

IEEC

**Evaluating Entrepreneurship Education impact within Universities: a
longitudinal perspective**

A tale of two universities.....



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Background to project

Objectives and Value of Enterprise Education (EE)

Objectives for effective EE

(Gibb, 2005)

- 1) to develop an effective understanding of entrepreneurship (Chen *et al.*, 1998; Jack and Anderson, 1999);
- 2) to acquire an entrepreneurial mindset (Loudon and Smither, 1999) and
- 3) to gain relevant knowledge regarding business start-up and development processes

Value of EE

- 1) enhance employability skills (Etzkowitz *et al.*, 2000),
- 2) reduce graduate unemployment (Onuma, 2016) and
- 3) help enable entrepreneurial activity to solve economic underperformance (Matlay, 2006).
- 4) development of entrepreneurial skills and knowledge (Henry *et al.*, 2005; Autio *et al.*, 2014).

The Literature

- Graduates with an EE degree were more likely to start new enterprises than other graduates. (Kolvereid and Moen, 1997)
- taking entrepreneurship courses (Souitaris et al., 2007; Athayde, 2009; Sánchez, 2013) or their very presence increases interest in self-employment (Walter et al., 2013).

Some questions around:

- the effective integration of entrepreneurship into the curriculum (Hannon, 2006),
- the extent to which it benefits students (Chell and Allman, 2003) and
- the effectiveness of formal and informal EE (Hytti and O’Gorman, 2004).

Background to project



“It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness....”

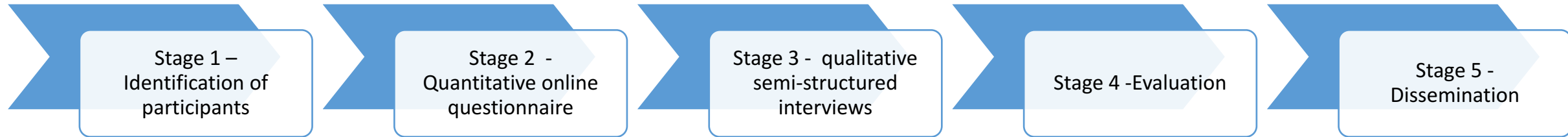
Charles Dickens , *A Tale of Two Cities*

Rationale for this project

Studies so far:

- tend to consider immediate attitudinal impact on students of an EE intervention (Rae et al., 2014; Nabi et al., 2016).
- measure immediate changes in entrepreneurial attitudes as a result of an EE intervention (Peterman and Kennedy, 2003; Souitaris *et al*, 2007; Packham *et al*, 2010; Jones *et al*, 2013).
- Recommendation for longer term impact of EE (Shinnar et al., 2014, Martin et al., 2013; Rae et al., 2014).
- attitudes, perceptions and intentions toward self-employment can alter with the passage of time (Shook et al., 2003 and Matlay, 2011)
- Limited number of studies looking at dynamic of time and impact of EE (Shook et al., 2003).

Methodology



- Alumni networks, University records
- Teaching staff contacts, Social media
- Undergraduate and postgraduate courses who completed enterprise/ Small Business in the course title

- Online questionnaire using Qualtrics software
- 83 respondents of which 39% derived from CU and 61% from USW
- Key themes arising from questionnaire used to develop qualitative interview schedule

- 23 interviews were undertaken (9 at Coventry, 14 at USW)
- Semi-structured interviews capturing experiences leading up to taking the course, experiences during the course and work pathways on graduation

- Interview notes uploaded to NVivo software and shared between Coventry and USW
- Thematic analysis (open coding, second order coding)

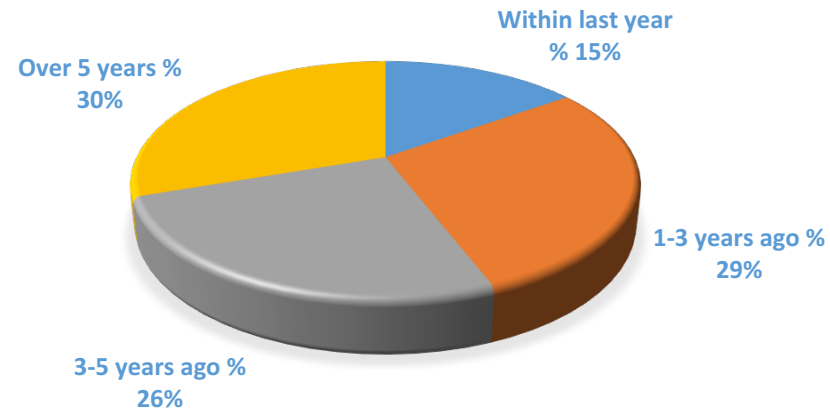
- Report combining quant. and qual. elements
- Internal dissemination at both institutions.
- Conferences
- Journal papers (Education + Training article)

Key findings from quantitative study

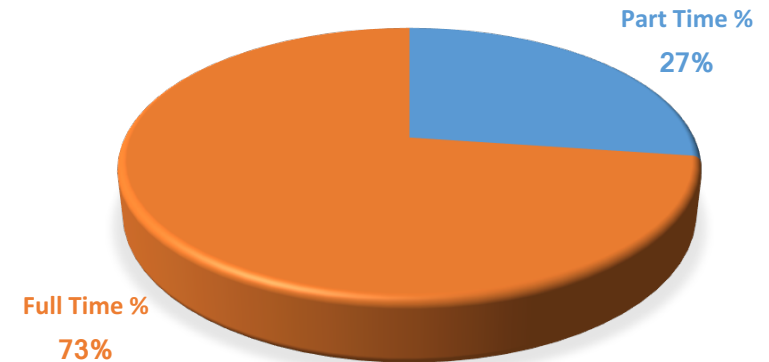
83 responses in all

About the student

HOW LONG AGO LAST ACCREDITED ENTREPRENEURSHIP COURSE TAKEN



DELIVERY PATTERN

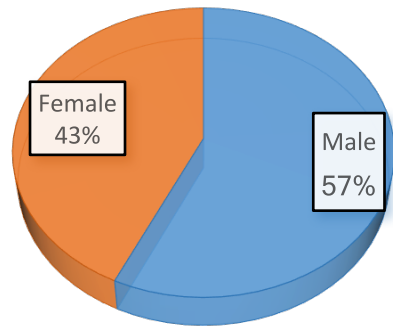


Key findings from quantitative study

83 responses in all

About the student

GENDER



Ethnicity

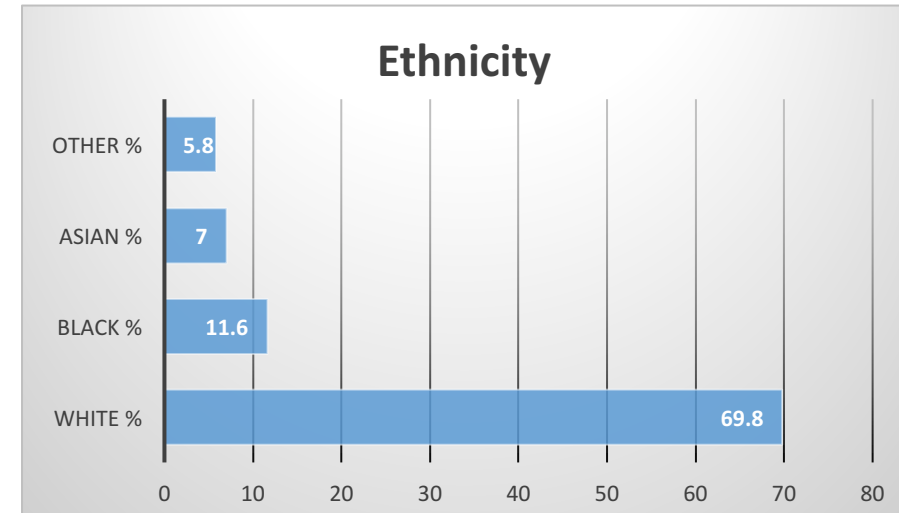
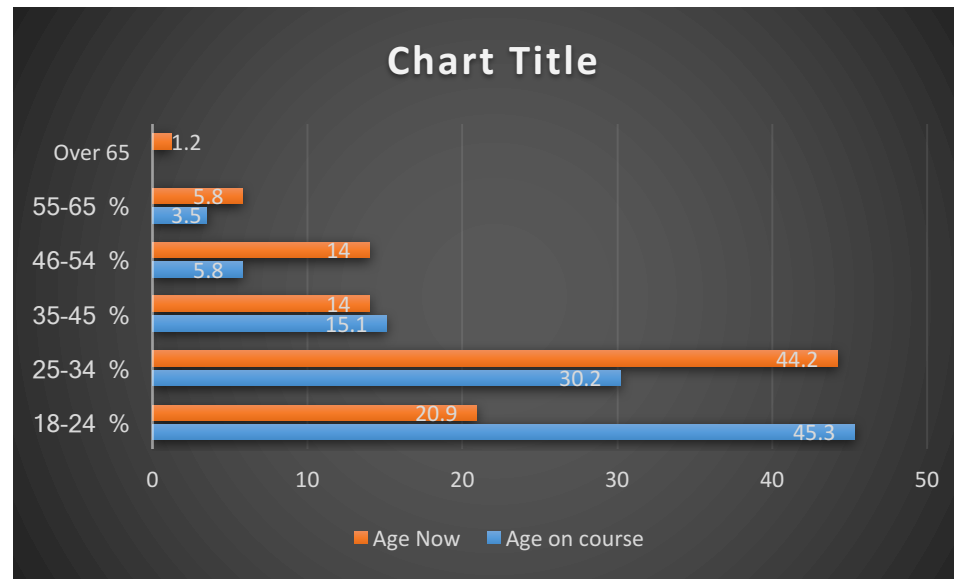
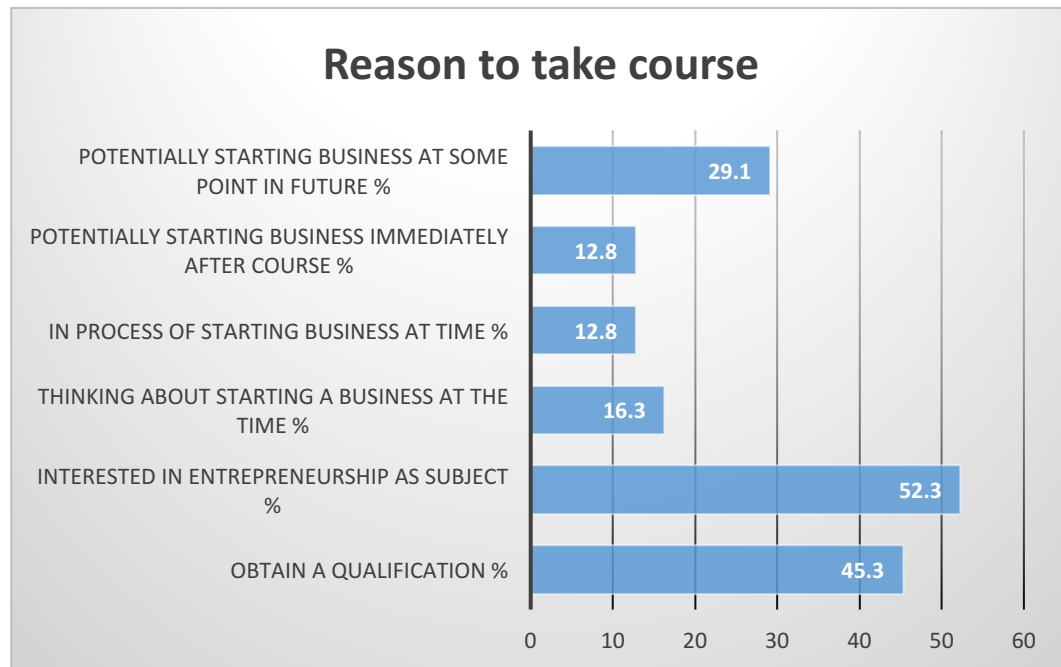


Chart Title



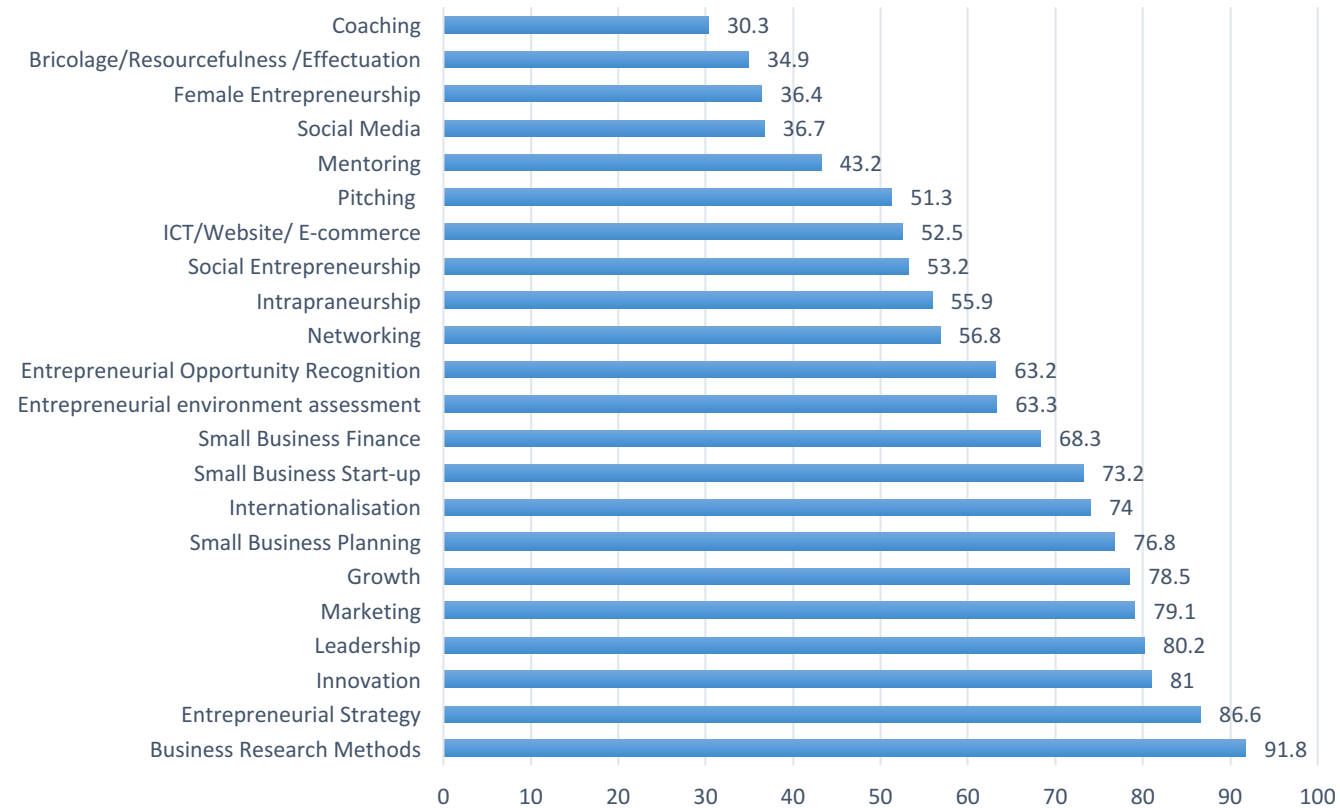
Key findings from quantitative study

About the student



Findings – about the course

Course content



Findings – about the impact of the course

Impact on	Small Positive Impact %	Very Positive Impact %	Not Relevant (Defined as Missing)
<div data-bbox="499 197 1059 448" style="border: 1px solid black; padding: 5px; width: fit-content;"> opportunity recognition, marketing, growth and Bricolage/Resourcefulness/Effectuation </div>			
Self-Employment	35.0	48.3	26
Intrapreneurial Activities	36.7	38.3	26
General Activities in organisation have been employed in	42.9	35.7	16
Entrepreneurship Support Activities	36.5	47.3	12
General Enterprising Behaviour	37.0	53.1	5

Business start up, growth and internationalisation content

Key findings - qualitative



- Why did you want to study enterprise at University?

Key Findings from qualitative study–

Why did you want to study enterprise at University?

You need to be **adventurous** to found your own company and I believe I was an adventurer. P.USW8

My **father is a business owner**. I studied Business for A-level. I was good at it and so decided to do a degree in it. P.USW1

...if I'd have had more **help with education I wouldn't have struggled** so much to earn a living and I have struggled.... It was a big thing for me not having a degree. P.USW11

The course that I chose was, I was looking for **something very unique, something a bit different** from what was out there. I wanted something that would stand me out...P.110

It was all **free and funded** at the time.... I was doing temping work at this point, not earning very much money.... They gave us laptops, course books and I wouldn't have had the money to it otherwise. It was a BA Enterprise. And I did it over the next **3 years whilst working and temping** and all that. P.USW14

Key qualitative findings

Timeline	Components of key themes relating to experiences from within the timeline
After graduating an Enterprise or Small Business course	Continuing study after Enterprise or Small Business course
	Influence of Enterprise course on current situation
	Career activity after course
	Identification with entrepreneurial activities, traits and characteristics
	Reflection and suggested improvements

Key qualitative findings

Do you think the courses you studied, or the activities you engaged in, at University influenced what you are doing now?

I have **more confidence in that I can do it**. I realised that all small businesses have a lack of capital but then after I study that money isn't everything you've got to have – there are other resources other than money. P.USW10

The **credibility** comes partly from the **qualification** and partly that I can consolidate from my previous experience and I know things for a fact not just what I think P.USW9

..I'd learnt something and then could put it in to practice. It was like a higher level apprenticeship P.USW3

I've not just seen this on You Tube this is what I've done. I've lost money on it or I've made money on it and this is **how it really happens in the real world** as opposed to getting what could happen in theory. P107

I know a lot of people who **haven't start a business**. I don't think modules I took helped me start a business. There are **some people on my course who have started a business though** P.USW1

Conclusion

- EE graduates typically experience portfolio careers with multiple occupations in different sectors and roles within both employment and self-employment.
- A variety of life experiences have driven the respondents towards EE, supporting the results from the quantitative survey that EE has positive effects on more than just start-up and self-employment
- complementary/substituting roles for the extra-curricular activities and resources highlighted as promoting entrepreneurial outcomes
- “difference” that respondents perceive, between EE and other educational experiences that appears to be of great value,
- the qualitative analysis indicating that EE tends to attract “adventurous” learners, with broad and multiple outlooks and interests. EE can also be seen to have had an impact in helping to further widen the horizons of these learners

Conclusion (cont'd)

Limitations of study – only 2 universities, small sample

Recommendation for future studies to be larger in scale and include more universities.

Longitudinal aspect useful to capture impact of enterprise education on alumni's career pathways

The theme for this year's conference is "Enabling enterprise for all".

If we are to enable enterprise for all what do course and students need to deliver?

Interactive session

In groups and based on your own experiences, complete the phrases:

1) The enterprise student

- a) must....
- b) should....
- c) could.....

2) Enterprise courses

- a) must....
- b) should.....
- c) could.....

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