Entrepreneurship Education in Universities and Colleges

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March 2016

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Universities are providing an increasing amount of entrepreneurship education

1975

- Colleges / Universities offered ~100 formal majors, minors and certificates in entrepreneurship
- 1.5% of college freshmen report they want to start a business

1985

- About 250 courses in entrepreneurship

2000s

- Colleges and Universities are receiving major endowments for entrepreneurship education

2008

- More than 5,000 entrepreneurship courses
- More than 400,000 students take them per year
- Around 9,000 faculty members teach entrepreneurship

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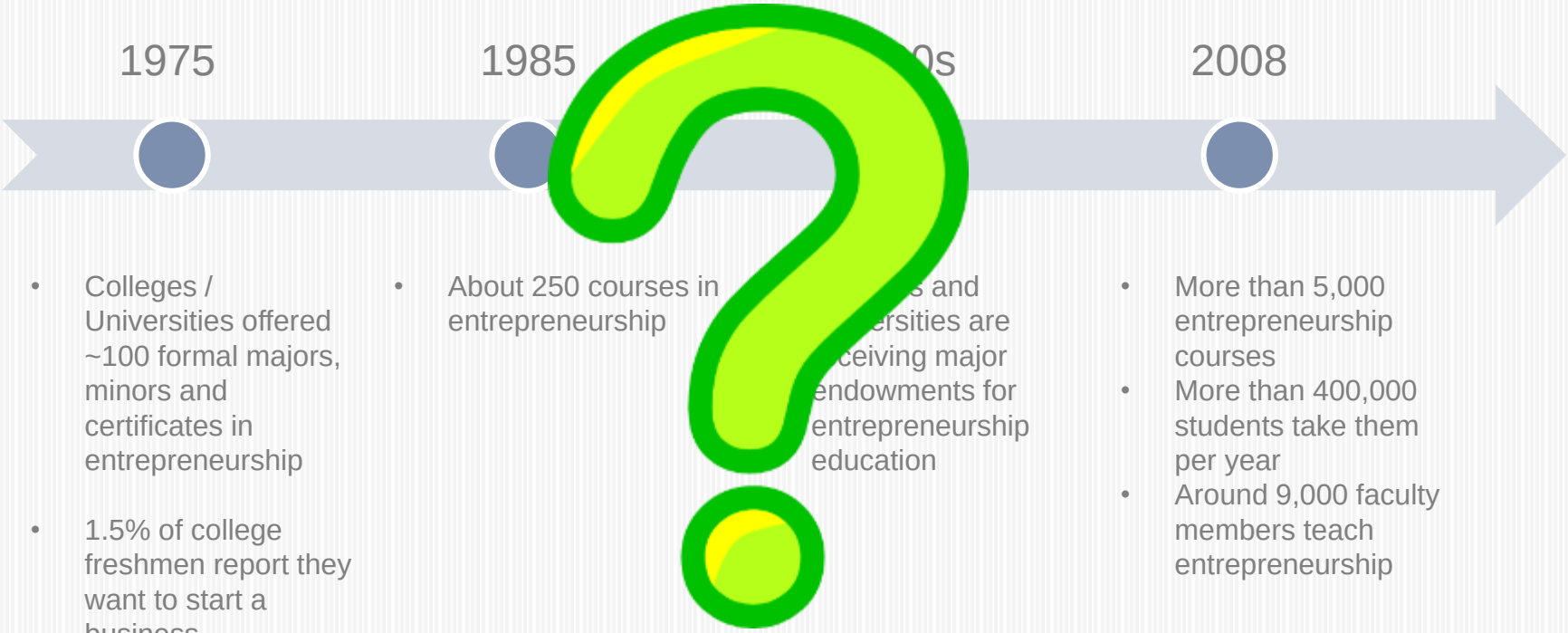
Universities are providing an increasing amount of entrepreneurship education

What's the effect?



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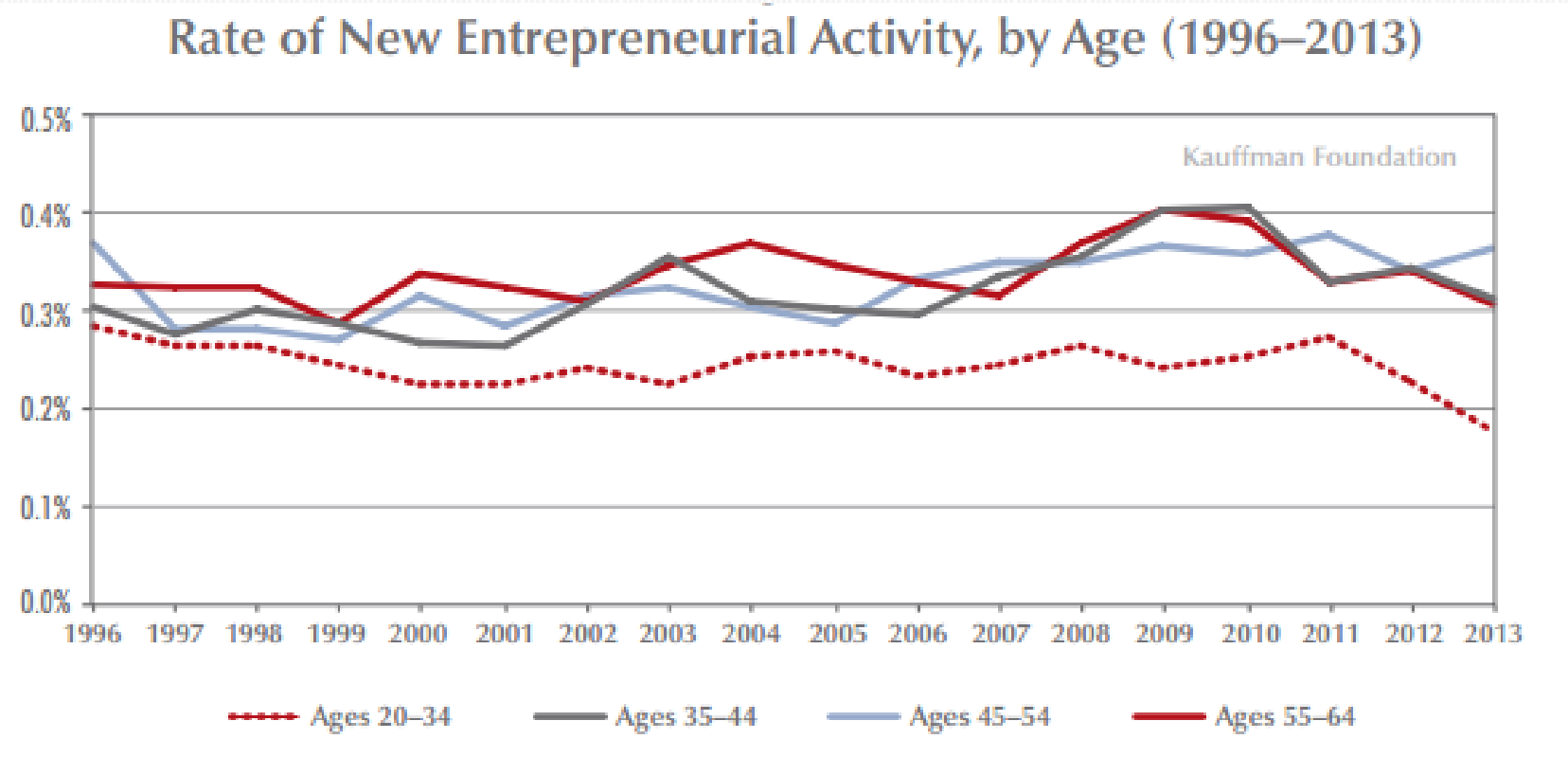
On a macro level, millennial entrepreneurship is declining



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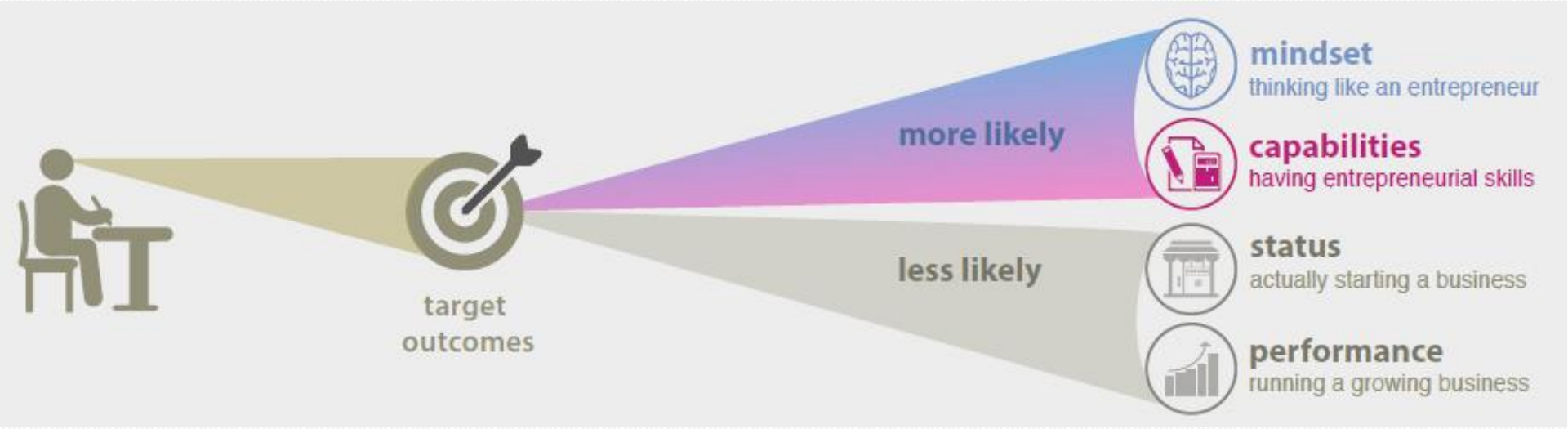
Higher Education programs affect short term outcomes, not long term



Academic-focused programs make an impact on skills and mindset, with mixed results for longer-term outcomes

Source:Valerio, Alexandria; Parton, Brent; Robb, Alicia. 2014. Entrepreneurship Education and Training Programs around the World : Dimensions for Success. Washington, DC: World Bank. © World Bank. https://openknowledge.worldbank.org/handle/10986/18031 License: CC BY 3.0 IGO."

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However, we're using very shallow evidence

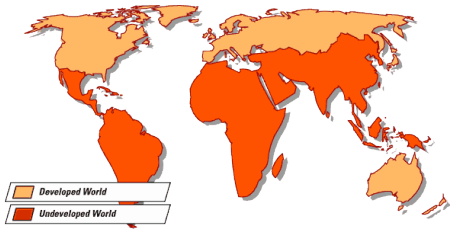
Few studies

- Ten program evaluations of which two were impact evaluations

Low focus on external validity

- Largely delivered on one or two campuses (6)
- Mainly delivered to undergraduate students (7)

Focus on developing economies



- The two impact evaluations were based in Tunisia and Uganda

Source:Valerio, Alexandria; Parton, Brent; Robb, Alicia. 2014. Entrepreneurship Education and Training Programs around the World : Dimensions for Success. Washington, DC: World Bank. © World Bank. https://openknowledge.worldbank.org/handle/10986/18031 License: CC BY 3.0 IGO."

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Next steps

1. Better understanding of what exists
2. More research into program impact and context
3. Sharing across the field

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How Kauffman can support this work

Build Networks

- Attract more researchers and practitioners to study programmatic questions through supporting and developing networks
- Use convening power to include other people

Improve Datasets

- Create benchmarking information and identify common objectives, practices or program types
- Improve the quality of student data available from programs
- Join up with other public and private data sources

Increase Quality

- Refine research questions
- Improve research methodologies
- Reach actionable insights for program managers and funders

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We need to involve three main groups

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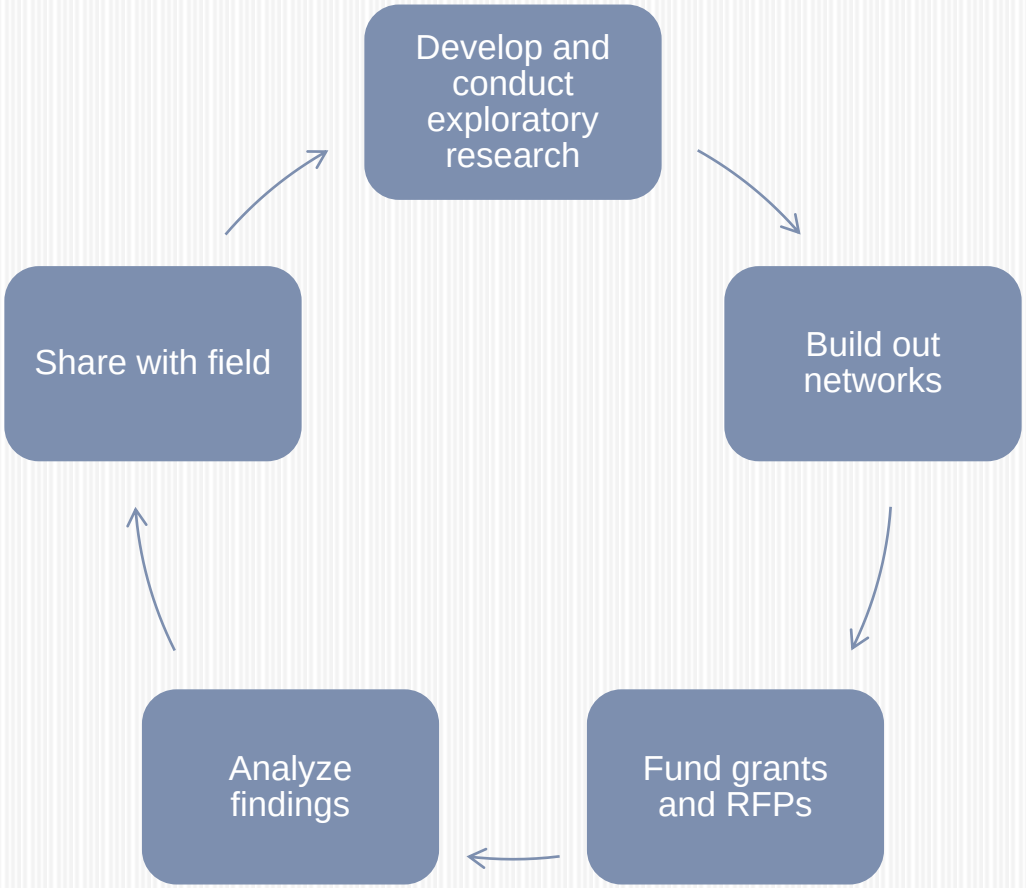
We use a variety of methods to arrive at insights and answers



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1) Increase Quality

THROUGH NETWORKS

Innovation Growth Lab

NEW METHODOLOGY / THEORY

Massachusetts Institute of Technology

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2) Improve Datasets

INTEGRATE PRIVATE DATASETS

Global Accelerator Network

IMPROVE PUBLIC DATASETS

Nesta

HM Government

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3) Conduct Landscape Analysis

WITHIN ORGANIZATIONS

ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

WITHIN ECOSYSTEMS

endeavor GLOBAL
HIGH-IMPACT ENTREPRENEURSHIP

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