expectations of its consumers. When the leadership of an organization embraces learning it is then perceived as a mechanism to help grow a business and stay competitive.

Each year, the President of the United States reports annually on federal procurement preference goals. The federal services provided by the SBA are delegated as awards with subcontract work and assistance through the Department of Commerce, Defense, Energy, Interior, Labor, State, and Agency for International Development to small business owners (The State of Small Business, 2001).

There are also specific service programs offered by the SBA for Minority, Disabled and Women-Owned subcontracts which are developed through bids with the Department of Health and Human Services, Justice, Labor, State, Veterans Affairs, Agriculture, Commerce, Education, Housing and Urban Development, Justice, Treasury, National Aeronautics and Space Administration, Social Security Administration, Environment Protection Agency, and General Services Administration (The State of Small Business, 2001).

SBA services also include Federal and State Technology partnerships, Rural Outreach, Technology Access Network, Service Corps of Retired Executives, Business Information Centers, U.S. Export Assistance Centers, Export Legal Assistance Network, Trade Net's Export Advisors, The Export Trade Assistance Partnerships, Trade Mission Online, Small Disadvantaged Business Certification, 8(a) Business Development & 7(j) Management & Technical Assistance, Women Business Centers and the Women's Network for Entrepreneurial Training for small business owners throughout the country every year (SBA Program & Services, 2001).

### **2.3.2 SBDC Services**

The services provided by the nation wide network of SBDCs are thoroughly explained in this section. This is an analytical review of past, current and future SBDC practices and services. SBDCs have a direct relation to higher education institutions as a nationally recognized organization servicing community outreach with business education and consulting.

More than one thousand SBDC's are based at universities and colleges in the United States. Companies started with assistance from a SBDC survive longer and grow more than those without SBDC assistance. Eight out of ten (80%) SBDC assisted start-ups remain in business

eight years after opening, a survival rate 40% greater than that of the average start up company. SBDCs offer a beginning basics training workshop to address issues on how to manage and operate a business (Chrisman, 2005). SBDC's play a vital role, in all stages of development from no fee based consulting services to financial support provided by the Small Business Administration. SBDCs also offer services to small business owners through a number of specialized programs. These programs provide assistance in areas requiring greater depth of knowledge and experience beyond standard business management expertise.

SBDCs are a statewide network offering no fee consulting services for entrepreneurs and small business owners. SBDCs assist businesses with local market research, state and federal compliance issues. Business success requires both sufficient capital and industry expertise. SBDC representatives help entrepreneurs develop the planning, management, and financial skills necessary to make their business thrive. SBDC consulting emphasizes education and guidance in finding practical solutions to business problems. Confidential consulting is offered at no charge by trained, educated and experienced professionals. Consulting areas of expertise include: accounting and bookkeeping, business plan development, capital acquisition, financing and loan packaging, franchising, government contracting, international trade, and minority business development.

SBDCs service clients with the application processing for research and development funding through special state and federal programs. With the assistance of SBDC counselors, clients identify and validate markets, solidify whole-product and technology solutions to develop an effective business model for financial success. SBDCs specialize in energy, biotechnology, materials science, and information technologies, and work closely with the research, business, and venture capital communities.

SBDC environmental assistance programs offer confidential compliance with safety regulations, pollution prevention, and energy efficiency. SBDCs work with government assistance programs to help companies sell to federal, state, local and government agencies. The SBDC's provide services in marketing products with government proposal preparation and contract compliance. The SBDC technology commercialization programs assist high growth and technology firms with sophisticated business management issues including alternative financing, patents and intellectual property. Collaborating with the technology programs helps the U.S. Department of Defense contractors locate new markets.

The SBDC consultants work closely with local and regional economic development agencies, commercial lenders, and the SBA funding programs throughout the region. In addition to working with businesses to obtain funding through normal financing avenues, SBDCs offer access to alternative sources through the Small Business Innovation Research (SBIR) and Small Business Technology Transfer (STTR) Programs.

Special SBDC programs and economic development activities include international trade assistance, technical assistance, procurement assistance, venture capital formation and rural development. The SBDCs make a consistent effort to reach minority members of socially and economically disadvantaged groups, incarcerated individuals, veterans, women and the disabled. SBDCs provided assistance to both current or potential small business owners to help apply for SBIR grants from federal agencies (Chrisman, 2005).

The SBIR program is a highly competitive three-phase award program that provides qualified small businesses with opportunities to propose innovative ideas that meet specific research and development needs of the federal government. Under the SBI Development Act, federal agencies with research and development budgets exceeding \$100 million annually would

allocate a percentage of their budgets exclusively for small businesses. The Small Business Technology Transfer Program (STTR) fosters innovation necessary to meet the nation's scientific and technological challenges of the future. The STTR program requires small businesses to work jointly with a non-profit research institution, such as federally funded research and development centers. Similar to the SBIR, the STTR is a three-phase program (Chrisman, 2005).

Commercialization tends to be highly concentrated geographically, suggesting the presence of substantial external economies in these functions. University science and engineering capacity and local patenting activity both help to account for intercity differences in the level of innovation commercialization activity (Rosenbloom, 2007).

Overall, federal research support for education at all levels increased substantially during the 1960s and the early 1970s and then fell during the 1980s. Research universities in the United States have increasingly become involved in economic development since the mid-1980's. (Drucker, Goldstein, 2007). The 'university' and the 'university inventor' changed subtly to accommodate a dramatic shift in the meaning of public interest, which by 1980, reflected the notion of a nationalized economy and a concern with federal deregulation (Rosenbloom, 2007). There has been a corresponding growth of interest in measuring the impacts of higher education on regional economies. University activities, particularly knowledge-based activities such as teaching and basic research, have been found to have substantial positive effects on a variety of measures of regional economic progress (Drucker & Goldstein, 2007). The more recent experience from higher education has been good, with federal on-budget support for education rising by 56% between 1985 and 2001 (Toutkoushian, 2003).

The SBDC is currently the largest management and technical assistance program serving the small business sector in the United States. The SBA administers the overall program while

implementation rests with each SBDC State Director and the participating organizations within the state. The U.S. Defense Logistics Agency administers the Procurement Technical Assistance Program which is supported by the SBDCs.

SBDCs conduct research, counsel, and train business people in a wide variety of business topics. The centers provide comprehensive information services and access to experts in many fields. Counseling is provided free of charge to all small business owners. Each SBDC encourages unique local efforts to meet small business needs within a given area. SBDCs develop and maintain partnerships among community organizations in local, state and federal agencies. A center provides a focal point for a broad network of public and private resources at the community level. SBDC partnership programs and activities serving small businesses contributed significantly to economic growth across the nation.

Local SBDC offices offer entrepreneurial assistance to more than 1.3 million individuals a year. SBDC's meet small business needs, through the delivery of counseling and training assistance to over 700,000 clients. SBDC in-depth counseling clients created 74,253 new jobs, saved 80,907 jobs, and generated \$5.8 billion in new sales with over \$539 million in new tax revenues in 2004 alone. Small businesses that received in-depth SBDC assistance experienced 10 times the job growth of average businesses between 2003 and 2004 (Chrisman, 2005).

Specialized services for exporting, technology development, and establishing relationships with lenders are available through SBDCs. The SBA administers the SBDC program to provide management assistance to current and prospective small business owners. SBDCs offer one-stop assistance to individuals and small businesses by providing a wide variety of information and guidance in central and easily accessible branch locations. SBDC programs

enhance economic development by servicing small businesses with management and technical assistance.

There are now sixty three State Director's SBDC offices, one in every state (Texas has four, California has six), the District of Columbia, Guam, Puerto Rico, Samoa and the U.S. Virgin Islands (Chrisman, 2005). In each state there is a lead organization which sponsors the SBDC and manages the program. The lead organization coordinates program services offered to small businesses through a network of sub centers and satellite locations in each state. Sub centers are located at colleges, universities, community colleges, vocational schools, chambers of commerce and economic development corporations. SBDC assistance tailors to the local community and the needs of individual clients. Each center develops services in cooperation with local SBA district offices to ensure statewide coordination with other available resources. Each center has a director, staff members, part-time personnel, and students from the university or college. Qualified individuals recruited from professional and trade associations, the legal and banking community, and academia are among those who donate their services. SBDCs also use testing laboratories from the private sector to help clients who need specialized expertise.

The SBA provides operating funds for each states SBDC's. The centers also rely upon sponsors, grants and funds from each states economic development departments. The SBDC programs are designed to deliver up-to-date counseling, training and technical assistance in all aspects of small business management. SBDC services include assistance with small businesses financial, marketing, production, organization, and feasibility studies.

### **2.3.3 International Services**

In an integrated economy, businesses will be involved in multiple networks of different geographical scope from the local to international. Interactions between large companies and smaller businesses will be commonplace, incorporating a broad range of different relationships and transactions (Atherton, 2005). A strong economy has been considered vital to national defense and international competition (Gladieux & Wolanin, 1976).

SBDC international assistance programs help companies export products and services. The SBDCs assist companies in assessing their company's international trade readiness. This is accomplished by the following measures: evaluating their products or services for export potential, identifying the best foreign market opportunities, developing marketing plans, identifying foreign sales agents and distributors, explaining international trade procedures and regulations, providing information on technical standards and export/import documentation, and determining import restrictions, duties, and/or tariffs (Chrisman, 2005).

International export training programs have been growing and in demand by small business owners. There were two federally funded export assistance centers, the United States Department of Commerce and the SBA administering export educational training programs (Yager, 2001). Both agencies served the minority and women owned businesses as participants for the training programs. An important aspect in delivering export programs is tracking their success, from the small business owners who receive training.

The resources of the SBA and the Commerce were eventually combined into one program. The federal Trade Promotion Coordination Committee determined one agency would deliver the export services so there was less area of program overlap (Yager, 2001). The training assisted companies with intentions to export a product or good. Following the training

the agency measures the results of exporting to various countries and competing in the global market.

The programs intention was to create interest and demand for exporting, match up with potential clients and serve their counseling needs regarding financial issues and legal matters. The agencies track former or current clients and identify successful candidates to promote exporting. The Trade Promotion Coordination Committee recommended increasing awareness of available training, and present economic opportunities to public and private organizations (Yager, 2001). Providing a trade specialist on staff to identify potential export capable companies, developing a marketing campaign, gaining exposure through trade shows and having participants engage in foreign overseas trade missions are tactics which are beneficial in serving small business owners (Yager, 2001).

In relation to global trading once a client is exporting, an agency could then measure and record the sales generated as data and justify the reasoning for the course.

A final limitation to administering the survey was a significant gap in the length of time between when training services were delivered and when actual exporting began (Yager, 2001). An inability to recruit qualified trainers with the expertise in exporting to instruct a course is determined by how many times per year the training will be offered. In addition, establishing a successful exportation could take 12 to 18 months to prepare (Yager, 2001).

Small business educators provide educational programs for their clients to have a greater understanding for selling products within the international market. A segment of training programs address how to resolve challenges exporters face with international transactions. Specific issues taught in the program included market research, required documentation, transportation methods, international methods of payment, and cultural nuances (Yager, 2001).

Some inroads have been made, family business forums and similar outreach continuing education type programs have spread to dozens of universities internationally (Hoy, 2003). Family firms are less growth-oriented than non-family firms and therefore may not need to expand internationally in order to satisfy their growth aspirations (Graves & Thomas, 2005). Family owned companies prefer low risk growth strategies and therefore are more likely to focus on the domestic marketplace, or gradually expand internationally and target nearby foreign countries. The companies have fewer resources available to satisfy both the needs of the family and international growth strategies. As a consequence, the rate at which family firms grow internationally may lag behind that of their non-family counterparts. The small businesses may have greater difficulty in bringing about the organizational and cultural change required for successful expansion into the international marketplace. Successful international expansion often requires major change, including changes in resources, and personnel to appeal to the global marketplace (Graves & Thomas, 2005). The ability to introduce new products is also essential. The companies are more likely to place family harmony above financial success. International growth magnifies additional strains on family relationships because of the need for family members to spend considerable time abroad servicing foreign markets.

The difficulty in initiating internationalization strategies is not due to differences in growth aspirations. Family firms are smaller and due to their size, their growth rate will often be less than non-family competitive counterparts (Graves & Thomas, 2005). The international process with family firms is likely to involve a series of gradual stages. As a consequence, because of their lower growth rate, family firms will take longer to saturate their domestic marketplace and therefore lag behind non-family businesses when it comes to initiating such strategies. Family firms are less likely to engage in networking with other businesses. Networks

can help the internationalization of a firm by giving it access to market knowledge and international contacts. Therefore, the difficulty family firms have initiating internationalization strategies may be due to the fact that they lack the business networks required for international expansion (Graves & Thomas, 2005).

#### **2.3.4 Program Design and Implementation**

In this final section the topics for review include successful initiatives that SBDCs have achieved with the practice of educating small business owners. The approach SBDCs use to respond to economical, political, and social factors with the planning and implementing the business-related programs is explored. Also, the methods that SBDCs utilize to determine, develop and deliver educational programs to business communities are discussed.

Economic growth relies upon educated small business owners and strategic planning. Enhancing the United States economy depends on sustaining job creation and technological advancement in a competitive marketplace driven by small business owners. Improving an economic sector can also be measured by expanding the customer base, establishing new locations or offering innovative goods. Small firms which plan to remain a significant economic fixture within a defined community develop strategies to stay ahead of their competition. This is evident by maintaining the progress of their business and with the formation of more jobs to achieve financial prosperity.

Growing small businesses contribute to the Gross Domestic Product for the United States economy by supporting job retentions, increasing the standard of living, and increasing international competition. Other factors which play a role with small businesses are effective management, access to capital, responding to competition, expansion within a region and on-

going professional development training. The SBA tracks business problems and failures each year. According to the SBA, small businesses, have limited resources as start ups, and find difficulty in competing with larger corporations (Stewart, 2003).

The Government Performance and Results Act of 1993 offers a systematic way to address these and other problems of government organizations and program effectiveness (Small Business Policy Guide, 2003). Establishing a definitive plan allows a business to make financial projections and avoid future problems within a specific industry. When small business owners think strategically and receive training they can address concerns of a company by making decisions to take advantage of market opportunities. The average time frame covered in a strategic plan was one to seven years in length for a business (Stewart, 2003). The reason an owner develops a plan is to implement the practice of a business incorporated over a specific time frame. Ownership or management training can be very complex given the length of time for accomplishing both short term and long term objectives. The strategic planning set forth by the management for a small business includes a mission statement, objectives and goals, internal strengths and weaknesses, external analysis opportunities and threats, development of alternative strategies, strategic selection, implementation, and control evaluation by monitoring their progress (Stewart, 2003). Providing educational programs among businesses leads to the strengthening of a local economy, improving competitiveness and increased business to business transactions.

There is a significant correlation between strategic planning and enhancing educational training techniques to grow a business for commercial success. Business owners that support their employees' professional skill development in a specific field stay current on industry topics. Encouraging participation in networking activities promotes the sharing of business to business

interactions. Subscribing to publications in ones field to maintain familiarity with new perspectives and current trends generates knowledge. Small business owners set simple procedures within an organization to open all lines of communication which creates a culture of learning (Stewart, 2003).

SBDC business related programs teach management skills to significantly improve the performance in operating a small business. In order to meet the number of requests for counseling services SBDCs implement training programs to reduce the excessive amount of individual counseling sessions by consultants and to maintain a high level of clientele satisfaction.

As SBDCs assess the needs of their clientele, decisions are made with the design and implementation of educational programs within their regions. SBDCs administer telephone, on-line and program evaluation questionnaires to receive useable responses in accessing the need for programs and curriculum design. SBDC services include accounting, marketing, advertising, financing, access to capital, and strategic planning as potential training programs (Osoinach, 2002).

When designing a curriculum model the intention is to educate those in the business community with minimal management experience or prior training since all training serves the general public. The SBDC university-based training sessions are opportunities for small business owners to learn about practical management techniques and not academic theories. To effectively design and implement a program there are several factors taken into consideration. The intended results of training are to provide the components of a business plan as they relate to small business operational policies and procedures (Osoinach, 2002).

Programs are marketed to the general public as an alternative to academic college classes. The pricing of educational resources are at a minimal charge to simply cover the cost of materials. The strategies used in marketing a program are flexibility of scheduling, a minimal fee, individual recognition of all participants, social networking, and a non-competitive environment to foster and establish business to business relationships. Development of a new program is shared and can be adapted at other SBDCs throughout the state and nationwide network.

SBDC are required to be financially self sufficient, so all training programs must recover their program costs. The financial support from the federal funded Small Business Administration and the statewide network of SBDC's assisted in presenting courses at a minimal fee for attendees (Osoinach, 2002). Small Business Development Centers are a statewide non-profit, federal and state funded organization supported by the Small Business Administration.

## **2.4 LITERATURE REVIEW SUMMARY**

In conclusion, higher education transformed the economic impact upon community with the establishment of SBDCs. The role of universities within the business community led to the growth of small businesses in the United States.

In 2004, The United States Regional Economic Information System, Bureau of Economic Analysis performed a survey on the perception of small businesses. The survey responses show an overwhelming positive correlation with entrepreneurship and small business ownership. Sixty percent of the Americans surveyed thought big business has too much influence. Ninety percent of Americans would approve if a daughter (or a son) went into business for her/himself. Two-

thirds of the respondents consider business ownership one of the best ways to get ahead and that Americans think small-business owners often possess desirable personal attributes. Ninety-one percent said that small-business owners work harder than people like themselves and eighty-two percent believe that local business owners contribute more to the betterment of the community than people like themselves (National Small Business Poll, 2003).

As discussed, SBDCs demonstrate a positive economic impact on local job creation, tax revenues, reduction of business failures and loan assistance. SBDCs work with clientele in the agriculture, construction, service based, manufacturing, retail, and transportation industries. The SBDC consultants do not charge a fee for counseling to support business formation, growth and profitability which aligns with the SBDC's national mission.

The role of the university as an economic and educational resource was described. The historical legislative acts which correlated with the SBA and each states SBDCs were brought into focus. Education of entrepreneurship, economic development, and educational program development were the major topics explored throughout the writings.

Education programs are delivered to small businesses as beneficial training for improving the small business community. To successfully compete within the business world entrepreneurs rely upon immediate and practical suggestions for resolving organizational issues, legal complexities, and taxable transitions. The issues addressed in the various sections provided a general understanding of the educational and economic factors implemented through United States higher education institutions.

## **3.0 METHODOLOGY**

### **3.1 INTRODUCTION**

The intent of this research survey study was to analyze how Small Business Development Centers (SBDC) deliver educational programs within the United States and its' territories. The data indicates comparisons of educational program delivery methods that are implemented at the centers. Business educators are constantly thinking of new topics to address small business owners. Businesses face unique operational problems as they grow each year. An SBDC that provides educational services to small company owners take into consideration what program topics they offer each year.

#### **3.1.1 Research Topics and Questions**

This study surveyed the sixty three SBDC State Directors about their methods of administering the delivery of educational training programs. SBDCs are hosted by colleges and universities which collaborate with state governments, and economic development agencies for business creation and growth. The results from the survey are intended to answer these research questions.

1. What strategic methods are being utilized by SBDCs to deliver educational programs in meeting the needs of the business community?

2. Are there diverse variations in implementing the delivery of SBDC educational programs throughout the United States and its territories?

3. What systematic patterns exist with educational programs delivered by SBDCs?

### **3.1.2 Hypothesis**

Small Business Development Centers are delivering similar educational programs in the United States. The formation of the hypothesis was derived from research questions and on the current educational programs which are offered by each states SBDC network. The descriptive study analytically reviews the methods SBDCs use to deliver educational programs to business communities in the United States and its territories.

### **3.1.3 Research Questions (A-C) and the Survey Questions**

#### **A. What strategic methods are being utilized by SBDCs to deliver educational programs in meeting the needs of the business community?**

1. Approximately, what is the average number of educational programs delivered by an SBDC in your state during a calendar year?
2. When are educational programs being delivered by SBDCs in your state?
3. Approximately what is the average length of educational programs being delivered by SBDCs in your state?
4. Where are the educational programs being delivered by SBDCs in your state?
5. Approximately what percentage of educational programs are being delivered as part of a series of courses, by SBDCs in your state?
6. In your state, who are the instructors that teach and deliver the SBDC educational programs?
7. If applicable, please indicate the reason(s) why these individuals are delivering the educational programs:
8. How do SBDC's in your state receive feedback on a delivered educational program?
9. Please indicate what methods are used by SBDC's in your state to deliver educational programs for the general public?

10. If applicable, please indicate any specific program titles from the answers which you marked in question 10. (ex. Accounting: QuickBooks)
11. How is computer technology utilized in the delivery of educational programs in your state/territory?

**B. Are there diverse variations in implementing the delivery of SBDC educational programs throughout the United States and its territories?**

1. Please indicate if SBDC's within your state deliver educational programs from the following business topics: Marketing, Management, Business Law, Accounting, Finance, Human Resources, Technology Research & Development, Writing A Business Plan and Starting A Business Basics, International Business, Agriculture, Government Procurement
2. Please indicate what educational programs have the HIGHEST attendance which are delivered by SBDC's in your state.
3. Please indicate what educational programs have the LOWEST attendance which are delivered by SBDC's in your state.
4. Please indicate what NEW educational programs WILL BE delivered by SBDC's in your state from the following business topics within the next fiscal year.
5. How do SBDC's in your state monitor and assess educational programs being delivered in their region by other business organizations?
6. (Six Part Question) Approximately what percentage of SBDC's in your state deliver educational programs that are specifically targeted for: Family owned or operated businesses?, Growing small businesses (non-start ups)?, Minority owned businesses?, Women owned businesses?, Youth groups (under the age of 18) in their school districts?, Veteran owned businesses?

**C. What systematic patterns exist with educational programs delivered by SBDCs?**

1. Approximately what percentage of SBDC's in your state work with political representatives to deliver educational programs in their legislative districts?
2. If applicable, please indicate the reason(s) for working with local political representatives:
3. Approximately what percentage of SBDC's in your state collaborate together on delivering educational programs?
4. If applicable, please indicate the reason(s) for collaboration:
5. Approximately what percentage of SBDC's in your state co-sponsor educational programs with non-SBDC organizations (i.e. Chambers of Commerce, Better Business Bureaus, etc.)
6. If applicable, please indicate the reason(s) for co-sponsorship:
7. Approximately what percentage of SBDCs in your state receive corporate funding to support the delivery of educational programs?
8. If applicable, please indicate the reason(s) for working with corporate sponsors:
9. What are the major issues facing SBDC's in your state/territory to effectively deliver educational programs?

**Table 1: Literature Review and Survey Topic Matrix**

Survey Question Topics	Literature Review Sections										
	Higher Education	Community	Economics	Entrepreneur Education	Historical Relevance	Federal Legislation: Economic & Social Factors	Economic Impact SBDCs	Business Education Services	Providers	International Training	Program Design, Implementation
<b>Survey Part A</b>											
Average # of Programs		x		x			x				x
Days of Programs		x		x							x
Program Time Length		x		x							x
Locations of Programs		x	x	x							x
Series of Courses				x							x
Instructors		x	x	x					x		x
Feedback				x							x
Program Design Methods		x		x							x
<b>Survey Part B</b>											
Business Topics		x		x						x	x
Program Titles		x		x						x	x
Computer Technology											x
Highest Attendance		x		x						x	x
Monitor Programs		x		x						x	x
Lowest Attendance		x		x						x	x
New Programs		x		x						x	x
<b>Survey Part C</b>											
Political Districts		x	x	x		x	x				x
Family Based		x		x		x					x
Established Businesses		x		x		x					x
Women Owned		x		x		x					x
Minority Owned		x		x		x					x
Youth Entrepreneurs		x		x		x					x
Veteran Businesses		x		x		x					x
<b>Survey Part D</b>											
Multi-SBDC Collaboration		x		x			x			x	x
Non-SBDC Co-Sponsors		x					x		x		x
Corporate Funding		x					x				x
Major SBDC Issues		x	x	x		x	x				x

### **3.1.4 Significance of the Study**

This research indicates reasons why and how educational programs are being delivered by SBDCs in specific areas throughout the United States and its' territories. Company leaders turn to centers for discussion of familiar topics. They share personal stories to receive an outside perspective on the best practices with SBDC consultants. The benefits of working with a business center are to gain exposure to different business strategies and have access to innovative ideas. Attending educational programs teach owners and managers through educational programs on how to know what is currently happening with other small companies in the same region.

Business centers provide comprehensive programs with management and technical assistance through consulting services, and training seminars. Managers and owners all strive to compete in various markets and seek educational benefits from today's industry leaders that often conduct programs through business centers. Workshop seminars and keynote lecture series provide organizations with the convenience to train managers and employees.

### **3.1.5 Definitions of Terms**

Collaboration: The joint efforts of two or more groups working together to obtain a defined objective or goal.

Economic Impact: Financial growth within a geographic region or business community sector in the form of job creation, job retention, business partnerships, and workforce development.

Educational Programs: A form of training for professional development through workshops, forums, seminars, conferences, and/or lectures.

Entrepreneurship: A person or organization that forms new ventures, accepts risks, and undertakes start-up measures with business and/or educational opportunities in hope of returning a profit for a product, good or service.

Small Business Administration (SBA): A United States, federal funded agency that works to strengthen the nations economy by aiding in counseling and serving as a voice of small business owners. The SBA financially supports the sub-contracted SBDC nationwide network. Also, the SBA provides assistance in the recovery of national disasters for small business owners.

Small Business Development Center (SBDC): A non-profit, state and federal funded agency, hosted at universities throughout the United States providing training programs and free business counseling. The United States SBDC system receives federal funding from the Small Business Administration as a sub-contracted agency.

### **3.1.6 Population**

There is one State Director for the Small Business Development Centers in 48 of the 50 United States. California has six State Directors and Texas has four State Directors for a total of 63 SBDC State Directors including the American Territories: Pacific Islands, Puerto Rico, Virgin Islands, American Samoa, Guam. The state specific directors were selected to complete the survey based upon their direct knowledge and management of all educational programs from the state in which they govern. The national SBDC network is obtained through the availability of public information in conducting research per each state. Note: The complete list of all SBDC State Directors by state can be reviewed in the Appendix C.

This study is a census of the sixty three identified State Directors who are included as the selected target population. The intent of this research was to address similar educational programs by the centers which teach small business owners and managers. The research examined what educational programs are being taught and the manner in which are implemented. The basis of the study was to analyze how business owners are educated by SBDCs, and what the centers teach to the business community.

This research is important because it addresses how business centers administer their educational programs. The survey focused on major themes from educational business programs which have been offered. Educational programs are available to provide mentoring with decisions that strengthen a company for those who operate a business, or may start a business. The survey describes how educational services are delivered to business owners. The questionnaire topics center on implementing and developing educational programs with issues related to small businesses.

### **3.1.7 Research Methodology**

There are over one thousand SBDC's in the U.S. and its' territories and each center has its' own mission statement and educational programs available per state. The State Directors were the primary subjects of the study. They were requested to answer twenty seven questions about their state educational programs in the survey. The research represents a census of the sixty three SBDC State Director responses to questions in reference to managing the delivery of educational programs. The study provides information to show a comparison of what educational services are currently offered to business owners.

In the United States and its' territories, SBDCs assist entrepreneurs in their quest to start or manage their businesses. The study seeks perspectives on educational programs that shape business development, research, teaching methods, and programs related to small business. This study shows the developmental methods and implementation strategies of educational programs generated by SBDCs. The questions of this study are directly relevant to categorize educational programs offered from every state in the nation.

Eleven selected SBDC representatives that are not from State Director offices, and each from a different state were contacted to participate in the initial convenient sample Pilot Study. The responses provided feedback about the appropriate questions for the finalized State Director survey before it is administered. The Pilot Study responses assisted in creating analytical research questions in regards to current SBDC educational programs. To offer follow up to those who participate in the study the pilot participants were provided with an advanced copy of the analyzed results from the findings. Upon completion of the survey, the last question will offer an optional email address contact line for those who wish to receive a copy of the anonymous survey results.

The summarized report reflected the combined conclusions that are drawn from all responses received. Only aggregated results from the survey were released. Each State Director was contacted via phone and email by the primary investigator to indicate the purpose of the study and to reiterate the value of their participation. Once the survey was thoroughly reviewed by the dissertation committee members each State Director received a hard copy of the survey via certified mail. The survey was also sent to the State Directors via e-mail with a link to complete the survey using a Survey Monkey format, the same week they receive the hard copy. The State Directors could choose which style, either the hard copy or on-line Survey Monkey

version they prefer in submitting responses to the questionnaire. The pilot survey was completed one month prior to the final survey being completed by the State Directors.

Note: The State Director Cover Letter and the Pilot Study Cover Letter are referenced in the Appendix B.

### **3.1.8 Pilot Study**

The purpose of the Pilot Study was to determine if the survey questions address the hypothesis and research questions. Responses were obtained from eleven selected SBDC representatives from ten different states which are not State Directors offices. Based upon these responses, items were modified as needed.

Note: The SBDC's which were contacted to complete the Pilot Study are noted and bolded in the Appendix E.

The eleven selected SBDC representatives were contacted by telephone prior to receiving the pilot research survey. These participants received an explanation as to the significance of the study. If an SBDC representative was unwilling to participate, they were replaced by another SBDC from a different state. The pilot questionnaire was sent via e-mail with a link to complete the survey using an on-line Survey Monkey format. The survey took approximately three to five minutes to complete. A deadline date indicating a specific time frame for completion was noted in the cover letter. This questionnaire was designed for ease of completion and all data was kept strictly confidential. The survey does not require the individual SBDC name anywhere on the survey. Each participant received a copy of the anonymous survey results upon their request. Only aggregated results from the survey were released. The primary investigator had private access to the survey responses with a secured password and user name.

The following is noted in the introduction section of the Pilot Study:

“This Pilot Study is an opportunity to identify the key strategies and educational programs delivered by SBDCs throughout the United States and its’ territories. The survey was developed to ask questions to only the SBDC State Directors. This questionnaire is designed for ease of completion (it should take approximately 3-5 minutes). In gratitude for participating in this survey, I will provide you with an advanced copy of the results and analysis from the findings, once the State Directors complete the final survey. If you would like a copy of the results, please indicate this on the last question of the survey. The summary report will not identify any specific SBDC, and all data will be kept strictly confidential. The report will reflect the combined results and conclusions that are drawn from all the responses received. Only aggregated results from the survey will be released. All answers are entered anonymously. If you have any questions regarding the survey, please direct all questions and/or comments to [mrw15@pitt.edu](mailto:mrw15@pitt.edu). The deadline for completion is August 7, 2007.”

### **3.1.9 Research Design**

The final research survey questionnaire was sent via e-mail with a link to complete the survey using an on-line Survey Monkey format. If the State Director decided to complete the survey as a hard copy, a pre-self addressed stamped envelope was provided so they could send back their results at their convenience. A deadline date was indicated with a specific time frame which was noted in the cover letter. If the State Director decides to complete the Survey Monkey questionnaire via email at the end of the survey they can send back their results once they close the survey link. The purpose of this questionnaire is to identify, and compare the strategies by educational programs provided by SBDCs in the United States.

The data generated from the questionnaire results will be made available to all SBDCs. This questionnaire is designed for ease of completion (it should take approximately three to five minutes) and all data will be kept strictly confidential. The survey does not require the individual SBDC name anywhere on the survey. If the State Director completed the hard copy survey, there was a perforated tear sheet at the end of the questionnaire to separate the responses from the director completing the survey. The report reflects the combined results and conclusions that are drawn from all the responses received. Only summarized aggregated results from the survey will be released. The primary investigator has private access to the surveyed responses with a secured password and user name.

### **3.1.10 Limitations**

A major limitation that can occur with the study is a lack of response by the surveyed State Directors. There are four strategies which were implemented in preparation for a strong response rate. The first was a series of calculated measures. Each State Director was contacted twice prior to the initial survey being sent out to request their participation in the study. They received a phone call with an explanation of their role in the study by the primary investigator. Next, the State Directors received a hard copy letter sent to them requesting they complete the brief survey. Once the survey was administered the State Directors received the questionnaire via email and a hard copy version in the mail. To be convenient, the State Directors had the option to complete and submit either version, as noted in the cover letter to eliminate any confusion. If the response rate was low following the initial stated deadline for completion an email from the primary investigator was sent out with a new deadline and a request to complete the survey.

The second strategy was informing the State Directors of their value in the study and providing a copy of the summarized results. A third means to receive responses from the State Directors was to set a deadline for completion which is indicated in the cover letter. If the surveys were not completed by specific State Directors, a follow up phone call was made by the primary investigator to request completion of the survey. The fourth and final way to initiate responses with the survey is with the brief amount of time to complete the questionnaire (approximately three to five minutes) which should be convenient for the participants.

### **3.1.11 Validity**

There were four key measures taken to establish validity with the survey study. The first was the development and implementation of the Pilot Study. A second measure was the selection of questions to be addressed by the study that were developed by the primary investigator with feedback provided by Dr. Mary McKinney, the Center Director for Duquesne University SBDC. Dr. McKinney is a member of the dissertation committee. Third, as the primary investigator, I was given permission from Don Wilson, President of the America Small Business Development Center organization to address the SBDC State Directors at their annual meeting in Denver, CO during September of 2007. At the State Director meeting, as the primary investigator I was able to explain the significance of the study and the importance of their participation to yield a high response rate. Finally, the Pennsylvania State Director, Mr. Greg Higgins was willing to distribute the on-line survey to the sixty-two State Directors via email on behalf of the primary investigator. Mr. Higgins also co-written the cover letter for administrating the questionnaire to the State Directors in recommending they complete the survey. The intent of having Mr. Higgins

send, via email, the survey to his fellow State Directors on behalf of the primary investigator led to and significantly impacted the response rate of the research.

### **3.1.12 Survey Design**

The following introduction was included at the beginning of the survey:

“Twenty-six questions were prepared for the Pilot Study and the final State Director survey. Each of the twenty-six questions was designed by the primary investigator and has not been used in other studies. The questionnaire was divided into four sections: Program Delivery Methods, Program Descriptions, Program Target Markets and Program Collaboration. This survey was an opportunity to identify the key strategies and educational programs provided by SBDCs throughout the United States and its territories. The information that was generated from the questionnaire results was made available to all SBDCs. This information should be very valuable to your SBDC. The questionnaire is designed for ease of completion (it should take approximately three to five minutes). In gratitude for participating in this survey, I will provide you with an advanced copy of the results and analysis from the findings. If you would like a copy of the results, please indicate this on the last question of the survey. The summary report will not identify any specific SBDC, and all data will be kept strictly confidential. The report will reflect the combined results and conclusions that are drawn from all the responses received. Only aggregated results from the survey will be released. If you have any questions regarding the survey, please direct all questions and/or comments to [mrw15@pitt.edu](mailto:mrw15@pitt.edu). The deadline for completion is August 1, 2007.” The following items were included:

The survey incorporated four specific sections which correlated with the three research questions: Part A covers Program Delivery Methods and there are nine defined questions,

addressing the Number of Programs, Scheduling, Location, Program Length, Series Based, Instructors, and Feedback. Part B indicates Program Description Decisions and there are five questions, Identifying Programs, Attendance, New Initiatives, and Assessment Strategies. Part C identifies the Specific Program Target Markets with eight questions categorizing, Family, Non-start ups, Legislative, Youth, Veteran, Minority, and Women Owned Businesses. Finally, Part D assesses Program Collaboration with six questions regarding Co-sponsorship, and Funding opportunities.

### **3.2 METHODOLOGY SUMMARY**

The research describes the strategic methods implemented by SBDCs in delivering educational programs to business communities throughout the nation. Testing the accuracy of the hypothesis will be accomplished by administering the census survey on the targeted population of State Directors. The development of the stated research methodology, design of the pilot study, and analysis of the data collected provides important information for the SBDC network. The results from the findings show how SBDCs assess the needs for their educational programs. The review and analysis of the responses shows how the delivered programs are evaluated, determined and which implementation tools are being utilized. This is evidenced by the State Directors' responses to the specific survey questions which answer the three stated research questions of the study.

## **4.0 RESEARCH FINDINGS**

### **4.1 INTRODUCTION**

The survey for the Pilot Study and the intended SBDC State Director target population was designed with four specific sections. The twenty-six questions (twenty-three Pilot Study) were formatted to answer the three stated research questions: 1) What strategic methods are being utilized by SBDC's to deliver educational programs in meeting the needs of the business community? 2) Are there diverse variations in implementing the delivery of SBDC educational programs throughout the United States and its territories? 3) What systematic patterns exist with educational programs delivered by SBDC's?

The first section of the survey, Part A addressed the unique Programming Methods utilized by SBDC's. The nine questions focused on the Number of Programs, Scheduling, Location, Program Length, Series Based, Instructors, and receiving Feedback of deliverable programs. Each of the nine questions revealed a different topic related to strategies implemented by SBDC's to deliver educational programs with individual methods. The questions and answers from Part A were derived in response to all three research questions and the hypothesis. Part B indicated Program Descriptions with five questions developed to Identify Programs Types, Attendance, New Initiatives, and Assessment Strategies among the centers. Questions eleven and thirteen, had detailed geographic responses as available answers. The questions and answers

from Part B were also developed to respond to all three research questions and the hypothesis. For Part C, the section covered Program Target Markets and three questions were offered. Though, question seventeen was a six part answer and focused on Family Businesses, Established Non-start Ups, Legislative, Youth, Veteran, Minority, & Women Owned Businesses related inquiries. The question did not have an option for start ups or pre-ventures since SBDC's offer similar programming and the responses from the State Directors would have been one hundred percent. In Part D, the Program Collaboration section offered six questions to discuss SBDC Co-Sponsorship and Funding Opportunities. Three of the questions (18, 20 and 22) were established with follow up questions, and stated *If Applicable*, pertaining to the previously mentioned questions.

In this chapter, responses to the survey instrument are analyzed to answer the three research questions. This chapter begins with a description of the survey responses and demographic data from the respondents, and the remaining section analyzes each of the research questions. The purpose of this study was to examine the aggregated responses related to the educational programs offered by SBDCs in the United States and its' territories. The study surveyed all sixty three SBDC State Directors on their methods to administer, deliver and manage educational training programs. An overview of the study is presented, the statistical data are summarized, and the contributions of the findings from the participants are discussed at length. Recommendations for practice and for further study are presented in the conclusion.

#### **4.1.1 Description of Surveyed Pilot Study Population**

Responses were obtained from eleven selected SBDC center representatives of ten different states which were not State Directors' offices. The contacted SBDCs all completed the Pilot

Study and are noted and bolded in Appendix E. The eleven SBDC representatives were reached by telephone prior to receiving the pilot research survey. These participants received an explanation as to the significance of the study. The pilot questionnaire was sent via e-mail with a link to complete the survey using an on-line Survey Monkey format. The survey took approximately three to five minutes to complete. A deadline date indicated a specific time frame for completion which was noted in the cover letter. The eleven respondents participated with the on-line Pilot Study within the recommended two-week deadline. Twenty-three questions were initially developed for the Pilot Study. There were four significant changes made in the survey design format following the Pilot Study to the final SBDC State Director Survey. In the opening statements of the survey, an additional introduction sentence was included at the beginning which defined, Educational Program: The training of a group of people for educational purposes. This clarified the meaning of Educational Program to the survey participants since the words were used in several of the questions. In question number four, *Where are the educational programs being delivered by SBDCs in your state/territory?* the additional option answer for a Library was provided based on the answers of the respondents.

Open ended question number eleven If applicable, please indicate any specific program titles from the answers which you marked in question 10 (ex. Accounting: QuickBooks) was added. Also, the addition of question number twelve ‘How is computer technology utilized in the delivery of educational programs in your state/territory? (check all that apply) Answer Responses which were provided included: Webinars, Laptop & LCD projectors for presentations, On-line learning resource tool, and Other Category’, open ended response was made available. Finally, question number twenty six was included, ‘What are the major issues facing SBDC’s in your state/territory to effectively deliver educational programs? (The respondent can check all that

apply) Implementing best practices among centers, recognizing new business topics, integrating, an Other Category', open ended response was available. Questions, four, eleven, and twenty-six were recommended by Dr. McKinney and formatted in detail with response answers by the primary investigator.

#### **4.1.2 Description of Target Surveu Population**

For this study, the participants were informed by an initial e-mail with a support letter by Mr. Greg Higgins, the Pennsylvania SBDC State Director. This research stated important reasons why deliverable educational programs are necessary to specific areas in each state. State Directors were able to learn about various educational program strategies from one another as they share perspectives on their best practices implemented throughout the nation. Important topics such as attendance figures and promotional marketing techniques with SBDC training sessions were addressed by the surveyed questions. Coming from small business experts and SBDC state leaders, the responses offered direct insight on how educational programs are developed and delivered to entrepreneurs and those in the business community. The research survey questionnaire was sent via e-mail with a live link to complete the survey using an on-line Survey Monkey format. An initial deadline date was indicated with a specific two-week time frame noted in the cover letter. Only the primary investigator had private access to the surveyed responses with a secured password and user name.

Strategies for obtaining a strong response rate were implemented by the primary investigator. Each of the State Directors was contacted twice prior to the initial survey being sent out to request their participation in the study. To be convenient, the State Directors had the option to complete and submit either version, a hard copy of the survey or the on-line email link,

as noted in the cover letter to eliminate any confusion. A second deadline for completion in an email from the primary investigator was sent out to request completion of the survey following the initial two-week response time frame. The brief amount of time to complete the questionnaire (approximately three to five minutes) which was convenient for the participants added to a high response rate. Finally, the primary investigator was given permission from Don Wilson, President of the America Small Business Development Center organization to address the SBDC State Directors at their annual meeting in Denver, CO during September of 2007.

Twenty-six questions were prepared for the final State Director survey. Each of the twenty-six questions was designed by the primary investigator and none had been used in previous studies. Valid responses were received from all 63 of the 63 SBDC State Director recipients for a return rate of 100% percent. This return rate is much higher than response rates for typical surveys, possibly due to the use of a specific state wide organization, the support letter from a State Director with the respondents, as well as the two tiered approach (web survey, paper survey). To clarify the statistical data responses, Iowa's retiring State Director and newly appointed State Director both completed the survey. Oregon and Michigan also had their State Director and one SBDC Center Director complete the survey which totaled sixty-six respondents. Of the 66 responses received, all were submitted using the Internet survey, none were submitted using the paper instrument.

From the twenty-six questions prepared for the survey, question number nineteen had six parts for a total of thirty-one total inquires. The questionnaire was divided into four sections. The first section Part A, requested information with questions related to Program Delivery Methods and nine questions were asked including in the areas of, Number of Programs, Scheduling, Location, Program Length, Series Based, Instructors, Feedback Responses. The second section

Part B, Program Descriptions Decisions had five questions in the areas of, Identifying Programs, Attendance, New Initiatives, Assessment Strategies. In Part C the survey addressed: Specific Program Target Markets with eight questions in the areas of, Family Business, Non-start ups, Legislative, Youth, Veteran, Minority, & Women Owned Businesses. Finally, Part D covered Program Collaboration with six questions in the areas of, SBDC Co-sponsorship, and Funding opportunities. The survey did not require any personal information which directly indicated which State Directors completed the survey or any of the intended questions.

## **4.2 SURVEY RESPONSE ANALYSIS**

### **4.2.1 Introduction**

This study employed a twenty-six question Internet survey and compared the strategies implemented by SBDCs in delivering educational programs to business communities throughout the nation. Each of the four sections from the survey (Educational Program Delivery Methods, Program Descriptions, Specific Program Target Markets, Program Collaboration) reflected the three research questions and sought clearly defined answers. The study surveyed sixty three SBDC State Directors about their methods of administering the delivery of educational training programs within their respective state and territories.

The survey questions were developed to align with these three research questions:

1. What strategic methods are being utilized by SBDCs to deliver educational programs in meeting the needs of the business community?

2. Are there diverse variations in implementing the delivery of SBDC educational programs throughout the United States and its territories?

3. What systematic patterns exist with educational programs delivered by SBDCs?

There was a direct relation between the research questions, literature review and the twenty-six survey questions. The survey was completed by each SBDC State Director. Their aggregated responses have brought meaning and reasoning to understand the detailed answers of all three research questions and the developed survey questions.

The survey was designed with four distinct sections and several of the questions had an open ended response. An 'Other Option', for open ended responses was available specifically for questions (2-4, 6-10, 12-16, 18, 21, 23, and 25-26). The majority of the respondents reported using the specialized category and entered a unique description or reported multiple areas of specialty to answer these questions. Responses for the 'Other Option' category with those reporting multiple areas of specialty are referenced in a list following each question noted in Appendix A. The 'Other Option' was offered to provide a more manageable collection of non-stated response answers when examining the differences among the participants. This provided the availability for the SBDC State Directors to answer the proposed questions extensively. A detailed chart of responses to the survey questions is available in Appendix A.

#### **4.2.2 Survey Part A: Educational Program Delivery Methods**

The nine questions in Part A of the survey showed similar logistics in relation to delivering educational programs. Part A was aligned with research question one: What strategic methods are being utilized by SBDCs to deliver educational programs in meeting the needs of the business community? This question was developed in reference to the literature which described

how higher education institutions are engaged in the growth of business within their communities. In designing the survey and research question the literature explained strategic methods used by business educators to service entrepreneurial interests.

State Directors reported how many programs in an average year they offer at an SBDC within their state/territory. The majority (55.4%) of the respondents indicated that they offer 70 or more programs annually in each state/territory. The high response rate of 70+ programs was expected and taken into consideration in formulating this question with the numerical answer options. The number of SBDCs available is over 1,000 across the country. Presenting this many programs requires good planning, host facilities, speakers and effective marketing promotion to the business community. All of these aspects of a program are described in length in the following survey questions which have a direct relation to the number of successful programs an SBDC can offer each year.

There is a high demand for programs being offered either early in the morning (80%) or in the evening (93.8%) during the workweek as highlighted in survey question two. These responses of 93.80% for 'Weekday Evening' and 80% for 'Weekday Mornings' were the top two answers for these questions. The answers in question two were related to the answers to question three.

The responses to survey question three revealed SBDC programs are typically well attended if they are offered within 'Two to Three Hour' time frames. In survey question three this indicated a need to consider a participant convenience factor with the deliverable time frames of educational programs. Many established business owners, especially those entrepreneurs starting a pre-venture business are working an extended work week with little time available for business education functions. The decision by SBDCs to host 'Two to Three

Hour' programs was important for entrepreneurs and established business owners to attend and be able to return to their place of business in the same day.

Responses to survey question four described where SBDCs are hosting their programs. SBDCs facilitate more programs through their outreach efforts in the business community by hosting the events at several locations. The exposure of the SBDC throughout a business community increases visibility of services and brings recognition to the national network. As the respondents indicated with the initial four survey questions SBDC courses are available at convenient times and locations. According to the State Directors a variety of host locations for programs can be provided, and are taught by affordable industry specific experts which were described in survey questions four through six. The various methods demonstrated by SBDCs to deliver the programs across each state and territories are very similar. From survey question four, hosting a program 'On Campus' had the highest response of 72.30%, while the answer option of 'College/University' general location scored a 69.20% rate. This showed an important role as higher education institutions work with SBDCs across the United States. The second lowest response of On-Line Availability was surprising in a technology friendly era with entrepreneurs and business owners having access to the internet at work, school and in homes.

The option of offering educational programs as series-based courses in conjunction with one another is not very popular among SBDCs and this information was stated in survey question five. The course development has more time constraints, increases the costs to cover expenses and the logistical planning aspects become complicated with staff and availability of speakers. The commitments to have multiple people participate over several weeks or multiple-month period reduces and inhibits the purpose of the courses.

In survey question six, there are several cost factors, with limited SBDC funds to recruit and retain expert speakers for programs. Volunteers from the business community and SBDC staff that have previously taught adults must be knowledgeable and effective public speakers to be considered. Guest speakers for SBDCs need to comply with non-competitive and non-solicitation regulations of attendees. Question six was preliminary to question seven. The responses to survey questions six and seven address issues of viable candidates to teach with appropriate material, relevant presentation information, non-offensive language, and non-endorsing of any service or product. SBDC programs are for educational purposes only. Faculty members of a SBDC host university were also mentioned in the 'Other Option' as potential speakers based upon their industry knowledge, public speaking and teaching skills. This was an important issue to discuss as an SBDC can use faculty members to support their educational efforts as one campus community combining centers and host institutions.

Survey question eight sought insight on how feedback can be received in an easy, quick manner with anonymous responses for SBDCs to evaluate program attendee recommendations. The suggestions of the participants are analyzed to respond and make improvements of future programs offered by SBDCs. 'Hand Out Evaluations' received a 100% response rate as an answer to this question. This shows the reliability of a paper format when placed in the hands of the attendees to receive feedback.

The last survey question of Part A focused on the formats of delivering programs. It was predicted since there is an increased interest with the general public to offer online courses due to internet access availability. Also, 'Seminars' that had attendees participate in person are very popular according to State Directors across the national network and were a very favorable answer. Attendees can meet SBDC representatives and ask questions about their business to the

presenters. Expert speakers make valuable presentations and provide materials for attendees to incorporate into their businesses. ‘Workshops’ at 98.50% and ‘Seminars’ at 89.20% had high answer ratings. The answer option of ‘On-line Courses’ was much lower, scoring at 61.50%. The ability of SBDCs to provide on-line access to education and training is needed though the demand for in-person programs is still preferred by attendees as noted by State Directors.

The nine survey question responses from the participants have described the methods SBDCs use to deliver programs to meet the needs of the business community. This clearly addresses the first research question. The State Directors answers show similar methods to service educational programs for pre-venture and established business owners in each state. SBDCs are averaging the same number of programs offered each year. The length of time for the programs, locations, methods to receive feedback and training course formats (seminars) are logistically common throughout the network. The survey responses also discussed which presenters are appropriate to teach the courses and that series-based classes are not well attended. The data responses did not indicate any significant geographical difference with the nine questions of Part A that were posed to the survey participants. In Parts B and D of the survey geographical variations did occur and are noted in the following sections. The comparable methods to educate entrepreneurs by SBDCs are similar as described by the State Directors.

#### **4.2.3 Survey Part B: Program Descriptions**

The development of Part B was designed to address research question two: Are there diverse variations in implementing the delivery of SBDC educational programs throughout the United States and its territories? To accurately answer the second research question the survey questions were drawn from the literature on educating entrepreneurs and program design. Pre-venture and

established business owners seek educational resources from SBDCs and higher education institutions. This research question was developed from the literature which explained how training programs are strategically implemented by business educators.

For clarity purposes, survey questions (10-11, 13, 15-16) in Part B all provided response answers of twelve general topic options including: 'Marketing, Management, Business Law, Accounting, Finance, Human Resources, Technology Research & Development, Writing A Business Plan, Starting A Business Basics, International Business, Agriculture, and Government Procurement'. The purpose was to compare the similarities and differences that were asked from these particular five questions.

Survey question ten started Part B and the State Directors indicated the most common educational business topics offered from the twelve provided answers. This question showed which of these twelve program topics are available in each state/territory and have an educational impact upon regional businesses. 'Marketing, Starting A Business Basics, Writing A Business Plan, Management, Accounting, and Finance' all scored 90% or better to this question. 'Business Law, Human Resources, Technology Research & Development, International Business, and Agriculture' all scored between 80% and 41.50%. There was a stark difference in the necessity for SBDCs offering training in types of business topics. The responses split between six of the topics scoring very high and the additional six topics scoring lower. Though regional the divisions in answers were similar across the nation-wide network.

The open-ended survey question eleven had forty-two various answers. This question provided the State Directors with the option to share detailed feedback on educational program titles. It was a follow-up to question ten which referred to the twelve topic answer options. There exists a variety of popular specialty program topics available from SBDCs. These program topics

included 'Quick Books, Next Level, SBIR/STTR, Taxes, and FastTrac', all referenced from survey question eleven. The forty-two responses were also very similar and repetitive in the areas of 'Accounting, Finance, and Government Procurement'.

Survey question twelve discussed how computer technology is utilized in delivering programs. The utilization of visual and auditory technology continues to bring information access to businesses. SBDCs still struggle with having the funds to purchase affordable and reliable technology since software packages and hardware systems are constantly changing and become outdated. The use of 'Laptops and Projectors' was the only answer that had a nearly unanimous response of 91.80%. 'On-line Learning' scored 60.70% and 'Webinars' only received 34.40% in assessing technology to deliver educational programs effectively.

Survey question number thirteen asked the State Directors to determine the one educational program topic with the highest attendance among the states which was 'Starting A Business'. From the choice of answers provided, the anticipated most popular educational topics were 'Marketing, Business Law and Financing'. The reason why these topics would be of high interest is that 'Marketing' entails the promotion and advertising of a small business. Legal entity formation and the threat of litigation of a business owner would alter the direction of a company. Most importantly all businesses have a bottom line, and need to understand the cost of doing business to stay open for business with changing tax laws, IRS compliance and sales projections for maintaining the business.

'Business Law and Human Resources' actually both received 0% to question thirteen.

'Agriculture' programs scored higher in the southern, southwest, and plain state regions.

'International business and Government Procurement' scored high along both coastal state areas

of the nation. A reason for an increased interest in these regions is the need to service manufactures and retailers that have business relations with foreign counties.

For survey question fourteen the responses were well defined to assess how SBDCs monitor the promotion of programs within their states/territories. SBDCs need to know what similar educational programs are being offered within a community. The purpose was to understand competition as business educators. SBDCs will need to be proactive and respond to demand of entrepreneurs and business owners in offering quality programs as they seek continued funding support of legislators, corporate sponsors and host universities.

According to survey question fifteen, 'International Business' was the one educational program topic with the lowest attendance as stated by State Directors. This answer was anticipated due to the review from the responses in question thirteen. Low attendee turnout was predicted for 'Government Procurement and Agriculture' courses. There is little interest among small business owners to market themselves initially to state and federal government bidding contracts. Procurement involves understanding the necessary procedures and policies required. Unless a business owner has a good working history with government offices they are unfamiliar with the terms for profitable business transactions. Also, the nation's farmers are in rural areas and often can not attend educational programs due traveling longer distances and the necessity to manage their daily operations. Farming has a rich history of being a family based business and the agricultural techniques are passed on from one generation to the next. From a regional perspective agriculture scored lowest in the northwest and northeast regions.

The last question of this section, survey question sixteen wanted to know what new programs were going to be offered across the SBDC network. 'Technological Research & Development' was the overwhelming highest response. There were twenty-five 'Other Option'

answers for new educational programs that will be delivered by SBDCs within the next fiscal year. The results explained that ‘Disaster Preparedness, Leadership, Energy Conservation and Bio-Technology’ were popular educational topics for SBDCs to offer small business owners in the future. ‘Leadership, Ethics and On-line Learning’ courses are indicated by SBDC State Directors and are being developed for new programs within the network. This is fascinating since these program topics illustrate awareness by business owners of how perception in the eyes of clients and potential customers becomes a reality. In question sixteen, the open-ended answer of ‘Other Option’ was offered to receive direct insight from the State Directors on new topics that would be provided in the coming fiscal year for 2008-2009.

Part B and Part C were developed to answer research question two by distinguishing any variations in implementing the delivery of SBDC programs. This question was answered by the survey questions asking the types of current and new programs being offered and understanding the highest and lowest program attendance. The State Directors manage a variety of educational program topics in each state and their answers reflected similarities with new programs being offered. These strategic decisions are efforts to increase attendance figures with current business topics of interest in serving business communities. The utilization of technology in training by SBDCs is becoming necessary to reach entrepreneurs with the use of the internet. New educational techniques such as Webinars are providing access to information in a fast and more efficient manner with high visibility. SBDCs can then have less expenditures for hosting programs at multiple locations through their outreach efforts on a campus or within a region. The State Directors also mentioned the marketing strategies used to promote SBDC services. SBDCs assess their competition and strive to maintain the professional services to educate entrepreneurs and defined target markets which are discussed in depth in Part C.

#### **4.2.4 Survey Part C: Specific Program Target Markets**

The design and intent of Part C was also the focus of research question two: Are there diverse variations in implementing the delivery of SBDC educational programs throughout the United States and its territories? The literature focused on federal socio-economic legislation and how SBDCs have implemented effective community education. This was the basis of the research question and Part C from the survey. The historical legislative information in the literature explained the establishment of SBDCs to serve the general public. SBDCs have been supported by legislation over the past thirty years since they receive tax revenues as state and federally based non-profit organizations.

The objective from Part C was to understand who SBDCs are serving. Survey question seventeen asked about working with political representatives in their legislative districts. Since partial funding is supported and determined by state regulations it was anticipated that 100% response would have been the answer. Though, the dismal answer of 25% was the highest response. This minimal response clearly indicated that SBDCs have not sought the involvement with legislators to host educational programs together. The 100% answer option scored only a disappointing 9.70%. The answer option of 'None' scored second highest with a response rate of 12.90%.

Survey question eighteen was aligned following question seventeen to determine the reasons for working with local political representatives. The responses from these two questions were important to comprehend since legislators recommend continuous funding to support SBDC services. As predicted in developing the minimal answer options in question eighteen, all three categories received very high responses from the State Directors. The three provided

answers were, 'Local legislative support promotion of SBDC services' and 'Engagement with legislative representatives' which scored relatively similar in range from 88.20% to 82.40%.

The overall responses to the multiple-part question nineteen showed defined target markets in the areas of: 'Established businesses, Family-based, Minority, Women, Youth and Veteran owned businesses'. SBDCs are serving educational programs to all six distinct areas which are monitored by the State Directors. Only the answer of 'Established Businesses' scored high overall with the six targeted groups. 'Youth' groups were the lowest response target area among the responses. 'Women, Family owned, Minorities, and Veteran business owners' all had very similar scores from the respondents. There was very little variation in the targeting of specific groups to offer SBDC educational services.

Similar to Part B, this section of the survey was seeking variations in how SBDCs implement the delivery of programs to answer the second research question. The nine questions identified variations based upon the State Directors responses of who SBDCs are targeting as those in need of educational program services. The variations in responses to the targeted population with family based, established, minorities, women, young entrepreneurs and veteran business owners were relatively similar. These six targeted groups are receiving educational services from SBDCs in every region of the nation. All nine questions in this section of the survey scored relatively similar and did not reveal geographical differences. These questions were intended to identify targeted pre-venture and established business owners that are served by SBDCs. The engagement to deliver educational programs within specific legislative districts while working directly with local politicians is happening at a minimal rate. The survey responses described the disconnection between SBDCs and legislators to implementing

educational programs together. The variations have been clearly noted and the statistical responses to Part B and C are in Appendix A for review in answering research question two.

#### **4.2.5 Survey Part D: Program Collaboration**

Responses from the final section Part D were of key importance to answer research question three: What systematic patterns exist with educational programs delivered by SBDCs? The six survey questions integrated information from all three areas of the literature review.

Survey Part D, Program Collaboration addressed the impact of SBDCs as service providers.

SBDCs exist to serve and educate entrepreneurs in various industries and professional disciplines. Retailers, manufacturers and the service-based fields working with SBDCs have a historical economic impact on businesses as discussed in the literature from Chrisman's longitudinal study. The strategic collaboration by SBDCs to receive funding support from legislators was a critical reason to analyze response patterns in Part D. The survey responses led to the answer of the third research question which is described at length in this section.

It was anticipated that for survey question twenty the responses would be low since SBDCs do not collaborate on educational programs together due to territorial and geographic boundaries within each state. The highest response was only 25% to this question. SBDCs have defined territories within a state and several cover vast regions of land with large distances between centers, and incur geographical limits.

All four answer options in survey question twenty-one had high responses to increase training of SBDC practitioners and professionals. This was remarkable to note the importance of establishing learning throughout each state among the various centers and to share resources. The four answer options in question twenty-one ranged in similar score from 65.60% to 52.50%.

‘Sharing Best Practices’ was the highest and ‘Professional Development’ ended up being the lowest response. Dependent upon how many SBDCs are in each state/territory and the distances between the centers were important regional factors to consider in questions 20 and 21.

In survey question twenty-two the intent was to show co-sponsorship with non-SBDC organizations. The reason was to identify relationships with SBDC to deliver educational programs. This question was established in conjunction with survey question twenty-three to illustrate the valuable purpose of collaboration among business educators and organizations. The expected ‘Shared Expenses’ with a 77.4% response rate scored only third as indicated. The four answer options all scored relatively high with 91.90% for ‘Joint Organization Promotion’ and 75.80% of ‘Similar Target Markets’ being the lowest to answer the question describing a major reason for co-sponsorship. This question received another high response from the participants in all four categories. The answers were seeking to explain the reasons why SBDCs are co-sponsoring programs.

Survey question twenty-four asked if SBDCs are receiving corporate sponsorship to deliver programs. The State Directors were given a response answer range from 0%, 25%, 50%, 75% and 100%. As expected, due to the availability of receiving an alternative revenue source, the answer of 100% was anticipated. This answer option of 100% from the participants was last in scoring at only 11.50% while 42.60% of the responses indicated 25% of the answers received. SBDCs are obviously not receiving corporate support to fund educational programs based upon the answers to question twenty-four.

As a follow-up, survey question twenty-five, wanted to reveal any reasons for working with corporate sponsors. The response of ‘Program Funding’ had the highest response rate of 89%. This was difficult to comprehend since the answers from the previous question did not

preclude this answer. Question twenty-four highlights how funding is currently being allocated and the reasons to work with corporate sponsors to bring additional benefits for program attendees. Corporate funding can be used to offset expenses and generate additional revenue sources to build value in the delivery of SBDC programs.

These four specific questions (22-25) were all in relation to the final survey question twenty-six. This last question of the survey sought answers to the major issues facing SBDCs to effectively deliver educational programs. The answer option of 'Financial Support' with an 80.7% response was highest for this question. As a non-profit organization, and based upon a historical decline in federal and state financial support, SBDCs are seeking alternative funding to maintain their existence and services for their surrounding business communities. Since financial aspects continued to appear in the State Directors responses in the survey, a very high response rate was initially predicted to the provided answer of 'Funding Support' in question twenty-six. None of the other three possible answers were numerically close in scoring as compared to 'Financial Support'.

The similar answers provided to questions 22-26 of the survey were noticeable in every region of the SBDC network. The responses by the State Directors suggest common patterns from Part D in answering research question three. The answers stated in Part D accurately addressed the third research question. These responses from the descriptive survey resulted in a valid comparison of the participants. The State Directors information showed familiarity on SBDC collaboration, co-sponsorship with non-SBDC organizations, corporate funding partnerships and major issues facing SBDCs. There is collaboration among SBDCs within each state primarily to share resources and forge professional development of staff members. In an effort to bring additional benefits to entrepreneurs SBDCs are working with other business

educators including Chambers of Commerce and the Service Corps Organization of Retired Executives (SCORE). SBDCs have arrangements with corporate partners to facilitate and participate in the delivery of educational programs. The major issues facing SBDCs according to the State Directors responses are how to fund the non-profit centers through state tax dollars, grants, endowments and corporation partnerships to remain viable agents of economic growth. The data describes significant patterns in the SBDC network in relation to the stated survey questions.

#### **4.2.6 Conclusion**

In summary, the survey questions asked the State Directors to give their responses for the purpose of comparing different strategies in the national SBDC network. The accuracy of the answers provided for each question led to a higher response rate throughout the entire survey. The survey questions identified key aspects and approaches State Directors utilize to effectively deliver business education programs. The 100% response rate that completed the survey reflected the importance of the developed survey topics and the results which correlated to the initial researched questions. This emphasized how SBDC State Directors value research that is conducted to support and could benefit the state-wide network.

The basis of this study began from researched literature of SBDCs that teach, develop and deliver educational programs. A review of the literature for this study suggested a need to comprehend the education of entrepreneurship, economic development, and education program management. The universities, Chambers of Commerce and community colleges that host SBDCs play significant roles as centers for economic and educational generators with the assistance of SBDC researchers and practitioners. This was mentioned in Part A of the survey in relation to

locations of programs, faculty instructors, and professional development of SBDC staff. SBDCs in coordination with higher education institutions are a valuable resource centers for learning and teaching.

Part A and Part B of the survey were drawn from the literature with business educational services. The questions referenced logistical planning aspects with offering beneficial business education programs, identified relevant educational topics for training and specified targeted audiences to promote SBDC services. Survey questions in Part C and Part D described the socio-economic and political concerns of the State Directors with their legislative engagements, federal and state allocations, and expenses to financially support SBDCs within each state.

SBDCs in the U.S. are using similar methods to deliver educational programs to meet the needs of established business owners and start ups ventures. Based upon the aggregated responses there are strategic methods determined by the State Directors in managing and executing educational programs. SBDC State Directors are starting to strategically incorporate the use of technology with webinars and on-line courses. They are recognizing and being proactive to meet the demand for energy conservation and technology research & development courses. Other courses that are showing an increased interest are with agriculture and government procurement which was derived from the survey.

The political and financial issues were compared and deemed necessary to discuss in the survey Parts C and D. The relationships between the State Directors and political representatives will continue to be of critical importance in funding over one thousand non-profit SBDCs across the United States. Efforts to receive support from SBDC clients to voice their satisfaction to legislators with services provided by the centers will bring renewed recognition to the network. SBDCs must continue to work directly with their local legislators that are influential and

ultimately make financial decisions in determining the value of services rendered within each state. State Directors have to think strategically and consider alternative sources of funding separate from state and federal allocations to maintain an SBDC presence within a community.

### **4.3 RECOMMENDATIONS FOR PRACTICE**

The following are recommendations for SBDC professionals that arose as a result of this study. An annual review of the business programs offered by SBDCs will benefit the State Directors ability to manage new educational topics to serve the various communities in each state/territory. The development of these programs can be assessed by a State Director to monitor their deliverable educational impact upon a community and entrepreneurs. As a result, the SBDC representatives involved with developing programs need to have access to professional development training opportunities to gain further knowledge in business related fields. This will increase their ability to recognize new techniques for delivering future programs in alternative formats especially with the advancement of technology in teaching. Establishing improved communications with SBDC program attendees to service their needs prior to and following a program will lead to better relationships within a community. The survey responses indicated the State Directors are interested in the different methods to deliver programs. The directors goal and mission of SBDCs is to educate those starting new businesses and counseling established business owners. Identifying strategies to increase state-wide promotion in conjunction with State Director offices and the exploration of future program topics are important issues to build the awareness of SBDC services. The study revealed key aspects that SBDC professionals rely

upon to have the necessary skills and educational background in order to deliver effective business programs in their SBDC states/territories.

The consistency of reviewing and analyzing the availability of educational programs each year establishes improved management techniques to identify the demand and needs to effectively educate small business owners across the nation. These are important aspects that SBDC representatives and State Directors can learn from and initiate within their state or territory.

#### **4.4 RECOMMENDATIONS FOR FURTHER STUDY**

Responses from the study suggest that future research could focus not only on the delivery of educational programs but how they are developed and funded by SBDC centers. As a result of conducting the study, the following three recommendations for further study are suggested:

(1) Research can be conducted with a comparison among centers in regards to fee based educational programs, payment and fee structuring for receiving SBDC courses, and determining how funds are distributed to support SBDC services from sponsors and state politicians. This would be a clearly defined study to benefit the State Directors, legislators and individual centers.

The State Director responses from survey questions (21, 23, 25 and 26) indicate the need for innovative ways to generate financial support and strategic ways to allocate funds for the non-profit SBDCs. (2) A focused examination of internet based course development that is being used in specialty areas may offer additional insight to provide new perspectives, funding and requirements for alternative course offerings. On-line courses will continue to provide the

convenience and access to information with internet capabilities. This would be an informative study and generate concrete samples which can be shared among the SBDC network. 3) The study was intended to compare management decisions and strategies by SBDC State Directors. Research can be conducted to review the organizational structures and reporting methods by centers to their State Directors in relation to educational programs. The analysis may determine the necessary administrative support from a State Director to the centers when effectively managing their educational programs in a statewide system. Managing SBDC programs requires planning, promotional efforts, internal and external communications initiatives, specialized student and staff development and bold marketing initiatives. Training future and current business owners needs to be flexible and creative in response to the changing needs of industries. This is noticeable within the current professional knowledge and serviced based fields. Trends in the U.S. economy, advancements with technology utilization, compliance with institutional regulations will continue to change over time and effect SBDC services.

## APPENDIX A

### SUMMARY OF SURVEY STUDY RESPONSES

The answer to each survey question is noted in **bold** and **underlined**. The answers are also ranked in order from the **highest** response to the **lowest** response. Answers to the questions which provided an open ended response are listed by the **Other Category**.

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**Welcome:** This brief survey is an opportunity to identify the key strategies and educational programs delivered by SBDC's throughout the United States and its territories. The questionnaire is designed for ease of completion (it should take approximately 3-5 minutes). In gratitude for participating in this survey, I will provide you with an advanced copy of the results and analysis from the findings. This information should be very valuable to your SBDC.

The summary report will not identify any specific SBDC, and all data will be kept strictly confidential. The report will reflect the combined results and conclusions that are drawn from all the responses received. Only aggregated results from the survey will be released. If you have any questions regarding the survey, please direct all comments to mrw15@pitt.edu. All responses need to be submitted by Friday October 25, 2007. Thank You!

Key Term Defined: Education Program: Training a group of people for business

#### Part A. Program Delivery Methods

Question 1. Approximately, what is the average number of educational programs delivered by an SBDC in your state/territory during a calendar year? **65 answered the question, 1 skipped the question.**     **55.40%** 70+ programs, **13.80%** 30-40 programs, **10.80%** 50-60 programs, **9.20%** 40-50 programs

Also, an **Other Category**, open ended response is available as an option

- 400 plus programs
  - Network wide our average is approximately 1300 per calendar year, The Guam SBDC does sixty plus workshops, conferences a year and our other five service centers located in the Federated States of Micronesia (FSM), Republic of Palau and the Republic of the Marshall Islands (RMI) do between twenty and thirty workshops/conferences a year
  - In 2006 the total number of workshops, training seminars and statewide conferences (with training components included on the agenda) was 914
  - 722 educational programs for clients delivered by 23 regional centers
  - 600-700 programs a year
  - Over 1000 varies by center, some lunch seminars
- 

Question 2. When are educational programs being delivered by SBDCs in your state/territory?

**65 answered the question, 1 skipped the question.**

(The respondent can check all that apply) Answer options which were provided included:

**93.80%** Weekday evening, **80.00%** Weekday morning, **75.40%** Weekday afternoon,

**43.10%** Weekend morning

- Also, an **Other Category**, open ended response is available as an option
    - Some sessions have been offered on Saturday morning
    - We also have multiple day programs, certificate programs that may run twice a month for 6 months (business plan).
    - Some are all day on Saturdays depending on the target market
    - All of the above
    - Saturdays
- 

Question 3. Approximately what is the average length of educational program session being

delivered by an SBDC in your state/territory? **65 answered the question, 1 skipped the**

**question. 58.50% 2-3 hours, 27.70% 3-4 hours, 9.20% 1-2 hours, 3.10% 5+ hours**

Also, an **Other Category**, open ended response is available as an option

- There is a range of lengths for the sessions, from 3 hours to 72 hours.
  - 41% of the sessions are 3 hours in length.
  - Plus numerous entrepreneur trainings that last from 8-11 weeks
-

Question 4. Where are the educational programs being delivered by SBDCs in your state/territory? **65 answered the question, 1 skipped the question.**

(The respondent can check all that apply) Answer options which were provided included:

**72.30%** On campus, **72.30%** Chamber of Commerce, **69.20%** University/college satellite, **52.30%** Corporate sponsor host facility, **44.60%** Bank facility, **44.60%** On-Line availability, **43.10%** Library

Also, an **Other Category**, open ended response is available as an option

- SCORE offices, Host agency location, Co-sponsor facility, i.e. City building, County building, HUD site, Fairgrounds
- Federal facilities, Economic Development Agency
- At SBDC training facility - on-site., Off campus SBDC
- State and Federal agency's Business Association offices
- Government buildings, high schools, hotels
- SBDC facilities. Over 90 percent of our SBDC on in their own off-campus facility with training rooms, At SBDC training room, SBDC Offices, In our center conference room, SBDC facilities off campus, HOTEL-Casinos
- Regional Development Corporations, Community Colleges, Interactive television, hotels and conference centers, and network partners
- Hotel, Any appropriate space, hotels, economic development organizations, schools, etc

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Question 5. Approximately what percentage of educational programs are being delivered as part of a series of courses, by SBDCs in your state/territory? **61 answered the question, 5 skipped the question.**

**68.90%** 25%, **19.70%** 50%, **9.80%** None, **1.60%** 75%, **0.00%** 100%

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Question 6. In your state/territory, who are the instructors that teach and deliver the SBDC educational programs? **65 answered the question, 1 skipped the question.**

(The respondent can check all that apply) Answer options which were provided included:

**95.40%** SBDC Consultants, **92.30%** Non-SBDC Industry Experts,

**43.10%** SBDC Education Coordinators

Also, an **Other Category**, open ended response is available as an option

- Administrative Assistant staff, Independent Consultants i.e. Functional Experts, SBDC Directors University Professors, SBDC sub center directors and region directors
- VT SBDC Business Advisors and network partners, Faculty, business owners

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Question 7. If applicable, please indicate the reason(s) why these individuals are delivering the educational programs: (The respondent can check all that apply) **65 answered the question,**

**1 skipped the question.**

Answer options which were provided included: **98.50%** Expertise in a specific industry,

**73.80%** Educational background, **66.20%** Recommended presenter, **52.30%** Paid presenter,

**44.60%** Volunteer

Also, an **Other Category**, open ended response is available as an option

- The vast majority of our programming is presented by outside specialists in the field, Credibility, national reputation

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Question 8. How do SBDC's in your state/territory receive feedback on a delivered educational program? **65 answered the question, 1 skipped the question.**

(The respondent can check all that apply) Answer options which were provided included:

**100.00%** Hand Out evaluation, **36.90%** On-Line evaluation, **21.50%** Mailed evaluation,

**4.60%** Faxed evaluation

Also, an **Other Category**, open ended response is available as an option:

- Evaluations are given at the end of each program and we also survey all training attendees annually.
- 

Question 9. Please indicate what methods are used by SBDC's in your state/territory to deliver educational programs for the general public? **65 answered the question, 1 skipped the question.** (The respondent can check all that apply) Answer options which were provided included: **98.50%** Workshops, **89.20%** Seminars, **70.80%** Conferences, **61.50%** On-Line Courses, **49.20%** Forums

Also, an **Other Category**, open ended response is available as an option

- Pod casts (planned) Webinars (planned), We are just moving to on-line courses.
  - Credit Repair Issues E-commerce Web Development
- 

## **Part B: Program Descriptions**

Question 10. Please indicate if SBDC's within your state/territory deliver educational programs from the following business topics. **65 answered the question, 1 skipped the question.**

(The respondent can check all that apply) Answer options which were provided included:

**100.00%** Marketing, **96.90%** Starting A Business Basics, **96.90%** Writing A Business Plan, **95.40%** Management, **93.80%** Finance, **90.80%** Accounting, **80.00%** Government Procurement, **70.80%** Human Resources, **66.20%** Technology Research & Development, **56.90%** Business Law, **50.80%** International Business, **41.50%** Agriculture

Also, an **Other Category**, open ended response is available as an option

- Environmental compliance; OSHA; Restaurant - food and beverage costing
- Rural Economic Development, Examination of Patent Applications
- Strategic Planning, Exit Strategies, Business Valuation, Strategic Selling System, Business Essential Series, Small business Networking Forum, Roundtables, Market Research, Customer Relations Tax Planning Franchising Buy/Sell a business e-commerce Family Business Forums

- Additional Procurement- Government Contracting Compliance and Certifications required. Commercialization Roadmaps and Plans Intellectual Property E-Myth: Business Model Balanced Scorecard Planning Franchising: Selection and Negotiation of Franchises, Art businesses, eBay business
  - Business start up program are done by SCORE who is in our SBDC office
  - Business Succession Planning Environmental and Regulatory Web site development, Computers in business, including Microsoft product software, web design software
  - QuickBooks, Peachtree, E-commerce, customer service, trade show mgt., QuickBooks, FastTrac, Strategic planning, disaster preparedness, disaster recovery, capital acquisition, transition planning, customer relations, ecommerce, construction management, commercialization
- 

Question 11. If applicable, please indicate any specific program titles from the answers which you marked in question 10. (ex. Accounting: QuickBooks) **42 answered the question**

- QuickBooks, Start-A-Business or Biz 101, FastTrac, Accounting: QuickBooks Business Start-Up: N Level Writing a Business Plan: Conducted by Counselors (e.g.: Business Plan Pro) Computer/Technology Basics: MS Word, MS Excel, MS PowerPoint, Controlling Food Costs Business Basics Fall Protection Ladder safety Financing Fast Growth Business in Crises – Preparedness
- QuickBooks, FastTrac, QuickBooks, FastTrac, Profit Cents, Credit Repair QuickBooks Going into Business Writing a Business Plan
- QuickBooks Steven Covey Fast Track Next Level, Starting and Financing A Small Business Sources of Funds for Small Business Improving Your Business Cash Flow Business Management for Loggers Introduction, Exporter e Importer Import/Export Strategies and Marketing Construction Law Attracting and Retaining Customers Internet Email & Marketing QuickBooks for Small Business Smart Hiring and Safe Firing Preventing Harassment and Violence in the Workplace USPTO Patent & Trademark Search Training Basics of Government Contracting
- Accounting: QuickBooks, Accounting : QuickBooks, basic bookkeeping, interpretation of accounting records Marketing: Basic marketing, market research, on-line marketing, on-line market research, artists marketing, How to market your business online QuickBooks How to research a patent LEAN Selling to the federal government, Accounting: QuickBooks, Accounting: QuickBooks, Accounting, QuickBooks Business Planning, NxLevel and FastTrac, Accounting: QuickBooks Tax workshops for contractors in collaboration with the Kansas Department of Revenue. Tax workshops for all businesses in collaboration with the Kansas Department of Revenue, QuickBooks; Business Plan Pro; Fast Track; NxLevel; REDI. There are numerous others but you're testing a State Director recall which is not good, Accounting: QuickBooks Simple Management: Franklin Covey Seven Habits of Success (Coming Soon)
- Financial Management FastTrac- new venture FastTrac- technology Online Marketing Series Starting your business How to sell to the government, Leading Edge-Mostly NxLevel curriculum

- QuickBooks Payroll Starting Your Own Business Marketing on a Shoestring Writing a Business Plan Employer Payroll Tax Basic Bookkeeping SBA/Key Bank Loan Basics Writing an Effective Business Plan How to Make Money from Tourists
- Accounting: QuickBooks Procurement: Selling to Federal, State, & Private Sector, Procurement Expo, SBE Highlighter Workshop - State Certification & Registration, Next Step I & Next Step II, GSA Training - How to Obtain Government Contracts with GSA Finance: Corporate Turnaround Business Law: Ethics Technology: SBIR, STTR Starting a Business Basics: Intro to Entrepreneurship Question & Answer,
- Accounting: QuickBooks Writing a Business Plan: NxLevel
- Business Start-up/Preplanning Business Start-up Orientation Business Start-up Beginning Business Start-up Starting a Business-Business Planning Business Planning Orientation Business Plan Business Financing/Capital Sources Access to Capital (understanding the lending options and process) Business Financing Managing a Business Women Owned Businesses Rural Business Development Human Resources/Managing Employees Customer Relations Business Accounting/Budget QuickBooks Series Business Accounting / Budget Basic Bookkeeping Cash Flow Management Tax Planning Marketing/Sales Marketing Your Product and Service Marketing / Sales Marketing 101 Government Contracting Procurement Workshop Franchising Buy/Sell Business Technology/Computers eCommerce Legal Issues Employment Law Conference Legal Issues International Trade Personal Financial Literacy Business Side of Child Care Developing Spreadsheets California & Regional Small Business Day / Week Programs Family Business Forums
- Accounting: QuickBooks Marketing: Marketing Plans; Customer Services and Cycle, Next Level QuickBooks, Please see: [www.ntsfdc.org](http://www.ntsfdc.org)
- A Quick Books Peach Tree eBay Fast Track Value-Added Process Management
- Internet and e-commerce marketing seminar Identifying your sales strategy The entrepreneur as leader, How to pitch your business for financing Business owners insurance and bank financing, Financial resources for women owned businesses Legal considerations and business law Mastering QuickBooks Taxes and recordkeeping for small business Leadership, employees and self motivation Personnel risk management Trademarks, how to protect logos, names, designs Product development strategies Business planning for success Guide to getting started in business Basic exporting seminar Doing business with the government
- QuickBooks, How to sell on E-Bay, How to manage your Farm/Ranch
- How to Start a Small Business Develop and Write a Business Plan Fundamentals of Franchising Business Financing: Finding Money to Start or Grow Your Business Understanding Financial Statements Small Business Tax Information Income Tax Strategies for Sole Proprietors Computer Security for Small Business QuickBooks Front Page Web Design E-Marketing How to Market Well on the Internet . . .And Make Money Doing So Target Marketing for Small Businesses C.A.T.E.R. (Customers Are the Entire Reason) Marketing By the Numbers Niche Marketing Promotions on a Shoestring Managing Buy-Sell Agreements Understanding Business Retirement Plans Planning your Exit Strategy Fail-Safe Leadership 2008 and Your Plan Is?
- Accounting: QuickBooks, Human Resource topics Bid matching International marketing Building Business Excellence- middle market cost Product commercialization - venture capital programs Research - intellectual property

- Accounting: QuickBooks (various levels offered) How to Start a Business Legal Aspects of Business (various topics) SMLS Effective Management Communication Skills Funding Sources etc, QuickBooks Customer service training
  - QuickBooks, Smart books, FastTrac, Tilling the Soil, Optimizing your E Dollar, Starting Your Own Small Business, Greening up Your Bottom Line, Forklift Safety, Asbestos and Lead Removal, Workplace Safety, Hub Zone, Strategies for Winning Government Contracts, Introduction to Business Succession, and others.
  - Cash flow analysis QuickBooks hyper grow Stating a business in KY
  - Accounting, QuickBooks Accounting-understanding your financials Technology-SBIR workshops, business planning for scientists and engineers Starting a Business in Arkansas Business law-legal forms of business, protecting your idea
- 

Question 12. How is computer technology utilized in the delivery of educational programs in your state/territory? (check all that apply) **61 answered the question, 5 skipped the question.**

Answer options which were provided included: **91.80%** Laptop & LCD projectors for presentations, **60.70%** On-line learning resource tool, **34.40%** Webinars

Also, an **Other Category**, open ended response is available as an option

- Not used by centers, The availability of Small Biz U, Next Level courses offered
  - Links off our website, N/A, Streaming video and auditory downloads
  - Postings for our on-line courses calendar, Small Biz U for clients and attendees
  - Regional SBDC promotion of programs
- 

Question 13. Please indicate one educational program topic that has the HIGHEST attendance which is delivered by SBDC's in your state/territory. **62 answered the question,**

**4 skipped the question.**

Answer options which were provided included: **67.70%** Starting A Business Basics, **25.80%** Marketing, **24.20%** Writing A Business Plan, **19.40%** Accounting, **19.40%** Government Procurement, **16.10%** Finance, **8.10%** Technology Research & Development, **4.80%**

Management, 3.20% International Business, 1.60% Agriculture, 0.00% Business Law, 0.00% Human Resources

Also, an **Other Category**, open ended response is available as an option

- Business Basics and Compliance Assistance Programs
- Web Marketing and ECommerce HR Legal, QuickBooks
- Accounting: QuickBooks Tax workshops for contractors in collaboration with the Kansas Department of Revenue. Tax workshops for all businesses in collaboration with the Kansas Department of Revenue.
- QuickBooks, Cash Flow Management
- NXLEVEL is our most popular program—we run about 15 of them (13 weeks) around the state--receive significant funding from banks and CDBG (for rural) environmental program our GIS/Economic development programs (now called Center for Regional Studies), Computers in Business, Merchandising

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Question 14. How do SBDC's in your state/territory monitor and assess educational programs

being delivered in their region by other business organizations? **65 answered the question,**

**1 skipped the question.**

(The respondent can check all that apply) Answer options which were provided included:

80.00% Member of community business organizations/boards, 78.50% Participating in

Professional networking events, 72.30% Business print media publications,

55.40% Review of on-line business calendars,

Also, an **Other Category**, open ended response is available as an option

- Partner with organizations so that we have first hand information of what they offer and collaborate where possible.
- We partner, We partner, Email notification/invitation, Casual Observation
- The KSBDC uses Training Decision Points 1. What are the needs of current KSBDC clients? 2. Is there synergy between counseling and training? a. What percent of the attendees are KSBDC clients? b. What percent of the attendees that are not KSBDC clients become clients after attending a KSBDC workshop? 3. Based on an environmental scan. Are there other resources offering training that is responsive to the needs of existing businesses, potential business owners, and KSBDC clients? 4. What is the most effective strategy for offering training? a. Collaborate with the regional center host? b. Partnership agreement with other resources? c. The KSBDC develops training based on the needs of current clients and the results of a targeted survey? d. Combination

of the above. e. Internal or external instructors? 5. Do clients potential clients and existing businesses have common needs that are consistent throughout Kansas that could be addressed by developing a Master Training Program and Schedule supported by each regional center? 6. What is the basis for selecting and offering the workshop topics and number of workshops in the region?

- We do not monitor nor assess other programs training events
  - Reading newspaper and other media. Clients, Catch as catch can. Most often we are a cosponsor of training, Every one in Vermont knows each other. Big advantage to being small.
  - Manage a statewide training notification system - [www.mainebusinessworks.com](http://www.mainebusinessworks.com)
- 

Question 15. Please indicate one educational program topic that has the LOWEST attendance which is delivered by SBDC's in your state/territory.

**59 answered the question, 7 skipped the question.**

Answer options which were provided included: 25.40% International Business, 20.30%

Human Resources, 11.90% Agriculture, 10.20% Government Procurement, 8.50%

Business Law, 6.80% Accounting, 5.10% Management, 5.10% Finance, 5.10%

Technology Research & Development 0.00% Marketing, 0.00% Writing A Business Plan,

0.00% Starting A Business Basics

Also, an **Other Category**, open ended response is available as an option

- Disaster preparedness, Intellectual Property Basic Marketing Basic HR
  - Training events in rural areas
  - Cash flow, We don't continue to offer programs that have poor attendance, for example Legal Issues.
  - We understand the need but to get the farmers and ranchers to attend is a challenge, Tax Issues, Korean Language for Small Business
-

Question 16. Please indicate what NEW educational program topics WILL BE delivered by SBDCs in your state/territory within the next fiscal year. (The respondent can check all that apply) **53 answered the questions, 13 skipped the question.**

Answer options which were provided included: **35.80%** Technology Research & Development, **20.80%** Agriculture, **17.00%** Government Procurement **15.10%** Marketing, **13.20%** Finance, **13.20%** Human Resources, **9.40%** Management, **7.50%** Business Law, **7.50%** International Business, **5.70%** Accounting, **3.80%** Writing A Business Plan, **1.90%** Starting A Business Basics

Also, an **Other Category**, open ended response is available as an option

- Expanding our training to Veteran entrepreneurs and on the topic of commercial contract procurement. Hospitality related training. State transportation contract procurement. Youth entrepreneurship.
- English Language for Small Business, All on-line courses SmallBizU
- Emotional Intelligence Selling to Executives Organizational Skills to Increase Productivity People and Communication Skills Series Steven Covey
- International trade compliance, .Franklin/Covey Leadership Sustainable Business
- FastTrac Hyper Grow, Lean Online
- Franklin Covey 7 Habits for Highly Effective Small Business Managers.
- We are working with Virtual Advisor and hope to offer 18-21 virtual training programs in 2008, Contractor training for construction in post-disaster recovery. Vendor certification for state contracting in post-disaster recovery.
- We will add additional advance workshops in the topic areas checked.
- Energy, Biotech, Aerospace, IT, and revamped Veterans curriculum
- NxLevel, Exit Strategies, Strategic Selling System
- Certifications for Small and Minority Businesses Lean Concepts
- Please see: [www.ntsfdc.org](http://www.ntsfdc.org)
- Product Innovation, Our course offerings are ever changing. We will be dropping some training events and replacing with new and hopefully improved.
- Expand tech transfer program expanded GIS/Economic and Community Development, Management assessment and dashboard
- None, We will be doing a lot with GIS next year, Logging business management

### Part C: Program Target Markets

Question 17. Approximately what percentage of SBDC's in your state/territory work with political representatives to deliver educational programs in their legislative districts?

**62 answered the questions, 4 skipped the question.**

**46.80%** 25%, **25.80%** None, **12.90%** 50%, **9.70%** 100%, **4.80%** 75%

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Question 18. If applicable, please indicate the reason(s) for working with local political representatives: (The respondent can check all that apply) **51 answered the question,**

**15 skipped the question.**

Answer options which were provided included: **88.20%** Promote SBDC services, **84.30%**

Engagement with Legislative representatives, **82.40%** Local legislative support

Also, an **Other Category**, open ended response is available as an option

- Interest of the legislator matches the need and capacity of the SBDC network
- Funding, Develop relationships as small business advocates, constituent referrals, Recommend SBDC's as experts, Participate in roundtables and forums Money
- Build strong relationships with local and D.C. staff as well as the members themselves, We are small and need to be sure that we don't compete with our instate partners. The legislators both state and federal are in touch with everyone...and go to all the meetings.

---

Question 19. Approximately what percentage of SBDC's in your state/territory deliver educational programs that are specifically targeted for: **55 answered the question,**

**10 skipped the question.**

**-Family owned or operated businesses?**

**21** 25%, **15** None, **10** 100%, **8** 50%, **5** 75%

**-Growing small businesses (non-start ups)?**

**27** 100%, **17** 50%, **11** 75%, **5** 25%, **2** None

**-Minority owned businesses?**

**26** 25%, **16** 100%, **9** None, **7** 50%, **2** 75%

**-Women owned businesses?**

**18** 25%, **15** 100%, **12** None, **8** 50%, **4** 75%

**-Youth groups (under the age of 18) in their school districts?**

**25** None, **21** 25%, **4** 50%, **4** 100%, **2** 75%

**-Veteran owned businesses?**

**28** 25%, **9** 50%, **9** None, **9** 100%, **5** 75%

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#### **Part D: Program Collaboration**

Question 20. Approximately what percentage of SBDC's in your state/territory collaborate together on delivering educational programs? **62 answered the questions, 4 skipped the question.**

**37.10%** 100%, **29.00%** 25%, **16.10%** 50%, **11.30%** 75%, **6.50%** None

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Question 21. If applicable, please indicate the reason(s) for multi-SBDC collaboration:

(The respondent can check all that apply) **61 answered the question, 5 skipped the question.**

Answer options which were provided included: **65.60%** Share best practices, **62.30%**

geographic economic development, **59.00%** joint conference, **52.50%** professional development

Also, an **Other Category**, open ended response is available as an option

- Cannot create critical mass of students individually.
- Specialties exist at some of our centers and this is shared with the others. One of our centers is also a Center for International Trade and their designated territory is all of our State.

- We are the only SBDC located on the Island and Territory of American Samoa.
- Cost effective, Maybe specific such as annual veteran's and women's business conferences.
- Our service centers are spread across 2400 miles of ocean and are located in four time zones with each center being an international flight and international phone call to reach so workshop collaboration has huge barriers. The Network and Guam SBDC do arrange for speakers and provides Guam SBDC speakers to present at the other service centers when the budget for travel is available.
- Teams are the best way to work with high end clients so doing high end training is a good way to attract those clients.
- Allows SBDC to leverage training events with partners to improve presenter qualifications, Shared entrepreneur development training
- We have only one SBDC in Vermont with thirteen satellite offices

Question 22. Approximately what percentage of SBDC's in your state/territory co-sponsor educational programs with non-SBDC organizations (i.e. Chambers of Commerce, Better Business Bureaus, etc.) **62 answered the question, 4 skipped the question**

**43.50%** 100%, **24.20%** 50%, **19.40%** 75%, **12.90%** 25%, **1.60%** None

Question 23. If applicable, please indicate the reason(s) for co-sponsorship:

(The respondent can check all that apply) **62 answered the question, 4 skipped the question.**

Answer options which were provided included: **91.90%** Joint organization promotion, **85.50%**

Community economic development, **77.40%** Shared expenses,

**75.80%** Similar target market

Also, an **Other Category**, open ended response is available as an option

- Suppress competition
- Our SBDC's usually deliver the seminar content at events organized by third parties but requesting our presentation of seminar topics.
- All regions are expected to sponsor and cosponsor training programs to meet the needs of the small business community they serve and utilize program resources efficiently in delivery of those programs. Therefore, when a training need is identified and not being offered, or met at a level of quality or quantity from another organization, regional

SBDCs must plan an event which meets the educational need. To insure events are successful, all centers are expected to cosponsor events to leverage resources, knowledge and financial, wherever possible.

- Required by state office

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Question 24. Approximately what percentage of SBDCs in your state/territory receive corporate funding to support the delivery of educational programs? **61 answered the question,**

**5 skipped the question.**

**42.60%** 25%, **19.70%** 50%, **14.80%** None, **11.50%** 75%, **11.50%** 100%

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Question 25. If applicable, please indicate the reason(s) for working with corporate sponsors:

(The respondent can check all that apply) **57 answered the question, 9 skipped the question.**

Answer options which were provided included: **89.50%** Program Funding, **80.70%** Joint program promotion, **71.90%** Guest speakers, **38.60%** Presentation materials

Also, an **Other Category**, open ended response is available as an option

- Banks provide funds for training their customers
- Extends capacity and reach of each of the center's training program

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Question 26. What are the major issues facing SBDC's in your state/territory to effectively deliver educational programs? (The respondent can check all that apply) **57 answered the**

**question, 9 skipped the question.** Answer options which were provided included:

**80.70%** Financial support, **54.40%** Integrating technology, **47.40%** Recognizing new business topics, **45.60%** Implementing best practices among centers

Also, an **Other Category**, open ended response is available as an option

- Case Competition is becoming more prevalent. Identifying the appropriate curriculum to meet target audience. Limited funding also limits marketing funds.
- Defining a large enough audience in a potential geographic area (in other words rural areas have minimal attendance due to distance travel) Technology is not uniformly available throughout the state for distance learning or remote site learning Expense of promotional costs Time constraints for participants
- Getting critical mass of attendance in rural areas.
- Finding the time to execute our integrated training program.
- Development of offerings as new business topics are recognized
- Restructuring of the SBDC Network
- None Really--Just limited by our capacity to deliver programs in the mix of our Services
- Not enough staffing, large geographic distances for clients to travel

## **APPENDIX B**

### **SBDC STATE DIRECTOR COVER LETTER**

Dear SBDC State Director:

As a doctoral candidate and SBDC Education Program Manager, I am requesting your assistance to complete a pilot research survey. Your intimate knowledge of SBDC's will assist in the development of the survey before it is administered to all SBDC State Directors.

By completing the survey below, you will provide valuable assistance in an effort to show how educational training programs are being delivered by SBDC's throughout the nation. The survey will take approximately three-five minutes to complete. I have received permission to conduct this research from the Institutional Review Board at the University of Pittsburgh, and with the supervision of my dissertation committee.

The information that will be generated from the questionnaire results will be made available to all SBDC's. This questionnaire is designed for ease of completion and all data will be kept strictly confidential. The survey does not require the individuals name anywhere on the survey. The report will reflect the combined results and conclusions that are drawn from all the responses received. Only aggregated anonymous results from the survey will be released.

Please take a few moments to complete the questionnaire by clicking on the live survey link below.

<http://>

A copy of the summarized results will be made available in appreciation for your effort by answering the last question of the survey.

If you have any questions in completing this pilot study please let me know. Thank you.

Sincerely,  
Michael R. Wholihan  
SBDC Education Program Manager

## APPENDIX C

### IRB APPROVAL



#### University of Pittsburgh Institutional Review Board

Exempt and Expedited Reviews

University of Pittsburgh FWA: 00006790  
University of Pittsburgh Medical Center: FWA 00006735  
Children's Hospital of Pittsburgh: FWA 00000600

3500 Fifth Avenue  
Suite 100  
Pittsburgh, PA 15213  
Phone: 412.383.1480  
Fax: 412.383.1508

TO: Michael Wholihan

FROM: Christopher M. Ryan, PhD, Vice Chair 

DATE: January 17, 2007

PROTOCOL: Educational Programs Offered by Small Business Development Center's in the United States: Similarities and Differences

IRB Number: 0701025

The above-referenced protocol has been reviewed by the University of Pittsburgh Institutional Review Board. Based on the information provided in the IRB protocol, this project meets all the necessary criteria for an exemption, and is hereby designated as "exempt" under section 45 CFR 46.101(b)(2).

- If any modifications are made to this project, please submit an 'exempt modification' form to the IRB.
- Please advise the IRB when your project has been completed so that it may be officially terminated in the IRB database.
- This research study may be audited by the University of Pittsburgh Research Conduct and Compliance Office.

Approval Date: January 17, 2007

## **APPENDIX D**

### **TARGET POPULATION**

#### **United States SBDC State Director Offices, Contact Information by State**

##### **Alabama SBDC**

2800 Milan Court Ste. #124  
Birmingham, AL 35211-6908  
Phone: 205-943-6750  
Fax: 205-943-6752  
WEBSITE: <http://www.asbdc.org>

##### **Alaska SBDC**

430 West Seventh Ave., Ste. 110  
Anchorage, AK 99501  
Phone: (907) 274 -7232  
Fax: (907) 274-9524  
WEBSITE: <http://www.aksbdc.org>

##### **Arizona SBDC**

2411 West 14th St. Suite 132  
Temp, AZ 85281  
Phone: (480) 731-8720  
Fax: (480) 731-8729  
WEB SITE: <http://www.dist.maricopa.edu.sbdc>

##### **Arkansas SBDC**

2801 S. University Avenue  
Little Rock, AR 72204-1099  
Phone: (501) 324-9043  
Fax: (501) 324-9049 ,

WEB SITE: <http://asbdc.ualr.edu>

**California - Santa Ana SBDC**

Tri-County Lead SBDC  
California State University, Fullerton  
800 N. State College Blvd., LH640  
Fullerton, CA 92831-3599  
(714) 278-2719  
Fax: (714) 278-7858  
WEB SITE: <http://www.leadsbdc.org>

**California - San Diego**

Southwestern Community College District  
900 Otey Lakes Road  
Chula Vista, California 91910  
(619) 482-6388  
fax (619) 482-6402  
WEB SITE: <http://www.sbditc.org>

**California - Fresno SBDC**

UC Merced Lead Center  
550 East Shaw, Suite 105A  
Fresno, CA 93710  
(559) 241-7414  
Fax: (559) 241-7422  
WEB SITE: <http://sbdc.ucmerced.edu/>

**California - Sacramento SBDC**

California State University  
Chico, California 95929-0765  
(530) 898-5443  
Fax: (530) 898-4734  
WEB SITE: <http://gsbdc.csuchico.edu/>

**California - San Francisco SBDC**

Northern California SBDC Lead Center  
84 West Santa Clara St.  
San Jose, California 95129  
(408) 287-2310  
WEB SITE: <http://www.norcalsbdc.org>

**California - Los Angeles Region SBDC**

California State University, Northridge  
18111 Nordhoff Street  
Northridge, California 91330-8232  
(818)-677-6397

Fax: (818) 677-6521  
WEB SITE: <http://www.csun.edu/~csunsbdc/>

**Colorado SBDC**

1625 Broadway, Suite 1700  
Denver, CO 80202  
PHONE: 303-892-3794  
FAX: 303-892-3848  
WEBSITE: <http://www.state.co.us/oed/sbdc/>

**Connecticut SBDC**

2100 Hillside Rd. Unit 1094  
Storrs CT 06269-1094  
Phone: (860) 486-4135  
Fax: (860) 486-1576  
WEBSITE: <http://www.sbdc.uconn.edu>

**Delaware SBDC**

1 Innovation Way, Ste. 301  
Newark, DE 19711  
Phone: (302) 831-1555  
Fax: (302) 831-1423  
WEBSITE: <http://www.delawaresbdc.org>

**District of Columbia SBDC**

2600 6th Street, N.W. Room 128  
Washington, D.C. 20059  
Phone: (202) 806 -1550  
Fax: (202) 806-1777  
WEBSITE: <http://www.dcsbdc.com/>

**Florida SBDC**

401 E Chase Street, Suite 100  
Pensacola, FL 32502  
Phone: 850-473-7800  
Fax: 850-473-7813  
Website: <http://www.floridasbdc.com>

**Georgia SBDC**

University of Georgia  
1180 East Broad Street  
Athens, GA 30602-5412  
Phone: (706) 542-6762  
Fax: (706) 542-7935  
WEBSITE: <http://www.sbdc.uga.edu>

**Hawaii SBDC**

200 West Kawili Street  
Hilo, HI 96720  
PHONE: 808-974-7515  
FAX: 808-974-7683  
WEBSITE: <http://www.hawaii-sbdc.org>

**Idaho SBDC**

1910 University Drive  
Boise, ID 83725  
PHONE: 208-426-1640  
FAX: 208-426-3877  
WEBSITE: <http://www.idahosbdc.org>

**Illinois SBDC**

Dept. of Commerce and Economic Opportunity  
620 E. Adams, S-4 - Springfield, IL 62701  
Phone: (217)524-5700  
Fax: (217)524-0171  
Website: <http://www.ilsbdc.biz>

**Indiana SBDC**

One North Capitol, Suite 900  
Indianapolis, IN 46204  
PHONE: 317-234-2086  
FAX: 317-232-8874  
WEBSITE: <http://www.isbdc.org>

**Iowa SBDC**

137 Lynn Avenue  
Ames, IA 50014-7126  
PHONE: 515-292-6351  
FAX: 515-292-0020  
WEB SITE: <http://www.iabusnet.org>

**Kansas**

214 SW Sixth Street, Suite 301  
Topeka, KS 66603  
PHONE: 785-296-6514  
FAX: 785-291-3261  
WEBSITE: <http://www.fhsu.edu/ksbdc>

**Kentucky SBDC**

225 Gatton Bus. & Economic Bldg.  
Lexington, KY 40506-0034  
PHONE: 859-257-7668

FAX: 859-323-1907  
WEBSITE: <http://www.ksbdc.org>

**Louisiana SBDC**

University of Louisiana at Monroe  
College of Business Administration  
700 University Avenue  
Monroe, LA 71209-6435  
PHONE: 318-342-5506  
FAX: 318-342-5510  
WEBSITE: <http://www.lsbdc.org/>

**Maine SBDC**

96 Falmouth Street P.O. Box 9300  
Portland, ME 04104-9300  
PHONE: 207-780-4420  
FAX: 207-780-4857  
WEB SITE: <http://www.mainesbdc.org>

**Maryland SBDC**

7100 Baltimore Ave., Suite 401  
College Park, MD 20740  
PHONE: 301-403-8300  
FAX: 301-403-8303  
WEB SITE: <http://www.mdsbdc.umd.edu>

**Massachusetts SBDC**

227 Isenberg School of Management  
University of Massachusetts  
121 Presidents Drive  
Amherst, MA 01001-9310  
PHONE: 413-545-6301  
FAX: 413-545-1273  
WEB SITE: <http://msbdc.som.umass.edu>

**Michigan SBTDC**

510 W. Fulton Street  
Grand Rapids, MI 49504  
PHONE: 616-331-7480  
FAX: 616-331-7389  
WEB SITE: <http://www.misbtdc.org>

**Minnesota SBDC**

500 Metro Square  
121 7th Place East  
St. Paul, MN 55010-2146

PHONE: 651-297-5773  
FAX: 651-296-1290  
WEB SITE: <http://www.mnsbdc.com>

**Mississippi SBDC**

B-19 Jeanette Phillips Drive  
P.O. Box 1848  
University, MS 38677  
Phone: (662) 915-5001  
Fax: (662) 915-5650  
WEB SITE: <http://www.olemiss.edu/depts/mssbdc>

**Missouri SBDC**

1205 University Avenue, Suite 300  
Columbia, MO 65211  
PHONE: 573-882-0344  
FAX: 573-884-4297  
WEB SITE: <http://www.mo-sbdc.org/index.shtml>

**Montana SBDC**

301 S. Park Ave., Room 114 / P.O. Box 200505  
Helena, MT 59601  
PHONE: 406-841-2747  
FAX: 406-841-2728  
WEB SITE: [http://commerce.state.mt.us/brd/BRD\\_SBDC.html](http://commerce.state.mt.us/brd/BRD_SBDC.html)

**Nebraska SBDC**

60th & Dodge Street, CBA Room 407  
Omaha, NE 68182  
PHONE: 402-554-2521  
FAX: 402-554-3473  
WEB SITE: <http://nbdc.unomaha.edu/>

**Nevada SBDC**

Reno College of Business Nazir Anasri Bldg. 032, rm.411  
Reno, NV 89557-0100  
PHONE: 775-784-1717  
FAX: 775-784-4337  
WEB SITE: <http://www.nsbdc.org>

**New Hampshire SBDC**

108 McConnell Hall  
Durham, NH 03824-3593  
PHONE: 603-862-2200  
FAX: 603-862-4876  
WEB SITE: <http://www.nhsbdc.org>

**New Jersey SBDC**

Rutgers-49 Bleeker Street  
Newark, NJ 07102-1993  
PHONE: 973-353-5950  
FAX: 973-353-1110  
WEB SITE: <http://www.njsbdc.com/home/>

**New Mexico SBDC**

6401 Richards Avenue  
Santa Fe, NM 87505  
PHONE: 505-428-1362  
FAX: 505-428-1469  
WEB SITE: <http://www.nmsbdc.org>

**New York SBDC**

SUNY- State State University Plaza,41 State St.  
Albany, NY 12246  
PHONE: 518-443-5398  
FAX: 518-443-5275  
WEB SITE: <http://www.nyssbdc.org>

**North Carolina SBDTC**

5 West Hargett St., Ste. 600  
Raleigh, NC 27601  
PHONE: 919-715-7272  
FAX: 919-715-7777  
WEB SITE: <http://www.sbtcd.org>

**North Dakota SBDC**

University of North Dakota  
1600 E. Century Avenue, Suite 2  
Bismarck, ND 58502  
PHONE: (701) 328-5375  
FAX: 701-777-3225  
WEB SITE: <http://www.ndsbdc.org>

**Ohio SBDC**

77 South High Street  
Columbus, OH 43215-6108  
PHONE: 614-466-2711  
FAX: 614-466-0829  
WEB SITE: <http://www.ohiosbdc.org>

**Oklahoma SBDC**

517 University, Box 2584, Station A  
Durant, OK 74701

Phone : 580-745-7577  
Fax : 580-745-7471  
WEB SITE: <http://www.osbdc.org>

**Oregon SBDC**

44 West Broadway, Suite 203  
Eugene, OR 97401-3021  
PHONE: 541-726-2250  
FAX: 541-345-6006  
WEB SITE: <http://www.bizcenter.org>

**Pennsylvania SBDC**

Upenn-/Vance Hall, 4th Floor 3733 Spruce Street  
Philadelphia, PA 19104-6374  
PHONE: 215-898-1219  
FAX: 215-573-2135  
WEB SITE: <http://pasbdc.org>

**Rhode Island SBDC**

Bryant College 1150 Douglas Pike  
Smithfield, RI 02917  
PHONE: 401-232-6111  
FAX: 401-232-6933  
WEB SITE: <http://www.risbdc.org>

**South Carolina SBDC**

USC- Dala Moore School of Business Hipp Building  
Columbia, SC 29208  
PHONE: 803-777-4907  
FAX: 803-777-4403  
WEB SITE: <http://scsbdc.moore.sc.edu>

**South Dakota SBDC**

414 East Clark Street  
Vermillion, SD 57069  
PHONE: 605-677-5287  
FAX: 605-677-5427  
WEB SITE: <http://www.sdsbdc.org/>

**Tennessee SBDC**

615 Memorial Blvd., Third Floor  
Murfreesboro, TN 37132  
Phone: 615-849-9999  
Fax: 615-217-8548  
WEB SITE: <http://www.tsbdc.org/>

**Texas-Houston SBDC**

2302 Fannin, Suite 200  
Houston, TX 77002  
PHONE: 713-752-8444  
FAX: 713-756-1500  
WEB SITE: <http://sbdcnetwork.uh.edu>

**Texas-North SBDC**

1402 Corinth Street  
Dallas, TX 75215  
PHONE: 214-860-5831  
FAX: 214-860-5813  
WEB SITE: <http://www.ntsfdc.org/>

**Texas-NW SBDC**

2579 South Loop 289, Suite 114 Lubbock, TX 79423  
PHONE: 806-745-3973  
FAX: 806-745-6207  
WEB SITE: <http://www.nwtsfdc.org>

**Texas-South-West Texas Border Region SBDC**

501 West Durango Blvd  
San Antonio, TX 78207-4415  
PHONE: 210-458-2450 FAX: 210-458-2464  
WEBSITE: <http://www.iedtexas.org>

**Utah SBDC**

9750 S. 300 E. MCPC 201  
Sandy, UT 84070  
PHONE: 801-957-3483  
FAX: 801-957-3488  
WEBSITE: <http://www.slcc.edu/sbdc/>

**Vermont SBDC**

Vermont Technical College Maine Street  
Randolph Center, VT 05061-0188  
PHONE: 802-728-9101  
FAX: 802-728-3026  
WEB SITE: <http://www.vtsbdc.org>

**Virginia SBDC**

Small Business Development Center  
George Mason University  
4031 University Drive, Suite 200  
Fairfax, VA 22030-3409  
(703) 277-7727

FAX: (703) 277-7730  
WEB SITE: <http://www.virginiasbdc.org>

**Washington SBDC**

534 E. Trent #201  
P.O. Box 1495  
Spokane, WA 99210-1495  
Phone: (509) 358-7765  
Fax: (509) 358-7764  
WEB SITE: <http://www.wsbdc.org>

**Wyoming SBDC**

University of Wyoming Wyoming Hall, Room 414  
Laramie, WY 82071-3922  
PHONE: 307-766-3505  
FAX: 307-766-3406  
WEB SITE: <http://www.uwyo.edu/sbdc>

**West Virginia SBDC**

1900 Kanawha Blvd. Bldg., Suite 600  
Charleston, WV 25301  
PHONE: 304-558-2960  
FAX: 304-558-0127  
WEB SITE: <http://www.wvsbdc.org>

**American Samoa Community College SBDC**

Herbert Thweatt  
State Director  
P.O. Box 2609  
Pago Pago, AS 96799  
PHONE: 684-699-4830

**Pacific Islands SBDC Network (Guam SBDC)**

Casey Jeszenka  
P.O. Box 5014  
UOG Station Mangilao  
Mangilao, GU 96923  
PHONE: 671-735-2590

**Puerto Rico**

Carmen Martí  
Union Plaza Building, Suite 1000  
416 Ponce de León Avenue, 10th Floor  
Hato Rey, PR 00918  
PHONE: 787-763-6811

**Virgin Islands SBDC**  
Leonor Dottin  
8000 Nisky Center, Suite 720  
Charlotte Amalie  
St. Thomas, VI 00802-5804  
PHONE: 340-776-3206

## APPENDIX E

### SBDC NETWORK

There are over 1000 Small Business Development Center agencies as part of the United States and its territories network. Each state has one State Director, except for California and Texas. There are six State Directors in California and Texas has four including the Pacific Islands, Guam, American Samoa and Puerto Rico. Below is a summary of the locations of SBDCs per state. **Note:** Those SBDC locations highlighted in **bold** participated in the Pilot Study.

#### **Alabama**

Alabama International Trade Center, Alabama Small Business Procurement System  
Alabama State University, Auburn University, Jacksonville State University, Northeast Alabama  
Regional, Troy State University, University of Alabama at Birmingham, Lead Alabama,  
University of North Alabama, University of Alabama at Birmingham  
University of Alabama, University of South Alabama, University of West Alabama

#### **Alaska**

Anchorage, Fairbanks, Juneau, Juneau Mat-Su

#### **Arizona**

State Office, Arizona Western College SBDC, Central Arizona College, Cochise College SBDC,  
Coconino Community College SBDC, Eastern Arizona College SBDC, Gila County Community  
College District SBDC, **Maricopa Community Colleges SBDC** Mohave Community College  
SBDC, Northland Pioneer College SBDC, Pima Community College SBDC, Yavapai College  
SBDC

#### **Arkansas**

Little Rock, University of Arkansas, Fayetteville, University of Arkansas, Fort Smith, Arkansas  
State University, Jonesboro, Henderson State University, Arkadelphia University of Arkansas at  
Monticello, McGehee, Southern Arkansas University, Magnolia

#### **California**

Santa Ana, San Diego, Fresno, Sacramento, San Francisco, Los Angeles Region Northern  
California Redwood Empire Solano College North Coast Napa Valley College

Contra Costa Cal State East Bay Central Coast Silicon Valley TAP  
Small Business Technology Institute, Fresno, Madera, Kings, and Tulare Counties, California  
State University of Fresno, University Business Center and the CSUF Craig School of Business.

### **Colorado**

Alamosa, Boulder, Colorado Springs, Craig-Satellite, Glenwood Springs, Denver, Durango, Fort Morgan, Glenwood Springs, Grand Junction, Greeley, La Junta, Lakewood Larimer County, Pueblo, South Metro, Trinidad, Westminster, Larimer County Small Business Development Center

### **Connecticut**

Bridgeport Danbury Danielson Enfield Groton Hartford Middletown New Haven  
Stamford Storrs Waterbury Willimantic

### **Delaware**

Delaware Technology Park, Kent County Center, Delaware State University Sussex County Center, University Of Delaware Wilmington Office

### **District of Columbia**

Howard University School of Business, Anacostia Economic Development Corporation, Center for Urban Progress, University of the District of Columbia

### **Florida**

SBDC at the University of West Florida SBDC at the University of South Florida SBDC at the University of West Florida SBDC at Central Florida Development Council of Polk County SBDC at Gulf Coast Community College SBDC at the University of South Florida SBDC at Florida A&M University SBDC at Manatee Community College SBDC at North FL Community College SBDC at Manatee Community College, SBDC at Florida A&M University, SBDC at Florida Gulf Coast University, University of North Florida, SBDC at the University of Central Florida, Disney/SBA National Entrepreneur Center, SBDC at Florida Atlantic University, SBDC at Daytona Beach Community College, SBDC at Florida Atlantic University, SBDC at Seminole Community College, SBDC at Florida Atlantic University, SBDC at the University of Central Florida, SBDC at Florida Atlantic University, SBDC at Brevard Community College, SBDC at Florida Atlantic University, SBDC at the University of South Florida, SBDC at Florida Atlantic University, SBDC at the University of South Florida, SBDC at Florida Atlantic

### **Georgia**

Albany, Athens, Brunswick, Carrollton, Columbus, Dalton, Decatur, Gainesville, Atlanta, Augusta, Valdosta, Statesboro, Macon, Morrow, Rome, Savannah, Gwinnett, Kennesaw

### **Hawaii**

Hawai'i SBDC Network State Office, Honolulu Center, Kaua'i Community College, Maui Center

**Idaho**

Boise State University Boise, North Idaho, Lewis-Clard, Boise State, College of South Idaho, Idaho State Pocatello and Idaho State Idaho Falls

**Illinois**

Asian American Alliance, Chicagoland Entrepreneurial Center at the Chicago State University/Greater Southside, College of DuPage, North Business & Industrial Council College of Lake County, Elgin Community College, Evanston Business & Technology Innovation Center, Governors State University, Moraine Valley Community College Greater North Pulaski Development Corporation, William Rainey Harper College, Industrial Council of Nearwest Chicago, Jane Addams Hull House Association Joliet Jr. College, Kankakee Community College, Women's Business Development Center, Kishwaukee College, McHenry County College, The Illinois Hispanic Chamber of Commerce SBDC, Waubensee Community College, University of Illinois at Chicago,

**Indiana**

Northwest Indiana SBDC, South Bend Area SBDC, Fort Wayne, West Lafayette, Kokomo, Terre Haute, Evansville, Bloomington, Madison, Richmond, Indianapolis

**Iowa**

Eastern Iowa SBDC, Indian Hills Community College SBDC Northwest Iowa SBDC, Iowa State University SBDC Kirkwood Community College SBDC, North Iowa Area SBDC Northeast Iowa SBDC, Southeastern Community College SBDC Iowa Western Community College SBDC University of Iowa SBDC University of Northern Iowa SBDC

**Kansas**

SBDC Lead Center Emporia State University SBDC Fort Hays State University SBDC Garden City Community College SBDC Johnson County Community College SBDC Pittsburg State University SBDC University of Kansas SBDC Washburn University SBDC WU MACC Outreach Center SBDC Wichita State University SBDC WSU CCCC Outreach Center SBDC

**Kentucky**

University of Kentucky, Ashland, Bowling Green, Elizabethtown, Louisville, Hopkinsville, Lexington, Morehead, Murray, Northern Kentucky, Owensboro, Paducah, Pikesville, Southeast

**Louisiana**

University of Louisiana at Monroe SBDC, LSU Shreveport SBDC, Louisiana Tech SBDC, University of Louisiana at Monroe SBDC Northwestern State University SBDC McNeese State University SBDC Acadiana SBDC **University of Louisiana at Lafayette** Capital SBDC, Southern University Southeastern Louisiana University SBDC Nicholls State University SBDC Loyola University New Orleans SBDC Southern University New Orleans SBDC University of New Orleans SBDC/International Trade Center

**Maine**

Auburn, Augusta, Bangor, Bingham, Bridgton, Bucksport Calais

Caribou, Dover-Foxcroft, Ellsworth, Fairfield, Fort Kent Gardiner Houlton Limestone (ATDC Agriculture Machias, Midcoast East, Midcoast-West, Orono (ATDC Aquaculture), Pittsfield, Portland, Rockland, Rumford (ATDC Manufacturing), Saco Sanford/Springvale, Skowhegan So. Casco, South Paris, South Portland (ATDC Environmental), Wells Wilton, York

### **Maryland**

Maryland SBDC - Western Region Serving Garrett, Allegany, Washington, and Frederick County Central Region Serving Baltimore, Baltimore City, Howard and Anne Arundel County Northern Region Serving Carroll, Harford, and Cecil County Capital Region Serving Montgomery and Prince George's County Southern Region Serving Charles, Calvert and St. Mary's County Eastern Region Serving Kent, Queen Anne's, Caroline, Talbot, Dorchester, Wicomico, Somerset and Worcester County

### **Massachusetts**

State Office Isenberg School of Management Procurement Technical Assistance Center Clark University SBDC Boston College SBDC Salem State College SBDC Southeastern Massachusetts Regional SBDC Western Massachusetts Regional SBDC Berkshire County Satellite Office Massachusetts Export Center **UMass Boston SBDC & Minority Business Center**

### **Michigan**

Northwest Michigan Council of Governments, Alpena Community College Mid Michigan Community College Delta College Corporate Services University of Michigan, Flint Campus Grand Valley State University Lansing Community College Eastern Michigan University Macomb County Department of Planning & Economic Development Kalamazoo College Washtenaw Community College **Enterprise Group of Jackson/Small Business & Technology Development Center**

### **Minnesota**

Bemidji, Moorhead, Southwest, Duluth, Brainerd, St. Cloud, St. Thomas, Region Nine, Rochester

### **Mississippi**

MSBDC State Office Jackson State Univ. SBDC Co-Lin C. C. SBDC Jones County J. C. SBDC Co-Lin SBDC Business Assistance Center-Summit MS State Univ. SBDC Delta State Univ. SBDC DSU SBDC Business Assistance Center MSU SBDC Business Assistance Center DSU SBDC Business Assistance Center Coahoma Co. Higher Education Center Univ. of MS SBDC East Central C. C. SBDC UM SBDC Business Assistance, Center-Booneville HCC SBDC/ITC HCC SBDC Business Assistance Center-Pearl UM SBDC Business Assistance Center-Tupelo UM SBDC Business Assistance Center-Hernando Gulf Coast SBDC Coast Electric Conference Center

### **Missouri**

University Center for Innovation and Entrepreneurship  
Audrain County Extension Center Cole County Extension Center  
Northeast Region Truman State University SBDC, Monroe County Extension Center Southeast  
Region, Southeast Missouri State University SBDC, Cape Girardeau County Extension Center,  
Northwest Region Northwest Missouri State University SBDC St. Joseph Satellite Center,  
Chillicothe Satellite Center Holt County Extension Center  
West Central Region West Central Region Catalog, University of Missouri-Kansas City SBDC  
Central Missouri State University, East Central Region St. Louis Enterprise Center SBDC,  
Empowerment Zone SBDC St. Charles Economic Development Center St. Louis County  
Extension Center St. Charles County Extension Center University of Missouri-St. Louis,  
Southwest Region Missouri State University SBDC Greene County Extension Center Missouri  
Southern State University SBDC Taney County Extension Center South Central Region Center  
for Entrepreneurship and Outreach Phelps County Extension Center Camden County Extension  
Center Howell County Extension Center

### **Montana**

Big Sky Economic Development Authority Gallatin Development Corporation Southwest  
Montana Headwaters RC&D Southeastern Montana Development Corporation Great Falls  
Development Authority, Inc. Bear Paw Development Corporation Gateway Economic  
Development Corporation Kalispell Chamber of Commerce Montana Community Development  
Corporation Great Northern Development Corporation

### **Nebraska**

Kearney Lincoln, Wayne, Norfolk Scottsbluff, Omaha North Platte

### **Nevada**

Winnemucca NSBDC Office Reno NSBDC (State) Office Carson Valley  
Pahrump NSBDC Office Las Vegas NSBDC Office Henderson NSBDC Office Hawthorne  
NSBDC Office Ely NSBDC Office Fallon, Elko NSBDC Office: Carson City

### **New Hampshire**

Littleton Office in Littleton serves the North Country of New Hampshire.  
Other regional offices are in Keene, Manchester, Nashua, and Rochester.  
The Director's Office is located at the University of NH Whittemore School of Business and  
Economics, in Durham.

### **Nevada**

Atlantic/Cape May Bergen CC Brookdale CC Kean University Mercer/Middlesex New Jersey  
City University William Paterson Raritan Valley CC RU-Camden  
RU-Newark Warren CCC Newark

### **New Mexico**

Alamogordo Grants Roswell Sandoval County Hobbs Albuquerque Carlsbad Las Cruces Santa  
Fe Clovis Las Vegas Silver City South Valley Espanola Taos Tucumcari Los Lunas Los  
Alamos Farmington Gallup

### **New York**

Albany Binghamton Brockport Bronx Brooklyn Brookville Buffalo Canton Canandaigua  
Corning Dobbs Ferry Farmingdale Geneseo Hempstead Jamestown Kingston Lockport  
Manhattan Margaretville Oswego Plattsburgh Queens Rochester Sanborn Southampton Staten  
Island Stony Brook Syracuse Troy Utica Watertown White Plains Yonkers

### **North Carolina**

Boone, Hickory, Cullowhee, Asheville, Charlotte, Winston-Salem, Greensboro, Durham,  
Raleigh, Fayetteville, Pembroke, Wilmington, Greenville, Elizabeth City, Rocky Mount, Chapel  
Hill

### **North Dakota**

Belcourt Beulah Bismarck, Devils Lake Dickinson, Fargo, Fort Yates, Grafton, Regional  
Director Northeastern offices Grand Forks, Jamestown, Jamestown, Minot, Williston,

### **Ohio**

Region 1 Lead Center The Ohio SBDC at Columbus State Community College  
The Ohio Manufacturing & Technology SBDC at The Ohio State University South Centers The  
Ohio SBDC at Columbus State Community College Columbus MCBAP  
Central Ohio Minority Business Association Ohio PTAC at Columbus  
REGION 2 - Northwest Ohio Region 2 Lead Center  
**The Ohio SBDC at Toledo** Chamber of Commerce The Ohio SBDC at Terra Community  
College The Ohio SBDC at Maumee Valley Planning Organization  
The Ohio Manufacturing & Technology SBDC at Edison Industrial Systems Center  
Northwest ITAC Toledo Area Chamber of Commerce Toledo MCBAP  
Ohio PTAC at Toledo REGION 3 - West Central Ohio Region 3 Lead Center  
The Ohio SBDC at Rhodes State College The Ohio Manufacturing & Technology SBDC at  
Edison Industrial Systems Center Northwest ITAC, MCBAP Ohio PTAC at Dayton  
Ohio PTAC at Dayton REGION 4 - Southwest Central Ohio  
Region 4 Lead Center The Ohio SBDC at Edison Materials Technology Center The Ohio SBDC  
at the University of Dayton The Ohio SBDC at Wright State University  
College of Business The Ohio SBDC at SBDC, Inc.  
The Ohio Manufacturing & Technology SBDC at Dayton MTSBDC at Edison Materials  
Technology Center The Ohio ITAC at Edison Materials Technology Center Dayton

### **Oklahoma**

East Central University - Ada, East Central University - Poteau satellite Northeastern State  
University - Tahlequah Northeastern State University - Tulsa satellite Northwestern Oklahoma  
State University - Alva Northwestern Oklahoma State University - Enid Northwestern  
Oklahoma State University - Goodwell Durant Weatherford University of Central Oklahoma -  
Oklahoma City Langston University, Oklahoma City Procurement Center - Rose State College  
Midwest City Inventor's Resource and Technology Center - Enid

### **Oregon**

Seaside, Tillamook, Lincoln City, Coos Bay, Grants Pass, Brookings, Portland, Gresham, Clackamas, Salem, Albany, Eugene, Roseburg, Medford, Klamath Falls, Bend, The Dalles, Pendleton, La Grande, Ontario

### **Pennsylvania**

Bucknell University Lewisburg, Clarion University Clarion, Duquesne University Pittsburgh, **Gannon University Erie**, Wharton School Philadelphia, Indiana University Indiana, **Kutztown University** Harrisburg, Lehigh University Bethlehem, Lock Haven University Lock Haven, Penn State University Park, Saint Francis University Loretto, University of Pittsburgh, Saint Vincent College Latrobe, Wilkes University Wilkes-Barre, Temple University Philadelphia, University of Scranton

### **Rhode Island**

Northern RI Chamber of Commerce, Central RI Chamber of Commerce  
Newport, Aquidnick Island, East Bay, Business Resource Center

### **South Carolina**

Aiken/North Augusta Charleston **Clemson University**  
Coastal Carolina Donald E. Kelley Small Business Institute  
Florence/Darlington Technical College South Carolina State College  
Spartanburg University of South Carolina /Beaufort University of South Carolina  
University of South Carolina, Lead South Carolina University of South Carolina/Hilton Head  
Upper Savannah Council of Government Williamsburg Enterprise Community Winthrop College  
SBDC

### **South Dakota**

Rapid City SBDC Pierre SBDC Aberdeen City SBDC Watertown SBDC Yankton SBDC  
Mitchell Office Sioux Falls SBDC Vermillion Lead Office  
USD School of Business

### **Tennessee**

Dyersburg, Jackson, Memphis, Clarksville, Hartsville, Nashville, Cookeville, Columbia, Knoxville, Oak Ridge, Cleveland, Chattanooga, Jackson City, Kingsport

### **Texas**

Houston, North, Northwest, South-West, Border Region  
Abilene Christian University Caruth Angelina Community College  
Angelo State University Best Southwest, Bonham Satellite Brazos Valley Brazosport College,  
Center For Government Contracting College Of The Mainland  
Courtyard Center For Professional and Economic Development  
Denton Satellite El Paso Community College  
Galveston County Grayson Greater Corpus Christi Business Alliance  
International Trade Center Kilgore College Kingsville Chamber Of Commerce  
Laredo Development Foundation Lower Colorado River Authority  
McLennan Community College Middle Rio Grande Development Council  
Midwestern State University Navarro North Central Texas

North Harris Montgomery County College District  
North Texas SBDC (Region Office) Northeast/Texarkana  
Paris Junior College Sam Houston State University  
SBDC for Enterprise Excellence Sul Ross State University Big Bend  
Tarleton State University Tarrant Texas Tech University Lead Northwestern Texas  
The University of Texas of the Permian Basin Trinity Valley Community College Tyler Junior  
College University of Houston-Victoria University Of Texas -Pan American **University of  
Texas/San Antonio**, University Of Texas/San Antonio, Lead **South Texas Border** West Texas  
A&M Univ SBDC, T. Boone Pickens School of Business  
Wharton County Junior College SBDC

### **Utah**

College of Eastern Utah (San Juan) - Blanding  
Dixie College – St. George, Salt Lake Community College  
Sate Lead Center, Salt Lake Regional Service Center, Southeast Applied Technology College -  
Price/Carbon, Southern Utah University - Cedar City, Snow College - Ephraim  
Utah Valley State College – Orem/Provo, Utah State University, Logan Vernal Weber State  
University - Ogden

### **Vermont**

Caledonia County, Franklin County Chittenden County Grand Isle County Lamoille County  
Addison County Washington County Rutland County Orange/Windsor Counties Bennington  
County Windham County

### **Virginia**

George Mason University Alexandria Chamber of Commerce Arlington SBDC Central Virginia  
SBDC Fairfax SBDC Greater Richmond SBDC Longwood University SBDC – Farmville  
Longwood University - Crater SBDC Longwood University SBDC – Danville Martinsville  
South Boston Lord Fairfax SBDC – Fauquier Middletown Loudoun County SBDC Mountain  
Empire SBDC New River Valley SBDC Rappahannock Region SBDC – Fredericksburg  
Rappahannock Region SBDC – Warsaw Region 2000 SBDC Roanoke Regional SBDC of  
Hampton Roads Shenandoah Valley SBDC South Fairfax SBDC Southwest Virginia SBDC  
Virginia Highlands SBDC Williamsburg SBDC - Hampton Roads SBDC Wytheville SBDC

### **Washington**

Port Townsend, Des Moines, Bellingham, Spokane, Mount Vernon, Walla Walla, Bremerton,  
Seattle, Yakima, Omak, Kent Port Angeles, Tacoma, Everett, Vancouver Wenatchee Auburn  
Chehalis Lacey Kennewick Moses Lake

### **West Virginia**

Wheeling Parkersburg Huntington Logan Charleston Flatwoods Summersville Beckley  
Buckhannon Fairmont Morgantown Moorefield Martinsburg

### **Wyoming**

State Office: Laramie, Rock Springs, Powell, Fremont County Office: Casper Laramie, Gillette,

Cheyenne

**Wisconsin**

University of Wisconsin - Eau Claire UW - Green Bay UW - La Crosse UW - Madison UW - Milwaukee UW - Oshkosh UW - Parkside UW - Platteville UW - River Falls UW - Stevens Point UW - Superior UW - Whitewater Specialty Center-Center for Innovation and Development (CID) Specialty Center-Wisconsin Innovation Service Center (WISC) Specialty Center-Center for Advanced Technology & Innovation (CATI) Wisconsin SBDC State Office - UW Extension

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