

University of Rochester  
Ain Center for Entrepreneurship  
University Entrepreneurship Survey  
Summer 2019



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## EXECUTIVE SUMMARY

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Once again, the willingness to share best practices among the global community of entrepreneurship educators is something to be celebrated. In 2017, the University of Rochester Ain Center for Entrepreneurship created and sent out a survey with the hope of learning more about how other university entrepreneurship centers operate, particularly in relation to advisory councils. The feedback was extremely helpful in understanding how to build such an entity at UR, as well as the general operation of entrepreneurship centers. Thus, the biannual University Entrepreneurship Survey was established. 2019 marked the second distribution of the questionnaire, complete with adjustments based on participant interest and to stay current with the ever-evolving field of innovation.

To obtain a significant amount of diverse data, institutions within and beyond the United States were polled via Qualtrics during the summer of 2019. 371 individuals participated in the survey, representing 262 universities; a number of the individuals who responded were from the same university. This level of participation shows an increase from the 2017 numbers (the full 2017 Report can be accessed on the Ain Center for Entrepreneurship's website: <https://www.rochester.edu/aincenter/survey/>).

The 2019 survey collected data on organizational structure, programming, physical space, and program evaluation of entrepreneurship centers; the survey also posed questions about entrepreneurship degree programs and courses for credit. A distinction between entrepreneurship *center* and *program* was adopted to clarify co-curricular and curricular offerings, which helped rectify misunderstandings that clouded the 2017 responses.

As with the 2017 survey and all others to follow, the University of Rochester hopes that this data can serve as a reference point to those beginning, growing, and sustaining entrepreneurship centers.

## BACKGROUND & SURVEY METHOD

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In 2017, the University of Rochester's Ain Center for Entrepreneurship planned to establish an advisory council; to do so, we wanted strong data to guide the council's formation. Unable to find the desired data points, Ain Center leadership decided to conduct its own research. Though the survey began as a questionnaire regarding advisory councils, it quickly took shape as a larger entity including questions on entrepreneurship program formation and center operation. Because much of the process worked well during the 2017 survey, the format for the 2019 edition remained largely the same.

The 2019 University Entrepreneurship Survey was electronically issued via Qualtrics. Responses were collected between July 15, 2019 through September 5, 2019. The distribution list was comprised of attendees of the 2016 and 2018 Global Consortium of Entrepreneurship Centers (GCEC) annual conference, and the 2017 United States Association of Small Business and Entrepreneurship (USASBE) conference. With the intent of collecting truly reflective data, institutions of all sizes, within and beyond the United States, were polled. In total, 1,825 emails were sent, though approximately 300 emails bounced or went to individuals no longer affiliated with a university entrepreneurship program.

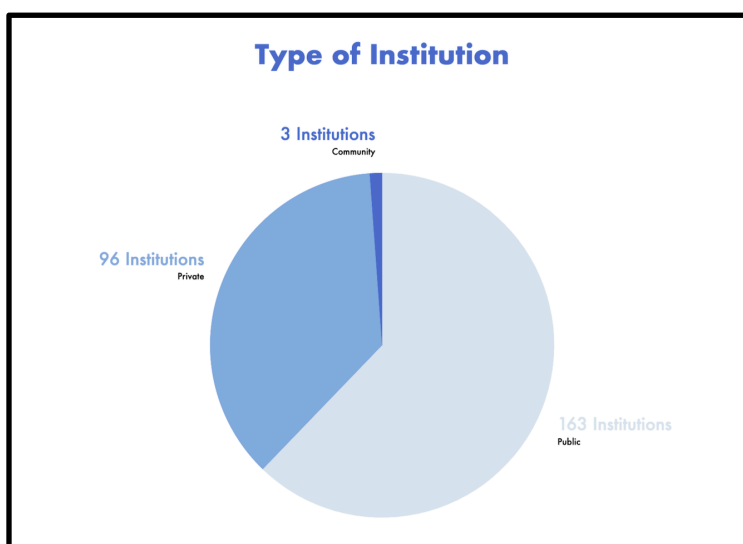
Questions were written and revised throughout the month of June, with input from University of Rochester faculty and staff. They were then reviewed by the Vice Provost for Entrepreneurship and the Ain Center's Associate Director for clarity and efficacy. The questions posed inquire about a range of topics pertinent to the operation of university entrepreneurship centers, as well as degree programs in entrepreneurship. Conditional logic was employed when possible to save time for respondents. Text responses listed in the **SURVEY QUESTIONS & RESPONSES** section have not been altered and are presented in full; grammatical errors remain as to retain the integrity of the original answer.

Reminder emails were sent throughout the month of August. Ample time was given to participants, as these months are often times of transition in academic institutions. Additionally, following the setup of the 2017 survey, respondents were offered the full collection of data – shared by the University of Rochester – to encourage participation.

## OBSERVATIONS

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Entrepreneurship centers, while guided by similar missions, vary from institution to institution. 262 organizations participated in the 2019 University Entrepreneurship Survey, allowing for a broad view of these hubs of innovation. Among those who responded, 163 represent public universities while 96 are private; three additional entities are based in a community setting and serve university students (represented in *Figure 1*). These numbers follow a similar divide as the 2017 survey (121 public, 88 private), but there was an increase in respondents overall. Though not all-encompassing, the distinction of private and public universities often has implications on organizational structure, operating budgets, and may provide further insight in terms of funding sources and leadership.



*Figure 1. Respondents by Type of Institution*

Additionally, universities that shared information are among the top-rated in entrepreneurship education. 20 of the Top 25 Schools for Undergraduate Entrepreneurship are represented here, as are 20 of the Top 25 Schools for Graduate Entrepreneurship, according to the 2020 Princeton Review / *Entrepreneur Magazine* rankings (<https://www.princetonreview.com/college-rankings/top-entrepreneur>). These institutions range from small private institutions to large public ones (see *Figures 2 and 3*).

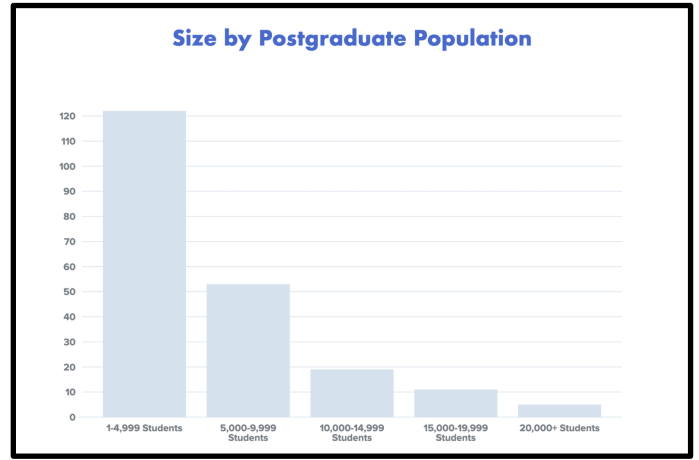
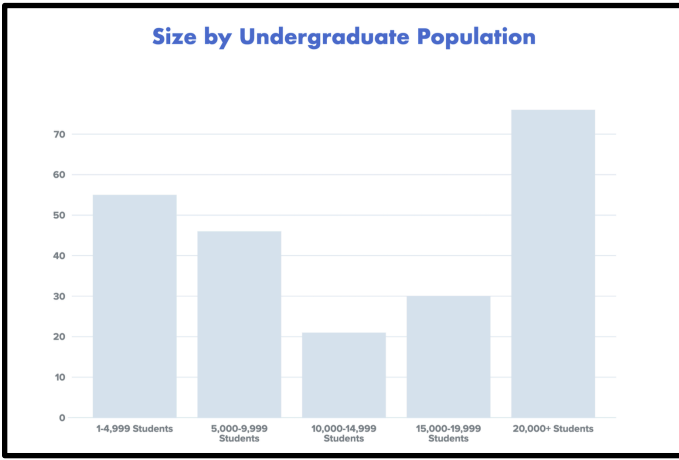


Figure 2. Respondents by Size of Undergraduate Population; Figure 3. Respondents by Size of Postgraduate Population.

Innovation is a global practice, as evidenced by the universities in 27 countries around the world who shared their best practices (Figure 4). The vast majority of respondent universities both within and beyond the United States are public institutions (116 in the United States, 50 internationally), with a larger number of private institutions located in the United States (87 in the US, 9 abroad). Further, organizations in 42 states, plus the District of Columbia, participated in 2019. Additional research will be conducted in future iterations of this survey to reach university contacts in the countries not highlighted in Figure 4, as well as the states missing in this year’s results.

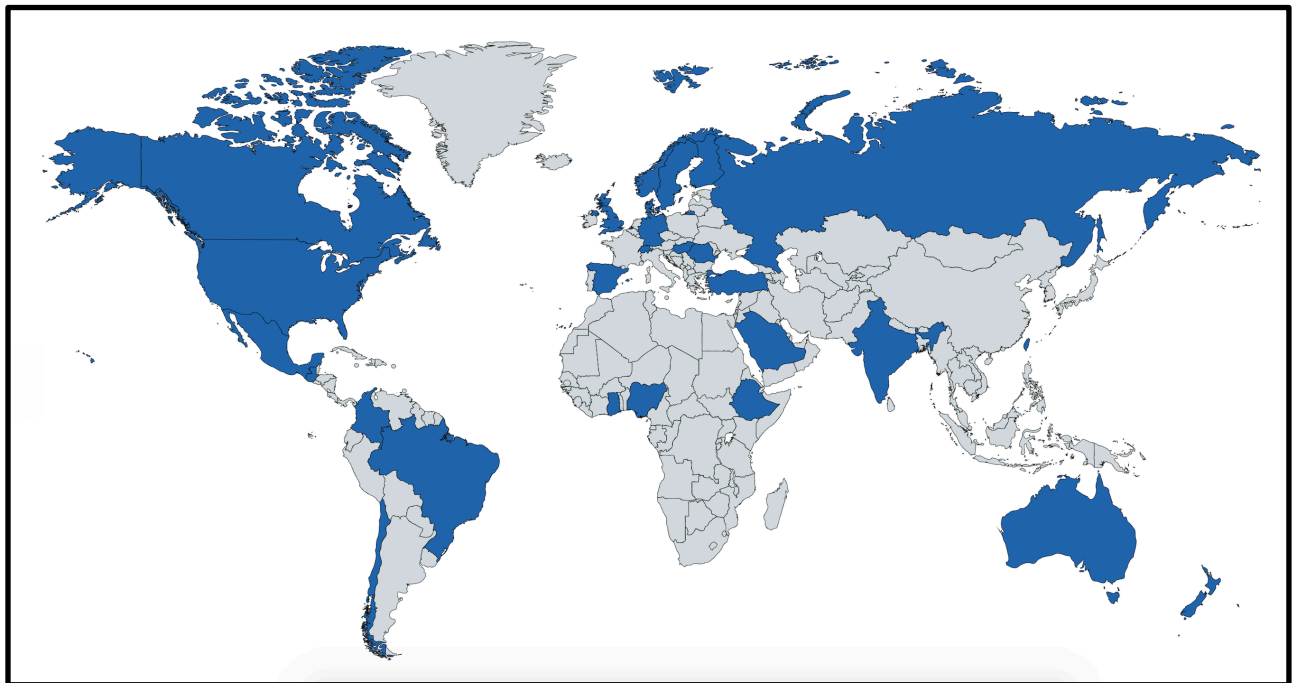


Figure 4. Map shaded to reflect countries of origin of the universities that responded (in blue).

Moving to the survey responses, insights can be drawn and patterns identified. Because of the breadth of data collected, only a sampling of this information will be highlighted here. Further topic-focused analyses can be undertaken by reviewing the information in the **SURVEY QUESTIONS & RESPONSES** section.

Section A of the survey focused on entrepreneurship centers, defined as a university entity that specializes in co-curricular programming. Entrepreneurship centers are most likely to serve the entire university (57%) and fall under the leadership of a university dean (53%). In terms of operation, the majority of units (166 out of 189, or 87%)

function with 9 or fewer full-time staff members, and mentors and coaches who serve pro bono; the direct head of these departments is almost as likely to be an individual without a faculty appointment as it is to be a faculty member (tenure-track or not). 86% of universities have dedicated space for their entrepreneurship centers, often including faculty/staff offices, meeting rooms, and student workspace. Operating budgets fluctuate widely, and the wording of the question posed does not distinguish the breakdown of the budget (i.e., salaries, allocations for programs, etc.); this lack of clarity will be rectified in future iterations of this survey.

A major piece of Section A dealt with programs run by co-curricular entrepreneurship centers. Questions include type of constituents served, variety of offerings, and how to measure the success of said offerings. Qualitative impact is gathered via surveys, conversations with students and alumni, and community involvement. Among the top quantitative measures of success are: businesses launched, grant funds awarded, and participants and/or returning participants.

Though audience size is not the sole indicator of an impactful event, this number does illustrate where resources are being allocated, as well as the level of interest in certain types of content. According to the responses, competitions (*Shark Tank*-style, pitch nights, business plan-based) often draw the largest crowds, while other popular event types include speakers and workshops. This is significant because competitions indicate investment – whether of time, money, or both – from all members of the university community. They are also frequently interactive and exist to encourage students to share what they are working on. Entrepreneurship education allows students to be unafraid of failure, which is quite telling here: the majority of students who participate in competitions do not win, yet they keep coming back to these types of events.

The following block of questions, Section B, related to curricular programs in entrepreneurship. 90% of responding universities offer credit-bearing entrepreneurship courses, 85% at the undergraduate level and 55% at the graduate level. 134 out of 179 institutions (75%) have offered entrepreneurship classes for ten or more years, demonstrating a commitment to teaching innovation. At the undergraduate level, minors in the discipline appear to be the most common offering, though many universities also offer certificates, classes, or majors. Graduate level offerings include MBA concentrations and certificates, while there are also masters programs that combine entrepreneurship and another related field (i.e., technology commercialization). Notably, a small group of institutions also offer these interdisciplinary degrees with a field from the fine arts or humanities.

Among respondents, popular course topics in entrepreneurship include innovation basics (touching upon ideation strategies, creative problem-solving, and establishing an entrepreneurial mindset), funding and financial management, new venture planning and development, and other courses based in experiential learning. 63% of curricular programs also work closely with co-curricular entrepreneurship centers, further indicating an interest in hands-on learning and a desire to utilize skills learned in a classroom setting through additional opportunities.

Metrics used to track the success of curricular programs predictably differ from those used in co-curricular settings, with greater emphasis on specific learning outcomes and research produced. Enrollment and qualitative student feedback, however, are present in both methods of evaluation. Many universities also shared that, as of 2019, they did not collect data to evaluate their offerings. Theoretically, this could be due to lack of time, staffing, or funds available to do so. That said, could a lag in evaluation be a symptom of entrepreneurship education overall, which allows for (even encourages) constant adjustment, rendering large-scale evaluation processes too clunky to keep pace with ongoing iteration? This may also be explored in future surveys.

Finally, the 2019 survey closed with Section C, which asked general questions about entrepreneurship within the university. The initial question (What do you consider to be your university's signature offering in entrepreneurship?) was intentionally posed in an open-ended manner. The variety of responses highlights the fact that there is not a one-size-fits-all way to run a successful entrepreneurship center or program: feedback ranges from a specific course to an entire ecosystem of opportunities.

As evidenced by the data collected, there is no singular approach to best instill students with entrepreneurial skills and each institution finds success through different methods. No matter the method, though, entrepreneurship training enables improvisational thinking and agile adaptability. Based on the events of 2020 thus far, it is evident that this training will be in high demand moving forward.

## FOR FUTURE RESEARCH

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At the most basic level, many of the details from 2017 and 2019 will stay in place for the next iteration of this survey. The distinction between *center* and *program* will remain, for example, as some institutions have one and not the other. Contacts will also be determined in a similar fashion, though there may be new methods imposed, as conferences are not able to occur as usual at this time. Further, new topics will be added in the same manner: based on feedback from 2017 participants, questions regarding entrepreneurship ecosystems, program evaluation/metrics, and organizational structure were added to the 2019 survey. For 2021, questions on **Student Enrollment & Engagement, Faculty/Staff Information & Resources, and Program/Center Visions & Mission Statements** will be added, as well as other topics that will inevitably arise between the writing of this document and survey distribution.

An additional topic that will be of great interest is the increase in online courses and programming as a result of the COVID-19 pandemic: entire institutions adjusted day-to-day operation of classes, co-curricular offerings, and on-campus life to digital formats. Exploration of post-pandemic operations will be included, as well as some contextual questions about operations prior to COVID-19 to frame those responses. Though there are many questions as to what the world will look like one year from now, reflection must be ongoing, and learning can happen at any stage of these current circumstances.

From 2019 to 2020, the world of higher education has been disrupted and altered in ways that will be felt for years to come. Though so many institutions – and entrepreneurship centers within them – face unique circumstances, it is clear that the commonalities can provide guidance in management, programming, and logistics. Communication is key, and we hope to continue to harness the power of sharing through conferences, informal discussions, and surveys such as this to expand our understanding. For example, in light of the pandemic, Georgetown University and GCEC created a series of webinars to tackle the pressing problems that entrepreneurship educators are facing. This alone has brought together 100+ entrepreneurship educators throughout summer 2020 to share best practices and suggestions for moving forward.

The University of Rochester hopes that, along with such collaborative initiatives, this survey can provide a place to share and learn from others, while strengthening the practice of entrepreneurship in a world that can only benefit from informed and compassionate innovation.

## PARTICIPATING UNIVERSITIES

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Addis Ababa University  
American University  
American University of Nigeria  
Arizona State University  
Arkansas State University  
Ashland University  
Augustana College  
Babes-Bolyai University, Cluj-Napoca  
Babson College  
Ball State University  
Belmont University  
Binghamton University  
Bogazici University  
Boston University  
Bradley University  
Brigham Young University  
Cal Poly  
Cal Poly Pomona  
California Lutheran University  
California State University - Channel Islands  
California State University - Chico  
California State University - Dominguez Hills  
California State University - Fullerton  
California State University - Los Angeles  
California State University - San Bernardino  
Canisius College  
Cape Breton University  
Carnegie Mellon University  
Case Western Reserve University  
Catholic University of America  
Central Michigan University  
CETYS Universidad  
Clark University  
Colgate University  
Columbia University  
Columbus State University  
Cornell University  
DePaul University  
Drexel University  
Duke University  
Dunarea de Jos University of Galati  
Duquesne University  
Durham University  
East Carolina University  
Elizabethtown College  
Fanshawe College  
Fayetteville State University  
Florida Atlantic University  
Rollins College  
Rowan University  
Royal Roads University  
Rutgers, The State University of New Jersey  
Ryerson University  
San Diego State University  
School of the Art Institute of Chicago  
Seattle University  
Seton Hill University  
Smith College  
South Westphalia University of Applied Sciences  
Southern Methodist University  
Southern Utah University  
St. Bonaventure University  
St. John Fisher College  
St. Mira's College for Girls  
St. Petersburg University  
Stanford University  
Stevens Institute of Technology  
Stockholm School of Entrepreneurship  
Suffolk University  
SUNY Brockport  
SUNY Geneseo  
SUNY Plattsburgh  
Sydney School of Entrepreneurship  
Syracuse University  
Tarrant County College - Northwest Campus  
Technical University of Cluj-Napoca  
Tecnologico De Monterrey  
Temple University  
Texas A&M University  
Texas Christian University  
Texas Tech University  
The College of Wooster  
The Soma Institute  
Trinity University  
Tulane University  
Univeridade Federal Fluminense  
Universidad de Alcala  
Universidad de los Andes  
Universidad Francisco Marroquin  
University at Buffalo  
University College London  
University of Alabama  
University of Alabama - Birmingham  
University of Alaska  
University of Arizona  
University of Arkansas



Florida International University  
Fort Hays State University  
Francis Marion University  
Gallaudet University  
George Brown College  
George Washington University  
Georgetown University  
Georgia Institute of Technology  
Ghana Institute of Management and Public Administration  
Gonzaga University  
Grand Valley State University  
Haaga-Helia University of Applied Sciences  
Hobart and William Smith Colleges  
Iberoamericana University  
Illinois Institute of Technology  
Illinois State University  
Indiana University - Bloomington  
Instituto Tecnológico Autónomo de México  
Iowa State University  
James Madison University  
John Carroll University  
Kent State University  
King Abdulaziz University  
La Trobe University  
Lafayette College  
Lake Forest College  
Lamar University  
Leeds University  
Lehigh University  
Lewis & Clark College  
Lewis and Clark Community College  
Lomonosov Moscow State University  
London Metropolitan University  
Loughborough University  
Louisiana State University  
Loyola Marymount University  
Loyola University - Maryland  
Loyola University - New Orleans  
Lucian Blaga University of Sibiu  
Maryland Institute College of Art  
Massachusetts Institute of Technology  
McMaster University  
Medaille College  
Miami University  
Michigan State University  
Michigan Technological University  
Middle Tennessee State University  
Millikin University  
Minnesota State University - Mankato  
Monash University

University of Auckland  
University of Calgary  
University of California - Berkeley  
University of California - Los Angeles  
University of Central Florida  
University of Chicago  
University of Cincinnati  
University of Cincinnati - Blue Ash  
University of Colorado - Boulder  
University of Colorado - Colorado Springs  
University of Connecticut  
University of Craiova  
University of Evansville  
University of Florida  
University of Hawaii  
University of Illinois - Urbana-Champaign  
University of Iowa  
University of Lausanne  
University of Louisiana - Lafayette  
University of Manitoba  
University of Maryland  
University of Massachusetts - Lowell  
University of Memphis  
University of Miami  
University of Michigan  
University of Minnesota  
University of Mississippi  
University of Missouri - Kansas City  
University of Nebraska  
University of Nebraska - Omaha  
University of Nevada - Las Vegas  
University of New Hampshire  
University of Newcastle  
University of North Carolina - Asheville  
University of North Carolina - Chapel Hill  
University of North Carolina - Wilmington  
University of North Georgia  
University of Northern Iowa  
University of Oslo  
University of Pecs  
University of Pittsburgh  
University of Portland  
University of Puget Sound  
University of Regina  
University of Rochester  
University of San Francisco  
University of South Carolina  
University of South Dakota  
University of South Florida - Sarasota-Manatee  
University of Southern California

Monmouth University  
Monroe Community College  
Morgan State University  
Mount Royal University  
National Cheng Kung University  
Nazareth College  
New York University  
North Carolina State University  
North Central College  
Northeastern University  
Northern Arizona University - Yuma  
Northern Illinois University  
Northern Kentucky University  
Northwestern Oklahoma State University  
Northwestern University  
Ohio State University  
Ohio University  
Oklahoma State University  
Oregon State University  
Ovidius University of Constanta  
Penn State University - Altoona  
Politehnica University of Bucharest  
Pontificia Universidad Catolica de Chile  
Portland State University  
Presbyterian College  
Princeton University  
Purdue University  
Queen's University at Kingston  
Radford University  
Rensselaer Polytechnic Institute  
Rice University  
Rider University  
Rochester Institute of Technology

University of Tampa  
University of Tennessee - Chattanooga  
University of Tennessee - Knoxville  
University of Texas - Rio Grande Valley  
University of Texas - San Antonio  
University of Toronto  
University of Utah  
University of Victoria  
University of Virginia  
University of Washington  
University of Waterloo  
University of West England  
University of West Florida  
University of Windsor  
University of Wisconsin - Madison  
University of Wisconsin - Oshkosh  
University of Wyoming  
Ursinus College  
Utah State University  
Utah Valley University  
VIA University College  
Wake Forest University  
Walsh University  
Washington and Lee University  
Washington University  
Wayne State University  
Weber State University  
West Virginia University  
Western University  
William Jewell College  
Xavier University of Louisiana  
Yale University  
York College of Pennsylvania

## SURVEY QUESTIONS & RESPONSES

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### SECTION A: ENTREPRENEURSHIP CENTERS

A1.) Does your university have an entrepreneurship center? (*Entrepreneurship center* is defined here as a university entity that specializes in co-curricular programming.)

<b>Yes</b>	343 universities	86%
<b>No</b>	56 universities	14%

A2.) What year was your entrepreneurship center founded?

<b>1970 – 1979</b>	2 universities	1%
<b>1980 – 1989</b>	10 universities	5%
<b>1990 – 1999</b>	27 universities	14%
<b>2000 – 2009</b>	58 universities	31%
<b>2010 – 2019</b>	93 universities	49%

A3.) How many full-time staff members does your entrepreneurship center employ?

<b>0 – 4</b>	128 universities	67%
<b>5 – 9</b>	38 universities	20%
<b>10 – 14</b>	15 universities	8%
<b>15 – 19</b>	3 universities	2%
<b>20 or more</b>	5 universities	3%

A4.) Is the leader of your entrepreneurship center:

<b>Individual without a Faculty Appointment</b>	76 universities	39%
<b>Non-Tenure or Adjunct Faculty</b>	53 universities	27%
<b>Tenure or Tenure-Track Faculty</b>	66 universities	34%

A5.) What type of institution is your entrepreneurship center housed in (i.e. - technical school, research facility, liberal arts, university-wide, etc.)?

<b>Business School</b>	61 universities	32%
<b>Career Center</b>	1 university	0.5%
<b>Combination of Multiple Institutions</b>	3 universities	2%
<b>Engineering School</b>	4 universities	2%
<b>Law School</b>	1 university	0.5%
<b>Medical School</b>	1 university	0.5%
<b>School of Music</b>	1 university	0.5%
<b>Specific Academic Department</b>	8 universities	4.5%
<b>University Tech Transfer Office</b>	1 university	0.5%
<b>University-Wide</b>	108 universities	57%

A6.) To whom does your entrepreneurship center report?

<b>Dean</b>	102 universities	53%
<b>President</b>	12 universities	6%
<b>Provost</b>	28 universities	14%
<b>Other (please specify)</b>	52 universities	27%

**Other:**

- Associate Vice President, Institutional Advancement for Career Initiatives
- Asst. VP
- AVP in Research and Innovation
- Board
- Board of deans plus VP Research and Economic Development
- board of directors composed of 12 deans
- Center of Excellence in Competitiveness and Entrepreneurship
- Chair MGT & ENT
- Chairman, Dean and Sr Assoc Dean, External Affairs
- Dean & President
- Dean and Dept Chair
- Dean and VP Econ Devt
- Department Chair
- department chair
- Department Chair
- Department Chair
- Department Chair - Strategic Management & Entrepreneurship
- Department chair or no one
- Department head
- Department Head of Management
- Department of Engineering and Society Chair
- Director of Career Development
- Director of Knowledge Transfer
- Director of the Innovation and Tech Transfer Centre
- Director of the Kenan Institute, who reports to the Dean of the Business School
- Director&lt; career Services
- Executive Director
- Faculty Appointed head of the program
- Finance Director
- Mngt dept chair
- Research
- Research Vice-Dean
- School Director
- School Director (similar to dept chair)
- Self-ran by director of our Center, who is the chair of Entrepreneurship
- Senior Associate Dean
- Senior vice provost Research

- Vice President
- Vice President, Research
- Vice provost
- Vice Provost
- Vice Provost for Research
- Vice-provost
- VP Commercialization
- VP for Research
- VP for Research
- VP of IT on President's Cabinet
- VP of Research
- VP of Research
- VP of Research and Innovation
- VPR

A7.) What is the annual operating budget (in US dollars) of your entrepreneurship center?

<b>\$0 to \$99,999</b>	34 universities	21%
<b>\$100,000 - \$199,999</b>	22 universities	13.5%
<b>\$200,000 - \$299,999</b>	21 universities	13%
<b>\$300,000 - \$399,999</b>	13 universities	8%
<b>\$400,000 - \$499,999</b>	3 universities	2%
<b>\$500,000 - \$599,999</b>	14 universities	8.5%
<b>\$600,000 - \$699,999</b>	4 universities	2%
<b>\$700,000 - \$799,999</b>	5 universities	3%
<b>\$800,000 - \$899,999</b>	2 universities	1%
<b>\$900,000 - \$999,999</b>	0 universities	0%
<b>\$1,000,000 and above</b>	37 universities	22%
<b>Prefer not to share</b>	2 universities	1%
<b>Unknown</b>	8 universities	5%

A8.) What percent of your center's operating budget comes from:

**Donor Gifts:**

<b>0% to 24%</b>	44 universities	44%
<b>25% to 49%</b>	19 universities	19%
<b>50% to 74%</b>	11 universities	11%
<b>75% to 100%</b>	26 universities	26%

**Endowment:**

<b>0% to 24%</b>	14 universities	25%
<b>25% to 49%</b>	11 universities	20%
<b>50% to 74%</b>	16 universities	30%
<b>75% to 100%</b>	14 universities	25%

### Grants:

0% to 24%	18 universities	37%
25% to 49%	13 universities	27%
50% to 74%	6 universities	12%
75% to 100%	12 universities	24%

### University Funds:

0% to 24%	30 universities	30%
25% to 49%	20 universities	20%
50% to 74%	27 universities	27%
75% to 100%	23 universities	23%

### Other:

- 10 - from university non-profit (CPP Foundation) donation
- 10 % self made
- 10% Program Reg'n Fees
- 19% (training programs)
- 20% - We operate a coworking space that charges fees to the community
- 20% program revenue
- 40 Earned income
- 5 other sources of revenue
- 9% sponsors
- A few sponsorships at the events
- Business incubator revenue
- Contract work 75%
- Contracts with companies
- Corporate Sponsors - 15%
- Course Credits - 90% Research income - 10%
- Danish Government
- Fees 10
- Residential facility
- Revenue
- Small state appropriation and a University "program of excellence" award
- Sponsorship
- Sponsorship 50%
- Sponsorships - 30%
- State=\$700,000
- Student fees 50%
- TEAM MS Program: 45.5%
- The split across these is not visible to me as the Center Director
- Tuition reimbursement for online classes

A9.) Does your entrepreneurship center have a devoted physical space?

<b>Yes</b>	166 universities	86%
<b>No</b>	27 universities	14%

A10.) If so, does this space include:

<b>Classrooms</b>	57 universities	13%
<b>Meeting Rooms</b>	127 universities	27%
<b>Staff / Faculty Offices</b>	132 universities	28%
<b>Student Workspace</b>	128 universities	27%
<b>Other (please specify)</b>	24 universities	5%

**Other:**

- 3 x innovation hubs with coworking, event space and meeting rooms
- Accelerator and creativity lab
- Community Coworking
- Community coworking
- Coworking space for alumni startups
- Dorm, café
- Event space
- Event Space, Innovation Sandbox
- FabLab, Research Center
- Kitchen and other facilities
- Kitchen, 3D Printing Lab
- Library
- Maker space
- Makerspace
- Makerspace
- Makerspace
- Makerspaces with prototype equipments
- Opening Innovation Hub in Library
- Pitch / presentations area
- Residence hall
- Space for the student entrepreneurship club, accelerator space, design thinking space, offices for alumni to rent
- Workshop room
- Workshop room

A11.) Does your entrepreneurship center have an advisory council or board?

<b>Yes</b>	129 universities	67%
<b>No</b>	63 universities	33%

A12.) Does this council or board serve a specific role, or are they more of a sounding board for center vision and goals?

<b>Contribute to and/or Establish Strategic Vision &amp; Goals</b>	29 universities	24%
<b>Lead Engagement &amp; Outreach</b>	10 universities	8%
<b>No Specific Goal</b>	3 universities	2%
<b>Project-Driven Tasks</b>	9 universities	7%
<b>Responsible for Fundraising</b>	12 universities	10%
<b>Serve as a Sounding Board</b>	59 universities	49%

A13.) What constituencies does your entrepreneurship center serve?

<b>Alumni</b>	135 universities	16%
<b>Community Members</b>	122 universities	14%
<b>Faculty</b>	130 universities	15%
<b>Graduate Students</b>	158 universities	19%
<b>Staff</b>	97 universities	12%
<b>Undergraduate Students</b>	187 universities	22%
<b>Other (please specify)</b>	15 universities	2%

**Other:**

- Angel investors
- Aspiring high school entrepreneurs
- Enterprises, entrepreneurs
- International entrepreneurs
- Organisations for profit and not for profit
- Other Academic Institutions
- Resource to students, faculty, staff from other universities
- State
- Students/recent graduates from other post-secondary institutions

A14.) What types of programming does your center offer?

<b>Accelerator for Student Teams</b>	104 universities	10%
<b>Competitions (Pitch, Business Plan, etc.)</b>	168 universities	16%
<b>Hackathons</b>	84 universities	8%
<b>Lectures / Guest Speakers</b>	172 universities	17%
<b>Mentorship Opportunities</b>	168 universities	16%
<b>Student Incubator</b>	103 universities	10%
<b>Workshops</b>	172 universities	17%
<b>Other (please specify)</b>	58 universities	6%

**Other:**

- \$1,500 grant to each venture
- A true community
- Accelerator programmes for non-affiliated businesses in connected sectors
- Advisors to students



- Angel Network
- Blackstone LaunchPad
- Case writing, curriculum development, research, events
- City tours, CEO club
- Classes
- Classes as part of the academic curriculum
- Classes for academic credit
- Cohort training programs, courses, research
- Community Boot Camp
- Connections to the regional ecosystem
- Courses and funding
- Courses, funding
- Courses, funding
- Coworking
- Coworking
- Executive education type programs for owners and managers of growing organizations, both for profit and Non profit
- Experiential courses, internships, seed capital, fellowships
- Experiential learning groups
- Funding
- Funding for student companies
- Funding from EU projects
- Grant programs and a venture fund
- Grants, NSF I-Corps
- i2 Passport to engage newbies
- Immersion programs and internships with startups
- Incubator for alums / community members (full-time founders, which student's aren't)
- Innovation Center Hub
- Inspirational event
- International Bootcamps; units of study
- Internships with Startups, a large eSummit every Fall, student club
- Internships, student seed investments, StartupTree platform for state, faculty venture investments, outreach, support services, plus
- Internships; conferences
- Job/internship connector/coordination, Networking (both on- and off-campus)
- Law Clinic
- Leadership Certificate Program
- Major industry events allowing students access to leaders in chosen fields
- Makeathons, Leadership/ Apprentice Program
- Makerspace
- Many other programs, e.g., company visits, Wall of Honor alumni awards event, student awards, student competition preparation, etc.
- Master's degree program
- Networking to community
- Nothing

- Office hours & expert access; student fellowship/leadership cohorts and training; pre fall bootcamp; pro bono student consulting
- Out reach events, Panel Discussions
- R&D, Seminars
- Resource guides
- Student clubs, living-learning communities
- Travel opportunity
- Validation programs
- Venture capital fund
- Venture Coach
- Venture Fund; SBIR/STTR Support
- We support and enable other programs and resources dedicated to entrepreneurship at UConn. Their programs cover all of the above.
- We teach entrepreneurship and business courses in other faculties

A15.) Do the majority of your center's entrepreneurial coaches and/or mentors:

<b>Provide their services pro bono</b>	133 universities	71%
<b>Receive some financial compensation</b>	14 universities	7%
<b>Serve as full-time employees</b>	31 universities	16%
<b>Other (please specify)</b>	11 universities	6%

**Other:**

- Contract coach / plus Director coaches
- Full-time employees in other departments that provide time to mentoring
- Graduate students
- Mentors only
- Not currently offering
- Parttime employees
- Teach at university
- They donate their time in support of the entrepreneurial community of our university by supporting consultancy actions based on forums and conferences
- They mentor as a way of giving back to the university and to help student entrepreneurs
- Typically they are alumni
- We are building a mentor network that will be comprised of pro bono volunteers

A16.) In terms of audience size, what are the three most successful events you offer?

- Oxford Said Entrepreneurship forum (500 attendees) The rest of events or workshops target smaller audiences
- Creativity & Innovation Bootcamp; Semester 7-week programming on Design Thinking; Youth Leadership Conference
- Financial literacy workshop; pitch competition
- Execution of SDGs Start-Up Bootcamp for 50 aspiring entrepreneurs, American University of Nigeria Centre for Entrepreneurship; Execution of Grant Application Workshop for 45 Bootcamp participants applying for applying for the 2019 Tony Elumelu foundation grants at the American University of Nigeria Centre for Entrepreneurship (January, 2019 at AUN); Execution of SME Bootcamp in

conjunction with SME Project Abuja for 300 participants under AUN's Entrepreneurship Hub (April 23, 2019 at AUN Hotel Conference Hall)

- Idea Salon, 2. Lunch and Learn, 3. Plan-it
- International Business Model Competition ([businessmodelcompetition.com](http://businessmodelcompetition.com)) - involves thousands of teams from hundreds of schools in over 30 countries, top 40 teams attend IBMC global finals
- 2. FUSION Networking Event - almost 1,000 attendees from the community and campus
- 3. Miller New Venture Challenge Finals - 600 to 700 attendees
- 4. Campus Kickoff Event - 600 to 700 attendees
- Speaker series 2. Global series 3. Units of study
  - MN Cup - annual statewide startup competition that attracts 1,000+ entrepreneurs and awards \$500,000+ in cash prizes
  - 2) Grow North: Food Ag Ideas Week - annual conference with 20+ events that attracts 1,000+ unique attendees
  - 3) WE\* conferences - annual conferences for women entrepreneurs that attract 500+ women innovators
  - Student Accelerator Demo Day (attendance ~120)
  - 2) Student Accelerator alumni day
  - 3) What's your business idea? (pitch day)
  - The eSummit is attended by over 150 alumni and over 350 students (out of 1,800) per year.
  - 2) The entrepreneurship society maintains 40 members.
- 1 Million Cups (75 attendees monthly), Social Media Breakfast (25 attendees monthly), workshops and classes on entrepreneurship (40 attendees weekly)
- 2 big conferences (Celebration and Summit) and hackathons
- 200-250/event
- A big speaking event and the fall and spring competitions
- A single day focused on women entrepreneurs we call createHER Day. Real Talk speaker events City Trek programs that visit entrepreneurs in different cities
- A summer course during June/July; An award about innovative ideas; A Prize for the best business speech
- Accelerator Showcase featuring cohort teams, previously 2X per year but moving to once per year; Knapp Venture Competition - annual business plan competition for student teams; Entrepreneurial career fairs for growing ventures seeking career hires, summer positions and academic internships
- Accelerator, Summer Launchpad, Business Plan Competition
- Aggie 100 Shark Frenzy Fish Camp Presentation
- Alumni Stories - bringing back three of our top alumni leaders and/or entrepreneurs to share their stories
- Da Vinci Innovation Celebration - Student idea pitch competition (idea only, no business plan) to create a buzz about innovation and entrepreneurship - students pitch to experienced entrepreneurs.
- Idea Space Speaker Series - weekly speaker series featuring business and community leaders sharing information about innovation and entrepreneurship and sharing their stories of success as a path for students to consider.
- Annual \$50K Idea Challenge, Annual Preliminary Pitch Contest, Fresham Convocation Pitch Off
- Annual accelerator program, business model competition, women-focused panel & networking night
- Annual Business Model Contest, Pitch contest, Innovation Challenge
- Annual Draper Competition for Collegiate Women Entrepreneurs Innovative Strategies Speaker and Workshop Series Food Innovators Challenge
- Annual Draper Competition for Collegiate Women Entrepreneurs Innovative Strategies Speaker Series Food Innovators Challenge
- Annual Entrepreneur's Weekend in April Major speakers - in the past have included Sir Richard Branson, Hamdi Ulukya of Chobani, Ashton Kutcher and Jessica Alba in their capacities as venture funders
- Hackathons in NYC
- Annual Fast Pitch Competition Start-up Weekend Guest Speakers
- Annual Pitch Competition Summer Sandbox Accelerator IdeaLab Incubator

- Annual Venture Competition
- Bark Tank/Leonsis Family Entrepreneurship Prize (pitch competition) Georgetown Entrepreneurship Challenge (pitch competition) Speaker events
- BEAR Innovation Competition, Digital Spark (a summer internship program that pays students and pairs them with startups for 8 weeks) Rock-a-thon (a 1 1/2 day startup event)
- Big Idea (elevator) Pitching competition. Startup Sprint (48 hour startup weekend) Quickstart (4 week programme for lifestyle businesses)
- Big Idea Business Plan competition - 300+ teams 600-800 people Women's Entrepreneurship Symposium - 400 attendees Business Plan Lab - 200 people
- Big Idea Video Pitch Competition, FedTech, VCIC Competition
- Bootcamp undergraduate competition graduate competition
- Bootcamp, guest speakers, mentorships
- Business Model Competition, Elevator Pitch Contest, Innovation Challenge
- Business of Games Summit (digital games and eSports); Music Industry Summit; and Venture Cafes (industry and entrepreneurial leaders talking during a one hour lunch session)
- Business plan comp, elevator pitch comp, accelerator fund
- Business plan competition, pitch and poster and fail-up nights.
- Carolina Challenge Pitch Party Carolina Challenge Makeathon
- Competition incubator, workshops
- Competitions
- Competitions
- Competitions and award events
- Competitions, incubator, workshops/guest speakers
- Demo Day - annually at the end of August, approx. 250 attendees Startup Matchmaking - every academic quarter, approx. 100 attendees VentureCat - Northwestern's annual pitch competition, approx. 400 attendees
- Demo Day - culmination of 12 week summer accelerator program Innovation Quest Elevator Pitch Competition/Start Up Weekend
- Design Thinking Competition Quarterly Speaker Series Social Venture Bootcamp
- Discoveries to Impact Annual Conference (1000 attendees)
- EDU TECH SOLUTIONS TEAMS - pre-accelerating program OVDIUS INNOVATION SUMMER CAP
- Elevator Pitch competition Farrell lectureseries
- Entrepreneur of the Year StartUp Tech Valley Eship.1 / Problem competition
- Entrepreneur speaker series, freelancers academy
- Entrepreneurship Conference Speaker series Elevator pitch competition
- Entrepreneurship Village, Business Plan Competition, Big speaking event
- Entrepreneurship week Accelerator Guest speakers
- Experience Innovation Expo HackUConn
- Faculty workshops, business pitch competitions, networking events
- Fast pitch, startup contest,
- Faulkner Challenge business plan competition, Entrepreneur Direct speaker series, Kansas Startup (startup weekend)
- Fellowships, Inner City Capital Connection, Entrepreneurship Classes
- Ford Lecture, Speakers in general,

- Free workshops called by: "Opened door for management apprenticeship" and a Minor program in entrepreneurship
- Global Entrepreneurship Week (November), Women Entrepreneurship Week (October) and Entrepreneur Summer Camp (August)
- Growth Series (local entrepreneurs come in to lecture and consult with 2nd stage companies), and our Venture Plan Competition -- \$25K cash first prize with matching \$25K from a local early stage fund.
- GW New Venture Competition AccelerateGW NSF I-Corps Site Program GW Summer Startup Accelerator
- Head Start Workshop between fall and spring semester, Pitch Fest during Parents Weekend in the fall
- High School Business Concept competition, Rider's Collegiate Business Concept competition, BroncX talks (takeoff of TedX where we feature talks from subject matter experts)
- High school competition
- Host of annual student entrepreneurship conference. Monthly lunch & learns. Annual pitch competitions.
- I-Corps workshops, design thinking workshops, student competitions
- Idea and Business Plan Fair, Business Plan Competition,
- Idea Conference, Finals of New Venture Competition. Cannabis Competition
- Innovation labs - hackathons Entrepreneur's labs - workshops
- Innovation Labs (includes several events, <https://www.innovationlabs.ro/about>), "I want to be an entrepreneur" (motivational talks, in partnership with Romanian Business Leaders), Successful entrepreneurs. "Learn from ..." (motivational talks, in partnership with British Romanian Chamber of Commerce)
- Innovation Labs Meet the entrepreneur events Entrepreneurs lab
- International course of entrepreneurship. Digital community of entrepreneurship. Entrepreneurship Awards
- Introduction to Intellectual Property workshop Negotiation Workshop Start-Up Expo
- IQ E-Pitch over 250 Annual Recognition Banquet 250
- Jump Chile: Biggest entrepreneurship program in LatAm. +2.000 applications Festival innovación y futuro: +2.500 people MegaTrends Seminars: 200 people
- Launch week (inauguration of Center); pitch competition; student fellowships
- Leadership Certificate Program, The Pitch
- Leadership event Women's Pitch event High School ENT event
- Lecture Class Competitions Student Business event
- Lecture series, competitions, workshops
- Lectures, Competitions, Social Venturing Program
- Limited number so far: competitions, boot camps, workshops,
- Lion's Den (Shark Tank like event); Ignite, and TEDx
- MBA Consulting Challenge Internship Program for undergraduates Networking dinners
- New Venture Challenge
- New Venture Competition Demo Day (Summer Venture Accelerator) Pitch Event
- New Venture Competition Kick-Off Event Hackathon
- New Venture Competition, Make a Pitch event, summer accelerator
- New Venture Fair - attracts 150-200 people Monthly Entrepreneur Speaker Series - attracts 50 - 150, depending on speaker
- Not applicable
- NSF I-Corps US Berkeley LAUNCH Accelerator Demo Day Global Social Venture Competition

- NYU Entrepreneurs Festival, Demo Day, NYU-Yale Summer accelerator pitch off
- Our business plan competition, and events targeted at entrepreneurship majors
- Our Entrepreneur Q&A Panels- between 350-700 students per event.
- Our focus is experiential learning groups. Web development business, advertising competition team, Enactus, Her Campus.
- Our three competitions - graduate level / under grad / high school
- Panel presentations, annual awards event, and "startup weekend" type event
- Part of a large annual event with 500-600 attendees; annual conference with 150 attendees; other events typically in the 75-100 category
- Pirate Entrepreneurship Challenge Women's Business Panel ECU Spark Hackathon
- PITCH - 180 attendees Start-up Social - 150 attendees
- Pitch Competition
- pitch competition
- Pitch Competition Internships Mentorship programs
- Pitch Competition Technical Showcase Community Roundtables
- Pitch competition Weekend bootcamps Half day workshops
- Pitch competition--over 100 teams annually social entrepreneurship competition--20-30 students annually hackathons--23-40students annually
- Pitch competition, annual named lecture, annual student conference.
- Pitch competition, certificate program, summer accelerator
- Pitch competition, innovation competition, tech startup competition
- Pitch competition, startup weekend event, living-learning community programs
- Pitch competitions and Demo Day
- Pitch competitions; hackathons,
- Pitch Dingman Competition, Robert G. Hisaoka Speaker Series, Dingman Fridays (weekly)
- Presidents Entrepreneurial Lecture Series Global Entrepreneurship week Business Pitch Competition
- PSU Cleantech Challenge Invent Oregon Kickstart Weekend
- Purpose Pitch (mission-driven start-ups) Intercollegiate pitch competition (7 universities participating) Idea Expo (initial concepts presented)
- Regional Hackathon, Agricultural based accelerator, and entrepreneurial programs
- Research seminars
- Seminar series
- Seminars, competitions, workshops
- Since 2011, KEC manages the First Tuesday chapter for Guatemala, a space for entrepreneurs to meet up and network. We reach 250 people 11 times a year. With our daily work, we seek to highlight and promote the role of the entrepreneur in our society and how entrepreneurship is an instrument to generate wealth and prosperity, both in Guatemala and the region. For our recognized role in the ecosystem entrepreneurship, Citi Foundation approached us in 2015 to carry out the Citi Micro-entrepreneurship Award, one of their signature initiatives aimed at raising awareness about the importance of micro-entrepreneurship and micro-finance in the country. From then on, we have carried out the program every year, which requires logistics and special attention to detail. The Micro-entrepreneurship Award is one of the most exciting and generous awards for entrepreneurs. It champions and recognizes outstanding entrepreneurs who are creating jobs, services and prosperity in their communities. In 2019 the results of impact of the program and scope can be categorized as exceptional. Since its inception and until 2018, the program had reached 800 entrepreneurs. For the thirteenth edition the goal of the application registry was 260. Through efforts directly focused on

communication, personalized approach with entities that promote entrepreneurship in the country, personalized advice to entrepreneurs, strategic alliances, alliance with the Microfinance Chamber of Guatemala, visits to universities and schools, presentations in many Guatemalan entrepreneurship programs, the periodic advice of a committee of experts and the careful development of tools that could help entrepreneurs apply, such as videos and application instructions, we managed to achieve a range of 535 applications in the platform. The number of applications reached this year represents an 67% of the total entrepreneurs reached from 2006 to 2017 and an over fulfillment of the current goal of 105%. the goal is to study in depth everything related to entrepreneurship, through research in related topics and documentation of stories of local entrepreneurs and cases of Guatemalan businesses. UFM was accepted in 2009 to participate in the largest ongoing research study about entrepreneurship worldwide, the Global Entrepreneurship Monitor (GEM). We were the first country in Central America to be involved in this investigation. The Global Entrepreneurship Monitor is the world's foremost study of entrepreneurship, which greatly enhance the understanding of the entrepreneurship phenomenon. The study has established itself as the baseline study for discussions on entrepreneurship, its capacity to generate wealth and wellbeing, and the obstacles it faces. We survey more than 2,200 people across the country each year. All data analysis and reports have been presented to the public and at specialized forums since its beginnings. The reports from 2009, can be found in the GEM website ([www.gem.ufm.edu](http://www.gem.ufm.edu)), which contains extensive information, user friendly visuals that allow easy comparative analyses, and bibliography that provides a better understanding of the theoretical foundations of entrepreneurship. More than 10 research papers have been published related to Guatemalan entrepreneurs, in depth studies of entrepreneurship issues such as tariffs, minimum wage, delinquency, and other obstacles.

- Social Entrepreneurship Program, Innovation Bootcamp, Mentorship
- Social Entrepreneurship Summit Be Your Own Boss Bowl (venture competition) League for Entrepreneurial Women
- Social Impact Summit Social Eship Pitch Event Design Thinking Workshops
- Southern Nevada Business Plan Competition
- SPARK: Faces of Innovation (about 300 attendees), creative problem solving workshops (+/- 30 students per session), Entrepreneurship Cup Competition ( 3 stages: +/- 150 participants)
- Speaker Series: 250 guests Pitch Competition: 500 guests
- Speakers co-hosted with other events and programs
- Spirit of the Entrepreneur Awards (approx 900 people), Fast Pitch Competition (approx 150 people) and Lunch with the Entrepreneurs (approx 100 people)
- Stanford Latino Entrepreneurship Initiative's "State of Latino Entrepreneurs" annual event Women's Entrepreneurship Conference Demo Day (student teams give a demo of the new venture ideas they are evaluating)
- Start up Forum - Entrepreneurship talks Intellectual property workshop
- Starter Riot (600 attendees) Joust New Venture Competition (150 attendees)
- Startup Carnival (yearly event with more than 1000 participants and 50 startups)
- Startup Day (concluded in 2017). 1000 attendees.
- Startup Fest - 800; Rising Starters - 275; Proving Ground - 200
- Startup Weekend that we call Breakthrough Weekend, Pitch competition, Midwestern Entrepreneurship Conference
- Startup Weekend, Hilton Distinguished Entrepreneur and Speaker event, Wall of Honor and Student Awards Celebration
- Stone Soup Networking Event, Leap Talks (panel discussions), Trampoline Pitch Competition
- Students 2 Startups Regional Intercollegiate Business Plan Competition Ain Center Lecture Series
- Summer Accelerator Demo Day (400), Panels, (100), Fireside Chats (75)

- Summer accelerator demo day, annual pitch competition, startup weekend events
- Summer Accelerator for Undergrad/Grad Students, Interdisciplinary Entrepreneurship Learning Community, Startup Ames Community Program
- Summer accelerator, speakers
- Summer Sandbox - 9-week summer startup accelerator IdeaLab - 6-week idea refinement course Hackathon - social entrepreneurship weekend hackathon
- Summer student accelerator, Summer design thinking program, Bootcamp with very well-liked faculty member
- The 2019 Entrepreneurship Week is held at CETYS University with the aim of promoting entrepreneurship and innovation, where the University is the pillar where the ideas and energy of young people come together to create new products and companies, encouraging our community to integrate a knowledge-based economy as part of the 4.0 industry revolution. This year we will continue on the path of innovation and strengthening of multidisciplinary networks and teams that help generate value in various strategic sectors of the economy in addition to raising awareness of the social responsibility that this entails to generate initiatives that adhere to the 17 objectives of sustainable development. Last year, 2018, more than 1,000 high school, undergraduate and postgraduate students participated carrying out various activities, with a wide range of workshops, conferences, keynote speakers, exhibitions and panels, with extensive invitation to the public in general and the student community of the institution.
- The Pitch (\$10,000), Hackathon, Leadership seminars
- Two huge competitions with prizes of \$100,000 We are offering an international program soon
- Utah Entrepreneur Challenge - business model competition Feed U Fund U Business Scholars innovation showcase
- Values & Ventures Undergraduate Business Plan Competition
- Venture Crawl - student exploration of urban entrepreneurship - tour of local eco system Collaborative Project Show - celebration of our support to a taught programme Creative hack - linked to competition
- Venture Fair, alumni networking night, summer startup track
- Venture Pitch Competition with 150 students and 35 startups and 130 angel investors, VCs, accelerator directors, and founders as judges Techstars Startup Weekend with 100 students and 15 startups and 30 mentors Social Innovation Weekend with 100 students, 6 participating organizations, and 30 mentors
- We don't do "events" per se, meaning no speakers. We do targeted workshops with size limits. We do immersion programs that often end in an event: Summer accelerator ends with a Demo Day; Academic year pitch competition series culminates in a "big" pitch event; student entrepreneurial projects that are part of the Institute demo at an annual innovation celebration. Each event's audience size is based on the capacity of the space and our budget.
- We have a startup showcase each year with ~3000 attendees.
- With our daily work, we seek to highlight and promote the role of the entrepreneur in our society and how entrepreneurship is an instrument to generate wealth and prosperity, both in Guatemala and the region. For our recognized role in the ecosystem entrepreneurship, Citi Foundation approached us in 2015 to carry out the Citi Micro-entrepreneurship Award, one of their signature initiatives aimed at raising awareness about the importance of micro-entrepreneurship and micro-finance in the country. From then on, we have carried out the program every year, which requires logistics and special attention to detail. The Micro-entrepreneurship Award is one of the most exciting and generous awards for entrepreneurs. It champions and recognizes outstanding entrepreneurs who are creating jobs, services and prosperity in their communities. In 2019 the results of impact of the program and scope can be categorized as exceptional. Since its inception and until 2018, the program had reached 800 entrepreneurs. For the thirteenth edition the goal of the application registry was 260. Through efforts directly focused on communication, personalized approach with entities that promote entrepreneurship in the country, personalized advice to entrepreneurs, strategic alliances, alliance with the Microfinance



Chamber of Guatemala, visits to universities and schools, presentations in many Guatemalan entrepreneurship programs, the periodic advice of a committee of experts and the careful development of tools that could help entrepreneurs apply, such as videos and application instructions, we managed to achieve a range of 535 applications in the platform. As of this date we've had more than 80 First Tuesday Events, the largest entrepreneurs meeting in Guatemala, in which we've impacted more than 22,000 people. We are part of the Global Entrepreneurship Network, a worldwide platform where around 160 countries are involved, carrying out different initiatives and programs to promote entrepreneurship. During Global Entrepreneurship Week, which is held consecutively worldwide, we impact the entrepreneurial ecosystem with the support of more than 50 partners.

- Women in Innovation annual panel, New Futures Hackathon, visiting Entrepreneurs program
- Women, youth, millennial conferences
- Workshops only
- Workshops, competitions, business coaching
- Workshops, Guest Speakers, Competitions
- Workshops/Guest Lectures Classes for Credit Internships
- Would not define attendance as success from a learning outcomes standpoint, but our one unit seminar is largest attended with ~300 students per quarter. Our workshops usually engage ~400-500 students/alumni each year. Our online content website draws 2.7 MM content touchpoints with aspiring entrepreneurs and educators around the world.

A17.) Do you collect registration information or post-event feedback from participants?

<b>Yes</b>	160 universities	85%
<b>No</b>	29 universities	15%

A18.) If yes, how do you do so?

<b>In Person Surveys</b>	42 universities	16%
<b>Online Surveys</b>	105 universities	22%
<b>Registration Forms</b>	97 universities	23%
<b>Other (please specify)</b>	23 universities	18%

**Other:**

- Applications
- Direct email
- Emails - just started this, haven't implemented many feedback ideas, yet.
- Event sign ins and building relationships
- Focus groups
- Follow Up Calls 1:1
- in person
- Live Feedback Sessions
- Often face-to-face or personal emails. We have a very tight-knit alumni network
- On line registration through college social network
- On line registration through college social network for events; Draper Competition – email and LinkedIn
- On line registration through the college social networks for events. For the Draper Competition post event feedback via email and LinkedIn

- Online registration
- Paper surveys
- Scan in
- Sign in sheet
- Social media posts
- Software judges use to read plans and do their judging
- Swipe cards from student IDs
- Voluntary ID card swipe at events
- We scan ID cards at the entrance and send feedback survey's after the event is over via email
- Yes for all classes as part of normal university processes.

A19.) What information do you request?

<b>Class Year</b>	98 universities	16%
<b>Contact Information (email, phone number, etc.)</b>	138 universities	22%
<b>Name</b>	145 universities	23%
<b>Program of Study</b>	111 universities	18%
<b>University Affiliation</b>	99 universities	16%
<b>Other (please specify)</b>	33 universities	5%

A20.) Does your entrepreneurship center provide programs targeted specifically to any of the following audiences?

<b>Ethnic / Racial Minorities</b>	39 universities	18%
<b>Individuals with Disabilities</b>	13 universities	6%
<b>International Students</b>	21 universities	10%
<b>Veterans</b>	27 universities	12%
<b>Women</b>	90 universities	41%
<b>Other (please specify)</b>	29 universities	13%

**Other:**

- Academics and researchers
- Commercializing NASA technology
- Diversity in general
- Entrp majors and minord
- FirstGen
- High School and younger
- High School students
- High School students
- LGBT
- Local high school
- Our programs offer specific events targeted to women and diverse entrepreneurs
- Returning citizens/formerly incarcerated
- Specific cohort programs based on level and discipline, and entrepreneurship educators
- Student ventures from all colleges/majors
- We contribute to executive education for small business owners.
- We do not currently target

- We do targeted marketing to try to bring a diverse audience to all of our events
- We have developed an open and welcoming community of entrepreneurs
- We strive for balance across gender and race
- We support a number of programs sponsored by the University/Business College
- Will have a women's panel this fall

A21.) Would you consider these programs successful at engaging these groups?

<b>Yes</b>	107 universities	91%
<b>No</b>	10 universities	9%

A22.) Does your entrepreneurship center offer intercollegiate programs or competitions?

<b>Yes</b>	125 universities	66%
<b>No</b>	65 universities	34%

A23.) What additional resources exist for your constituents in your entrepreneurship ecosystem?

<b>Accelerator(s)</b>	109 universities	15%
<b>Degree Program(s) in Entrepreneurship</b>	133 universities	19%
<b>Experts-in-Residence / Subject Matter Experts</b>	128 universities	18%
<b>Incubator(s)</b>	114 universities	16%
<b>Makerspace(s)</b>	103 universities	14%
<b>Tech Transfer Office(s)</b>	96 universities	13%
<b>Other (please specify)</b>	38 universities	5%

**Other:**

- 1:1 Advising
- A degree program in entrepreneurship is under construction
- Academics
- Angel Fund Conferences
- Angel investor network
- Angel investors
- Campus wide Entrepreneurship Minor
- Coaching staff
- Community connections.
- Connections with local angel investors
- Connectors to community
- Consultation and coaching
- Crowdfunding platform
- Elective courses at undergraduate and graduate level; minor in entrepreneurship
- Entrepreneurial Studies Minor
- Eship courses, but not a degree
- Eship Mentors & mentoring program
- Funding
- Funding

- Funding
- Funding
- Grants
- Large network of student clubs and other programs across campus (~25-30)
- Leadership Education
- Library, student advisers,
- Networking events, boot camps
- One-on-one coaching
- Pitch competitions from university-wide organization and schools
- Residence hall with work spaces
- SBDC in house
- Student fellowships; refererals to job opportunities; free consulting
- Support for student clubs
- The Oxford Foundry is another Entrepreneurship Centre that also supports students from the wider University
- Undergraduate Minor in Entrepreneurship
- University level entrepreneurship Institute
- Venture capital, startup lab

A24.) Does your entrepreneurship center work frequently with community (non-university) organizations?

<b>Yes</b>	159 universities	84%
<b>No</b>	30 universities	16%

A25.) What are the dominant industries in your local entrepreneurship ecosystem?

<b>Aerospace</b>	4 universities	1%
<b>Agriculture and Food</b>	40 universities	11%
<b>Automotive</b>	2 universities	1%
<b>Consumer Goods and Services</b>	26 universities	8%
<b>Education</b>	10 universities	3%
<b>Energy</b>	15 universities	4%
<b>Finance</b>	19 universities	6%
<b>Government and Military</b>	10 universities	3%
<b>Health, Medicine, and Life Sciences</b>	59 universities	17%
<b>Hospitality and Tourism</b>	20 universities	6%
<b>Manufacturing and Logistics</b>	36 universities	10%
<b>Media, Arts, and Entertainment</b>	14 universities	4%
<b>Non-Profit and Social Impact</b>	9 universities	3%
<b>Technology</b>	81 universities	23%

A26.) What are the top five metrics you record to track your entrepreneurship center's impact? (i.e. businesses launched, constituents served, returning participants, grant funding awarded, startup funds raised, etc.)

- # and demographics of constituents engaged; # student leaders chosen and applied; return office hours; participant satisfaction; # ventures impacted
- # of founders, # of students impacted (i.e.) interns, revenue, funds raised

- # of workshops delivered & # of participants, # of ventures supported, collaboration with faculties, funding received by clients
- % of student body reached, # of participants overall
- 1. Constituents Served, 2. businesses launched, 3. start-up funds raised, 4. people employed, 5. Community members engaged
- 1. Constituents served 2. Number of applicants 3. Number of assistants 4. People reached abroad 5. Number of papers
- 1. Ideas investigated 2. competitions won 3. ideas/start-ups moving forward 4. funding received by start-ups 5. funding received by program
- All metrics used in Princeton Review
- All the above
- Alumni contributions and grant funding; course enrollments and club membership; program attendance; career tracking of alumni who are founders, early stage executives and those in VC/PE; career progression of faculty/PhD students who have received research funding
- Attendance at workshops, workshop participant feedback
- Business development contact hours with students, number of constituents served, growth and diversity of enrolled students in Major or Minor programs, progress made with student ventures
- Business launched
- Business launched, client revenues, client employees, event attendance, funds raised by clients
- Business launched, contracts for the incubator, #of companies involved in real life problem challenges, #students participating the events
- Business launched, jobs created, startup funds raised, number of business development and strategy meetings internally and with mentors, number of coordinated meetings with investors.
- Business launched, revenue and investment raised
- Business launched, students participating, funding raised,
- Business lunches, constituents served, startup funds raised
- Business starts, grant funding, revenue, investment, jobs created
- Businesses created, student engagement in entrepreneurship courses and extra-curricular activities, students completing the entrepreneurship certificate
- Businesses launched
- Businesses launched
- Businesses launched, % still in business after 5 and 10 years, funding raised, constituents served, money awarded to and won by teams (won externally)
- Businesses launched, businesses still in business, engagement in events, constituents served, awards/notariety
- Businesses launched, capital raised, jobs created, students in programs, money raised
- Businesses launched, constituents served, competition and grant funding awarded, startup funds raised, change in entrepreneurial mindset and confidence
- Businesses launched, constituents served, funding awarded, active alumni entrepreneurs
- Businesses launched, constituents served, returning participants,
- Businesses launched, constituents served, returning participants, grant funding awarded, startup funds raised, number of employees, student projects, and interns
- Businesses launched, constituents served, student enrollment,
- Businesses launched, employee growth of businesses, revenue growth of businesses, capital raised (inc grants), constituents served

- Businesses launched, employment, participation (in class and experiential), repeat clients, funding awarded, startup funds raised.
- Businesses launched, facility activity, ENTR students, constituents served
- Businesses launched, Investment raised, Revenue, Jobs created.
- Businesses launched, jobs created, revenue, awards
- Businesses launched, number of employees, constituents served,
- Businesses launched, served, ideas submitted, funds raised.
- Businesses launched, student engagement, grant funding awarded, classrooms visited,
- Businesses launched, students and alums served, dollars raised, employees of startups, percent choosing as a career
- Businesses launched, students served, local business people served, grant funding awarded
- Businesses launched; number of applications to participate in programs; quality of business plans and proposals; Number of students who participate in programs; business tenure post graduation
- Campus engagement (students, faculty, staff), returning student participants, alumnae engaged, student funds raised, ventures launched
- Campus engagement (students, faculty, staff), returning students, alumnae engagement, ventures launched, funding
- Campus engagement (students, faculty, staff); Returning students; Alumnae engagement; Ventures launched; Startup funds raised
- Clients served
- Companies created, jobs generated, developed economy, scholarships to entrepreneurs, prototypes generated
- Companies formed, constituent interactions, funds raised (by entr. center), workshops/sessions delivered, events held
- Competition success / Student mentoring
- Constituents served, # of students engaging in a center sponsored event, # of Entrepreneurial Studies majors and minors
- Constituents served, businesses launched (not just in school but also post graduation, measuring time to launch, which should be reduced based on our programs), returning participants, diversity and inclusion metric improvements, job placements (in startups, in corporations who prioritize innovation), additional donations/ donors/ corp partners
- Constituents served, businesses launched,
- Constituents Served, Businesses Launched, Grant Funding Awarded, Revenue Generated, Jobs Created
- Constituents served, businesses launched, returning participants, startup funds raised, class enrollment
- Constituents served, career outcomes, ventures launched
- Constituents served, feasibility projects completed (then if they launch or not), students enrolled in the degree programs (major, minor, certificates)
- Constituents served, funding raised, businesses launched, workshops/events held
- Constituents served, NYU schools/colleges served, gender diversity, startups generating revenue, funds raised by startups
- Constituents Served, Participants in Minor, Teams Supported, Follow on Funding
- Constituents served, programs and resources available, attendance and participation at entrepreneurship functions, businesses launched, startup funds raised.
- Constituents served, project churn, ideas implemented, quality of education, size of network (internal/external)

- Constituents served, recommendation rate for programs, startups in accelerator programs, startup funds raised
- Constituents served, returning participants and perceived professional development
- Constituents served, returning participants, business launched, start up funds granted,
- Constituents served, returning participants, businesses launched, startup funds raised
- Constituents served, returning participants, number or partnerships, number of events, number of applicants
- Constituents served, student involvement, startups created, technology commercialized, people hired, funds raised.
- Constituents served, ventures, student self assessment on capabilities
- Constituents served.
- Constituents Served, Returning Participants, Anecdotal Feedback from Participants, Businesses Launched
- Contact hours of individuals to measure depth, vanity metrics of bumps in seats for funders
- Currently, we don't measure impact, but we intend to use metrics in the near future
- Customer base, size of the business, profit, managerial know how, product and service innovation
- Depends on the program - students served through various programs like the accelerator, startups and clients served through our SBDC, WBC and STEP programs along with the economic impact of those services, funds raised through grants, gifts and scholarships, etc.
- Employment, sales, funding, # constituents served, press
- Engagement - demographics include class year, ethnicity, financial aid status, varsity sports, etc.; pre- and post-surveys of specific learning outcomes; businesses launched; fundraising outcomes; media/social media impressions
- Enrollment, startup funds raised, publications of faculty
- Events presented; students involved; attendance; companies helped; surveys from attendees and alumni
- From most important to less important: funding raised for center; number of participants in attendance; global rankings for center and university in entrepreneurship; awards and recognition for center; student startups launched and funded.
- Funding raised by the start ups, business launched, employment generated, students engaged on our activities, attendees to our events, external funding raised
- Funds awarded to student start-ups, Enrollment in entrepreneurship classes across campus, donations/endowments, students companies mentors in the accelerator
- Funds raised, businesses started, survival rate, engagement rates, mentoring activity
- Funds, startups, client engagement, major enrollment, event participation
- Grant funding
- Grant funding awarded, business plan competitions entered, businesses launched, program/workshop involvement
- Grant funding awarded, number of participants in competitions organised at national, number of awards received in national competitions
- Incorporation, Jobs created, Sales, Funds Raised, number of students using centre
- Individuals “touched” with key messages; Number of people active in web site/StartupTree; Students taught in entrepreneurship courses; Entrepreneurs educated with course, training, workshops, and similar means; Entrepreneurs mentored or coached; Startups launched and supported; Sustainable ventures (2, 4 years)
- Jobs created
- Launches, job attainment
- Movement of mentees along a developmental track for themselves and their businesses, attendance to events, grant funding awarded, contract funding gained

- Multiple metrics on students served and student/alumni success.
- NA
- Net promoter score, constituents served, faculty engagement, community engagement with students (mentoring, speakers, speaking to classes, etc.), students consulted with, student engagement with community (volunteering, etc.)
- No. of people (by degree program or from community) who use our services, Businesses launched, New Products Developed
- No. of students participating in NVC, businesses launched, # and % of student participation across every college, Alumni engaged as judges, advisors/mentors, Feedback on quality of teams and experience from key external stakeholders
- None
- None
- None
- None of the listed items
- Num. participants, num teams, num startups, grants awarded
- Number of active student entrepreneurs, Returning participants, Awareness of the center
- Number of Applicants, Business Launched, Workshop and event attendees
- Number of businesses launched, funding raised, grants awarded
- Number of graduating seniors, students participating in programming, students participating in regional and national pitch competitions
- Number of participants, number of events delivered to students, grant funding awarded
- Number of student teams, number of new companies (incorporations), Investment, Revenue, and Number of students attending events
- Number of students engaged, business started, grant funding awarded, case studies (quality of start ups), startup funds raised
- Number of students engaged, number of companies started, \$\$ raised by startups, i-corps success, feedback on events
- Number of students engaged; number and quality of events and participation; grant funding awarded; classes offered; class enrollment
- Number of students majoring/minoring in entrepreneurship; number of applicants to our business plan competition; number of participants in entrepreneurship-focused activities and events
- Number of students participating
- Number of students reached
- Our successes mainly result from alumni five or more years out. We track alumni attendance at events, internships offered to students by startups, and students involved in entrepreneurship opportunities on campus (events, clubs, courses...)
- Participants in each event
- Participants in programs
- Participants, businesses short-term and long-term, student business plan prize money and start-up fund raised.
- Participants, faculties represented, diversity of projects, alumni involvement
- participants, funds (won or raised), majors, category, faculty awareness
- Participants, quality based on user feedback, companies founded, percentage of national student population enrolling on our activities
- Participation
- Participation, Starts, Funding



- Program attendance, startup funds raised, startup revenue, startup number of employees
- Program participation, participant results (funding, jobs), new transformational student experiences
- Projects funded, revenues, number employed, years in business,
- Qualitative feedback, businesses launched, constituents served, grant funding awarded, startup funds raised
- Returning participants, awards won by participants, startup funds raised
- Returning participants, business launched, students seeking mentorship
- Returning participants, startup growth in New Orleans, constituents served across the university campus (outside of the College of Business)
- Returning participants, student transformation (self reported), projects continued semester over semester, jobs in entrepreneurship/innovation related businesses/fields
- Returning participants; amount of funding received/awarded; number of prototypes produced; business registrations; number of jobs created
- Some activities have existed for years. However, this is essentially a brand new program, I am the first full-time director. My main metric is increased participation for all events/programming
- Startup funds raised (private and public) business launched, R+D contracts, Grant funding awarded
- Startups incubated, investor funding raised, competition funding, number of mentor interactions, programming attendance
- Startups incubated, unique students served over time, top three skills gained, top three resources offered through our center
- Startups launched, degrees granted, investment funds raised
- Startups launched, mentorship hours, grant funding awarded, qualitative skill development, alumni engaged
- Startups launched; employees hired; event participation/ unit enrolment; ecosystem engagement numbers.
- Startups, competition dollars, capital raised, participation, mentors
- Student engagement
- Student engagement (UGRAD minor, GRAD minor, MS Entrepreneurship numbers), businesses launched, job placement, community engagement, academic publishing
- Student engagement, business launched, community engagement, diversity of student participants, external funding
- Student engagement, entrepreneurial mindset, participation in competition internal and external
- Student teams in incubator over time,
- Students engaged, coaching appointments scheduled, number of student ventures, applications for accelerator program
- Students engaged, Community members engaged, Grants awarded, Faculty engaged, Mentorship hours
- Students Engaged; Award and Grant Funding; Mentors Engaged; Startups Launched
- Students engaged. Businesses launched. Donations. Grant Funding. Startup Funding
- Students helped, money awarded, minors conferred, hours of mentoring
- Students participating, companies formed, student funds raised, alumni engaged
- Students served, Businesses Launched, Competitions won, Startup fund raised, Job Placement
- Students served, companies launched, funds raised, jobs created
- Students served, entrepreneurs connected to the program, programs we offer
- Too new to say
- Total event participation, quality of experience, community engagement, student startups, competition performance
- Training assistants, mentoring requests, created companies, entrepreneurs who visit the center.
- Under-defined

- Unique number of students served, total program touchpoints across all students and broader university community, alumni engagement with program, external outreach through training and content dissemination, and experiments in e-shop pedagogy and research
- Unique registration in ENTR courses; student start-ups; career path; community engagement;
- Venture consulting meetings, ventures launched, entrepreneurs served, email addresses for newsletter, event engagement
- Ventures in progress, Projects in progress, Attendees at all event, Competition entries. accelerator entrees
- We have not yet developed specific metrics
- We measure the impact of our key programs: For case writing, it's whether the faculty member perceives the case as having achieved it's objective in the classroom, for our entrepreneurial summer intern program it's whether participating students report greater clarity about their interest in joining/starting an early stage venture after graduation. Etc. with key metrics for all major programs.
- Yes

A27.) How do you measure the impact of your entrepreneurship center?

- # of entrepreneurs trained (those who go through our venture programs), # of workshops delivered (workshops are open to students and community members), engagement/collaboration with faculties
- # of students in programs
- % of student body reached, # of participants overall
- above metrics and stories from entrepreneurs
- Administrative satisfaction, buzz and volume of student and community interest and engagement and satisfaction, growth of minor
- All metrics used in Princeton Review
- Alumni and program participant results (funding, jobs, leadership roles), perception on campus (leadership, collaboration)
- Alumni questionnaires
- Annual alumni satisfaction surveys + metrics on demographics and students served
- Annual reporting of metrics
- Annual reports
- As above, we measure the NPS, and engagement with students, faculty, and the community.
- As mentioned above, currently, we don't measure impact. We know details about number of constituents served or grant funding awarded. We intend to use metrics in the near future
- Assessment focuses on student reflection of impact and number of students served
- Attendance and positive feedback
- Attendance records, and surveys
- Attendance, morning/afternoon/evening usage
- Big impact is the number of our graduates and alums who are leaders or founders of organizations that are growing successfully and having a positive impact on the world.
- Both quantitatively and qualitatively
- Business launched, revenue and investment raised
- Business startup metrics, participation (students, faculty, community), classroom participation.
- Businesses developed through one side of the system, engagement with the local community, growth of the Minor option represented from different colleges
- Businesses launched
- Businesses launched

- Businesses launched and served
- Businesses launched, constituents served, returning participants,
- Businesses launched, constituents served, student enrollment,
- By analysing these metrics and writing a report
- By attendees and award money offered
- Case studies - human stories of founders
- Client ratings
- Clients served per year, repeat visits
- Community engagement
- Constituents served, returning participants, businesses launched, startup funds raised
- Constituents served, ventures, student self assessment on capabilities
- Constituents served.
- Constituents served, returning participants, number or partnerships
- Creation of good jobs for inner city dwellers
- CRM system, surveys
- Do students feel well-supported in their ability to learn about entrepreneurship while they are here?
- Dont
- Entrepreneurs created - how many people become entrepreneurs within 5 years. Also, 1/3 of our startups are social ventures, though we don't have a good measure of social impact
- Event and student tracking; we're developing a virtual platform to help and we hope to launch in fall 2019
- Feedback regarding satisfaction
- Following up with alumni through developed personal connections, LinkedIn, and alumni center; internal tracking systems and databases
- Frankly, this is in flux. We just moved from a centralized model to being within the business school and are undergoing a re-evaluation of mission, constituency, and metrics. To date, measuring the impact has been nebulous--it's easy to see, for example in terms of the diversity involved in our programming, but harder to quantify in terms of metrics. Successful startups are not the only positive outcome. Even students that go through the entrepreneurial journey and fail undergo significant professional development. We are still trying to determine how best to measure these nontraditional outputs.
- <https://www.depts.ttu.edu/research/research-park/Docs/InnovationHub.AnnualReport2018.pdf>
- I don't
- I don't know
- If in 5 years we have recent grads embedded in the center launching businesses or non-profits, then success.
- In addition to the above - financial sustainability; however, we are still working through this question
- In process
- Increased participation. We should have more impact this year. It will be the first year the residence hall was filled with students who are interested in entrepreneurship. It opened in 2016. I spent my first year here making it a priority to recruit for and fill this building. We will have 32 students.
- Increased student engagement
- Invitations into classrooms, recognition by team, witnessing student's personal growth over time
- Largely it's a long-term play, most students won't start a successful company in university. The first metric is how many have the experience of starting a company, fail or not, the important part is learning how to use later. Therefore we're trying to measure 5-10 years out.
- Metric chart of all key indicators
- Movement of mentees along a developmental track for themselves and their businesses, attendance to events, grant funding awarded, contract funding gained

- Multiple metrics on students served and student/alumni success.
- NA
- No
- No. of students and student teams participating, No. of businesses launched
- Not done
- Not particularly well . . .
- Not really
- Not very effectively
- Not very well.
- Not well
- Not yet
- Number of Applicants, Business Launched, Workshop and event attendees
- Number of businesses launched
- Number of clients served and amount of funding received and national/international recognition of center and students
- Number of constituents that engage with the center
- Number of participants in workshops, number of businesses impacted
- Number of people impacted
- Number of programs organised, success of participants, number of start-ups supported
- Number of startups, startup facility activity, feedback from graduates and current students
- Number of student teams, number of new companies (incorporations), Investment, Revenue, and Number of students attending events
- Number of students and alumni engaged per year.
- Number of students engaged, number of alumnae engaged, number of faculty and staff engaged, student funds raised, ventures launched
- Number of students engaged, number of events per student; number of faculty/staff mentors; number of alumnae speakers/mentors/volunteers/donors; number of ventures launched; amount of money accrued via various channels (competitions, crowd-sourcing, accelerators)
- Number of students engaged; number of events attended per student; Number of faculty/staff mentors participants; Number of alumnae speakers/mentors/volunteers/donors; Number of ventures launched; Amount of money accrued via various channels (competitions, crowd-sourcing, accelerators)
- Number of students engaged. number of startups formed.
- Number of students impacted through entrepreneurship programs and actions
- Number of students who have elected to take entrepreneurship programs and we are improving assessment outcomes for those courses and the students.
- Number of transformational experiences we provide to students
- One metric is the amount of students participating from across campus and how deeply they are involved (this is all tracked by scanning ID cards or collecting ID card info when they participate in one of our events or programs.
- Our impact is measured through setting and achieving relevant and ever more challenging goals. As an example, we believe we are increasing our impact from having secured a minor in entrepreneurship, which allows us to spread and validate the entrepreneurial mindset with more students around campus. Our impact increases when we are able to hire more faculty to teach more courses in entrepreneurship. When we show alumni that we have the ability to hit stated benchmarks, they fund our next initiatives much like venture capitalists moving through a series of investments with a startup.
- Participation, number of companies launched

- Poorly
- Primarily through the above; we also consider impact in terms of new student recruitment efforts and how the center supports donor fund raising efforts
- Publications
- Quality of content, and numbers enrolled.
- Quarterly and Annual reports to our stakeholders
- Regular surveys, in-person feedback, and a longitudinal academic study
- Relationships and connections between the academic, the private and the public sector
- Reports
- Returning participants, business launched
- Rubfrics, internal measyre devices
- Stakeholder engagement
- Startup success
- Startups launched
- Student and alumni long-term success
- Student awareness and participation; community engagement; student entrollements in ENTR courses; student start-ups and career path
- Student engagement and revenue produced
- Student engagement over an academic year
- Student engagement, Faculty Engagement, Research, ventures launched
- Student engagement, impact on research, alumni engagement, success of student and alumni entrepreneurs
- Student engagement.
- Student experience
- Student feedback
- Student Performance & Retention data (comparing student participating in center events versus students not participating)
- Student Satisfaction and # Served
- Student success
- Student success post graduation -- applying the principles of intra/entrepreneurship in their organizations. We do so via on-line questionnaires.
- Students helped, money awarded, minors conferred, hours of mentoring
- Students participating, companies formed, student funds raised, alumni engaged
- Students served
- Students served, Businesses Launched, Competitions won, Startup fund raised, Job Placement
- Students served/ businesses functioning
- Survey results, students engaged
- Surveys and reports
- Surveys, collection of data re: student career paths
- The above 5 metrics
- Through increases in various programs/competitions we offer. Some students just want to get there toes wet and listen to a speaker, some want to engage with a mentor and some are interested in peer to peer feedback.
- Tied to the metrics above.
- Too new
- Training assistants

- Unknown
- Various metrics including the above items
- Via a bi-annual survey and an intro and exit survey for our student accelerator program.
- We do an annual report each year highlighting the progress
- We don't measure that
- We measure the impact an entrepreneurial immersion experience has on a student participant in terms of mindset (indirect measures) and skills gained (direct measures) plus individual empowerment through qualitative interviews, real time program feedback (I liked I wished, I realized). Plus quantitative measures related to above answer.
- We need to do more in this area
- We take a holistic, ecosystem impact view. Our area is more rural in nature and used to be a destination for education only. Over the last 2 decades we have worked with a variety of partners to grow our economic impact. For us it's less about Center performance and more about overall entrepreneurial ecosystem health and vitality.
- We try to track outputs and outcomes across many dimensions, as outlined above. We do post-program surveys of participants in our executive programs, including one year follow-ups and offer awards for those who have executed projects based on their learnings. If our alumni support us through contributions, that is another measure, and if foundations fund us, that is a signal of support as well. We track career paths in multiple areas, trends in program and course enrollments and our ability to develop new courses and programs to adjust to changing needs.
- We're still working on it.
- With basic indicators

## SECTION B: ENTREPRENEURSHIP CURRICULAR PROGRAMS

B1.) Does your university offer entrepreneurship classes that count for credit toward a degree program?

<b>Yes</b>	224 universities	90%
<b>No</b>	24 universities	10%

B2.) How long has your university offered entrepreneurship courses?

<b>0 to 9 years</b>	45 universities	25%
<b>10 to 19 years</b>	73 universities	41%
<b>20 to 29 years</b>	43 universities	24%
<b>30 years or more</b>	18 universities	10%

B3.) Does your university offer undergraduate programs of study in entrepreneurship? If yes, please specify.

<b>Yes</b>	164 universities	85%
<b>No</b>	31 universities	15%

### Specifications:

- A five course minor and three course collaterals, 35 courses are available across campus in 7 colleges that have a strong entrepreneurial component

- A.A.S. Entrepreneurial and Applied Business Studies
- BAA in Ent, Major, Minor, Certificate
- Bachelors and Minor
- BS Business with an option in Entrepreneurship. Undergraduate Minor in Entrepreneurship.
- BS Entrepreneurship starting this fall; previously it was a BSBA-Management with a concentration in Entrepreneurship
- BSc
- Business students must choose between a client and entrepreneurship stream in 4th year. Students can also apply for a suite of courses and experiences that make up the Entrepreneurship Certificate
- Certificate
- Certificate in Entrepreneurship and Innovation
- Certificate in Music Entrepreneurship
- Certificate, minor, and working on a concentration. There is an extreme attrition rate for the certificate program which needs addressing.
- Certificate, minor and major
- Co-major, minor, and 3 certificates (startup entrepreneurship, social entrepreneurship, and creativity)
- Combined degrees inc BInnovation and Entrepreneurship
- Concentration in Business School and Engineering School
- Concentration within MGT major, launching ENT major & minor
- Courses on entrepreneurial tools and soft skills
- Courses, concentration (like a major but not as many requirements), and intensity tracks (many many course, too much to list)
- Design own major in ENT or ENT track in business major
- Development of entrepreneurs and development of business models
- Does your university offer undergraduate programs of study in entrepreneurship? If yes, please specify.
- ENTREPRENEURIAL AND APPLIED BUSINESS STUDIES AAS
- Entrepreneurial Management Major, Social Innovation Minor, Design Thinking Minor
- Entrepreneurial Studies minor
- Entrepreneurial Studies Minor
- Entrepreneurial Studies minor only
- Entrepreneurship course
- Entrepreneurship major
- Entrepreneurship major and interdisciplinary Entrepreneurship minor
- ENTrepreneurship major and minor
- Entrepreneurship major, minor, arts entrepreneurship certificate and a separate entrepreneurship certificate
- Entrepreneurship Minor
- Entrepreneurship minor
- Entrepreneurship minor currently, Entrepreneurship major coming either Fall 20 or Fall 21.
- Entrepreneurship studies are part of the business administration specialization
- Experiential Minor
- Individual modules, but not courses
- Intro Entrepreneurship (core course for all students commencing 2019) / Into Entr for non business school students / New Venture Formation / Corporate Entrepreneurship / Entrepreneurial Finance
- Jump Chile. only for undergrads and postgrads students.

- Major
- Major and Minor and Certificate
- Major and minors
- Major for Business students and minor for others
- Major in Entrepreneurship for Business, Interdisciplinary Minor in Entrepreneurship
- Major in innovation and entrepreneurship
- Major plus minor for non-business students
- management degree w/ entrepreneurship concentration
- Minor
- Minor
- Minor (university-wide), management concentration
- Minor and Certificate in Entrepreneurship
- Minor and majors
- Minor in entrepreneurship and innovation
- Minor in Family Business and Entrepreneurship; Concentration in Entrepreneurship and Family Business for Business Administration and International Business majors.
- Minor in Innovation
- Minor in Innovation and Entrepreneurship, BBA with a Concentration in Innovation and Entrepreneurship
- Minor now, major in development
- One class. Looking to build curriculum over the next year
- Over 80 courses available on campus for undergrads; no major in e-ship, but a partial concentration is possible in the engineering school
- Undergraduate certificate program
- Undergraduate minor
- University wide e-ship minor
- We have a minor in entrepreneurship at the undergraduate level
- We just secured a minor in entrepreneurship (18 credits). There is also a business major where entrepreneurship courses can be taken as electives or capstone credits.
- We offer a concentration in Entrepreneurship at the undergraduate level.
- We offer a minor in entrepreneurship.
- We offer a non-college specific undergraduate minor in entrepreneurship. Another department (Innovation Academy) offers a co-curricular Innovation minor.
- We offer an entrepreneurship emphasis for business majors and an entrepreneurship minor for all other majors
- Yes - a minor in entrepreneurship through the Farley Center for Entrepreneurship and Innovation
- Yes - AAS in Entrepreneurship as well as two certificates
- Yes - BA in Entrepreneurship, minors in entrepreneurship, certificate in entrepreneurship
- Yes - classes
- Yes - core subject in most business-related degrees
- Yes - Major & Minor
- Yes - major, minor
- Yes - major/minor. Full range of traditional courses, plus unique experiential classes.
- Yes - Management and Human Resources Degree with emphasis in Entrepreneurship
- Yes - minor and certificate programs



- Yes - there is an entrepreneurship minor
- Yes - we have a major, minor and certificates in different colleges in the university
- Yes -courses
- Yes a minor
- Yes a minor
- Yes as a minor- Music with Enterprise, Biotechnology with Enterprise, Biology with Enterprise, Theatre and Performance with Enterprise, Social Policy with Enterprise.
- Yes emphasis
- Yes from the Oxford Foundry: workshops on design thinking
- Yes [https://catalog.ttu.edu/preview\\_program.php?catoid=11&poid=8956&returnto=1168](https://catalog.ttu.edu/preview_program.php?catoid=11&poid=8956&returnto=1168)
- Yes in the business school
- Yes major and minor
- Yes Major and Minor in Entrepreneurship
- Yes UG concentration in Business degree
- Yes- major and minor
- Yes, UG concentration in Entrepreneurship and a UB Minor in entrepreneurship
- Yes, 16 courses associated with a minor or a concentration (major)
- Yes, a 5 course integrated specialization in entrepreneurship
- Yes, a campus certificate
- Yes, a major or a minor are options for programs of study
- Yes, a Minor
- Yes, a minor
- Yes, a minor in entrepreneurship
- Yes, a minor in entrepreneurship
- Yes, a minor in entrepreneurship across all 13 schools at the university
- Yes, a minor in Innovation & Entrepreneurship
- Yes, a series of three classes
- Yes, B.S. in Entrepreneurial Studies
- Yes, BA
- Yes, based on grants dedicated to e-ship
- Yes, both an Entrepreneurship Major and a Certificate in Entrepreneurship for non BBA students
- Yes, bs in entrepreneurship
- Yes, BS specializing in entrepreneurship
- Yes, BSBA in entrepreneurship
- Yes, concentration within the College of Business, Minor
- Yes, Entrepreneurship Major and Minor
- Yes, entrepreneurship minor
- Yes, Entrepreneurial and Small Business Management
- Yes, family business, innovation and related coursework
- Yes, In several schools/colleges across the university
- Yes, in the business school we offer an Entrepreneurship Concentration for undergrads. In the College of Arts & Sciences, there is also an e-minor that is available to undergraduate students.
- Yes, just entrepreneurship concentration and minor
- Yes, major
- Yes, major, minor, concentrations

- Yes, Minor
- Yes, minor in Entrepreneurial Leadership and Innovation
- Yes, Minor in Entrepreneurship
- Yes, minor in entrepreneurship
- Yes, multiple minors including tech entrepreneurship & creativity
- Yes, multiple. Concentration in ENTR for business students; minor in ENTR; minor in ENTR and the Arts; certificate in ENTR and the Arts; concentration in the CTE BA; concentration in the Liberal Studies program.
- Yes, several courses in most of the larger colleges.
- Yes, social entrepreneurship
- Yes, specialization & minor
- Yes, there is a minor in Innovation and Entrepreneurship
- Yes, we are an undergraduate institution
- Yes, we have two entrepreneurship minors. One in the Business School, one in Engineering.
- Yes, we offer 3 undergraduate classes and a Management, Entrepreneurship, & Technology Program major
- Yes,, B.S. in Entrepreneurship and a minor in Entrepreneurship
- Yes; courses, degrees, minors
- Yes; we offer a minor in entrepreneurship
- Yes.
- Yes. About 9
- Yes. 2 minors, 1 certificate, 1 major
- Yes. A concentration in entrepreneurship in the Management major
- Yes. A technological undergraduate program in management processes
- Yes. Both major and minor
- Yes. Major or minor in Entrepreneurship
- Yes. Minor in Entrepreneurship
- Yes. Undergraduate major and minor

B4.) Does your university offer graduate programs of study in entrepreneurship? If yes, please specify.

<b>Yes</b>	105 universities	55%
<b>No</b>	85 universities	45%

**Specifications:**

- Acton MBA in entrepreneurship.
- Area of concentratio of our MBA
- At present two; new venture creation; and a co9nsulting course in support of local for [profit and non-profitentrepreneurial organizations
- Business Venture at the MBA level
- Certificate
- Concentration at MBA level
- Concentration in Business School
- Courses on entrepreneurial tools and soft skills
- Courses, concentrations (like a major but not as many requirements), treks, and intensity tracks (many many course, too much to list)

- Currently only graduate coursework is available. A certificate program is being developed
- Emphasis
- Entrepreneurship course
- Entrepreneurship development, business plans, business model development, application project
- Focus area in the MBA; Master of Science in ENTR and Innovation
- Grad Certificate in Entrepreneurship, PhD Program in Entrepreneurship
- Grad certificate in entrepreneurship; MBA w/ entrepreneurship concentration
- Graduate Certificate in Entrepreneurship & Innovation
- Graduate certificate program
- Individual modules, but not courses
- Innovation Management/Entrepreneurship
- Knowledge Entrepreneurship, Technology Innovation, NSF I-Corps Site Program
- M Innovation Management and Entrepreneurship
- Master of Business Creation
- Master of Innovation, Diploma in innovation and entrepreneurship
- Master of Technological Entrepreneurship; IT Leadership & Entrepreneurship Certificate
- Master's in Technical Entrepreneurship
- Masters in Engineering and Entrepreneurship
- Masters in Entrepreneurship and MBA concentration
- Masters of commercialisation and entrepreneurship
- MBA
- MBA
- MBA
- MBA - Entrepreneurship Certificate
- MBA concentration in New Venture Management
- MBA courses
- MBA Entrepreneurship Minor
- MBA in Entrepreneurship and PhD in Entrepreneurship
- MBA specialization
- MBA specialization in entrepreneurship
- MBA with a concentration in Entrepreneurship. MS BA with a concentration in New Venture Management.
- MBA with concentration in Entrepreneurial Studies
- MS and concentration in Law School
- MS ENT
- MSc and PhD
- One MBA course
- Our centre does not, but our university partner institutions do.
- Our MBA program
- Over 120 courses available on campus for graduate students, no degrees or specific concentrations
- Same as above
- Sort of - our MBA can be tailored to emphasize entrepreneurship; our JD program offers an entrepreneurial law certificate
- Students can enroll in entrepreneurship electives and an entrepreneurship specialization; we do not have minors at the graduate level at UCLA.

- TEAM MS program, ENT minor in the MBA program
- We offer an entrepreneurship emphasis for our MBA students
- Yes - Concentration
- Yes - FT/PT MBA. Developing non-degree certificate program.
- Yes - in the business school and in our master's program in STEM entrepreneurship
- Yes - masters level, and potential Ph.D's
- Yes - MS in Entrepreneurship, minors in entrepreneurship
- Yes - starting MS Entrepreneurship in Fall 2019
- Yes - through the Kellogg School of Management
- Yes - we have a Masters in Innovation and Entrepreneurship
- Yes [https://catalog.ttu.edu/preview\\_program.php?catoid=11&poid=8956&returnto=1168](https://catalog.ttu.edu/preview_program.php?catoid=11&poid=8956&returnto=1168)
- Yes- MBA tracks
- Yes, a 3 course integrated specialization in entrepreneurship in our MBA program
- Yes, a certificate program
- Yes, a concentrate with 6 courses is offered in our MBA program.
- Yes, a Master of Arts degree in Social Innovation
- Yes, a MBA specialization track in entrepreneurship
- Yes, a MSc program
- Yes, a track in Strategic Venturing
- Yes, based on grants dedicated to e-ship
- Yes, concentration
- Yes, Entrepreneurship Certificate
- Yes, entrepreneurship concentration in MBA program
- Yes, family business concentration and courses in entrepreneurship in the MBA
- Yes, in the MBA program we offer an Entrepreneurship Concentration. Across the broader university we offer an Entrepreneurship Certificate for graduate students.
- Yes, Masters in Engineering and Focus in MBA program
- Yes, Masters in Entrepreneurship and Innovation
- Yes, Masters level courses.
- Yes, Masters of Entrepreneurial Ventures, MBA with ENT area of emphasis
- Yes, MBA
- Yes, MBA (Entrepreneurship track)
- Yes, MBA students can take part in the entrepreneurship stream and certificate program. PhD students can specialize in the field of entrepreneurship
- Yes, MBA with Emphasis in Entrepreneurship and a stand alone Certificate in Entrepreneurship
- Yes, mostly in business and engineering.
- Yes, MS
- Yes, specialized master's program in Technology Commercialization and Entrepreneurship (TC&E)
- Yes, we offer an MS in Entrepreneurship. 1 year, 36 credits
- Yes; degree & 2-course "entrepreneurship option"
- Yes. MBA concentration in entrepreneurship and a graduate certificate in entrepreneurship
- Yes. A graduate program in entrepreneurial management
- Yes. electives and certificate
- Yes. Graduate Certificate in Entrepreneurship

- Yes. MSc Enterprise and Entrepreneurship, MA Fashion, Enterprise and Society, MA Sustainability and Business, MA cultural and Creative Entrepreneurship.
- Yes. One masters program: Entrepreneurship

B5.) Please list the most popular entrepreneurship courses your university offered in the past two years.

- "Ideation" and "Structuring for Success"
- 1 course only
- 101 course; venture financing
- An Entrepreneurial Mindset for the Arts, Entrepreneurship (focused on opportunity recognition)
- Building Your Music Career
- BUS 110 - Entrepreneurship I
- Business Creation/Team Dynamics, Pipe Dreams Studio Theatre
- Business Development and Entrepreneurship, Lean Startups
- Business funding, How to develop a business plan
- Business Model Creation and Launch; Innovation, Ideation, and Value Proposition; Entrepreneurial Mindset
- Business Model Development, Entrepreneurship Development
- Business Model Development, New Venture Creation, and Enterprise Consulting
- Business plan development
- Business Plan Development, Lean Startup, Small Business Management
- Business planning, intro to entrepreneurship
- Camp Ideas sociales, Despega comercial
- Certificate in Entrepreneurship
- Commercial Ideation, Idea2Venture
- Computer Science has a "Startup" course where student build businesses; law school offers a course on Venture Capital to MBAs and JDs
- Course on design thinking.
- Create-X
- Creating a Winning Business (using Lean Startup principles and the BMC to explore customer led, evidence based validation of a new business idea)
- Creative Problem Solving and New Venture Creation
- Creativity & Innovation, Global Entrepreneurship, How to Start a Startup
- Creativity & Innovation, Social Entrepreneurship
- Creativity and Entrepreneurship, New Venture Design
- Creativity and innovation
- Creativity and Innovative thinking.
- Do not know as we focus on co-curricular
- Don't know -- in co-curricular program
- EEE300
- Emerging Technologies
- ENT 100 (for all students across campus); ENT 402 (a single course in entrepreneurship for B.Com and business minor students). plus about 90 students per year take our undergrad ENT specialization
- ENT 101 - Intro to Entrepreneurship, ENT 318 & 382 Entrepreneurship Lecture Series
- ENT 425, ENT 223

- ENT capstone to MGT majors (experiential learning, project-based)
- ENTR 101 - Entrepreneurial Leadership; ENTR 120 - Economic Principles for the Entrepreneur; ENTR 201 - Quantitative Tools for the Entrepreneur; and, ENTR 220 - Social Innovation
- Entrepreneurial Finance, New Venture Project, New Venture Creation
- Entrepreneurial Leadership
- Entrepreneurial leadership, Economic Principles for the Entrepreneur
- Entrepreneurial Leadership, Entrepreneurial Capstone, Economic Principles for Entrepreneurs
- Entrepreneurial management, entrepreneurial finance
- Entrepreneurial mindset
- Entrepreneurial Mindset, student Run Enterprise
- Entrepreneurial thinking; introduction to venturing; strategies for new industries
- Entrepreneurial Thought Leaders Seminar, Technology Entrepreneurship, Technology Venture Formation, Startup Garage, The LeanLaunchpad
- Entrepreneurship
- Entrepreneurship
- Entrepreneurship (basics)
- Entrepreneurship & Innovation
- Entrepreneurship 101, business models class, tourism entrepreneurship
- Entrepreneurship and Innovation
- Entrepreneurship Clinic, Crowdfunding
- Entrepreneurship development
- Entrepreneurship development.
- Entrepreneurship Everywhere
- Entrepreneurship in society
- Entrepreneurship, Creativity and Innovation
- Entrepreneurship, family business mgmt, small business mgmt
- Entrepreneurship, Global Start Up, Business Planning, Small Business Mgt
- Entrepreneurship, New Venture Management, New Venture Consulting
- Entrepreneurship, Small Business Finance, Small Business Operations, Entrepreneurial Mindset
- Entrepreneurship, small business management, family business, entrepreneurial business planning
- Entrepreneurship; Family as Entrepreneur; New Venture Creation; Entrepreneurship in Emerging Economies
- Entrepreneurship; Ideas to Action
- Entrepreneurship
- Eship, Innovation, and Creativity... an MBA course
- Essentials of Entrepreneurship
- Experiential Entrepreneurship, Creativity, Innovation and Entrepreneurship
- For undergraduate students, BUSI500 (Entrepreneurship and Business Planning) is the most popular course. For graduate students, Business Plan Analysis or Startup UNC/ New Ventures are the most popular.
- Formation of New Ventures, Managing Growing Enterprises, Startup Garage
- Foundations in ETP, Entrepreneurial financial management
- Foundations of entrepreneurship and SME management
- Foundations of Entrepreneurship, Launch Your Startup, Lean Launchpad
- Fundamentals of Entrepreneurship

- Fundamentals of Entrepreneurship and Management (100 level) and Capstone in Entrepreneurship (399 level)
- Global SOcial Entrepreneurship
- Go Fund Yourself
- Green business, commercialization,
- Gründerskolen
- High-tech surveys
- Ideation Problem Solving and Creativity; New Venture Resources
- Ideation, Business Model Innovation, Execution, Growth.
- Innovation and Entrepreneurship, Small Business Management, International Entrepreneurship, Sports Entrepreneurship and New Venture Planning
- Innovation, Venture Capital
- Integrated Business Experience, Creativity & Innovation, and Entrepreneurship
- Intro - The Entrepreneurial Experience, The Art of the Pitch, Creativity for the Entrepreneur
- Intro Entr and New venture Formation
- Intro to Entrepreneurship
- Intro to Entrepreneurship - UGRAD, Creativity in Entrepreneurship - GRAD and UGRAD, Social Entrepreneurship - GRAD and UGRAD
- Intro to Entrepreneurship is by far the most popular, it is a core course for all business students approximately 1,300 per year.
- Intro to entrepreneurship, ideation, field studies
- Intro to Entrepreneurship, Innovation and Creativity
- Intro to Entrepreneurship, Small Business Management & Entrepreneurship Seminar.
- Intro to Entrepreneurship, Social Entrepreneurship
- Intro to Entrepreneurship; Entrepreneurship II
- Intro to Entrepreneurship Ideation
- Intro to Innovation & Design Thinking, Social Entrepreneurship
- Intro to Social Business , entrepreneurship
- Introduction to
- Introduction to Entrepreneurship
- Introduction to Entrepreneurship
- Introduction to Entrepreneurship
- Introduction to Entrepreneurship
- Introduction to entrepreneurship and new venture planning (both undergraduate), Start overs as start ups and entrepreneurial marketing
- Introduction to Entrepreneurship and Small Business Diagnostics
- Introduction to Entrepreneurship, Business Plan, Strategic Management - Entrepreneurship Option
- Introduction to Entrepreneurship, Entrepreneurial Field Experiences, Technology Entrepreneurship, Social Entrepreneurship, Entrepreneurial Financing, Entrepreneurship Innovation
- Introduction to Entrepreneurship, Feasibility Analysis, Applied Entrepreneurship, Social Entrepreneurship, Ag Entrepreneurship, Apparel and Hospitality Entrepreneurship Capstone, and Engineering Entrepreneurship Product Design
- Introduction to Entrepreneurship, Internship
- Leadership
- Major, largest, DK which individual classes

- Management of SMEs, Entrepreneurship
- MBA (Entrepreneurship track)
- Mgmt 295A, Entrepreneurship & Venture Initiation; Mgmt 295D, Business Plan Development; Mgmt 444AB, Applied Management Research - Business Creations Option (two quarter capstone course in which a team of students prepares to/launches a business, based on a business plan that they have developed previously).
- MGMT 382: Entrepreneurship and Innovation MGMT 360: Non Profit and Social Entrepreneurship
- MGMT 461 and 470 in Mays Business School and ENDS 101 in Architecture. Open to undergraduate and graduate students.
- MGT 3700 (Introduction to Entrepreneurship); MGT 3730 (Entrepreneurship in Practice)
- MHR 3410 - Entrepreneurship and Intrapreneurship; MHR 4020: Leadership: Theory and Practice; MHR 4430 - Launching a New Venture (3)
- MHR322
- Mindset, startup, launch & grow
- Negotiation
- New venture creation
- New venture creation
- New Venture Creation, Entrepreneurial Acquisitions, Managing New Ventures
- New Venture Creation, Entrepreneurship Intensity Track, Foundations of Entrepreneurship and Management, The Ultimate Entrepreneur
- New Venture Creation, Innovation & Creativity, Social Entrepreneurship
- New Venture Creation; Global Entrepreneurship; Entrepreneurship & Strategy Capstone; Startup; Essentials of Entrepreneurship
- New Venture Development (UG and G)
- Non are really popular
- Not sure
- Opportunity Assessment, Financial Management
- Our minor in entrepreneurship
- Principles of Entrepreneurship
- Principles of Entrepreneurship, Experiential Entrepreneurship
- Probably the intro course, not many pursue the other courses. 94% do not complete the four course certificate. I am not management faculty, so I cannot directly make this improvement, only make recommendations to the chair and dean, but they have not taken any action.
- Product Innovation; New Venture Experience; Entrepreneurship Capstone; Guerilla Marketing; Entrepreneurial Finance
- Required course in ENTP
- Responsible management; Financial Management of Businesses; Managerial Competences
- Simulated enterprises, Innovative entrepreneurship, Competencies for entrepreneurs
- Small Business Management
- Small Business Management
- Small business management, corporate entrepreneurship, seminar in innovation and entrepreneurship
- Social Entrepreneurship
- Social Innovation Principles
- Starting a New Venture; Principles in Tech Eship
- Starting New Ventures, The Business of Technology



- Starting Your Own Business (300 first year UG every year), Enterprise Creation and Entrepreneurship (350 postgrads every year).
- Startup engineering, product innovation
- Startup Venture Evaluation
- Strategic entrepreneurship, business plan development, creativity and innovation
- Technology Entrepreneurship, Creative Problem Solving, Derisking
- The Entrepreneurial Experience, Art of the Pitch, Product Management and Business Development, LaunchPad Accelerator Course
- The Entrepreneurial Venture and New Venture Creation
- The minor program in entrepreneurship
- Thought makers course, all masters courses
- UG in Entrepreneurship Studies and Entrepreneurial Innovation
- Understanding Entrepreneurship. Startup Factory
- Venture analysis and intro to entrepreneurship
- Vocation of Business, Small Business Incubator, Principled Entrepreneurship
- Wolverine Venture Fund program
- Women's Entrepreneurial Leadership

B6.) Are the majority of your university's entrepreneurship instructors:

<b>Individual without a Faculty Appointment</b>	9 universities	4%
<b>Non-Tenure or Adjunct Faculty</b>	84 universities	43%
<b>Tenure or Tenure-Track Faculty</b>	103 universities	53%

B7.) Is your curricular entrepreneurship program housed in a:

<b>Business School</b>	86 universities	31%
<b>Liberal Arts Institution</b>	37 universities	14%
<b>Research Facility</b>	17 universities	6%
<b>Technical School</b>	20 universities	7%
<b>Other (please specify)</b>	117 universities	42%

**Other:**

- A different department at each member university
- Across campus, but primarily the business school
- Ain Center and within the College and business schools
- All 12 schools and colleges have eship courses of some sort
- All facultyties
- All of the above
- Central facilities
- College of Music
- Community College
- Department of Design
- Department of Management
- Economics faculty
- Engineering and Business

- Every school and the innovation center
- Faculty of economics and Faculty of engineering
- Faculty of Economics
- In both business and engineering schools
- In the C-School under business (A terrible place to put it)
- Management department of the college of business
- Private university
- School of Economic Sciences
- School of Economic Sciences and School of Engineering
- School of Entrepreneurship
- School of Entrepreneurship
- University-wide
- We are a stand alone Centre but all universities offer something within various faculties
- We have concentrations and the graduate certificate housed in the Business School with our Center. In the College of Arts&Sciences, they offer an e-minor.

B8.) Are all matriculated students able to take the offered entrepreneurship courses at your university?

<b>Yes</b>	151 universities	77%
<b>No</b>	46 universities	23%

B9.) Does your curricular entrepreneurship program work closely with any on-campus entrepreneurship centers that specialize in co-curricular programming?

<b>Yes</b>	123 universities	63%
<b>No</b>	73 universities	37%

B10.) What are the top five metrics you record to track your curricular entrepreneurship program's impact?

- # of classes offered, # of colleges/departments offering an entrepreneurship course, # of students enrolled, majors of students enrolled, # of freshman registered for courses
- # of Majors, # of Minors, # of graduates, # of students participating in Business Plan Competition, # of student entrepreneurs
- # of students attending, number of students who start businesses
- # of students enrolled, student satisfaction
- 1. Enrollment 2. Number of graduate students 3. Number of projects or ventures ongoing 4. Number of students in honor roll 5. Successful ventures
- 1. Student enrolment. 2. ventures started, 3. employment in new ventures, 4. entrepreneurship support roles
- 1) Did students reach established learning objectives, 2) # of students enrolled in major/minor, 3) # of students who actively engage in Center events
- 1) Number of students minoring in entrepreneurship 2) number of students in entrepreneurship courses 3) number of alumni returning to events who previously participated in eProgramming or coursework
- AACSB, class size, movement from UGRAD into our MSe program, size of our Big Idea competition
- Application for credits, assistants to training.
- Business started
- Businesses launched, constituents served, returning participants,

- Businesses launched, constituents served, returning participants, grant funding awarded, startup funds raised, number of employees, student projects, and interns
- Businesses launched, number of students link to the incubator.
- Businesses started, business plans developed, capital raised,
- Completion of the program.
- Constituents served, businesses launched (not just in school but also post graduation, measuring time to launch, which should be reduced based on our programs), returning participants, diversity and inclusion metric improvements, job placements (in startups, in corporations who prioritize innovation), additional donations/ donors/ corp partners
- Constituents served, size of network (internal/external), quality of education, projects implemented, ideas generated, teams formed
- Course enrollment, student engagement beyond the courses, participants in the iLab innobator program
- Course eval, student satisfaction, companies created,
- Course quality, faculty quality
- Credit hours & majors
- Employment, start-ups, years in business
- Enrolled Students in courses and concentrations
- Enrolled students, degrees awarded
- Enrollment
- Enrollment
- Enrollment
- Enrollment
- Enrollment across courses at MBA level, quality of instructor, quality of course, number of students enrolled in minor, number of students who proceed to Business Creation Option, in order to develop a stronger understanding of the entrepreneurial process
- Enrollment by college, new experiential courses
- Enrollment in the IBE and other courses, graduation rates, participation in business plan competitions
- Enrollment, businesses launched, funds raised
- enrollment, businesses started, investment, revenue, exits
- Enrollment, completion of minor, completion of major.
- Enrollment, graduation rates
- Enrollment, Majors
- Enrollment, qualitative follow-up with alumni
- Enrollment, startups, job placement, FTE
- Enrollment,, completed certificates, Student Learning Outcomes
- Enrollment. Startups launched.
- Entrepreneurial ideas implemented
- Entrepreneurship minors, successes at business plan competition, students entering into competitions, students participating in university events
- Faculty records, media coverage, internal reporting
- GPA, Student Persistence, Retention, Graduation
- Graduates work in innovative/entrepreneurial companies; graduates work in innovative SMEs; graduates create innovative products; graduates start innovative projects/companies;
- Growth in number of students, number of teams starting ventures, student feedback, community involvement, media attention
- I am not sure of the specifics at this time.

- I do not work underneath the business school and their entrepreneurship programs, therefore I do not have this information.
- I don't know - that information isn't shared with me other than numbers of students and sections
- I don't know
- Increased participation
- Job placement, startups founded, competitions won, capital raised, students served
- Just beginning this process
- Just in teams entering our competitions
- Membership, program activities, linkages with the larger entrepreneurship community, use of the new venture center, electronic notices
- Metrics are not recorded
- New student enrollment; Assessment of learning for certificate program; Course-level learning objectives; Student internship placements; Student startups;
- No. in Major, Minor, certificate and MEV
- Number of courses and students
- Number of courses offered; enrollment; engagements in the Center from those specific courses
- Number of enrollment, number of participation of global conference, number of students as an entrepreneur, funding, cross-campus initiatives
- Number of majors, number of minors, number of students taking entrepreneurship courses, number of mentor meeting requests
- Number of minors, Demand for classes, Students participating in extra curricular programming
- Number of participants
- Number of student graduates
- Number of students
- Number of students enrolled in classes, number of ventures created.
- Number of students enrolled in entrepreneurship courses; number of students enrolled in Major; number of students enrolled in Certificate program; number of students initiating business venture; number of students applying for seed fund grants
- Number of students enrolled; student satisfaction
- Number of students taking classes, number of majors, minor and cert. students, businesses launched, external funding
- Number of students, number of degrees, time to degree
- Number of students, number of majors, number of co-curricular programs, number of mentors
- Number of students, participants in pitch competitions, number of non-business students, community engagement
- Number of students, teacher and class ratings
- Number start ups, funding raised, survival rate, employee growth, revenues generated
- Our entrepreneurship center is not directly responsible for curricula--that falls under the Management Dept. I don't know what metrics they use (we just joined the business school in the last week)
- Participants, Graduation, Businesses Launched, Instructor Evaluation
- Pre and post surveys of entrepreneurship inclination
- Primarily just student enrollment
- Qualitative data about changes in attitudes, mindsets and actions
- Research output, number of student enrollments, number of students in eship minor
- Same as the entrepreneurship center minus applications to participate in programs. We also look at the demographics of students in our program looking to reach a diverse group of students across campus

- Student and alumni long term success, grades, completion of program
- Student enrollment
- Student Enrollment in Major, enrollment in Minor, businesses started, funding received, jobs created
- Student enrollment in one of the 45+ courses taught throughout the university that are entrepreneurship or entrepreneurship-infused courses.
- Student enrollment in the entrepreneurship stream and certificate, student enrollment in entrepreneurship courses, course evaluations
- Student enrollment, startups, career success as intrapreneurs, engagement in extracurricular programs
- Student evaluations, enrollment numbers, ventures launched, certificate participants, performance in the campus-wide entrepreneurship competition
- Student Feedback, Weighted Average Grades, Project conversions
- Student Participation (signups) student pass rates. For the minor program, research project on self-efficacy and motivation. Pre and post-program plus annual focus groups.
- Student retention/program completion, enrollment growth, relationships with community partners, post-graduate venture creation, national recognition
- Student seats, Career impact
- Student success in learning goals, enrollment, student course feedback, number of community engagements, participation in extra-curricular activities.
- Students engaged in entrepreneurship classes, competition participants
- Students enrolled in classes, students enrolled in minor,
- Students enrolled, students attendance, companies incorporated, funds raised and sales achieved
- Students impacted with entrepreneurial actions, created companies, created jobs, generated prototypes, scholarships granted to entrepreneurs
- Students in courses, students in each program, attendance at co curricular events, student organization membership
- Students scores, Number of businesses the students start, number of students expressing interest to be their own bosses
- Students served, students entering Center programming (Accelerator, Incubator,...), Graduation rates, career success
- There are no metrics
- This is not really being done at this time.
- This is the problem, the department and dean have not kept track of any metrics.
- To my knowledge there is no such metric.
- Unique ENTR course registrations
- Unique students participating in our affiliated courses, average courses taken by each student, student interest in courses over capacity
- We do not have separate centers for curricular entrepreneurship and co-curricular entrepreneurship at the Graduate School of Business, it's all one center.
- We don't track it
- We have not yet developed specific metrics

B11.) How do you measure the impact of your curricular entrepreneurship program?

- # of Majors, # of Minors, # of graduates, # of students participating in Business Plan Competition, # of student entrepreneurs
- # of students enrolled, student satisfaction

- How many students found a successful company
- Achievement of Learning Outcomes
- All students complete exit survey; ongoing alumni survey
- Alumni-related metrics: employment, sales, funding
- Amount of ideas used for the EP that come from our co-curriculum programmes, Amount of ideas that are pursuit
- As above. Individual universities will also track against graduate attributes.
- Attempt to track those that start or that go to work for an early stage company
- Attendance and positive feedback
- Big impact is the number of our graduates and alums who are leaders or founders of organizations that are growing successfully and having a positive impact on the world.
- Businesses launched, constituents served, returning participants,
- Businesses started, growth of major, alumni engagement,
- Constituents served, size of network (internal/external), quality of education, projects implemented, ideas generated, teams formed
- Course eval, student satisfaction, companies created
- Course quality, faculty quality,
- Decision matrix.
- Do not
- Don't know
- Don't know
- Don't really measure impact of curricular programming systematically or directly
- Dont measure
- Enrolled students, degrees awarded
- Enrollment
- Enrollment
- Enrollment
- Enrollment
- Enrollment
- Enrollment
- Enrollment
- Enrollment
- Enrollment and graduation
- Enrollment in classes
- Enrollment in the IBE and other courses, graduation rates, participation in business plan competitions
- Enrollment, students taking advantage of experiential outside classroom activities.
- Entrepreneurship skills generated, actions and participation in entrepreneurship events and companies created by students
- How many different students (the variety of the majors they come from) from across campus are taking our entrepreneurship classes.
- <https://www.depts.ttu.edu/research/research-park/Docs/InnovationHub.AnnualReport2018.pdf>
- I am not sure of the specific at this time.
- I don't know
- I/we don't have quantitative metrics, only stories
- Impressions on the web and social networks
- Increased enrollment

- Informally keeping in touch with students who pursue entrepreneurial activities
- Internal university tracking system
- Job placement, startups founded, competitions won, capital raised, students served
- Not very well!
- Number and beginning to track graduates future success and venture creation
- Number of businesses start by the students and number of students expressing interest to start their own businesses
- Number of businesses started
- Number of entrepreneurial activities on campus, number of alumni entrepreneurs
- Number of minors per semester
- Number of participants who opened their own business or have been employed by an entrepreneur
- Number of students completing the program, student feedback, students who start new ventures
- Number of students engaging in the co-curricular programs
- Number of students enrolled, student evaluations
- Number of students starting new ventures, or joining incubator/accelerator programs, continued student engagement with entrepreneurship
- Number of students, interest at open houses, number of businesses or non-profits launched.
- Online surveys
- Online surveys and enrollment counts, focus group interviews as students graduate
- Participants in live cases, number of community businesses engaged, hours of student/community involvement
- Pass rates
- Program activities
- Program learning assessment and enrollment
- Qualitative data about changes in attitudes, mindsets and actions
- Same as the entrepreneurship center minus applications to participate in programs. We also look at the demographics of students in our program looking to reach a diverse group of students across campus
- Strengthening of startup and licensing deal flow.
- Student engagement
- Student evaluations; start-ups; career path
- Student experience
- Student feedback
- Student feedback during and post-course
- Student success
- Student take up rates (registration onto elective modules), student destinations via LinkedIn.
- Students enrolled in classes, students enrolled in minor,
- Students in non-curricular programs (an unofficial metric)
- Students launching new business.
- Testing of students knowledge, increase in students majoring or minoring in Ent. Studies, increase in students attending Center events
- This does not happen
- This is not really being done at this time.
- Those metrics
- To my knowledge we do not measure this.
- Track graduates success

- Unique students enrolled in entrepreneurship courses (currently at 30% of our population per year)
- Ventures created after graduation
- We currently don't
- We do not have an entrepreneurship program yet.
- We do not measure
- We do not measure that
- We don't
- We don't (it is mandatory for Business School students to take the course; we know number of students enrolled and their grades)
- We don't measure the impact of the entrepreneurship program
- We don't. The entrepreneurial mindset can be applied to a vast range of careers. It can be used by accountants or astronauts. There is no simple test for the impact of this type of curriculum (promoting a mindset rather than a set of skills).
- We don't
- We need to do more in this area
- We track number of the above.
- What students do with it during and after the program.
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## SECTION C: GENERAL ENTREPRENEURSHIP PROGRAMMING

C1.) What do you consider to be your university's signature offering in entrepreneurship? (Can be a course, a co-curricular program, an incubator, etc.)

- 1) Summer Sandbox Startup Accelerator Program, 2) The Pitch Business Idea Competition
- A build a business platform, as offered through our New Venture Challenge competition
- A competition - Outdoor Weber
- A course focused on hands on opportunity recognition skills building
- A course in small business management
- A course, an incubator.
- A diploma programme abroad
- A minor
- A solid ecosystem: Center; Curriculum / Major / Certificate; Incubator; and CoLab Facility
- Accelerator
- Affiliated Koffman Southern Tier Incubator, (1) class in entrepreneurship located within School of Management
- An incubator
- An incubator for start-ups in targeted industries facilitated in partnership with local economic development programs.
- An overarching campus community supporting entrepreneurial thinking and action
- Angel Investors who can put seed money in our student start ups
- annual pitch competition, co-curricular programming
- At this time it is our Launch Your Business! initiative which is a program connected with Scholars' Day. Through a progressive process, applicants have an opportunity to receive funding for their business. It is only in its second year.



- Award for entrepreneurship
- B.S. in Entrepreneurship
- Badging system
- BCom in Entrepreneurial Management
- Black stone Launchpad
- Blueprint Startup Challenge
- BS Entrepreneurship degree
- Business Creation Option capstone course
- Business Plan Competition
- Business plan competition
- Business startup weekends
- Capstone experiential course in which students conceive, launch and operate companies. Teams receive up to \$15k funding as part of 2-semester experience.
- Certificate in Music Entrepreneurship
- Co curricular and experiential
- Co- curricular program
- Co- curricular program in general , LeapIN travelling summer incubator
- Co-curricular
- Co-curricular programming and incubator space
- Co-curricular programming mixed with the major and academic resources
- Co-curricular programming out of Center and Incubator Space
- Community based Lecture Series
- Competition victories
- Course
- Course
- Course
- Course ENT115 Entrepreneurship
- Courses
- Courses, entrepreneurial faculty member
- Create-X program
- Creative Destruction Labs, Impact Centre
- Creative problem solving/design thinking co-curricular course
- Cross campus multi-disciplinary entrepreneurship on a large scale (5000 students annually)
- Curricular Student-run Ventures (We have 15 different ventures offered as courses)
- Da Vinci Innovation Celebration
- Degree
- Draper Competition for Collegiate Women Entrepreneurs
- Draper Competition for Collegiate Women Entrepreneurs
- E-Scholars program
- E5 program
- EDU-TECH-SOLUTIONS-TEAMS accelerator
- ELab incubator and co-curricular programming
- Elevator pitch competition,
- Entrepreneur Quest - systemwide accelerator program
- Entrepreneurial Greenhouse (on campus accelerator)

- Entrepreneurial thinking; hackathons -- lots of them and very effective
- Entrepreneurs lab
- Entrepreneurship Center: Incubator, accelerator
- Entrepreneurship co-op - provides six-month opportunity for students to work on their startup with \$15k in funding and incubation space/services
- Entrepreneurship education and mindset. Global.
- Entrepreneurship is in the DNA of the University. The University was founded in 1972 by a group of entrepreneurs. Entrepreneurship has been part of all programs.
- Entrepreneurship minor (open to any major) and internship program
- Entrepreneurship minor, and pitch program
- Entrepreneurship Stream and Certificate Program
- Entrepreneurship101
- Eship continuum of extra curricular programs. Eship.0, Eship.1, Eship.2, Eship.3
- Events highlighted with the entrepreneurial center
- Everything - it is an integrated program; from a community perspective it is our Spirit Awards and our TA programs like SBDC and WBC; from the campus it would be all the different activities including Fast Pitch, Innovation Challenge, etc.
- Extra-curricular programming
- Family Business curriculum and co-curricular activities and outreach
- Focus on experiential courses
- Foundations of Entrepreneurship
- Founders Circle and \$80,000 Pitch Competition and Mentorship
- Head Start Workshop
- Immersion programs (winter in Silicon Valley, summer idea accelerator)
- Incubation program
- Incubator
- Incubator
- Incubator
- Incubator, the launchpad
- Inner City Maker Company focus
- Innovation Management/Entrepreneurship Master Degree Program
- Innovation program for undergraduate students
- Innovation Quest Business Plan Competition draws the largest number of students and has been offered for many years.
- InnovationQuest Student entrepreneurship competition
- Innovative curriculum and co-curricular programs
- Integrated Business Experience (3 course program), 1Million Cups, Big Ideas Challenge competition
- Interdisciplinarity
- Jump Chile. Entrepreneurship program for undergrad and postgrad students
- Kaplan Institute for Innovation and Tech Entrepreneurship
- Lassonde Studios facility
- LaunchLab Network
- LaunchPad Program (mentorship, funding, accelerator, pitch competition)
- LYB! program (a 3-yr. initiative) to launch budding entrepreneurs
- MakeWork Challenge and Go Fund Yourself

- Masters of entrepreneurship and innovation
- Mentorship program
- Miller Competition Series - a series of competitions, workshops and other events/activities that helps students engage in entrepreneurship
- Minor for non-business students
- Minor program in entrepreneurship
- MS in Entrepreneurship
- Multiple venture creation courses offered in engineering, business, and at design institute
- New Venture Competition and I-Corps Program
- New Venture consulting course - hands-on consulting projects with start-ups
- New Venture Planning and New Venture Creation capstone course series.
- New Venture Planning, Start-overs as Start-ups
- Not sure
- NSF I-Corps
- NVC
- NVC event and MEV program
- NYU Summer Launchpad accelerator
- One-on-one coaching in the Blackstone LaunchPad, and Joust New Venture Competition
- OPEN INNOVATION LAB - DASPAC
- Opportunity to be a part of the larger city entrepreneurial ecosystem and support efforts to revitalize the city and create more jobs and wealth
- Optimize Wayne - student led pitch competition loosely focused on social impact
- Our big NYC eship conference
- Our Changemaker Challenge events
- Our Digital Spark Program. The Digital Spark Program is a quasi consulting program that is funded externally and pays students to work with local startups and small community businesses.
- Our ENTR Pitch Competition for co-curricular and our senior capstone course for our ENTR minor
- Our ImagineU Summer Accelerator program. 12-week entrepreneurship program focused on diversity and inclusion serving 7+ colleges in the area
- Our off campus incubator (accelerator-london.com) in Shoreditch (Tech City) that houses students and graduates alongside tech startups.
- Our Pitch Competition and summer accelerator
- Our undergrad entrepreneurship specialization. 5 courses taught in one semester as an immersive program
- Our Year in Enterprise option- a one year 'industry placement' which is actually a year for successful students to build their own business, with space in the university incubator , financial support from alumni, a business advisor mentor from Spark and an academic supervisor from CEES (who advises on the assessed reflective portfolio).
- Practical experience
- Practical Student Business
- Purpose Pitch (mission-driven organizations)
- SEED - Small Enterprise Education and Development
- Seed Accelerator
- Small business management
- Small business mgmt
- Social Impact Summit-annual conference organized completely by student organization

- Social Innovation graduate program
- Some co-curricular courses
- Startup Aggieland
- Startup UCLA has a Summer Accelerator and a Blackstone LaunchPad powered by Techstars program
- Startup UNC/ New Ventures. This is a course that is open to all students and lasts for the entire year. It is part of the MBA curriculum. It enables a team who has an idea to walk through launching the business and all of the steps involved as a part of the class. For co-curricular programs, our signature program is the Apprenticeship Program, where we take the students who show the most entrepreneurial potential and we work with them over the course of 1 year to develop their entrepreneurial leadership skills to accelerate and activate their entrepreneurial career.
- Student accelerator program.
- Student Accelerator Program/Student Startup Bootcamp (name change in 2020)
- Student consulting
- Summer Accelerator Program
- Summer Accelerator program
- Summer accelerator - studying entrepreneurship is strictly academic - an entrepreneur is one that does
- Support for student entrepreneurs
- Support of the centers of excellence that support the development of entrepreneurship and innovation initiatives, we have infrastructure and academic support as well as business links
- Terp Startup Accelerator
- The center
- The Entrepreneur's lab programme
- The Entrepreneurial Venture - Core elective, usually waitlist only when offered
- The Entrepreneurship in Science, Technology, Engineering, Arts, and Mathematics - A multidisciplinary capstone course open to all students
- The entrepreneurship seminar where students get to interact and listen to current entrepreneurs and business people.
- The eSummit. Given the size of our school, a comparable school with 30,000 students would have to bring over 1,500 entrepreneurial alumni and over 3,000 students to this type of event. The event gets bigger and better each year and is headed toward a mini-SXSW style.
- The events organised by the entrepreneurship center (EduHub)
- The Faulkner Challenge was reorganized this spring and participation increased from 3 people to 47. I plan to continue improving the program's participation level and quality of the entrants.
- The Garage - the physical space and access to resources and mentorship
- The Garage -- a student venture laboratory
- The GW New Venture Competition
- The MBA eship course
- The only thing that BBU has it's an introduction in entrepreneurship course.
- The Pitch contest
- The wide range of entrepreneurship courses offered to our students (65+), allowing them to customize an entrepreneurial curriculum that matches their interests, as part of their overall leadership and business education.
- There is a program offered to all students (regardless of their specialization, year of study, etc.) offered by a group of volunteers (lecturers from School of Economic Sciences, School of Engineering and School of Social Sciences and Humanities). The program is an optional one, it has no credits and the activities take place during the weekends. Sometimes we invite mentors (experienced entrepreneurs) who give workshops

& motivational talks. The participants at this program are helped to raise money for their business and are mentored upon request.

- Titan Accelerator Program
- UC Berkeley LAUNCH Accelerator, Skydeck Incubator
- Un sustainable development goals and entrepreneurship based on our model of triple bottom-line
- Undergraduate major and minor; graduate certificate; competitions; grant funding for start-ups
- Unique physics entrepreneurship master's
- Velocity - university wide entrepreneurship competition
- Venture competition and associated accelerator, internship program
- We currently offer two courses: Entrepreneurship for all undergraduate students and Small Business Management for Business Students
- We don't have one
- We have built a solid growing community of student entrepreneurs.
- We have two student competitions: one in which 8 students get to attend the annual INC 5000 conference and one that started this year in which 25 students were selected to attend an Innovation Intensive conference at Saint Stephen's House at Oxford.
- We intend to be an authority on the tie between entrepreneurship and the liberal arts
- We teach to solve problems sustainably
- We wouldn't consider there to be any one thing.
- XLR8UH
- You have an incubator, we have an Accelerator and we have creative destruction lab

C2.) Please list the most popular programming topics in entrepreneurship your university has seen in the past two years.

- (1) Social impact and value based design, (2) Internet of Things
- 1Million Cups presentations, Big Ideas Challenge, IBE
- Accelerator program run out of Koffman (non-credit)
- Accelerator, student-run businesses on campus
- Access to Capital and Social Entrepreneurship
- Almost anything related to marketing, which is not heavily found in our programs. Customer discovery and idea incubation programs are quite popular. Financial workshops are not as popular, and our students struggle in those areas.
- Annual women and youth conferences
- Arts and Creatives
- Arts Entrepreneurship
- Audition prep, contracts, copyrights/intellectual property, professional materials
- Basics of entrepreneurship, Details about how to start a business
- Big Idea Video Pitch Competition, VCIC Competition
- Bootcamps
- Business Modeling, Product development
- Business plan competition
- Business plan development, intellectual property, licensing vs. venture creation, pitching, capital raising
- Business planning
- Championships of the New Venture Challenge, where the best new companies from the campus present
- Commercial Ideation, Idea2Venture

- Conscious Capitalism and the RIT Demo nights
- Customer Discovery and Innovation
- Design thinkinf
- Design thinking
- Design thinking training, Startup Weekend, blockchain
- Design thinking, analysis from the investor's point of view, customer validation, prototyping, new technologies (e.g., AI, Blockchain, ML)
- Design Thinking, Angel Investing, Venture Capital
- Design thinking, raising money, hypothesis testing
- Design thinking, social venture, alumni success stories
- Digital Games and eSports; Music Industry
- Diversity and inclusion topics; venture financing; launching a startup
- Electives
- Emerging technologies, Solving Big Problems
- Ent as design, international entrepreneurship
- Entrepreneur Residency program
- Entrepreneurial Capital and New Venture Investing, New venture development
- Entrepreneurs on campus, interdisciplinary entrepreneurship minor
- Entrepreneurship courses for non business majors.
- Entrepreneurship and E-Business; Global Entrepreneurship; Social Entrepreneurship; Intrapreneurship
- Experiential learning via Venture Fellows (placement in VC), Wolfen Awards (summer stipends that allow students to conduct feasibility studies), Knapp Venture Competition, Accelerator cohort participation
- Family business
- Family Business, creativity and innovation curriculum, entrepreneurship clinic
- FinTech Startups, Young Guns, Micro-brew/distillery startups
- First wednesday
- Funding
- Funding, business plan/budgeting, marketing and brand
- Fundraising, marketing, legal
- Gaming, bitcoin, social impact ideas
- Ged Seeded funding
- GetSeeded. A prototype pitch competition
- Governance in small businesses
- Growth of the accelerator and strengthening the relationship with the national lab and PhD Bredeson Center Scholars
- <https://fce.ufm.edu/carrera/entrepreneurship/>
- Human Centered Design. Lean Startup
- I-corps training, student business accelerator program
- Idea generation, innovation, financial projections, funding
- Idea Space Speaker Series and the Meet & Greets with VIP's visiting Pensacola
- Ideation, Business Model Canvas, Product Validation and Pitching
- Immigrant entrepreneurship
- Innovation and new product development, design thinking, business model canvas.
- Innovation and the future of work, tech. woprkshops
- Innovation management

- Innovation, finance, management
- Innovation, Funding, Work/Life balance
- Innovative product development
- Intellectual Property
- Intellectual Property, Negotiations
- International courses of entrepreneurship
- Intrapreneurship, innovation
- IT related businesses (hardware devices, apps, web platforms, software, etc.), medical devices, retail and hospitality
- Launch It course (our lean startup course)
- Lean Start Up (inc business model canvas, value proposition canvas), Market Research, Business Planning, Raising Finance
- Lean Startup, Immigration Law for Foreign Student Entrepreneurs
- Lean Startup, Social Ventures
- Lean, Canvas, Effectuation pivoting, Experimentation, Fail Fast
- Lectures in Entrepreneurship
- Local celebrity guest speakers.
- Managing Finances of the company and working with Municipal and State agencies.
- Measuring impact, interdisciplinary projects
- Mind set of successful entrepreneurs and opportunity identification.
- Negotiation, Sales, and Commercializing Technology
- Networking opportunities, social entrepreneurship, competitions
- New Venture Creation (ideation and design driven innovation), Sales
- Open innovation course/projects for real businesses
- Opportunity assessment
- Our new course - Improvisational Mindset
- Our New Venture Fair and Entrepreneur Speaker Series
- Pitch competition, Hackathon,
- Pitch competition, Lean Launch, hackathons, business planning, ideation events
- Pitch competitions
- Pitch Competitions
- Pitch competitions
- Pitching
- Pitching "Roast" skills, Innovation and social entrepreneurship
- Pitching, IP, Storyselling, Legal, Marketing
- Practical Entrepreneurship by Professor Don Lewis
- Product design, technical innovation
- Product development; Creating new Ventures; Innovation steps and techniques
- Product Management, Sales, Pitching, Lean Startup
- Robotics
- Small business management, Corporate entrepreneurship
- Social enterprise and non-profit creation
- Social entrep and social impact investing; a variety of specialty offerings in verticals (e.g., food startups, music business, etc.); design thinking
- Social entrepreneurship

- Social Entrepreneurship
- Social entrepreneurship and design thinking
- Social Entrepreneurship, "How To" Series
- Social Entrepreneurship, Corporate Entrepreneurship, Creativity and Innovation
- Social entrepreneurship, creativity and innovation,
- Social entrepreneurship, design thinking, innovation, entrepreneurial mindset
- Social Entrepreneurship, Design Thinking, Robotics
- Social entrepreneurship, micro enterprises
- Social entrepreneurship
- Social impact and value based design, Internet of Things
- Social Innovation Principles, Funding Social Ventures, Human-Centered Design Thinking
- Social media marketing, business model canvass
- Speaker series, business plan competition
- Sports Entrepreneurship and Social Ventures
- Starting businesses, social media marketing, funding
- Startup Accelerators
- Startup financials, customer and market, IP
- Startup immigration workshops for international students / startup accounting
- Startup mentoring, history of entrepreneurship, inner city entrepreneurship
- Startup, innovation, social enterprise.
- Strategic planning, social media marketing
- Student competitions
- Student-owned venture capital fund that raised \$1 million and invests in startups
- Systems Thinking, Design Thinking, SME Innovation, Changemaking
- Tech commercialization; digital tools; social enterprise
- Technical modeling for start-ups
- The Garage
- The Pitch, Conferences, Hackathon, Leadership Certificate
- The speaker series has done well after the redesign. Experienced entrepreneurs discuss their experience (usually alumni)
- There are many: sustainable entrepreneurship is always popular. Digital business models and the use of digital media in customer acquisition, engagement and retention is also popular
- Traction
- Wisconsin Entrepreneurship Showcase
- Women entrepreneurship, Hilton distinguished entrepreneur speaker event, wall of honor, incubator showcase
- Women in entrepreneurship
- Women in entrepreneurship
- Women's entrepreneurship initiative called createHER

C3.) Does your university offer certificate programs in entrepreneurship?

<b>Yes</b>	81 universities	39%
<b>No</b>	129 universities	61%



C4.) Are the courses for the certificate program given in person or online?

<b>A combination of in person and online</b>	34 universities	42%
<b>In person</b>	46 universities	57%
<b>Online</b>	1 university	1%

C5.) The University of Rochester plans to conduct this survey every two years and report the results to those who participate. What additional questions would you like included for the next survey?

- 1) Mix of tenure an non-tenure track instructors? Ours is 40-60. 2) How many entrepreneurship centers are located on your campus?
- 1) Current number of student ventures 2)Number of students involved in programs
- A question about how entrepreneurship centers market their programs on campus; what works best to attract students?
- Administrative supports
- Biggest Challenges, Diversity and inclusion statistics
- Can a student run a new company? Without leaving the university?
- Center staffing, programs, enrollment (for normalizing; center organizational alignment, number of locations, Number of faculty by type (full-time/part-tine, tenure/ non-tenure, adjunct, etc.), see spreadsheet provided
- Clarify Center Budget with or without salaries.
- Does your organization have a sponsorship strategy for potential funding resources outside of the university?
- ENT's relationship with AACSB's impact & engagement accreditation criteria
- Have you done any customer research around the impact of entrepreneurship curriculum and/or centers?
- How are entrepreneurial centers funded? How does the entrepreneurial center work with others like SBDC, Score, economic development agencies? What entrepreneurial associations are you involved with?
- How do you comment on the progress made if any progress?
- How do you increase the participation of the community within the center of entrepreneurship?
- How do you measure entpreneurial midset? How do you measure student engagement? How do you scale?
- How does E-curriculum affect those students who do not launch a businesses? Who do you track the effect?
- How many Center's have external facing goals or initiatives as part of their vision?
- How many students do you have in major, minor? How many companies do you serve? What frameworks do you teach?
- I would like to learn more about centers that lack a physical space. Most of our students are online, and therefore we do not have a building. This greatly affects the programming we might offer.
- I would like to see some questions asking about the diversity of the program participants, and what programs attract the most diverse student populations.
- I'd like to see if there's a way to distinguish between university-wide programs and discipline-specific ones. Here at Colorado we have entrepreneurship centers in Music (which is how I answered this survey), Engineering, the Law School, Business, and a wide range of co-curricular initiatives that reach the campus holistically.
- Information on number of students who participate, with breakdown for gender. Gender info on faculty and staff involved in center.

- It would be helpful to know more about the interdisciplinary nature of academic (for credit) offerings (courses, degree programs); home college for centers; central coordinating apparatus when there are multiple centers
- Living Learning Communities
- Location of University (rural, urban, suburban)
- Maybe questions on skills/tools taught for entrepreneurship.
- More on career outcomes of tenure track faculty who are center directors. Our school finds it difficult to find ways to assess my performance.
- Multiple responses possible for radio button questions.
- Number of students served
- On-line program and collaborative programs
- Questions about partnering with other schools in our network.
- Questions about the diversity of students; questions about the regional environment (rural vs urban/metro); more metrics on student startups
- Questions regarding angel investors, VCs
- R&D, tech transfer and knowledge transfer
- Revenue-generating models ; corporate engagement models
- Salary data for center directors and other key non-faculty employees.
- Salary of Director
- Salary survey
- Teaching methodology and content
- The impact of learning communities. The prevalence of entrepreneurship residence halls. The efficacy of online entrepreneurship courses versus in person. One of the major problems here, I believe, is even the students residing on campus are encouraged to take courses online. I believe students who live here should take the entrepreneurship courses in person. Only the intro course is online. 94% of students do not complete the four-course certificate. Therefore, no one will complete the minor or concentration.
- There are several entrepreneurial centers at Syracuse. It is difficult to answer a survey about one. In addition to three all university centers that offer programs, there are four college-based centers, and two community based centers
- Use of pedagogical tools such as community based learning
- What are the key programs you are planning to build?
- What co-curricular programming for female students only does your institution offer? What entrepreneurship courses does your liberal arts college offer? What is the most popular co-curricular programming your liberal arts college offers? How do you assess and track entrepreneurial mindset capacities?
- What co-curricular programming for female students only does your institution offer. What entrepreneurship courses does your liberal arts college offer? What is the most popular co-curricular programming your liberal arts college offers? How do you assess and track entrepreneurial mindset capacities?
- What country is your university from?
- What CRM system does your center use to track contacts?
- What impacts has your university generated in relation to the impulse to entrepreneurship internationally?
- What is the best way you've seen to reach your students and receive responses?
- What is the racial, ethnic and gender composition of your entrepreneurship programs, broken by major, minor, etc.
- What is your Vision/Mission statement? (would love to know how other programs frame their centres)

- What percent of resources are allocated to curriculum (yes/no), co-curricular, research (conferences/funding/other support), executive education? Are you self-supporting, or alternatively, what percent of your funding comes from your campus? For the leadership question, allow for an answer that is jointly faculty and staff - many schools follow this model
- What resources and conferences are most helpful for higher education professionals
- What type(s) of interdisciplinary support or collaboration(s) have you experienced? How much emphasis or resources is placed on competitions, social media, or other fo raise capital? What types of external collaborations do you participate in for your program?
- Who is in charge of / administers the hub / co-working space (where applicable)? Do students have permanent or limited access in the hub / co-working space?
- Would you be willing to work on developing a comprehensive list of assistance and funding resources across the region?

C6.) Would you be willing to have a short conversation regarding your entrepreneurship center or program via phone or email?

<b>Yes</b>	158 universities	75%
<b>No</b>	54 universities	25%