

SUPPORTING LOCAL ENTREPRENEURIAL ECOSYSTEMS THROUGH COMMUNITY  
COLLEGE CONTINUING EDUCATION: A GUIDE FOR LEADERS

by

Julie A. Howar

This dissertation is submitted in partial fulfillment of the  
requirements for the degree of

Doctor of Education

Ferris State University

June 2023

© 2023 Julie A. Howar  
All Rights Reserved

SUPPORTING LOCAL ENTREPRENEURIAL ECOSYSTEMS THROUGH COMMUNITY  
COLLEGE CONTINUING EDUCATION: A GUIDE FOR LEADERS

by

Julie A. Howar

Has been approved

June 2023

APPROVED:

Jill Wright, PhD

Committee Chair

Sandra J Balkema, PhD

Committee Member

Vicki Gardner, EdD

Committee Member

Dissertation Committee

ACCEPTED:

Sandra J Balkema, PhD, Dissertation Director

Community College Leadership Program

## ABSTRACT

Entrepreneurship education is a relatively new field of study, having only begun to be taught after World War II at the request of the United States government. Entrepreneurship is a driving force for any country because entrepreneurs influence a nation's economy by providing jobs and new innovations. The field of study has grown and transformed over the past seven decades. Having been a popular topic of study in universities, community colleges followed suit and began offering courses as well. Community colleges are influential over their local districts because of proximity and ability to meet community needs, providing relevant degrees and certificates to the local workforce. Community colleges also have Continuing Education and workforce programs that are offered, as well, to bring new types of training and needed professional development to the college district. Because the field of entrepreneurship education is broad, including numerous methodologies and teaching practices, it may be difficult for Continuing Education leaders to know how to begin engaging the community and providing a style of training that benefits the entrepreneurial ecosystem. This dissertation seeks to help Continuing Education leaders have a better understanding of entrepreneurship in their local districts by providing a Guide for leaders. This Guide was based on the available literature regarding entrepreneurship education in universities, which was abundant, as well as the less plentiful research conducted about community colleges or within Continuing Education units.

**KEY WORDS:** Entrepreneurship education, entrepreneurial ecosystem, Continuing Education, community college

## DEDICATION

I have an incredible, loving family who has supported me through my doctoral journey in so many ways. To my husband Mark, daughters Morgan and Jennifer, your unending encouragement, love, support, and the occasional push helped me cross the finish line. I dedicate this work to all of you.

## ACKNOWLEDGMENTS

I have been blessed, encouraged, and supported through this academic endeavor by several leaders, colleagues, and new friends I made along the way. First, I owe a debt of gratitude to my chair, Dr. Jill Wright. Dr. Wright's guidance, feedback, encouragement, support, and especially friendship, made all the difference in the world in helping me attain this credential. Thank you, Jill, for your kindness and not judging me as I continually faltered and lost motivation and time. If I ever get the opportunity to help another student through their dissertation journey, I will repeat your words that "good writing takes time".

The other two members of my committee provided an enormous amount of feedback and guidance. Dr. Sandy Balkema was instrumental in moving me forward and helping the dissertation process seem less intimidating from day one of Cohort 8's courses. I appreciate our conversations, full of cheering and helpful guidance. Dr. Vicki Gardner, I owe many thanks to as well. Vicki came into the dissertation committee later, and yet, she provided valuable insight and feedback on a tight timeline. I thank both Drs. Balkema and Gardner for their time, guidance, and genuine concern for my product.

I was encouraged along the way by two inspiring leaders, Dr. Rita Ali, former Vice President of Workforce and Diversity and Dr. Sheila Quirk-Bailey, President, both from Illinois Central College. I appreciate their ongoing support, advice, and grace. It was their examples that came to mind so many times as I worked through my courses at Ferris State University.

I was inspired by the faculty and presenters who taught the Cohort 8 courses and owe a debt of gratitude for their insights as leaders, their engaging presentations, and the unending

encouragement they provided. I also acknowledge my Ferris State University's DCCL Cohort 8 classmates, I am grateful for their rallying support as we learned and grew together. I will never forget the journey and will always appreciate the time we spent together. Our interactions were valuable in my learning and have resulted in my being a stronger leader and advocate for community colleges.

## TABLE OF CONTENTS

	Page
LIST OF TABLES .....	VIII
LIST OF FIGURES .....	IX
CHAPTER ONE: INTRODUCTION .....	1
Introduction.....	1
Purpose and rationale.....	2
Entrepreneurs' Impact on the US Economy .....	2
Need for Entrepreneurship Education.....	4
The Role of Continuing Education and Workforce Training .....	8
Project Focus and Purpose.....	9
Significance.....	10
Context.....	11
Definition of Terms .....	12
Conclusion .....	13
CHAPTER TWO: LITERATURE REVIEW .....	15
Introduction.....	15
The Value of Entrepreneurship.....	15
Impact of Education on Entrepreneurship .....	17
History of Entrepreneurship Education and Research.....	18
Research Regarding Entrepreneurship Education at Community Colleges .....	19
Research regarding pedagogy, teaching methods, and modalities .....	21
Recent trends in entrepreneurship education .....	25
Engaging the Entrepreneurial Ecosystem in Entrepreneurship Education .....	28
Research Regarding the Role of Continuing Education .....	29
Conclusion .....	33
CHAPTER THREE: DESIGN OF THE GUIDE .....	35
Introduction.....	35
Why a Guide is Needed .....	36
Audience .....	38
Process of Development .....	40
Delimitations.....	42
Assumptions .....	44



Structure of the Guide.....	45
Conclusion .....	46
CHAPTER FOUR: SUPPORTING THE ENTREPRENEURIAL ECOSYSTEM THROUGH CONTINUING EDUCATION: A GUIDE FOR CONTINUING EDUCATION LEADERS .....	47
Introduction.....	47
Relevance of entrepreneurship.....	50
History of Entrepreneurial Education .....	51
The Entrepreneurial Ecosystem.....	54
1. Local culture .....	55
2. Markets .....	56
3. Human capital.....	57
4. Financial capital.....	58
5. Supports .....	58
6. Government and policy.....	59
Entrepreneurship Organizations .....	61
Small Business Administration.....	61
Small Business Development Centers .....	61
Service Corps of Retired Executives .....	62
Kaufman Foundation .....	63
NACCE .....	63
The Entrepreneurial Learning Initiative.....	65
Chamber of Commerce .....	65
Economic Development Councils.....	66
Considerations for Continuing Education Programs .....	67
Supporting Existing Academic Programs .....	67
Supporting Local Entrepreneurs .....	68
Defining Outcomes .....	69
Best Practices .....	70
1. The Basics: Business Concepts and Business Plans.....	71
2. Value Propositions.....	72
3. Design Thinking .....	72
4. Access to Local Entrepreneurs .....	73
5. Pitch Competitions.....	74
6. Makers’ Space or Innovation Centers.....	75
Resources and Tools .....	75
Books and Journals .....	75
Articles.....	76
Websites.....	77
Community College Leaders in Entrepreneurship Education .....	77
Professional Development Opportunities .....	78
Conclusion .....	78
Resources and References.....	79
CHAPTER FIVE: DISCUSSION, IMPLICATIONS, AND FUTURE RESEARCH .....	81

Introduction.....	81
Delimitations and Assumptions .....	82
Future Considerations .....	83
Conclusion .....	85
REFERENCES .....	86

## LIST OF TABLES

	Page
Table 1: Developments in Entrepreneurship and Entrepreneurship Education.....	5

## LIST OF FIGURES

	Page
Figure 1: Factors of Production .....	2
Figure 2: Design Thinking Process .....	73

## CHAPTER ONE: INTRODUCTION

### INTRODUCTION

Scholars have long debated whether an entrepreneur can be taught the entrepreneurial skills and behaviors that lead to success. Entrepreneurs, the likes of Bill Gates and Mark Zuckerberg are rare (Maier, M. 2020, p. 25). However, United States college students have increasingly chosen entrepreneurship courses and programs since the late 1940s. According to the Kaufman Panel on Entrepreneurship Curriculum in Higher Education (n.d., p.16) the number of postsecondary courses in entrepreneurship is approximately 5,000.

Significant to regional economies, community colleges can be mechanisms for the development of small business and entrepreneurial activities in their districts. They serve local employers and communities more directly than universities by providing career and technical education, continuing education, and workforce training that is most relevant to the area (Barnard et al., 2019, pp.195-196). They also provide access to higher education for underserved populations and individuals who would not normally seek out higher education (Cohen et al., 2014, pp. 58-59).

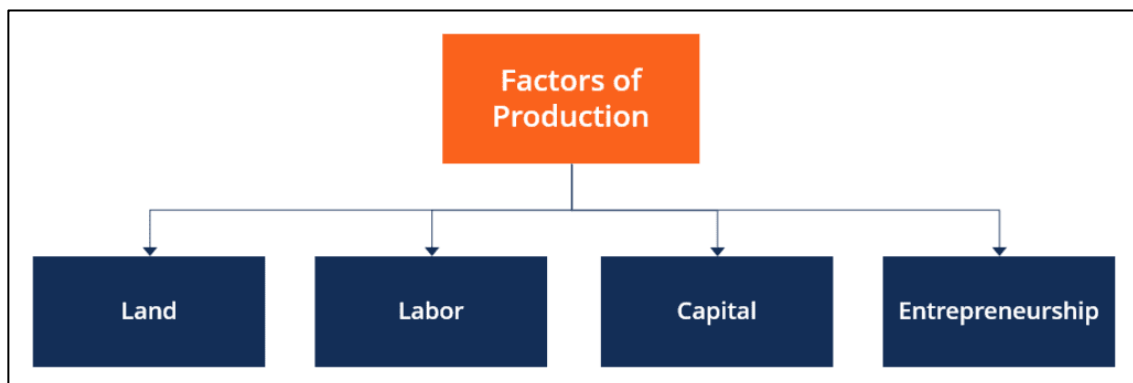
This dissertation looks at community college noncredit Continuing Education and Workforce training departments and the role they play in providing support to local entrepreneurial ecosystems. Through a close look at best practices in adult education and entrepreneurship education, a Guide for Continuing Education and Workforce administrators will be provided to help guide noncredit programming.

## PURPOSE AND RATIONALE

### ENTREPRENEURS' IMPACT ON THE US ECONOMY

An economy is based on four factors of production: land, labor, capital, and entrepreneurship (see Figure 1). All factors act as the inputs needed to supply goods and services (Gitman et al., 2018, pp.14-15; Nieuwenhuizen et al., 2016, p. 528). Land includes all renewable and non-renewable natural resources such as energy, water, gas, and coal. Labor refers to the humans involved in production who put in physical and mental effort to produce goods and services. Capital refers to money but can also include buildings, machines, and equipment used in the production process (2018, p.15). Entrepreneurship, however, is considered the most important, as it acts as the catalyst that enables the other factors to combine in a productive manner and be applied to business, which, in turn, helps to strengthen and grow an economy (Nieuwenhuizen et al., 2016, p. 528). Entrepreneurs are the change agents of the economy, contributing by providing new innovations and ideas (Markatou, 2015 as cited in Galvão et al, 2020, p. 170). When ideas and innovations are turned into viable businesses, workforce and economic growth occurs.

**Figure 1: Factors of Production**



*(Corporate Finance Institute, 2023)*

Famous entrepreneurs like Jeff Bezos or Andrew Carnegie are the exceptions to everyday entrepreneurs, and few others will be able to reach their level of success (Maier, 2020, p. 25). In

fact, most new entrepreneurs will struggle and fail numerous times. Many may be self-employed as subcontractors offering various services to businesses but never own an actual business: “In the United States, only about one-third of those who are self-employed run incorporated businesses, which allows them to have legal protections and tax advantages” (2020, p. 26). Others will find employment in private industry and use their entrepreneurial skills of innovation and risk-taking to further the objectives of the company for which they work.

It is also noted that entrepreneurship is not just the realization of large corporations in providing growth and development to the economy. Small and medium sized enterprises (SME) make a sizable contribution to the economy and provide countless jobs to the workforce (Brock & Evans, 1989, EIM, 1997; Toma et al., 2014 as cited by Meyer & Jongh, 2018).

Koveos (2016, p. 1) surveyed 2,673 entrepreneurs regarding their plans for future growth. About 60% planned an increase in their workforce in the following year. This number is significant when considering its impact on a nation’s aggregate employment numbers and how growth strengthens the overall economy. Koveos also found exposure to entrepreneurial ideas, an understanding of business concepts, and education important to business growth and entrepreneurial success (2016, p.2).

Business ownership or the term “businessman” seems to have become the same term when defining entrepreneurship or entrepreneur (Maier, 2020, p. 25). When one thinks of entrepreneurial activity and economic growth, two roles can be attributed to the entrepreneur. First, entrepreneurs create businesses. The new car wash at the corner or the restaurant that just opened are examples. Second, entrepreneurs are innovators who bring new ideas to reality (Meyer & Jongh, 2018, p. 289). Innovative technologies, processes, products that make life or

work better and more efficient are brought into the marketplace by this second group. Both entrepreneurs are important to our society and our economy.

The person who is motivated to open a business may not always be driven by economic success but often by other factors, such as wanting independence in their work, or the lack of advancement opportunities in their current positions because of gender or ethnic inequities. New ventures within the United States inner cities that are driven by minority entrepreneurs can have a major impact on a city and its economic and social health (Sriram et al., 2007, p. 237). While the internal qualities of entrepreneurs tend to be related to risk taking, locus of control and innovation, the need to achieve is a major influence as well (2007, p. 247).

#### NEED FOR ENTREPRENEURSHIP EDUCATION

Scholars have wondered if an entrepreneur can be made through education or training to provide entrepreneurial activity that will lead to economic growth (Hoffman, 2020, p. 1). Increasing the number of entrepreneurs in the nation and the impact they make on their communities would then be a meaningful endeavor for scholars to pursue. Realizing this, Harvard University was the first to provide programming in entrepreneurship (Katz, 2003, p. 283). Scholars such as Joseph Schumpeter, considered the father of entrepreneurship, and Myles Mace, who taught the first Harvard course, led the way for entrepreneurship education beginning in 1947 (2003, p. 286). Over time, entrepreneurship became a course in many university business curricula. By the 1970s entrepreneurship was offered as a concentration in business programs at universities and growth continued until the first full academic program was offered in the 1980s (2003, p. 288). Significant growth occurred during this time of stagflation and increasing unemployment because of renewed interest in small business and entrepreneurial startups as being the answer to growth in the economy (Toma et al., 2014, as cited in Meyer and Jongh,



2018, p. 287). As course offerings grew at colleges and universities, so did scholarly journals and research (Katz, 2003, pp. 292-293). Magazines like *Entrepreneurship Magazine* and *Inc.*, as well as scholarly journals such as *The American Journal of Small Business* became plentiful.

Universities were not the only institutions realizing the importance of entrepreneurship. In 1953, the United States Small Business Administration (SBA) was created, supported by the United States government to aid small business owners and entrepreneurs by providing counseling, capital, and other expertise to help in the establishment of small businesses (Small Business Administration, n.d., *About*) Since the genesis of the SBA, additional organizations have been established to support entrepreneurship. The Ewing Marion Kauffman foundation, for example, is interested in helping the growth of small business and entrepreneurship: “The Kauffman Foundation provides access to opportunities that help people achieve financial stability, upward mobility, and economic prosperity- regardless of race, gender, or geography (Ewing Marion Kauffman Foundation, n.d.-a, *About*)”. The Kauffman Foundation is a key partner of the National Association for Community College Entrepreneurship (NACCE), another valuable organization that supports entrepreneurship and one that believes in the important role of community colleges in entrepreneurship.

Table 1 highlights some of the important developments in entrepreneurship and entrepreneurship education since the first course was offered by Harvard in 1947, until the establishment of NACCE.

**Table 1: Developments in Entrepreneurship and Entrepreneurship Education**

YEAR	ENTREPRENEURSHIP EVENT
1946	Schumpeter began The Research Center for Entrepreneurial History at Harvard University.
1947	First MBA entrepreneurship course offered at Harvard

YEAR	ENTREPRENEURSHIP EVENT
1953	US Small Business Administration established
1964	Service Corps of Retired Executives (SCORE) was established
1967	First undergraduate entrepreneurship concentration at Babson college
1970	16 schools offered courses in entrepreneurship
1971	Oakland Community College in Michigan offers first course on “How to Start a Business”
1972	SBA's Small Business Institute program began and by year end 20 schools were participating
1975	104 colleges/universities with entrepreneurship courses
1979	263 colleges and universities had courses in entrepreneurship or small business development
1979	First student competition in Students in Free Enterprise (SIFE)
1980	Small business development centers were formalized
1983	First interdisciplinary entrepreneurship course at University of New Mexico in their school of engineering
1983	Association of Collegiate Entrepreneurs was begun
1987	590 postsecondary schools offering courses
1991	1060 postsecondary schools offering courses
1992	Kauffman Foundation established its Center for Entrepreneurial Leadership. Entrepreneurship education's largest foundation
1998	1400 postsecondary schools with courses
1999	Entrepreneurial Institute was established due to the work of Springfield Technical and Community College in Springfield, MA. (Preceded NACCE)
2002	National Association for Community College Entrepreneurship (NACCE) held first conference

*Source: Barnard et al, 2019; Hagan, 2004; Katz, 2003*

Another consideration is the impact that education can have on entrepreneurial activity and intent of students and whether they start up a small business. Entrepreneurial education may be popular to students but is it impactful to their future in becoming business owners and in turn making an impact on a local economy? Hunady et al. (2018, p. 233) researched entrepreneurship students and found a significant correlation between entrepreneurial education and individuals conducting entrepreneurial activities after graduation. In addition, this study found that higher education has an impact on the students' ability to build and sustain a business. While there are few studies of its kind, this one was particularly meaningful in understanding the benefit of entrepreneurial education to students and their future career endeavors.

The onset of community colleges offering entrepreneurship programming was significant to the discipline of entrepreneurship and in particular the communities that colleges serve. Beginning in the 1970s, as small business specialization programs grew, community colleges were thought to directly impact their local economy and workforce by providing the training that each specific area needed (Carducci et al., 2005, as cited in Barnard et al, 2019, p. 200). The first such certificate was offered at Oakland Community College in 1971 (Hagan, 2004. p. 30).

Some students come to a local community college years after attending a university to refresh or learn new skills. Others come to community colleges because they were unable to take a traditional path to college due to financial reasons or because they struggled academically. The community college offers options through Continuing Education and Workforce programs that other institutions of higher learning or training partners within communities do not. Cohen, (2014) describe Continuing Education and Workforce training as “any type of noncredit instruction or training designed to upgrade job skills or prepare one to enter an occupation” (p. 337).

## THE ROLE OF CONTINUING EDUCATION AND WORKFORCE TRAINING

Community colleges are unique in providing education to directly support their communities. Entrepreneurship training exists as part of Continuing Education and Workforce training to directly support entrepreneurs in the many aspects of starting or operating a new enterprise (Cohen et al., 2014, p. 337). Noncredit entrepreneurship programs are typically only seen at community colleges. Universities offer outreach efforts and workshops but not the training that is desired by entrepreneurs that are attempting business start-up. The mission and proximity of the community college to the local economy requires more interactive training that is driven by the market's needs (Barnard, et al, 2019, p. 200). This proximity requires less of a philosophical approach to entrepreneurial education and instead a much more practical, short-term training is beneficial to local small business owners and entrepreneurs. These short-term goals are significant to the offerings of the community college noncredit Continuing Education programs because of individuals who do not seek a degree (Hagan, 2004, pp. 21-22).

Many noncredit certificates are offered at shorter intervals than the traditional semester. Programs are concentrated to meet the needs of businesses and the adult learner who may want training quickly to move into a new job or career (Kortesoja, 2009, pp. 42-43). The entrepreneur who may already have a degree or who wants to move quickly into a business start-up may see continuing education or a certificate in entrepreneurship as more amenable. Noncredit training is also designed to be more practical, to prepare individuals for the workforce (Barnard et al., 2019, p. 201). It makes sense that noncredit programming would likely cover the functional topics of start-up, such as finding financing or how to market the business on a limited budget. Because of the nature of the programs being noncredit they can provide focused training content as needed, and where it is needed, and can be customized to the audience or needs of the local economy.

## **PROJECT FOCUS AND PURPOSE**

This dissertation will attempt to answer the following questions based on an examination of entrepreneurship education literature:

1. What role can noncredit community college programming play in the entrepreneurial ecosystem?
2. What are the best practices in entrepreneurial education that can be replicated in noncredit programming?
3. Considering best practices in entrepreneurship education, what type of programming could be offered through workforce training and Continuing Education that would help students take entrepreneurial action?

This study's purpose is to explain to Continuing Education practitioners how to be deliberate in delivering programming needed to meet the needs of the local entrepreneurship community. Continuing Education departments in community colleges can serve their entrepreneurial ecosystems by providing educational opportunities that may not exist elsewhere. Continuing Education departments offer noncredit learning to multiple audiences: local youth; adults with previous degrees and experience who want to build skills or change careers; adults, who for whatever reason, are unable to enter college academic programs; and those who learn for the sake of learning and enrichment. Most, if not all, of these audiences can be served by utilizing a deliberate plan that serves the local economy.

Entrepreneurship education is a young discipline compared to others seen in higher education institutions. In addition, there is not much agreement between scholars as to the best teaching methodologies. Scholars are widespread in their practices according to the research.

Community colleges and continuing education have been researched far less than their four-year counterparts. Very little has been studied regarding entrepreneurship programming in continuing education programming, especially. Carducci et al (2005, p. 2) found that about 76%

of community colleges have credit coursework or programs in entrepreneurship or small business management and 71% offer some sort of noncredit programming as well.

#### SIGNIFICANCE

Two significant themes are important to consider regarding this study. First, is the importance of entrepreneurship education to our national, state, and local economies. As stated earlier, entrepreneurship education stimulates entrepreneurial thought and action, enabling new entrepreneurs to act with greater knowledge and confidence. Their ability to take entrepreneurial action helps to strengthen our national economy (Nieuwenhuizen et al., 2016, p. 528).

Second, as more universities expanded four-year and post-graduate degrees in entrepreneurship, so did academic research and the availability of proof that entrepreneurship education stimulates the economy (Katz, 2003, p. 292). While this research is significant, not much research is available based on entrepreneurship programming in community colleges, although that has not stopped colleges from offering both transfer pathways to universities, applied associate degrees, and certificates.

What remains to be seen clearly, however, is how Continuing Education units might also support entrepreneurship education, as well as local ecosystems and promote entrepreneurial action and success. The Aspen Institute (2020, p.5) reported that the value of a degree has come into question in the post-pandemic economy leading to enrollment declines in community colleges. The significance of noncredit Continuing Education and Workforce training across the nation has intensified to upskill and re-skill our workforce and build a lifelong learning system. Entrepreneurship training as an offering in Continuing Education units is a plausible approach to serving the community. While many colleges offer entrepreneurship education within their offerings as an academic program, noncredit Continuing Education programming would serve an

additional market within the college district, especially underserved populations or those who feel a degree may not be in their best interest.

This study offers a way for Continuing Education practitioners to be deliberate in how they design their entrepreneurship offerings, considering the needs of their local entrepreneurial ecosystem. Because of these two significant aspects of this dissertation, this project will help serve local economies by providing the needed support of noncredit programming to the entrepreneurial ecosystem.

## CONTEXT

This project attempts to start a conversation about what noncredit Continuing Education practitioners need to consider when developing entrepreneurship programming for their local community or college district. While all community colleges serve a similar purpose, they also differ when one considers their size, demographic make-up, accreditation requirements, and state-level oversight. Specific to entrepreneurship education, local ecosystems and current entrepreneurship courses and degree offerings differ as well. The suggestions in this project are based on research in both entrepreneurship education and Continuing Education and are broadly described. Because of the wide variety of colleges, a broad plan is described that can be significant for all colleges, while at the same time, suggesting that the relationships made with the local ecosystem are necessary to provide the most relevant courses and workshops.

To help illustrate these differences and provide a context that practitioners may be able to relate to or use in comparison with their own institutions, the example of Illinois Central College (ICC), a mid-sized, midwestern community college, is applied. The college is relatable to others on many levels. It serves rural, urban, and suburban populations within a large geographic district serving three full counties and parts of others within the state of Illinois. Illinois provides

community college oversight through the Illinois Community College Board (ICCB) and an expectation that all state community colleges will have a Continuing Education department. However, there is little support for Continuing Education departments other than a loosely organized cohort of college programs, whose members meet occasionally to discuss pertinent issues. These college departments act entrepreneurially on their own by building relationships within their districts and providing programming based on need within their unique markets.

Finally, ICC serves four distinct industries: manufacturing, healthcare, information technologies, and agriculture. Bradley University, a private university within the district, houses an Entrepreneurship Center. While ICC is not directly affiliated with a Small Business Development Center (SBDC), the district has an SBDC that is affiliated with Bradley University.

Like most community colleges, this college serves a diverse population of students that reflect the demographics of the local population. Diversity, Equity, Inclusion, and Belonging (DEI+B) are a key concern and focus of this college, illustrated by its membership in Achieving the Dream and by the student success projects it undertakes.

This project, therefore, enumerates relationships, organizations, and resources available within the context of ICC. While these traits, taken separately or in full, are like many colleges, those institutions that differ from these should find the broad range of information presented here to be useful as they begin to define the aspects needed within their own programming.

## **DEFINITION OF TERMS**

To provide a consistent understanding of some of the terms and acronyms related to this study, the following terms have been defined.

**Entrepreneur:** an individual who organizes, starts-up and operates one or more businesses and in doing so, takes on greater than normal financial risks. Entrepreneurs can be seen in small, medium, and corporate sized businesses.



**Entrepreneurial ecosystem-** the people, agencies, institutions, resources, and culture of trust within a geographic area that collaborate successfully on growing entrepreneurship to enhance economic gain for all.

**Entrepreneurial intent:** the state of mind that leads to action to start up a new business or becoming an entrepreneur. Entrepreneurial intent is what entrepreneurship educators hope to grow within their students post graduate behaviors.

**National Association of Community College Entrepreneurship (NACCE):** A large network of leaders and educators with the mission of “providing leadership and sustainable, scalable resources to foster entrepreneurial thinking and action in one of the largest entrepreneurial ecosystems in North America”. NACCE’s vision is to make “community colleges North America’s pre-eminent source for entrepreneurship education, support and inspiration” (NACCE, n.d., *About us*).

**Continuing Education:** Utilizing the context of community colleges, Continuing Education serves college districts by providing noncredit workshops, programs and certificates that serve several purposes and students. Examples within many Continuing Education departments include youth programming, workforce skill building and employment readiness programs, community enrichment classes, etc. Workforce education, corporate education, professional development can all be similar terms used depending on the college.

## CONCLUSION

This chapter gives readers an understanding of the importance of entrepreneurship education and the role of community colleges. It sets the context for the Guide in Chapter Four. Continuing Education departments in community colleges can serve their entrepreneurial ecosystems by providing educational opportunities that may not exist elsewhere. Chapter Two will provide research that the literature points to that will help support the authors’ assertion that community college Continuing Education programming can help serve the college’s local entrepreneurial ecosystem. Chapter Three describes the process the researcher used in developing the Guide, the assumptions made, and the delimitations of the study. The author then uses the literature review, along with personal experience, in Chapter Four to present the Guide directed to Continuing Education leaders and practitioners, or others who would find the information useful. Finally, Chapter Five will conclude the study with suggestions for future

research. In conclusion, this research and Guide will present opportunities for community colleges to assist their community's entrepreneurs with relevant noncredit programming that will bolster the ecosystem which provides important development and growth to the local economy.

## CHAPTER TWO: LITERATURE REVIEW

### INTRODUCTION

The literature around entrepreneurship education began to be seen when Harvard offered the first graduate course in entrepreneurship (Katz, 2003, p.283). Themes regarding its relevance and teaching practices that lead to entrepreneurial action dominate the literature from a university perspective. For community colleges, the research is not as plentiful, and even less so for Continuing Education. However, this does not mean that the existing research cannot be used to inform programming in both.

This literature review draws on existing research to inform how community colleges can leverage former and current educational practices for their regional entrepreneurial ecosystems. Literature has been identified from several key themes, such as the value of entrepreneurship, its impact of education on entrepreneurship, the history of entrepreneurship education and research, entrepreneurship education in community colleges, teaching pedagogies and methodologies, the entrepreneurial ecosystem, and finally the research relating to Continuing Education.

### THE VALUE OF ENTREPRENEURSHIP

Entrepreneurship is a top political concern and immensely important to a nation's economy. According to Matlay (2006, p.297) from the perspective of economics and government policy, entrepreneurs bring job creation and wealth to society and enhance our quality of life. The more entrepreneurs a nation has, the greater the impact on society at the present time and going into the future. Van Praag and Versloot (2007, pp. 376-377) conducted a meta-study that identified four broad areas of benefit created by entrepreneurship. Entrepreneurs create

employment opportunities, productivity and growth, innovations to industry and society, and to the individual entrepreneur, it creates personal satisfaction or utility.

Koveos (2016, p.1) writes that, based on a survey of over 2,500 entrepreneurs, entrepreneurship drives job creation. This survey represented a diverse number of major economies and entrepreneurs at all levels of career. The respondents, while pointing out that they were anticipating job creation soon, identified numerous threats to business growth, such as economic instability, bureaucracy, and competition (2016, p.1 para. 2). These threats highlighted the need for governments to create environments friendly to entrepreneurship and business startups, especially for young entrepreneurs and underserved populations. Koveos also found that younger entrepreneurs, characterized as those under age 35, are experiencing a larger percent growth in their workforce. Over 65% noted they were expecting to expand their workforce in the next year and are more likely to seek business in global markets than their older counterparts (2016, p. 1, para. 1). This study illustrates the impact that entrepreneurs have on our national and local economies and job creation.

The literature supports that entrepreneurship is the most important of the factors of production. Several researchers (Nieuwenhuizen et al., 2016; Groenewald et al., 2016; and Galvão et al., 2018) support that entrepreneurs enable economies to grow and thrive, as well as act as change agents, bringing innovations and ideas into the economy that change lives for the better. Kasseeah (2016, p. 908) wrote that, regardless of a geographic area's composite, be it urban, suburban, or rural, entrepreneurship positively influences economic development and therefore policies that promote entrepreneurship should be supported.

The literature emphasizes that entrepreneurial intent can be impacted from the local economic ecosystem. Oluase et al. (2018, p.12) studied the importance that ecosystem

stakeholders hold in supporting the entrepreneurial ecosystem. A system that supports and stimulates entrepreneurship is positively correlated with entrepreneurial intent. Therefore, it should be noted that the value entrepreneurship can bring to an area is influenced by the supporting ecosystem.

## **IMPACT OF EDUCATION ON ENTREPRENEURSHIP**

Several researchers looked at how education matters in the development of an entrepreneur. Studies found that higher education can be beneficial to entrepreneurial activities and is a factor for determining the success of a business. Several researchers (Pittaway & Cope, 2007; Potishuk & Kratzer, 2017; Hunady et al., 2018) found that students who took entrepreneurship courses seemed to be more active and intentional in starting up businesses.

Rideout and Gray (2013, p.329) discuss that education impacts start-ups and other types of entrepreneurial successes and that it promotes economic development as well. However, their study also found there is diversity of thought and teachings as well as the diverse student groups that entrepreneurial education targets. They identify that there is a struggle in determining which method serves each population best (2013, p.348).

In a study of five Ohio colleges, Fuline (2013, p.3) researched the perceptions of five faculty and five administrators regarding the roles their community colleges play in the economic development of their communities. The study's findings included that the entrepreneurship programs improved economic development and that entrepreneurship education improved student access and success in start-up activities (2013, p. 85).

Martin et al. (2013, p. 219-220) examined the establishment of human capital in entrepreneurship and provided quantitative support that the knowledge, skills, and competencies from entrepreneurship training enables entrepreneurs to achieve better outcomes. Mathews

(2017, p.102) also found that entrepreneurs can be developed and that it is a discipline that can be learned. However, He stressed that the focus of this education should be on coaching and mentoring that helps students understand, as well as experiential activities that develop their entrepreneurial aptitude and creative problem solving. Hoffman (2020, p.1) considered that educating future entrepreneurs would be of great benefit to society, stressing the importance of experiential, action-oriented learning for today's technologically advanced students.

## **HISTORY OF ENTREPRENEURSHIP EDUCATION AND RESEARCH**

Numerous researchers have investigated the history of entrepreneurship education at the college level. Katz (2003, p. 283) and Ligouri et al. (2018, as cited in Katz, 2003) describe the first entrepreneurship courses at Harvard University in the late 1940s. The curriculum was based on the work of Joseph Schumpeter, considered the father of entrepreneurship (Hoffman, 2020, p. 3). In his work, Katz (2003, n.p.) discusses the many developments throughout the years in entrepreneurship education, including the numerous research journals that have been established and the expansion of courses into entire graduate and undergraduate programs, extracurricular organizations, and activities.

Other key researchers (Kuratko, 2005; Matlay, 2006; and Solomon, 2007) also describe the progression of the discipline since the early course at Harvard. The assortment of philosophies and methods of instruction are described as strengths of this discipline and warns scholars not to become stagnate (Kuratko, 2005, pp. 584-591). Matlay (2006, p. 294) examines the shift in teaching within the discipline of entrepreneurship and notes the growing types of research that has been conducted, but questions if educators have done enough to make an impact. Solomon (2007, p. 179) considers the new millennium as the beginning of how entrepreneurship educators use technology, specifically the internet, to facilitate teaching due to

increased access to information and ideas. He suggests that it is important for educators to understand their role by aligning learner needs and expectations to the learning experience (2007, p. 173).

Rideout and Gray (2013, p. 329) researched the efficacy of entrepreneurship education asking the question, “Does it work?” Their work provided compelling evidence of a positive impact on society but raised many questions about which method of instruction is best, given the broad range of teaching methods and different studies completed (Hills, 2004, as cited in Rideout and Gray, 2013, p. 348). Entrepreneurship education, according to Hornsby et al. (2018, p. 4-5), has become universal, existing programs on college and university campuses, in all types of communities and across numerous nations. Maier (2020, p.25) notes there are now approximately 300 undergraduate entrepreneurship programs and about 30 graduate programs in the United States, all of which speak to the value that entrepreneurship education brings to society.

## **RESEARCH REGARDING ENTREPRENEURSHIP EDUCATION AT COMMUNITY COLLEGES**

There are fewer studies regarding entrepreneurship education in community colleges than universities, but a few researchers (Seymour, 2001; Hagan, 2004; Barnard et al., 2019) have offered insight into the importance that community colleges are to this area of education. Seymour (2001, p. 3) offers that community colleges provide a variety of entrepreneurship programming options, such as transfer, career and technical degrees, and certificates, as well as Continuing Education and Workforce training. Hagan (2004, p. 30) notes that Oakland Community College was the first to offer entrepreneurship and small business development programming. Other colleges followed, as institutions realized this was an important service to their local communities (2004, pp. 31-39). Compared to universities, community colleges offer

programming that is driven by the need of the local economic area rather than the desires of the students (Barnard et al., 2019, pp. 195-196). Non-degree certificates or workforce training are seen more frequently given the needs, particularly, of underrepresented populations or rural communities (2019, p. 201). While O'Banion (2019, pp. 216-217) is not specific to entrepreneurship, he supports community colleges as the primary workforce education provider, serving their districts more directly than four-year institutions.

Fuline (2013, p. 75) discusses the lack of entrepreneurship research that is specific to community colleges, adding, however, that the commitment of the faculty in community colleges is important to the success of entrepreneurship programs and how they impact the local economy. The study also found that students are more successful after studying entrepreneurship but more data, in general, regarding this would be worthwhile to colleges (2013, p. 79).

Nickoli (2013) and Corbin, et al. (2019) consider the importance of collaboration between community colleges and members of the local entrepreneurial ecosystems. For instance, Nickoli (2013, p.70) stresses that economic development agencies and Chambers of Commerce are key to success within entrepreneurial ecosystems. The college helps develop the skills of entrepreneurs who then become business owners and innovators, supporting those organizations. The National Association of Community College Entrepreneurship (NACCE) supports 275 college members that include faculty, administrators, and community stakeholders who work to deliver programs and courses to their local communities (NACCE, n.d., *About us*). Corbin et al., (2019, n.p.) identifies community colleges as the conduits to influencing the workforce within their districts, helping them to be more innovative, collaborative, and better problem-solvers.

Several researchers (Jacobs and Worth, n.d.; Dominik and Banerji, 2019; Villa et al, 2021) have studied the important role community colleges play in serving local communities and



underserved populations in terms of entrepreneurship education. After the great recession, many community colleges responded to the significant skills gap and the needs for economic development within their communities by promoting student involvement in entrepreneurial pursuits. Some accomplished this by providing low-cost makers' spaces and innovation centers. (Jacobs and Worth, n.d., p.19). Community colleges are important collaborators within the entrepreneurial ecosystem because of the diversity of their students and their mission to serve underserved populations (n.d., p 20). Related to this research, Villa et al. (2021, pp. 14-15) found that mentoring, within the community college setting by stakeholders of the local ecosystem, can increase self-efficacy of underrepresented students, leading to the likelihood of entrepreneurial action.

## **RESEARCH REGARDING PEDAGOGY, TEACHING METHODS, AND MODALITIES**

Entrepreneurship education may be too early in its development to determine how it can be most effectively delivered to students, because there is great variety in the populations measured and the pedagogies used in the research so far. Kuratko (2005, pp. 590-591) brought a call to action in the field by encouraging entrepreneurship educators to bring new perspectives, technologies, and ideas to the classroom and to continually innovate. The field of entrepreneurship itself is very diverse and complex.

Dickson et al. (2008, p. 250) found that entrepreneurs may have more education than in the past but often lack experience. He found that students with a high need for achievement and a high locus of control — two traits of most entrepreneurs — seemed to be more likely to engage in entrepreneurial activities. This specific research suggests that education, along with personal traits and behaviors of entrepreneurs, seem to lead to greater entrepreneurial activity from which the learner can gain more experience over time.

Valerio et al. (2014, pp. 5-8) added to the existing research by observing that the outcomes of entrepreneurship training and teaching depend on the context, in addition to the characteristics of student participants and of the program itself. Significant in his research is the context of the economic environment and how supportive it is to business start-ups, finding that the more supportive, the greater the likelihood of success.

Chen (2014, p.407) asserted that adult learning theories, in practice, are guided by the thought that adults are more self-directed and autonomous in their learning and find more satisfaction when given the opportunity for self-reflection and more personal assignments. Chen states that adult students can use their own experience and prior knowledge to guide their learning. Cox (2015, p. 30), however, found that coaching enhances adult learning. Guiding students through critical self-reflection helps them to develop new behaviors and improve deficiencies in skill or performance. Changes in the student's life such as a job change or opportunity for promotion may increase their readiness. Ruskovaara & Pihkala (2015, p. 246) support all these methods as they reported that one size does not fit all in terms of entrepreneurial education, which requires a wide variety of methods.

Gielnik et al. (2015, pp. 83-84) proved their hypothesis that action-based training has positive effects on entrepreneurship goal intentions, action planning, self-efficacy, and action knowledge. Goal-directed behaviors and action planning are significant in helping students recognize the steps and sub steps of what and how to achieve their goals. By embedding action-related activities into training, students are more likely to turn plans into actions and possible business creation.

Groenewald et al. (2016 p. 530) stressed that context matters. An entrepreneurship program must consider several things before considering the design of a program: level of

program, student readiness or conviction as well as level of competency, etc. Other considerations should include the focus of the program, scope (such as national or regional), or social/non-profit entrepreneurship as examples. The context of the entrepreneurship training needs to be considered before developing courses, workshops, and collaborations.

Potishuk and Kratzer (2017, p.41) looked at how entrepreneurial actions can be swayed by the influence and inspiration of others. Their research suggests that underrepresented populations can be inspired by visiting entrepreneurs, role models, and opinion leaders who look like and have experiences like them. When they see themselves in these successful individuals, entrepreneurial action becomes more relatable and possible.

Mathews (2017, pp. 100-101) writes that there is an increase in entrepreneurial intent when students can learn through their own experience. He reports that experiential learning theory is the most widely validated teaching theory that leads to entrepreneurial activity. This research found that experiential learning opportunities are thought to increase the level of entrepreneurial intent and build entrepreneurial mindset. The research also stressed that practicing deliberate ideation and creativity exercises, especially those that are short and compact, has a profound impact on entrepreneurial intent.

Hornsby et al. (2018, p.8) found that colleges must define their purpose in offering entrepreneurship programs: an entrepreneurship program cannot be all things to all people. Liguori et al. (2018, p. 5) agree with this assertion and add that entrepreneurship education has struggled to define its purpose and impact because of the rapid growth of the field. For example, entrepreneurial mindset and venture creation are two major methodologies used and while they are different, they are both viable in educating future entrepreneurs.

Traditional pedagogies may not be appropriate for teaching future entrepreneurs. Henry & Lewis (2018, p. 266), for example, pointed to traditional methods of lecture and testing, believing them to be ineffective for entrepreneurship students. They stressed that different, more active, hands-on methods work better. Business programs, where entrepreneurship courses are typically found, are broad, while entrepreneurship courses themselves are more focused, covering specific topics such as the attributes of entrepreneurs, creative thinking skills, negotiation, and venture development, lending themselves to more experiential teaching methods.

Abereijo (2018, Introduction) questions traditional approaches to learning, finding that more entrepreneurial approaches help to develop student abilities and entrepreneurial intent. Action learning, practice-based experimentation, and simulation are all superior methods and create significant learning experiences for students. These can include mini student-run companies, peer and group work, dramatization, learning diaries, inviting visiting entrepreneurs to speak — all methods that work well in entrepreneurship education. Thus, Abereijo stressed that being entrepreneurial in developing a classroom approach to teaching and bringing an entrepreneurial spirit to the classroom will engage students and lead to more successful outcomes (2018, pg. 126). Kuratko and Morris (2018, p. 20) encourage educators to challenge students to dream big and adopt new ways of thinking. Their role is to provide tools and empower students to experiment and fail as they learn, eventually transforming themselves and allowing them to create their future.

In another study, Winkler et al. (2018, p. 160) assert numerous learning opportunities within the local ecosystem are necessary to support all entrepreneurs and should be inclusive to all. There is a need for multiple types of programs based on students' various motivations and

numerous levels of experience. Their research emphasizes that credit degrees and certificates, as well as noncredit training programs and certificates can yield success. Galvão et al. (2018, p. 33) determined that entrepreneurship education and training concentrate on building knowledge in business startup and inciting interest in entrepreneurship, overall, to help fuel the intent of students. Lyons and Zhang (2018, p. 91) encourage entrepreneurship programs to have a variety of available resources, if possible, to reach the varying needs of individuals, where they may be in the entrepreneurial journey. Students' level of understanding and what they have been exposed to in the past may impact their future actions which means education and training programs will likely not affect all students the same way.

Technology-based assignments are valuable, but in distance education, technology can be a struggle for entrepreneurship course instructors. While it can be implemented, to observe entrepreneurial behaviors and attitudes of students, a blended approach, in which students' complete coursework both online and in the classroom, may be a better approach to pursue (Modenov et al., 2018, p. 6). Instructors then may observe students and ensure that their behaviors align with entrepreneurial concepts. Audet et al. (2018, pp. 12-13) noted that introductory entrepreneurship courses achieve better student outcomes when instructed in-person. However, they note that student entrepreneurial intent and interest increases in both online and in person modalities.

## **RECENT TRENDS IN ENTREPRENEURSHIP EDUCATION**

The Covid 19 pandemic was a time for change in education at all levels. Some researchers (Liguori & Winkler, 2020; Ewing Marion Kauffman Foundation, 2020; Liguori et al., 2021) note in their research how the pandemic accelerated change in the field of entrepreneurship education. Liguori and Winkler (2020 p. 348) discussed how the Covid 19

pandemic forced colleges and universities to adopt online instruction — which, in the past has been particularly difficult when teaching entrepreneurship — but Covid 19 required instructors to be entrepreneurial in their approach. Liguori and Winkler’s work stressed that business concepts lend themselves to online learning as do the most basic of entrepreneurship concepts and that mindset and observation of entrepreneurial competencies are more difficult to observe online.

Today’s post-pandemic economy is bringing new opportunities to the forefront. The Covid-19 pandemic crippled the nation’s economy; however, new funding opportunities are on the horizon, particularly for individuals with barriers due to demographics, such as race, socio-economic background, and education. Local economies need these underserved populations to thrive; therefore, developing entrepreneurship capacity in underserved populations will be key to building back the economy (Ewing Marion Kauffman Foundation, n.d.-c). Recent trends in entrepreneurship instruction help students to become better problem solvers and consider the impact of their ideas and actions. Researchers (Hoffman, 2020; Berglund et al., 2020; and Maier, 2020) discuss that during the last two decades, entrepreneurial topics, such as mindset, creative thinking skills, negotiation, and venture development, have become part of the curriculum. Less emphasis is on the business plan, new venture creation, and case studies and more emphasis is on creative problem solving through simulations and active learning projects (Hoffman, 2020, p. 6). Thus, the curriculum should include situations in which students can learn from failure and be rewarded by dedicated work to build self-efficacy and need for achievement.

Technologies, such as gaming, technology-based competitions, problems, and simulations, that have a sense of urgency help to equip young entrepreneurs to be more successful but in a low-risk environment. Berglund et al. (2020, p. 211) suggest newer methods

to help students to think critically through the impact of a new business venture. As students create, they are asked to be more reflective about the idea and the impacts that could be experienced.

Maier (2020, p. 29) notes that another recent trend that is helping to further engage students is through teaching social entrepreneurship concepts. Loftier goals such as sustainability, alleviating poverty, and equity issues, rather than new venture development, allow students with entrepreneurship interests to serve the needs of humanity by using business concepts for non-profit entities.

Jones (2020, pp. 251-252) looked for ways to unite the considerable variety of approaches in entrepreneurship education to find a signature pedagogy. He poses that curriculum should build upon student individuality by providing experiential learning followed by extensive and repeated reflection.

Ligouri et al. (2019, pp. 182-186) considered the many arenas in which entrepreneurship education is offered, including community colleges, universities, workforce organizations, and K-12. Community colleges were viewed as offering more functional training that is practitioner-based, in shorter, focused course offerings or training, differing from university counterparts that offer the study of entrepreneurship in a much wider scope. Another paper by Ligouri et al. (2021, p. 828) also studied the effects of the Covid-19 pandemic on entrepreneurship education and found encouragement in how faculty embraced new technologies as they shifted to virtual classrooms. Students and faculty alike found new ways to connect and became empowered to be more agile in the delivery of programming. The Lumina Foundation (n.d.-a, p. 7-9) saw the pandemic as providing an opportunity for innovation on college campuses, from connectivity improvements that make classroom activities such as simulations, virtual reality, and gaming

easier to execute, to providing easy access to technology that lessens the digital divide and provides more equity in education.

## **ENGAGING THE ENTREPRENEURIAL ECOSYSTEM IN ENTREPRENEURSHIP EDUCATION**

Some researchers note the importance of the local ecosystem as colleges and universities educate future entrepreneurs. Babson College uses an ecosystem approach to entrepreneurial education by including numerous stakeholders that provide students with multiple perspectives, stories, and experiences (Crittenden et al., 2015, Ch. 2). The ecosystem approach brings more diversity to programming and helps bring more opportunities to students.

A study by Galvão et al. (2020, p. 177) found that active and inclusive participation by all stakeholders in the entrepreneurial ecosystem aids in the creation and development of relevant educational programs and contributes to the impact education has on local regional development. Rather than a focus on methodologies in the classroom, this study focused on the educational program becoming an active participant in the ecosystem and engaging students in networking within it.

Feld and Hathaway (2020, p.79) state that the local ecosystem needs to keep the entrepreneur at its nucleus. They found consideration of the local ecosystem is also primary to the teaching of Massachusetts Institute of Technology (MIT), one of the leaders in entrepreneurial education. The four “H’s” — Heart, Head, Hand, and Home — are central to MIT’s methodology when teaching entrepreneurship: Important to this thought is that the entrepreneurial ecosystem defines a common language itself, not an individual or institution. Everyone in the ecosystem contributes and should look for connections and relationships within the system (2020, p. 229). Therefore, understanding and participating within the local ecosystem would be key to student learning.



## **RESEARCH REGARDING THE ROLE OF CONTINUING EDUCATION**

The research surrounding Continuing Education and Workforce training is not as abundant as the research on academic programs, yet several researchers discuss the role it plays in higher education. Considering the many types of students that community colleges serve, collaborations between credit and noncredit areas would seem to be an opportunity (Carducci, 2005, p. 7).

Downey et al. (2006, p. 80) discussed how Continuing Education can be misunderstood because it can encompass numerous functions of the college, including workforce training, adult basic education, and even personal enrichment. According to their research, Continuing Education departments in community colleges are positioned remarkably well in their communities and can pivot quickly in response to community needs. Smaller class sizes and course offerings during evening hours and weekends make them accessible to students when and where they are needed.

Van Noy, et al. (2008, pp. 56-57) discuss the important role that workforce education and Continuing Education play in being responsive to employer and student needs. Their research also stresses that Continuing Education units can meet local market needs in the short term and then lead students to credit programs to enable further education.

Macomb Community College (2011) and Carnevale, et al. (2012) as cited in D'Amico (2014, p.152) assert that noncredit programming is significant to the delivery of education but has been difficult in measuring its value due to the lack of institutional measures as in credit bearing programs. However, a 2008 roundtable of United States CEOs worked to build a framework for noncredit workforce education and tried to define the unit of measure as the clock hour. Building such a framework can make it easier for colleges to benchmark the success of noncredit training and, therefore, articulate credentials into college credit. (2011, pp. 7-9).

Voorhees and Milam (2005, pp.1-4) discussed that noncredit programs receive sparse recognition even though over half of the state's financially supports noncredit programming. Unlike the credit hour, which acts as the currency of higher education, noncredit is more variable and has no standard calculation (2005, p.5).

Kortesoja (2009, pp. 60-61) presents that noncredit programs offered by community colleges can be convenient for the adult learner and better meet their needs. Fouts and Mallory (2010, p. 182) discuss many barriers that are present between credit and noncredit barring courses, including that noncredit students are typically not given the resources that credit students are, such as student IDs, access to libraries, and access to tutoring services. In addition, faculty perceptions exist that noncredit programs are inferior to credit programs. Even so, Fouts and Mallory stress that the benefits of noncredit programming can be felt by all stakeholders and can help drive economic development (2010, p. 183).

Pruett (2012, p.94) conducted research to see if a series of workshops, presented to educate budding entrepreneurs and support existing business owners, would enhance an individual's intention to behave entrepreneurially. The findings were very positive in that the workshops and the support entrepreneurs experienced stimulated more entrepreneurial actions and built self-efficacy of individuals, making them more self-aware and confident moving forward with their efforts (2012, p.100). This research is encouraging in terms of the type of programming that is offered in community college Continuing Education that offers short-term learning opportunities.

Arena (2013, p. 372) studied the increase in the importance of noncredit programming in higher education. Corporations invest in these programs to train and upskill incumbent workers. Numerous reasons are discussed in Arena's research and include low completion rates of college

programs and the soaring cost of higher education. Possibly more important are the skills gaps being felt across much of the country. Arena stresses that noncredit programming is helping meet the needs of communities to increase the number of credentialed individuals (2013, p. 373).

Cohen et al. (2014, ch.12) presents Continuing Education as open ended and not confined to patterns of curriculum or semesters as credit-bearing academic programs. Continuing Education students come to community colleges with short-term goals in mind which include completing quickly and are typically supported financially through fees, grants, or contracts with external organizations. Cohen emphasizes that community colleges have the unique ability to foster the learning that needs to take place in the community to help it thrive.

*Achieving the Dream* (2018, p. 5) expanded on the idea of career pathways and guided pathways to include Continuing Education and workforce development programs. Continuing Education is increasingly a vital component to educational pathways by bringing students to college academic programs who may have been excluded before (2018, pp. 10-11). Continuing Education can also extend the pathway through lifelong learning opportunities and professional development. Adult learners can find Continuing Education particularly useful as they do not always follow a traditional path through college. Using credit for prior learning, industry credentials, and other training, adult students can matriculate into academic programs by transferring their credentials and knowledge into academic credit (2018, p. 12-13).

Gielnik et al. (2017, p. 347) researched long-term effects from short-term training activities. What they found is that an intense twelve-week training program helped to boost entrepreneurial self-efficacy, passion, and action. The increase in passion leads to behaviors more likely to result in business creation. This study helps to support how noncredit programming and short programs can help build entrepreneurial activity.

Today in the United States, noncredit students comprise 40% of community college students and over 70% of entrepreneurship programming happens within noncredit programming (Dominik & Banerji, 2019, p. 230). Specific to entrepreneurship training, Barnard et al. (2019, p. 200) considers community college noncredit programming as a significant contributor to economic development by offering short-term workshops needed such as startup marketing or funding sources, with many provide consulting for local small businesses, as well.

Samuels et al. (2019, p.4) also describe noncredit programs as responsive to workforce needs but admits that it takes intentional efforts to align noncredit with credit programming. Doing so provides cooperation and increased performance overall which is critical in today's environment of shrinking enrollments. Corbin et al. (2019, pp. 188-120) note that non-degree programs can be more agile, providing content as local entrepreneurs need it. This type of programming can contribute to rural economic development, especially if the courses are offered remotely or on site in rural areas. Noncredit programs offer opportunities to credit students, as well, by providing guest speakers and lecturers and other low-cost workshops that might enhance the learning from the credit programs.

Michaelides and Davis (2020, pp. 26-27) conducted a study during the Great Recession that found many factors can impact the success of government subsidized entrepreneurial training. The state and local support for business start-ups is very important as well as the characteristics of the participants in the training. Participants who have characteristics in line with entrepreneurs are more likely to be successful, as well as participants who have had prior experience with self-employment (2020, p. 29).

Cadenas et al. (2020, p.162) consider community colleges as an ideal place to help address equity gaps within STEM (Science, Technology, Education, Math) fields. Their study

targeted underrepresented students in providing a five-week noncredit intervention to build entrepreneurial skills and prepare them for STEM pathways. The impact was greater entrepreneurial self-efficacy, self-awareness, entrepreneurial skills, as well as increased innovation, optimism, and technology readiness. The Poder model could be significant in improving other local ecosystems through noncredit programs in community colleges by providing culturally based interventions to help close equity gaps (2020, pp.164-165).

Maxwell and Gallagher (2020, p. 9-10) perceive hope in a new era for community colleges in providing desired credentials in new and exciting ways, offering pathways for students to build their careers through shorter or interwoven credentials, competency-based coursework, and work-based learning. The implications for Continuing Education units to continue to develop noncredit credentials to serve student career paths into credit programs is significant.

The Lumina Foundation (n.d.-a, p. 75) estimated that life-long learning will be a more serious undertaking of colleges and universities in the post-pandemic period. A growing number of programs may be designed to tackle the need for Continuing Education and career changes. Equity-based responses to programming will also be advanced as well. Reducing the digital divide will continue to be an important initiative in higher education (n.d.-a, p. 77). These innovations will be important to pay attention to in designing entrepreneurship programming.

## **CONCLUSION**

This chapter provides a look at relevant literature and research regarding entrepreneurship education. Educating entrepreneurs provides skills and abilities for business start-ups and influences their self-efficacy to act. The literature is clear that entrepreneurship education is necessary to help drive economic development. Entrepreneurship as an academic

discipline is comparatively young and is focused primarily on the teaching, research, and methodologies within universities. The literature shows a gap where community colleges are concerned, however, and an even larger gap regarding community college Continuing Education. Community colleges support workforce development within their local districts through credit and noncredit programming, and entrepreneurship education is no exception. This literature review will inform the author of the important elements that should be included in a Guide for Continuing Education leaders on how best to support their local entrepreneurial ecosystems and continue to drive local economic development.

## CHAPTER THREE: DESIGN OF THE GUIDE

### INTRODUCTION

This chapter describes the development of a Guide that will be used to inform Continuing Education leaders on how to provide support to local entrepreneurs. The groundwork for the Guide was derived from key literature, best practices from two- and four-year institutions of higher education, professional organizations such as the National Association of Community College Entrepreneurship (NACCE), the Kaufman Foundation, and state and national agencies dedicated to small business development and entrepreneurship. In addition, the personal experience and insights of the researcher who has 23 years of experience in higher education was used to inform the Guide. To build context and relatability within the Guide, the researcher used the example of the institution, Illinois Central College, East Peoria, Illinois, and its local entrepreneurial ecosystem.

A Guide will attempt to solve the following based on an examination of entrepreneurship education literature:

1. What role can noncredit community college programming play in the entrepreneurial ecosystem?
2. What are the best practices in entrepreneurial education that can be replicated in noncredit programming?
3. Considering best practices in entrepreneurship education, what type of programming could be offered through workforce training and Continuing Education that would help students take entrepreneurial action?

## **WHY A GUIDE IS NEEDED**

The topic of entrepreneurship education is broad, with numerous opinions of researchers, practitioners, and stakeholders. A current literature review by the researcher exposes a clear gap of knowledge on how community college Continuing Education departments can serve entrepreneurs. Topics such as student learning, success, retention, and assessment are offered in the research regarding community colleges, albeit less than research about university entrepreneurship education. The research application of these topics is generally intended for academicians and administrators seeking methodologies for credit-bearing academic programs. Specifically, organizations such as Achieving the Dream, the League for Innovation in Community Colleges, the American Association of Community College, and others have propelled emphasis on credit bearing programs and courses. However, there does seem to be some work on the topic of how credit and noncredit areas of training can collaborate to meet the needs of students, particularly adults. This Guide is intended to bridge that gap for Continuing Education leaders and practitioners.

Another gap in the literature points to the lack of guidance on how noncredit training is developed. This Guide aims to inform practitioners on where to start to develop programming in entrepreneurship. For credit bearing programs, particularly in career and technical associate degree programs, most institutions guide the development of new academic curriculum through the engagement of advisory committees, development of learning outcomes and assessments, curriculum committees, professional development for faculty, etc.

Noncredit or Continuing Education workshops and courses are not plentiful in available research or resources to lean on, nor are there specific accreditation standards that must be adhered to when developing training. The research acknowledges that noncredit training may mirror many of the elements of curriculum and program development but, because of the wide



variety of programming they offer such as technical or soft skills training, manager, or leadership development, they are unable to use a prescribed approach when developing short-term courses and workshops. Subject matter experts in any one area are often lacking within the Continuing Education department staff itself. These practitioners look for the availability of faculty or local area experts to help develop targeted training. Advisory committees, such as those mentioned for credit bearing programs, can be utilized by Continuing Education departments or shared with credit programs. Skilled instructional designers are a valuable resource to Continuing Education departments to help bridge the gap in developing training courses and workshops. A guide to inform Continuing Education leaders specifically on the topic of entrepreneurship training and education will help to meet the need of these practitioners on where to begin to develop training content and engage the entrepreneurial ecosystem.

Entrepreneurship education, as a discipline, is still young. No methodology or approach to teaching entrepreneurs appears to be agreed upon, and it is clear in the literature that approaches have developed and changed over time. What is agreed on by most researchers is the notion that education informs, teaches, and develops entrepreneurial skills. Education helps the entrepreneur develop self-efficacy, courage, and ability to turn entrepreneurial knowledge into action. This action is vital to an economy's health and survival. Entrepreneurs develop innovative technologies, processes, and inventions that transform into businesses and jobs, which in turn grows the economy. Entrepreneurship occurs not only on a large scale by huge corporations, but in a college's own backyard as small businesses, manufacturers, producers that help drive the local economy. Community colleges can offer the programming that is needed locally to help influence the health and stability of the local economy. Because entrepreneurship education is a broad topic, with numerous methodologies found in the literature, it may be a little

overwhelming to understand what type of training and resources should be developed for a local Continuing Education department or program. A guide will help Continuing Education leaders understand the ecosystem's stakeholders and focus on the resources that would best serve them.

## **AUDIENCE**

Not all local small business owners or budding entrepreneurs need or want a degree in entrepreneurship to thrive. Rather than credit degree programs, some are more likely to seek out the focused and short-term training that noncredit, Continuing Education departments can provide. These individuals may have earned a degree or specialized skill but just need help in developing a business plan or a value proposition to begin to develop a new business. These students may be better suited to the targeted training that Continuing Education programming provides such as how to market a business, how to hire and develop employees, or use QuickBooks to conduct accounting activities. In this case, Continuing Education practitioners who choose specific courses or a selection of courses that lead to a certificate would be the appropriate audience.

Continuing Education departments in community colleges can provide access and programming to support the entrepreneurial ecosystem. What they may lack, however, is an understanding of the local ecosystem, its members, and resources to determine how Continuing Education can serve and help the system thrive. This research provides a guide to help them understand entrepreneurship, how to engage the local community of entrepreneurs, and develop and provide the programming alongside credit programs that will influence local economic development and provide options for all types of students.

On a larger scale, the ecosystem may not have many resources outside the local community college. Makers spaces and innovation labs, or organizations like the SBDC or

SCORE may not be readily available to the local entrepreneurial ecosystem. If this is the case, community college leadership, as well as Continuing Education leaders, would benefit from the resources found in the guide to explore the need to commit college resources to a capital project to build and provide an appropriate space to inspire entrepreneurial action. In addition, the resources in this guide would also help college leadership in building connections and relationships with organizations with expertise in small business development or support for entrepreneurs.-

Workforce development or adult education departments or programs may be interested in the resources in the guide. Entrepreneurial and business skills can help prepare underserved students for a job or for an academic program by strengthening math, reading and student success skills and abilities. Bridge programs can be developed that lead students to a business or entrepreneurship degree or certificate. The Guide also provides information on various resources that are free or would lead to grant opportunities for institutions to help provide needed programming.

Finally, NACCE encourages college presidents to advance entrepreneurship by joining the President for Entrepreneurship Pledge (PFEP) which is a signed commitment to five action steps that help show the college's commitment to economic development and vitality. The PFEP program provides news media and social media support to institutions, other marketing materials, best practices by other institutions and more. The signed document commits the college to dedicate staff and resources to serving the entrepreneurship community by connecting with entrepreneurs and supporting job creation (NACCE, n.d., PFEP).

## **PROCESS OF DEVELOPMENT**

The impetus for developing this Guide began long before the researcher began formal study of the topic. As faculty in business at Davenport University in Michigan and Ivy Tech Community College in Indiana, entrepreneurial concepts were taught in many courses and innovation in business. In addition, the researcher served on a collaborative entrepreneurship statewide task force at Ivy Tech Community College in Indiana. The task force was charged with looking at the entrepreneurship offerings across the state of Indiana in hopes of developing some standardization. As an Academic Dean at Illinois Central College and later as Dean of Corporate and Community Education (Continuing Education), opportunities for programming development at the institution were identified. In 2020, the college joined NACCE and studied resources the membership provided, such as journals, books, and professional development opportunities. Both experience and knowledge of prior research conducted by NACCE began to help formulate the research that eventually would become part of this Guide.

The researcher investigated the literature that was available regarding entrepreneurship and soon realized that to focus on a Guide for Continuing Education leaders, a deeper look into several focused areas would need to be conducted. First, topics such as the significance of entrepreneurship and entrepreneurship education were sought in the research. For any guide to be meaningful, providing a description of its significance would be crucial. Much of the research speaks to the importance of entrepreneurship to a country's economy. Governments seek to distinguish ways to drive and improve their country's economy. Entrepreneurship was identified as important to the development of new products, industries, and jobs, which therefore shepherded economic growth and stability. The need for more entrepreneurs to influence the economy led to the notion that entrepreneurship could be taught. Governments turned to institutions of higher education, ushering in the first course at Harvard University in 1947.

Research after 1947 increased quickly, as did journals, organizations, and educational programming that were developed which helps to set the stage for the significance of entrepreneurship education (Katz, 2003).

Next, research for the Guide concentrated on the characteristics of entrepreneurship education such as pedagogy. The researcher sought best practices in modalities, teaching, experiential learning, etc. Much of the literature was clearly meant to inform the practices of faculty teaching at the university level, while teaching at community colleges was discussed less frequently. The literature mentions the range of programming seen in community colleges, such as transfer and technical degrees, Continuing Education, and Workforce programs. For Continuing Education, the research regarding pedagogy and modalities is relevant, regardless of the type of institution. Aspects of each type of degree or certificate can be replicated, to an extent, in noncredit programming which is helpful to any Continuing Education department.

Continuing Education can seek to copy other advancements in the field of entrepreneurship education. Research from the last ten years discusses new technologies, experience-based learning opportunities, social entrepreneurship, and gaming as new and exciting developments in the teaching of entrepreneurship. The Covid 19 pandemic showed new advancements for higher education, requiring institutions to quickly adapt to online teaching in all disciplines (Ligouri et al.,2021, p.824).

In reviewing the literature, research was found about involving ecosystem members in the development of courses and workshops. Local entrepreneurs provide students with opportunities to see themselves as entrepreneurs and business owners. Developing opportunities where students can work alongside local entrepreneurs, a true experiential experience, could provide better learning outcomes for students (Galvão et al.,2020, p. 177). Involving members of

the entrepreneurial ecosystem provides the information that Continuing Education departments need to provide appropriate programming.

In addition to a review of the literature, the researcher looked at information that professional organizations could provide to Continuing Education leaders and practitioners. One of the most integral organizations for entrepreneurial education is NACCE which provides support and resources for colleges supporting their local entrepreneurial ecosystem. The resources NACCE provide can be used whether community college programming is credit or noncredit. NACCE encourages participation of college presidents, as well as providing funding opportunities, professional development, and conferences (NACCE, 2019, *About us*). The Kaufman Foundation also offers information for educators and opportunities for colleges and students to find funding. Many colleges are affiliated with the Small Business Administration ([www.sba.gov](http://www.sba.gov)). The free resources available for new small businesses and the classes they teach are invaluable. The SBA is also a resource for Continuing Education departments to include in their programming. The professionals in the SBA can provide information, instructors, entrepreneurs to be guest speakers, etc. These additional resources, and others, are included in the Guide to inform practitioners and to provide resources to turn to when developing workshops, courses, and overall plans in engaging the community of entrepreneurs in their local area.

## **DELIMITATIONS**

The study was not limited to community college Continuing Education research primarily because very little research exists on noncredit training such as that provided by Continuing Education departments. The author needed to take a holistic approach by considering the history and development throughout the years of entrepreneurship education. As a relatively

new discipline in higher education most of the research came from university studies. It was not until later, in the 1970s and 1980s, that studies were seen regarding community college entrepreneurship education, and even later for the few studies regarding noncredit training.

The same holistic approach was taken in researching pedagogy or method of instruction. No single philosophy has been adopted by researchers. As noted, there is little agreement across the literature for one pedagogy or method of instruction that is appropriate for all entrepreneurs. Even the definition of entrepreneur varies in the research. Some refer to entrepreneurs as innovators that bring innovative ideas to market while others refer to small business owners as entrepreneurs. With such a wide variety of entrepreneurs to serve, it is difficult to indicate one methodology when offering noncredit training. Therefore the Guide will be limited to providing resources and direction to Continuing Education departments and will not prescribe a particular teaching method. The Guide will not prescribe a particular teaching method but will not instruct Continuing Education leaders on what should be included in the training curriculum and how it should be structured. Rather, the Guide leads readers to resources, best practices for adoption, and suggestions for programming.

Community colleges are accessible to all types of learners and successfully serve those populations who are underserved in our local communities. Not all students desire degree programs or programs courses aligned to an academic calendar. Many students wish to take courses designed to teach a particular skill to quickly prepare one for the workforce or to solve a problem or deficiency in their current skill set. Credit programs are more expensive with curriculum designed to build and be taken over time. This study is limited to opportunities Continuing Education may provide; training focused on and prepares a student with specific

skills that may be developed in a shorter time. The Guide helps to bridge the gap between credit and noncredit offerings in community colleges.

## **ASSUMPTIONS**

Some key assumptions were made regarding the audience who would be utilizing this Guide, as well as the characteristics of the entrepreneurial ecosystem. Because Continuing Education departments may be different depending on the college's focus and local needs, the assumption was made that they had the capacity to engage the local ecosystem and the ability to design programming to meet local market demand. For example, the size and focus of individual colleges could impact Continuing Education's ability to conduct outreach.

Another assumption made about Continuing Education departments as audience to the Guide was that they have knowledge of effective curriculum and training design to help support whatever programming they choose. If they do not have the capacity to design the curriculum themselves, access to faculty, experts in instructional design, or local entrepreneurs who could aid in that design work would be necessary.

The size and availability of a local entrepreneurial ecosystem also had to be assumed. The ecosystem would need to be adequate and have ample need for training to support local programming by the college. Although, regardless of a college's service area and whether it is urban, suburban, rural, or a mixture of all, it is also assumed that some variety of programming may be needed to serve the ecosystem or at the very least, local small business owners.

Finally, governmental support and resources directed to entrepreneurship can vary across regions. Some states are supportive of their entrepreneurs and the available financial support reflects this. Some colleges are also fortunate to have small business development centers affiliated with their colleges while others may have one nearby and still easily accessible. In



addition, many economic development centers offer free education and training to local small businesses and entrepreneurs. The Guide assumes that, regardless of each college's situation and local availability of entrepreneurship resources, there is still room for Continuing Education training to support the ecosystem.

## **STRUCTURE OF THE GUIDE**

In determining what shape, format, or organization of information this product should take, a cursory search for the appropriate label was undertaken. Guidebook, guide, planner, handbook, manual, directory, etc., were all considered as labels. By definition, a guide informs and influences action. This simplistic definition was appropriate to the nature of this project. A guide influences but does not dictate a course of action. Given the many considerations and variations entrepreneurship workshops, courses and programs could follow, this seems most appropriate for a community college audience.

From there, it was necessary to determine what topics were most significant to help inform and influence action while at the same time not provide content that would overwhelm Continuing Education staff or confuse them to the point that no consideration of action be taken. The following components were implemented in the guide and are identified below with brief descriptions and reasoning for each.

The Guide is planned to include sections on:

- **Introduction.** This section helps to build context as a guide to Continuing Education leaders as to why the Guide is provided by providing insight into the author and their experience with the topic, adding credibility and suggesting a common mission to readers.
- **Entrepreneurship education.** This unit looks at why entrepreneurial education exists and is needed as well as a historical perspective to provide a bit of understanding of how it transpired.

- **The Entrepreneurial Ecosystem.** This section examines what the ecosystem is and the many aspects or parts within it. It sets the reader up to understand who and what exactly it is that the Continuing Education department seeks to serve.
- **Entrepreneurship Organizations.** The organizations in this section provide the reader with information on where to go within their own area and nationally to identify appropriate resources with which to engage or seek assistance and resources.
- **Considerations for Continuing Education.** This section is included as a means for the Continuing Education leader to think about when preparing to build and provide appropriate programming.
- **Best practice.** The field of entrepreneurship education suggests numerous best practices that have developed over the years. Most of these best practices come from university research. However, these can be adapted and replicated to meet the training gaps within the local college district. Some specific guidance on what colleges can choose to include as workshops, certificates, or full programs are included.
- **Resources and Tools.** This list of resources gives Continuing Education leaders a start in pinpointing where they can find additional information for their specific circumstances. This list is not exhaustive but could be used by practitioners to start and continue to add to their library as time goes on.

## **CONCLUSION**

This chapter reflects the journey that the researcher assumed to develop a Guide that would inform and inspire the action of community college Continuing Education leaders and departments. The research's overall goal is to provide a resource that Continuing Education leaders may use as they support local entrepreneurs and small business owners. Continuing Education leaders need direction of where to begin and an understanding of the importance of supporting local entrepreneurs. A variety of educational opportunities available through community colleges serve to enable the ecosystem to continue to grow and sustain the local economy.

## CHAPTER FOUR: SUPPORTING THE ENTREPRENEURIAL ECOSYSTEM THROUGH CONTINUING EDUCATION: A GUIDE FOR CONTINUING EDUCATION LEADERS

### INTRODUCTION

As Continuing Education leaders in community colleges, we understand how we provide the relevant training and professional development for the college districts we serve. Continuing Education (CE) is an important part of the college mission. We provide educational opportunities outside of Career and Technical degrees and certificates, or transfer pathways. Community colleges provide noncredit programming that serves many purposes. In Macomb Community College (2011) noncredit programs serve students that “fall outside timely progress to a degree (p. 17)”. Community college noncredit programming is characterized as conducting five different activities.

1. Workforce education, professional development, and training
2. Customized training for upskilling incumbent workers
3. Adult education programs that include GED preparation
4. English as a Second Language (ESL) courses
5. Personal enrichments or leisure learning courses

We know as practitioners that Continuing Education serves members of our community who either cannot enter a degree program or who simply do not want or need a degree because of time, financial, or family constraints. Their personal goals are the driving force for them to seek out other options than degrees.

Entrepreneurs and small business owners are a unique group within our communities. In my experience of teaching business courses, I taught that not all entrepreneurs bring major

changes to society like Henry Ford, Bill Gates, or Mark Zuckerberg. An entrepreneur can be a small business owner; they may work for corporations and use their ideas to benefit their employer; they may also work for non-profits and community-based organizations. They come from all levels of society, have varying educational experience, and have a multitude of different goals.

Budding entrepreneurs, like most community college students, come to our colleges with contrasting academic goals, as well. They may be traditional-aged students, just out of high school, desiring to eventually be a business owner with a goal to transfer from community college to a university entrepreneurship program. They could also be a slightly older individual who has been working for a while, already having a degree, who wants to change their career path. Specific to entrepreneurship, minorities or women wanting to break through equity barriers in their career field desire to learn skills from us to start their own business. Community colleges can help support all entrepreneurs in our districts through credit and noncredit programming depending on the needs and desires of the students. Working together, faculty and Continuing Education can design programming to support area entrepreneurs and to drive economic development within the community.

At Illinois Central College (ICC) in East Peoria, Illinois, students wanting to transfer to a four-year institution studying entrepreneurship would enroll in an Associate of Arts in Business Administration giving them the business foundation to then transfer and be prepared to study entrepreneurship at a university. Students coming into a career and technical program have the option of a one-year certificate in entrepreneurship. This certificate would serve the student, for example an HVAC or automotive student or alumni, who desires the certificate because he/she

wants to own their own small business. For business students, this certificate is stackable to earning the two-year Associate of Applied Science in Business.

Students who have no desire in pursuing a certificate or degree but who still want to gain skills in small business or entrepreneurship to fulfill their personal goal of business start-up and ownership can take workshops in a variety of small business topics through ICC's Corporate and Community Education department. They can also opt for a series of entrepreneurship topics earning them a certificate of completion. Many individuals seek out this type of training rather than its credit counterpart. For instance, those who have already graduated with a degree and just need the necessary skills and information to start up their own business fall into this category. Those who are changing careers may also choose to study through Continuing Education. Individuals who do not feel they have the time or don't feel they can commit to college may also fulfill their goals through Continuing Education workshops and training.

This guide is provided as a starting point for Continuing Education leaders to design appropriate programming for their community. A guide is a mechanism that helps direct or influence a course of action (Merriam-Webster, n.d.) To that end, this guide will provide a description of entrepreneurial ecosystems and their stakeholders. It will provide information about organizations that you should be aware of and whom you should engage. It will provide you with the best practices in entrepreneurship education that you can replicate on your own campus along with some ideas that may help you serve your community in an impactful manner. To begin, it is important to help you understand why entrepreneurship education benefits us all and why this work is so important to the mission of the community college.

## RELEVANCE OF ENTREPRENEURSHIP

Entrepreneurship education has been growing in importance as an academic field of study since the end of World War II. Of course, there were entrepreneurs prior to that: Henry Ford, Thomas Edison, and Alexander Graham Bell to name a few. It was during World War II, though, that the United States government increasingly saw entrepreneurship as a driver of economic development. The U.S. convened a special committee in 1941 that studied entrepreneurship and small business ownership and provided a report on how universities could be utilized to provide support for small businesses through education and training (Katz, 2003).

Entrepreneurship is one of the four factors of production that also includes land, capital, and labor. Entrepreneurs act as change agents, developing ideas and using resources to put thoughts into action. They use the resources, knowledge, and personal risk to build businesses that serve society, are profitable, and sustainable. Joseph Schumpeter, a thought leader, and economist was considered the father of entrepreneurship. Joseph Schumpeter wrote *The Theory of Economic Development* (1934) in which he discussed the benefits of entrepreneurs and felt they were significant to the country's economy and stability. Entrepreneurs start businesses, employ members of our communities, develop innovations that contribute to our lives in significant ways. Entrepreneurs also develop new processes, important improvements to existing products, new ways of doing things as well as contributing to our entertainment and enjoyment of life. Without new advances, the economy becomes stagnant, without growth (Schumpeter, 1934).

Schumpeter also saw the benefit of education as a means of helping entrepreneurs be more successful in their endeavors. He recognized that if we educate entrepreneurs, that in turn would help encourage economic growth and prosperity (Schumpeter, 1934). The question of

whether it would be advantageous to teach entrepreneurship was considered and the movement to develop entrepreneurship curriculum at Harvard University began.

## **HISTORY OF ENTREPRENEURIAL EDUCATION**

Jerome Katz (2003) provides the most comprehensive chronology of entrepreneurship education in U.S. higher education. Harvard University offered its first MBA course in entrepreneurship in 1947. The University continued by being the leader in publishing textbooks, research journals and case studies. In 1951 the Coleman Foundation was established as the first foundation that focused on supporting entrepreneurial education by providing grants and endowed chairs. By 1953, the Small Business Administration (SBA) was launched. Funded by the United States Government, the SBA offered support to entrepreneurs and small business development by providing free resources and counseling. This support continues today (*About SBA*, n.d.).

After Harvard's start in entrepreneurship education, other universities began to offer similar courses over the next few years and soon, majors and minors in entrepreneurship grew quickly. Along with academic courses, the number of academic journals has developed as scholars researched the field, its best practices, and its impact on society (Katz, 2003).

As growth of academic courses and programs continued, so did student organizations such as Students in Free Enterprise (SIFE), that allow students to practice and compete using their entrepreneurial skills (Katz, 2003). In addition, more organizations such as the International Council for Small Business (ICSB) and the Service Corps of Retired Executives (SCORE), as well as conferences like the Symposium on Technical Entrepreneurship. In fact, entrepreneurship education exploded in the 1970s and 1980s as more government funding, research, academic

majors and minors, conferences, student organizations, etc. burst onto the scene. It was the early 1970s when community colleges also got involved in educating local entrepreneurs.

Oakland Community College in Michigan was the first community college in 1971 to offer entrepreneurial programming. The courses “Personal Finance” and “How to Start a Small Business” were embedded into a certificate program to help local small businesses. Following their university peers, other community colleges followed suit and offered entrepreneurship courses in applied science two-year programs and certificates. This grew in popularity in the 1980s (Hagan, 2004). Unfortunately, research and literature are focused on universities with fewer studies regarding community college entrepreneurship education.

I found in my research that, while still considered a young discipline, there is an excess of literature on the approaches to teaching and learning entrepreneurship. Literature is fragmented with numerous methodologies that have developed over the years. It could be said that entrepreneurship faculty think like entrepreneurs and have produced many workable ideas for the classroom. The latest may or may not be the best method for every classroom, though. However, few methods have been tested in community colleges, and even fewer have been tested in community college Continuing Education classrooms.

Regardless of whether the literature is talking about two or four-year institutions, there is a positive relationship between education and entrepreneurial success (Rideout and Gray, 2013). Business-related courses and programs correlate with success, which is important because business concepts are important in driving entrepreneurs (Henry and Lewis, 2018). However, not only business students want to pursue entrepreneurial endeavors. Students in engineering, information technology, healthcare, and social science are increasingly pursuing entrepreneurial education (Katz, 2003). If entrepreneurship and business courses are related to success, then



these students also need to have access to business concepts. This is an opportunity for community colleges serving their local districts with their unique abilities to respond to local small business and economic development.

The 1990s were a time of growth in entrepreneurial education. In 1991, over 1,000 colleges and universities offered courses and programs in entrepreneurship and small business management, a number that grew to over 1,400 in 1998 (Katz, 2003). Business plan competitions grew in popularity, followed years later by the popularity of gaming and simulations. SCORE offered consulting services and the SBA began to offer their educational services over the internet. The 1990s were distinct in that over the 50 years entrepreneurship education had existed, growth doubled every three to five years during the decade.

More recently, the focus on entrepreneurship education is experiential or action learning to help bring about innovative thinking. Research on entrepreneurship innovation accelerated defining the term innovation as the implementation of innovative ideas, products, and/or processes (Hoffman, 2020 p701). Entrepreneurs are the individuals who seek value in creating a product or activity, be it monetary or societal value. Entrepreneurs create jobs and the innovative entrepreneurs create value-added jobs that experience higher growth rates and larger impacts on economic development: consider the small business owner versus the high-tech start-ups as a practical application to describe this.

Another more recent concept that appeared in the early 2000s is the entrepreneurial ecosystem, which serves as a framework for entrepreneurship (Crittenden, et al.,2015). The framework encompasses all the individuals and organizations that influence and support entrepreneurship. This framework is especially important to community colleges because of the proximity to and commitment they must serve their districts and constituents. Continuing

Education units must examine the needs of the ecosystem and provide the appropriate workshops, courses, and certificates. Following is a more thorough discussion of the entrepreneurial ecosystem and the entities that may be encountered.

## **THE ENTREPRENEURIAL ECOSYSTEM**

What does the term *entrepreneurial ecosystem* mean and why is it important? You may remember from science that an ecosystem is a metaphor describing a group of living organisms that live in and interact with each other within their physical environment. Think of a forest. Trees, plants, animals, insects, and micro-organisms interact between themselves and at the same time are affected by the climate and other available components. All are impacted by the environment they exist in and interact with each other holding different roles within the ecosystem (Feld and Hathaway, 2020).

An entrepreneurial ecosystem is similar as there are numerous players within the ecosystem who are all involved with each other, interacting, or connecting within the local community. The system is adaptive, self-organized, and self-sustained, with the elements working together in ways that are simultaneously competitive but also supportive (Feld and Hathaway, 2020). The term “local” is key when considering the community college and the target populations it serves. A community college interacts and serves the local community in which it resides and, thus, is an important participant within the entrepreneurial ecosystem. How we serve this local community of entrepreneurs is important to how we can assist in impacting the local economy. It is important to understand this ecosystem and know who the other members are. Based on the work of Feld and Hathaway (2020) and the *Entrepreneurial Ecosystem Building playbook 3.0* (n.d.) several elements of the entrepreneurial ecosystem are described below. As we consider educational programming relevant to our local entrepreneurial

ecosystems, we need to take the following elements into consideration. To help create context and to support you in relating these to your own college districts, I have included features of the Illinois Central College district in central Illinois.

## 1. LOCAL CULTURE

It is important to look at the culture of the area you live in and the surrounding communities. Is entrepreneurship celebrated? Is it supported by local agencies, state and local government, other higher education institutions and/or K-12 school systems? Is it a diverse community? Does the community have entrepreneurship groups or small business support groups? More difficult to uncover is the overall mindset of local business and the community. Is it innovative? Do people come together to solve problems?

The culture within my college's district, Illinois Central College, and the Greater Peoria area, is one of innovation and entrepreneurship. This has been influenced by several organizations such as:

- Caterpillar, Inc., a large top 50 corporation
- Bradley University, a private university with an active entrepreneurship program
- Two major hospitals, along with the University of Illinois College of Medicine

Bradley university partners with the Small Business Development Center (SBDC) in Peoria and helps support local business startups. The university is also home to Peoria Next Innovation Center, a business incubator, and the Turner Center for Entrepreneurship. Most of the entrepreneurial activity concentrated near the university is focused on the technology and manufacturing industries. The culture has become increasingly supportive of small businesses or minority owned businesses through the addition of a Minority Business Development Center (MBDC) in the late 1990s.

Most recently, Illinois Central College partnered with the Order of Saint Francis (OSF) HealthCare, the University of Illinois System, and the Greater Peoria Economic Development Council to develop a maker's lab, now called Distillery Labs. Located in a former downtown campus of ICC, the urban placement of this lab is designed to better engage minorities and concentrate efforts in urban health and wellness, agriculture, and technology. While there is quite a bit of programming planned, this also provides opportunities for both credit and noncredit programs at ICC to participate and engage with the entrepreneurs who will be involved.

Finally, as part of the local culture, the Greater Peoria area comes together to solve problems. One example is an annual event that has occurred since 2020 called the Big Table: Greater Peoria. This event promotes community building through conversations that are targeted at specific areas of opportunity for the region such as:

- Diversity, Equity, and Inclusion
- Innovation and Entrepreneurship
- Workforce and Education
- Quality of Life

Begin to understand the culture of your college district in terms of entrepreneurship by looking for these types of community events and organizations that set the tone of the local entrepreneurial structures.

## 2. MARKETS

What are the major industries? Are there new innovations within those industries? Are there emerging industries that need support? In diverse communities, there may be opportunities for minority business or women owned business. Is the local market large or small?

Manufacturing, health care, and technology are the main industries within Illinois Central College's district. I mentioned the large fortune 50 manufacturer, Caterpillar, but the area also includes two major hospitals and is considered a regional healthcare hub boasting four nursing schools, the University College of Medicine and OSF HealthCare's Jump Training Center. Both industries, along with surrounding business supports, require top technology support, making technology the third largest industry in Greater Peoria. The metropolitan market is small — considered a small city — but there are many rural communities surrounding this market, each contributing to the regional economy. Numerous innovations in agriculture, technology, robotics, and autonomous technologies are becoming part of the overall market. As these innovations continue, more opportunities are available for ICC to develop programming that supports new industries, as well as upskilling and reskilling the workforce to support new businesses.

### 3. HUMAN CAPITAL

Does the area your community college exists in have the human capital to support new business? Does it serve an urban population, rural, or both? Is education needed to help new businesses find the right employees? Does your area tend to look outside the immediate vicinity to find innovative employees? Are businesses working with the college to train students to specifically work in their industries?

Illinois Central College serves an urban demographic as well as suburban communities and numerous rural small towns. The urban and rural demographics have a significant number of underserved people. The Lumina Foundation (Periscope, n.d.) maintains that for an economy to be growing and sustainable, 60 percent of its population must have some sort of post-secondary credential. According to Emsi (2018), Greater Peoria reports that roughly 40% of its inhabitants have a post-secondary credential of some kind, making it difficult for local businesses to have

the skilled workforce it needs. It is critical that community colleges work to support the workforce so that these new technologies and businesses do not leave the area in search of a more compatible workforce. We must work to educate underserved populations to prepare them for these new jobs and help drive that percentage closer to sixty percent.

#### 4. FINANCIAL CAPITAL

Are there opportunities for funding of new businesses? Do banks and other lenders seem open to new business funding? Is there wealth in the community who may be willing to fund entrepreneurs as angel investors? In the area where I work, there is some wealth and some financial opportunities for funding. However, there may be more federal and state opportunities for funding because of the large minority population or for women entrepreneurs. In Greater Peoria, the Greater Peoria Economic Development Council (GPEDC), the Small Business Development Center (SBDC) and the Minority Business Center (MBDC) offer opportunities for low interest loans or grants. The community college must continue to investigate funding sources to help this effort and find resources that could bring additional needed training to upskill individuals.

#### 5. SUPPORTS

How active and supportive is your local chamber of commerce and economic development agency? Are there educational opportunities or university outreach in the area? Are there competitions for start-up ideas, or local incubators? Are makers' labs available to help inventors and entrepreneurs design new products? In the area in which my institution resides, there are quite a few supports for local entrepreneurs. Mentioned before, Peoria boasts an innovation lab and a couple of maker's spaces are in the area that help support the work of entrepreneurs and innovators.

In addition, the GPEDC has staff on hand that have as their main responsibility to work with entrepreneurs and lead entrepreneurial endeavors. There are start-up events, get-togethers where ideas are shared, and educational opportunities through the GPEDC. Bradley University also provides its students with outreach opportunities to help local businesses and funding for start-up ideas to their students.

At ICC, faculty have made improvements to the entrepreneurship certificate to be a resource to our current and returning students. As mentioned before, business and entrepreneurship education can help students be more successful when opening a new small business. Most entrepreneurship programs contain business concepts for this reason. This certificate is designed to specifically help our graduates, current and past, as well as community members wanting a credential in entrepreneurship. Continuing Education can also offer programming in the form of training certificates or workshops that can provide this training to former students or other new small businesses in the area. To support graduates of the academic certificate program, Continuing Education can provide programming that will further support graduates as they move to opening businesses. Classes supporting business growth and sustainability would be needed, as well as workshops that help build workforce skills for these new employers. This is a wonderful resource for Continuing Education to recruit from as these students would already have a history and trust in the college. Other potential individuals who would benefit might include career changers, employees seeking to be more innovative in their jobs, or those wanting to start a business rather than work for someone else.

## 6. GOVERNMENT AND POLICY

What signs do you see from local government that they are supportive of entrepreneurship? Do they support new businesses or work to drive innovative new projects? Are

there laws, regulations, taxes that keep new business from entering the area? What infrastructure is available? What is the local government's vision for the future? Are they working to bring in new business and industry? Are they working to increase or improve the local infrastructure?

Illinois Central College's district supports new business and works to bring new business to town. While the state itself has a reputation for being highly taxed, my community college's area has a comfortable standard of living overall. Some individuals from the larger metropolitan areas of the state have moved to the area because of the standard of living and a more relaxed lifestyle than the hustle and bustle of a large city. However, the high taxation of the state and lack of state support of business overshadows this advantage. Large manufacturers have relocated offices to other areas and many large retailers have closed their doors to this community.

These questions about culture, market, human capital, financial support, etc., are not exhaustive. The key is to investigate and explore the local ecosystem within your college district to increase understanding of who the key stakeholders are and what education and training needs they have. It is important to talk to as many people as possible to understand the components of the college's local ecosystem. Join the conversations, visit the local offices and organizations that support entrepreneurship. Participate in local entrepreneurial activities, such as start-up events or meetings at maker's spaces, to understand them better. From there you will build a network of professionals who can help you decide on the appropriate programming for your institution.

I am naturally interested in entrepreneurship and keep an eye out for activities in the local area. I've gone to startup competitions and spoken with the local workforce agencies about entrepreneurship. As I began my research on the topic this general interest became more focused



on how my institution could play a role in the overall ecosystem and how I could understand entrepreneurs to better inform programming within ICC's Continuing Education department.

## **ENTREPRENEURSHIP ORGANIZATIONS**

Numerous organizations that support entrepreneurial activities and small business exist in the United States. These range from federal and state supported operations, foundations, organizations that support student programs and learning. Familiarize yourself with these organizations and look within your own state for others. Conferences, white papers, or other publications, and even grants could become available to help in building your program. Next are descriptions of some of the most widely known organizations that are relevant to community colleges.

### **SMALL BUSINESS ADMINISTRATION**

Since 1953, the Small Business Administration (*About SBA*, n.d.), a federal agency, has been helping small business owners by providing counseling, funding, and contracting expertise. It is the nation's most comprehensive resource for start-ups and companies looking to expand. The SBA offers workshops and conferences and offers most services free of charge. However, other parties and agencies can partner with the SBA to offer events and resources. The SBA has offices throughout the U.S. that cover large districts/regions. Funding options include general start up loans or short-term microloans. The SBA will also provide disaster relief for businesses needing to recover from a natural or other disaster.

### **SMALL BUSINESS DEVELOPMENT CENTERS**

Small Business Development Centers (*Small Business Development Centers (SBDC) | U.S. Small Business Administration*, n.d.) work with the SBA, although they have their own

network of offices throughout the country. They offer workshops and one-on-one training and coaching to entrepreneurs and small business owners. SBDCs can help small business owners and entrepreneurs with how to write a business plan, market their business, and find capital for start-up or expansion.

Many community colleges have SBDCs right on campus! This is an incredible, low-cost resource for all types of students that should be leveraged by CE departments. SBDC professionals can speak to classes, conduct workshops, and work one-on-one with new business owners on a variety of topics. Many SBDC offices also have resources such as the Service Corps of Retired Executives (*SCORE Business Mentoring* | *U.S. Small Business Administration*, n.d.) mentioned later, or additional programming for women and minority entrepreneurs ICC does not have an SBDC affiliated with the college; however, there is one nearby affiliated with Bradley University. The resources are the same, though, and their mission is to provide programming for all which aligns with the mission of the community college.

#### SERVICE CORPS OF RETIRED EXECUTIVES

The Service Corps of Retired Executives (*SCORE Business Mentoring* | *U.S. Small Business Administration*, n.d.) is funded through the SBA but has its own structure and mission. SCORE relies on volunteers who have experience and are willing to spend time with entrepreneurs and small business owners and offer advice. SCORE offers a wealth of information online that assist businesses undertake various pursuits, including topics such as developing a website. They also offer on-demand courses or live webinars from which you can gain supportive information and best practices. Retired executives can mentor a small business owner through challenges as a valuable resource. Consider also, that SCORE volunteers make fabulous speakers for CE workshops.

## KAUFMAN FOUNDATION

The Kauffman foundation was established in Kansas City by Ewing Marion Kauffman, an entrepreneur and humanitarian. Kauffman established the foundation to change lives by helping young people from underserved populations to reach their full potential. He understood that entrepreneurship was effective in driving the economy and wanted to inspire others to take risks to improve their communities and lives (Ewing Marion Kauffman Foundation, n.d.-a). Unfortunately, even today over 81% of entrepreneurs are unable to secure funding. The funding that is available is awarded to only 1% of minorities and less than 2% to women (Jacob, L. 2018).

Kauffman Foundation grants break down barriers in helping individuals earn the skills, find the resources, or to fulfill their dreams and ultimately give back to their community. To submit for a grant, an individual or organization needs only an idea that relates to education, entrepreneurship, or the greater Kansas City area. Grants will not be provided directly for the start-up of a business. The foundation seeks to build the workforce and support entrepreneurship-focused economic development. Whether or not your college desires to apply for a Kauffman grant, the information offered through the Kauffman foundation is invaluable. Numerous whitepapers, conference speakers, and events are sponsored by Kauffman that help to connect communities and entrepreneurs to the ideas and resources they need to build their entrepreneurial ecosystem and find resources for all (Ewing Marion Kauffman Foundation, n.d.-a).

## NACCE

The National Association for Community College Entrepreneurship (NACCE) celebrates over 300 member institutions. Its mission is to “engage members through entrepreneurial thinking and innovation action” (NACCE, n.d., *About us*). NACCE holds the philosophy that for

our communities to thrive, entrepreneurship and entrepreneurship education is a vital endeavor. In 1995, Springfield (MA) Technical and Community College conducted a feasibility study to determine if a small business incubator aligned with community colleges could foster business growth. The results were positive and so NACCE was established and has grown since.

For community colleges, this one organization can make an enormous impact on any of entrepreneurship initiatives whether it is credit programming, noncredit workforce development and Continuing Education, or embedding entrepreneurship into all academic disciplines. NACCE resources include a large conference, cutting edge trends in community college education, Centers of Practice, and funding resources for student start-ups. NACCE supports the idea that entrepreneurship is so important to local communities, that community college presidents should be the spokesperson for the college to exhibit the college's commitment to entrepreneurship and economic development in their college districts. NACCE encourages presidents to make the Presidents for Entrepreneurship Pledge ([NACCE.com/PFEP](http://NACCE.com/PFEP)) which commits them to five important actions steps:

1. Form teams to focus on entrepreneurship.
2. Connect with entrepreneurs in the community.
3. Collaborate with industry in the region.
4. Focus on business and job creation.
5. Share stories through events and the media.

This commitment to make the local economic development of the college district a high priority of the college speaks volumes to small businesses, local entrepreneurs, and those involved in the ecosystem and solidifies the college's place in that ecosystem as an institution of support to all.

## THE ENTREPRENEURIAL LEARNING INITIATIVE

The Entrepreneurial Learning Initiative (ELI) is a thought leader seeking to promote entrepreneurial mindset concepts to solve societal problems. ELI offers professional development, training, and courseware to organizations of all kinds to “empower ordinary people to accomplish extraordinary things” ([elimindset.com/about/](http://elimindset.com/about/), n.d.). Led by Gary Schoeniger, ELI promotes the Ice House Entrepreneurship Program, a collaboration with the Kauffman Foundation. *Who Owns the Ice House; Eight Life Lessons from an Unlikely Entrepreneur* is the story of a man who rises above the difficulties of his life to improve his circumstances and achieve success ([elimindset.com/entrepreneurship-programs](http://elimindset.com/entrepreneurship-programs), n.d.). The book embodies the spirit of entrepreneurial mindset.

ELI offers training for educators, workforce professionals and nonprofits to become certified to offer the Ice House entrepreneurship program. Richland Community college in Decatur Illinois has implemented the Ice House program as part of a state workforce equity grant. Seeking to assist and support low-income and minority adults who are interested in becoming entrepreneurs, the program has had 53 completers since its start in 2021 (“Richland Community College Case Study,” n.d.). Richland Community College is a wonderful example of how entrepreneurship education in noncredit programs can impact local entrepreneurial ecosystems.

## CHAMBER OF COMMERCE

The Chamber of Commerce is typically the leading organization and resource for businesses in a region. As a regional partner with the U.S. Chamber of Commerce, local Chamber offices advocate for members — usually local businesses — to limit government regulation and taxes, work to ensure that new businesses come into the region, and offer

numerous opportunities for engagement, networking, and education, and they help to find solutions for the area workforce challenges (*U.S. Chamber of Commerce, 2023*). In my experience, I have seen local chamber offices work to help local entrepreneurs connect with the community. They offer women's business groups, as well as connections with minority groups as well as outreach to young professionals and offering professional development. They are a wonderful resource as they typically have their thumb on the pulse of what is happening in the business community, their strengths, and their challenges. Businesses are encouraged to join the Chamber of Commerce and support their efforts by paying dues each year to the chamber.

The Peoria Chamber of Commerce provides all of this, as well as having a very active CEO council who works to bring resources together to help the region thrive. Chambers across the region collaborate to help the economy thrive and grow, knowing that what is good for one is good for all. They advocate at the state level for the support of all business and work to ensure that the business environment is ripe for opportunity.

#### ECONOMIC DEVELOPMENT COUNCILS

Economic Development Councils (EDC), sometimes called organizations, corporations, or commissions, all generally do the same thing. They promote economic development within a specific geographical area by assisting businesses with start-up, growth, and their workforce needs to stimulate growth in the economy. They differ from the Chamber of Commerce as Chambers promote businesses by marketing their members. EDC's role in the community is to bring investment to the area, which in turn creates opportunities for all.

The Greater Peoria Economic Development Council supports a five-county area. The GPEDC promotes the five counties and works to promote the surrounding area by messaging that speaks to the beauty of the area, the business climate, and its strategic location between two

major metropolitan areas, Chicago and St. Louis. Their website provides information about the area, local talent, and workforce, as well as natural and industry resources. It also provides information specific to entrepreneurship on how the EDC promotes innovation and works with start-ups.

The above organizations are just a small representation of the many organizations you may want to get to know and interact with. Networking events, committees, and conferences are available for you to build your knowledge about the region that you support, as well as get to know the individuals who work for them. These contacts may, then, in the future, be tapped to teach workshops or training events for your Continuing Education programming. Additionally, joining one of the national organizations, such as NACCE, can help you understand what your college can do to help provide the programming needed to enhance support for local entrepreneurs and your students.

## **CONSIDERATIONS FOR CONTINUING EDUCATION PROGRAMS**

I hope you have a better understanding of the need for entrepreneurship and some of the organizations involved in entrepreneurship education and support. Before we consider some ideas on how to incorporate best practices and build new and exciting CE content, let's step back and consider a few issues that will affect your success on campus.

### **SUPPORTING EXISTING ACADEMIC PROGRAMS**

Continuing Education departments vary as to how much they interact with faculty in their institution. As you already know, some colleges require faculty to teach noncredit training, and others experience more divided relationships with faculty who view noncredit programs as competition to academic degree programs. Your first step, then, is to work to build a relationship with your institution's faculty and lean on their expertise. If the academic area offers a robust

choice of entrepreneurship programming with stackable certificates, applied degrees, and a transfer option, you may want to engage these faculty in conversations about how your CE workshops can support students enrolled in academic programs. Those program faculty can also teach the CE programming that you offer, or you may already have adjunct faculty who could teach noncredit workshops.

Continuing Education can support existing academic programming by offering bridge programs to help students be more successful in their degree programs. Bridge programs teach students college success skills that prepare them for the rigor of college courses. Another way to support academic programs is through offerings designed specifically for youth. Youth at any age can benefit from learning entrepreneurship concepts. Enrichment activities can be designed to help promote entrepreneurship and lead interested students to academic programs after high school. Workshops and guest speakers can provide topics that are new and leading edge that faculty could offer as extra credit. These are great options that faculty will likely support.

#### SUPPORTING LOCAL ENTREPRENEURS

Engaging with local entrepreneurs or organizations that support small business will also be beneficial when determining the type of programming that would be relevant to your area. The Chamber of Commerce, the SBDC nearest to you, or the EDC can help you identify the professional development or informational programming that small businesses and entrepreneurs are looking for. They may also tell you what parts of the college district are not being served. Entrepreneurs in rural areas, for example, may have little access to Continuing Education or professional development programs. You can provide them with the opportunity of taking online workshops or why not take workshops directly to those small towns? Another population that may need support would be minority or women entrepreneurs. Reach out to women's business



groups or minority business chambers and consider ways to partner with them in providing programming specific to their needs and interests. As you can see, there could be multiple opportunities within your college district. You just need to look for opportunities and identify areas where gaps exist. Even if local learning options are plentiful, do not forget the reach and significance that community colleges have within their communities, particularly with underserved populations.

#### DEFINING OUTCOMES

A consideration that must precede your planning is defining the desired outcomes of students or workshop participants. For example, if the outcome desired is to open a business, programming could support that goal through workshops on business startup and how to obtain financing. The level of training may need to be different if students are coming to you who have no formal higher education versus those who do.

Other outcomes may be desired by individuals and employers who are looking for creative thinking and problem-solving skill building. These students may be looking for courses on Design Thinking, Value Creation, or Innovation and Creativity.

Finally, outcomes for established entrepreneurs and existing businesses may need to be developed that focus on helping them grow and sustain their businesses. Topics for this group may include strategic planning, succession planning, scaling business, or managing workforce. To gain this information, it is again important to network and have conversations with local business owners, the Chamber of Commerce, or the Economic Development Council in your area.

Underrepresented populations may benefit from specialized programming dedicated to improving employability skills, building business and professional skills, and entrepreneurial

mindset. In addition, helping in seeking funding sources for underserved populations would also assist in getting new minority businesses off the ground. Turn again to your network and have conversations with local business owners, the Chamber of Commerce, or the Economic Development Council in your area. Minority chambers and workforce groups would also be reliable sources of information and should be sought out to provide programming and information about desired outcomes. Do not forget about the resources NACCE provides. You can include members of your network in your institution's membership to provide them with access to these resources to help communicate the value your college can provide for the entrepreneurial ecosystem.

#### BEST PRACTICES

Once you have considered what the college offers and what other sources of education there are in your community, you can begin to fill training gaps by developing programming where needed. Continuing Education departments know that they cater to a different segment of the community college market than the "traditional" academic programming. Some individuals do not want programs that earn college credit for a variety of reasons. For example, they may have been to college in the past and did not do well and do not feel they can get past deficient performance. Some individuals may just not like school and feel that they learn well without the pressure of assignments and grades. Other individuals may have been to college and completed a degree. They are seeking only the information they need to open a business, or they may have much of that background knowledge but need specific information on funding, marketing, accounting, or something else entirely. Regardless of why students decide on noncredit courses, we can design programming to meet their specific needs.

Do not feel that you need to “reinvent the wheel.” Entrepreneurship education may be a discipline that is still young in comparison to other disciplines, and the methods of teaching entrepreneurship vary with little agreement as to the best approach. Plus, what may work one year, may not be successful the next. Keeping these caveats in mind, think of yourself as the entrepreneur! Define your market, determine their needs, and design program offerings that will support your local entrepreneurs. Also remember that you are a Continuing Education professional, and you already know how to develop training workshops and certificates. Use your knowledge and experience as inspiration and a starting point. The following are ideas for first steps, based on best practices in entrepreneurship education.

#### 1. THE BASICS: BUSINESS CONCEPTS AND BUSINESS PLANS

Experts in entrepreneurship education know that business concepts are important for entrepreneurs to understand and lead to more successful outcomes. Training topics or workshops on any of the following topics would be helpful:

- Marketing on a shoestring budget
- Using QuickBooks in your small business
- Funding for your small business
- How to make your hobby into a business
- Succession planning
- Human resources
- How to start a small business in [name your state]
- Organizing your business

Business plans have traditionally been part of the new venture process. Thinking through and planning each specific part of a new venture is not only helpful in organizing the business

owner but can be extremely helpful as they seek funding. Offering a certificate program on how to develop a business plan could be valuable to new entrepreneurs. As mentioned before, former students of your institution may be a great market for this activity. Think of students who may have an HVAC degree or automotive technologies who may want to start their own business. Leading them through this process will help them learn business concepts related to their specific business and think through the process of breaking out on their own. Begin to build an outreach plan to engage alumni.

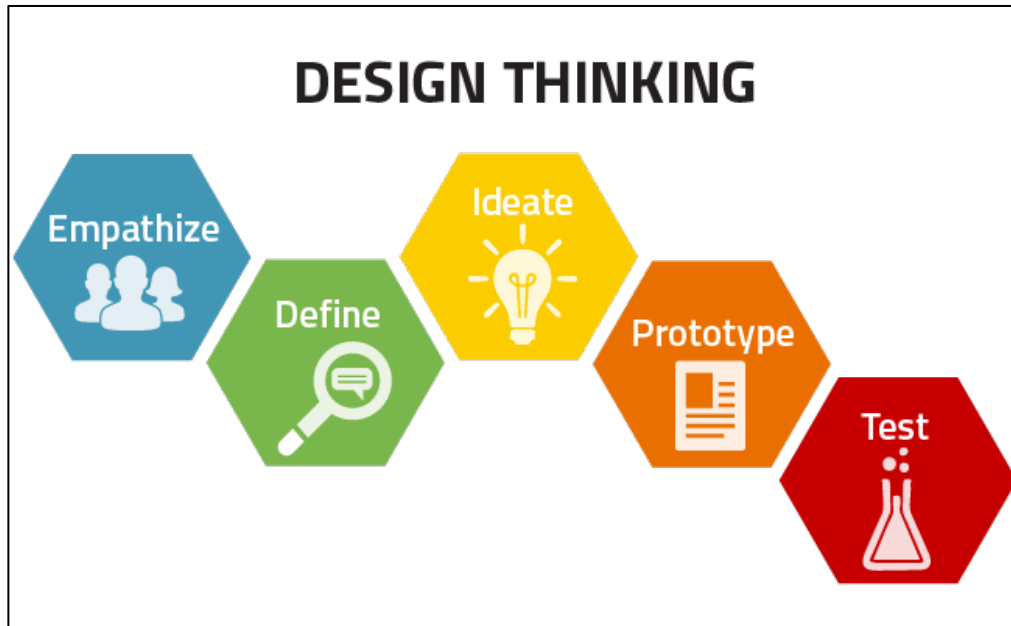
## 2. VALUE PROPOSITIONS

Value propositions are used similarly to business plans. Value propositions focus on the value that is brought to customers versus competitors. Through the process of developing a value proposition, key activities and aspects of your product or service are analyzed. Additional value may come from the design, cost reduction, supply chain, brand recognition, etc. Continuing Education workshops could concentrate on the process of discovering a student's value proposition using software or activities to analyze the product, service, or idea.

## 3. DESIGN THINKING

NACCE promotes a Design Thinking Center of Practice lead by Hillsborough Community College. Design thinking (see Figure 2) is a process for creative problem solving that focuses on humans and their needs. As described by a video shared on the NACCE website, “the process provides a method and unifying language for multi-disciplinary collaboration, leading to greater creativity and better solutions faster” (VanGenderen, 2014). Workshops on Design Thinking would be a wonderful addition to your list of workshops. Not only would it be useful for entrepreneurs, but businesses, community-based organizations, and even your own college leaders may find the process useful as they tackle difficult problems.

**Figure 2: Design Thinking Process**



*(Gold & Kerly, n.d., pg.2)*

#### 4. ACCESS TO LOCAL ENTREPRENEURS

One of the best practices mentioned in literature (Crittenden et al., 2015; Galvão et al., 2020) on entrepreneurship education is to ensure that entrepreneurship students have access to local entrepreneurs. Students gain not only knowledge but confidence when they see people like themselves talk about their journey. This can be especially impactful to women and minorities. Continuing Education units can not only serve their college's academic programs but other aspiring local entrepreneurs by inviting successful local entrepreneurs in as guest speakers to share their stories or to provide workshops. Host an event for aspiring entrepreneurs to hear a panel of local small business owners and entrepreneurs talk about their successes and challenges. This alone could be a low-cost method of offering programming that is not always available through other means of education.

At ICC, our Community Education department has been working with local agencies, like the Chamber of Commerce and Economic Development Council, to identify local entrepreneurs who may be interested in serving on a speaker panel or being a guest speaker so others can hear their entrepreneurial journey. These local entrepreneurs will be scheduled to come into credit and noncredit classrooms to talk about their ideas and strategies on making their business come to fruition.

## 5. PITCH COMPETITIONS

“Pitch Competitions” are done in many cities across the nation and can be funded through numerous organizations and businesses. Pitch Competitions are opportunities for entrepreneurs to compete by pitching their ideas for a business or service to judges. Your city may already be conducting one in some capacity. Hosting a local competition for your college’s students would be a fun activity and a way to engage with faculty. Search your area for this idea and try to involve your Continuing Education department or be an entrepreneur and start one up yourself!

At my institution, ICC, this is a popular assignment in the Introduction to Business class that is part of both transfer and career and technical programs. Students do not win money, but they do gain confidence in presenting their ideas. At Bradley University, the entrepreneurship program holds a competition each year in which students can win up to \$1,500 in seed money. In addition to academics, local economic development organizations often sponsor pitch activities. In the Peoria area each year, a Startup competition is held by the GPEDC in collaboration with local businesses. Organizations such as the Kauffman Foundation and NACCE offer funding to schools that want to start a competition of this type. For example, NACCE Pitch for the Trades has provided \$500,000 in awards in just the past few years (NACCE, n.d., *NACCE Pitch for the Trades*).

## 6. MAKERS' SPACE OR INNOVATION CENTERS

Does your college or college district have a Makers' Space or an Innovation Lab of some kind? There may be opportunities to partner with such a space to offer programming onsite where entrepreneurs can work on prototypes or groups can work on design thinking projects. If this type of space is something you would like to offer, NACCE has hosted bootcamps in the past on how to develop your own. For instance, in July 2022, NACCE and the College of DuPage hosted a bootcamp on how to start an Innovation Center by presenting a step-by-step plan to develop and operate a center. NACCE also offers a Making Center of Practice to support colleges interested in the formation of a makers' space (NACCE, n.d. *Making Center of Practice*).

## RESOURCES AND TOOLS

This guide has provided reasons for needing Continuing Education programming in entrepreneurship, ideas on types of programming you can offer and how your CE programs can help your local entrepreneurship community. Next, a list of resources is provided regarding community college's position in entrepreneurship and workforce education, as well as instructional resources and helpful websites. This list is not exhaustive. Entrepreneurship is a young discipline that continues to change and develop. Use these as a starting place for you, your staff, and instructors.

### BOOKS AND JOURNALS

Corbin, Rebecca A., et al. *Community Colleges as Incubators of Innovation: Unleashing Opportunities for Communities and Students*. Stylus Publishing, LLC, 2019.

Entrepreneurship Education, California Community Colleges. [www.eshipeducator.com](http://www.eshipeducator.com)

- Feld, Brad, and Ian Hathaway. *The Startup Community Way: Evolving an Entrepreneurial Ecosystem*. John Wiley & Sons, Incorporated, 2020, <http://ebookcentral.proquest.com/lib/ferrisstate/detail.action?docID=6242904>
- Lewrick, Michael. *Design Thinking for Business Growth: How to Design and Scale Business Models and Business Ecosystems*. 1st edition, Wiley, 2022.
- Lerwick, Michael, et al. *The Design Thinking Playbook: Mindful Digital Transformation of Teams, Products, Services, Businesses and Ecosystems*. 1st edition, Wiley, 2018.
- Osterwalder, Alexander. *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. John Wiley and Sons, 2010, <https://www.biblio.com/book/business-model-generation-handbook-visionaries-game/d/1480785946>.
- Osterwalder, Alexander, et al. *Value Proposition Design: How to Create Products and Services Customers Want*. 1st edition, Wiley, 2014.
- Quarterly Journal - National Association for Community College Entrepreneurship. <https://www.nacce.com/quarterly-journal>. Accessed 4 Sept. 2022.
- Who Owns the Icehouse? The Book. (n.d.). *ELI Mindset*. <https://elimindset.com/resources/ice-house-the-book/>

#### ARTICLES

- Creating Opportunity for All: Building Pathways from Continuing Education to Credit Programs | Achieving the Dream*. <https://www.achievingthedream.org/resource/17254/creating-opportunity-for-all-building-pathways-from-continuing-education-to-credit-programs>. Accessed 18 Mar. 2021.
- Dominik, M. T., & Banerji, D. (2019). US community college entrepreneurship educator practices. *Journal of Small Business and Enterprise Development*, 26(2), 228–242. <https://doi.org/http://dx.doi.org.ferris.idm.oclc.org/10.1108/JSBED-06-2018-0174>
- Downey, John A., et al. “Competing Missions: Balancing Entrepreneurialism with Community Responsiveness in Community College Continuing Education Divisions.” *New Directions for Community Colleges*, vol. 2006, no. 136, 2006, pp. 75–82, <https://doi.org/10.1002/cc.261>.
- Gielnik, Michael M., et al. “Boosting and Sustaining Passion: A Long-Term Perspective on the Effects of Entrepreneurship Training.” *Journal of Business Venturing*, vol. 32, no. 3, May 2017, pp. 334–53, <https://doi.org/10.1016/j.jbusvent.2017.02.003>.



McCaffrey, Matthew. "Bridging the Gap between Entrepreneurship Teaching and Economics." *Journal of Private Enterprise*, vol. 31, no. 3, Fall 2016, pp. 77–91, <https://ferris.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ent&AN=117540344&site=ehost-live>.

#### WEBSITES

- US Small Business Administration <http://www.sba.gov>
- Service Corps of Retired Executives (SCORE) <http://www.score.org>
- National Association of Community College Entrepreneurship (NACCE) <https://www.nacce.com/>
- The Entrepreneurial Learning Initiative <https://elimindset.com/>
- Teaching Entrepreneurship. Org <https://www.teachingentrepreneurship.org/ebsites>
- Eship educator [www.eshipeducator.com](http://www.eshipeducator.com)
- Skills Commons; Open for learning [skillscommons.org](http://skillscommons.org)
- Khan Academy- <https://www.khanacademy.org/college-careers-more/entrepreneurship2>
- 15 free Online learning Sites every Entrepreneur should visit: <https://www.entrepreneur.com/article/238908>
- Ewing Marion Kauffman Foundation <https://kauffman.org>.

#### COMMUNITY COLLEGE LEADERS IN ENTREPRENEURSHIP EDUCATION

##### Wake Technical College

- <https://www.waketech.edu/programs-courses/noncredit/build-business/launch-small-business/small-business-center/startup>

##### Hillsborough Community College

- <https://www.hccfl.edu/academics/inlabhcc/entrepreneurship-education-training>
- <https://www.hccfl.edu/academics/inlabhcc/inlabhcc-veterans/veterans-entrepreneurship-training-symposium-vets>
- <https://www.hccfl.edu/academics/inlabhcc/events-and-workshops/social-entrepreneurship-seed>

College of DuPage

- <https://www.cod.edu/academics/programs/business/emerging-entrepreneurs/index.aspx>

#### PROFESSIONAL DEVELOPMENT OPPORTUNITIES

- Workforce Development Institute (AACC)
- The Learning Resources Network (LERN)
- American Association for Adult and Continuing Education (AAACE)
- Achieving the Dream (ATD)
- National Association of Community College Entrepreneurship (NACCE)
- The Entrepreneurial Learning Initiative (ELI)

#### CONCLUSION

Continuing Education leaders sometimes need guidance as to where to begin when developing new programming. As providers of numerous areas of training and workshops, we are not subject matter experts on each topic. We learn to seek out information and advice from faculty and experts in our communities. This guide is provided to help you get started as you look to serve your local entrepreneurs and local businesses. It provided an explanation as to why entrepreneurship education is important as well as a description of entrepreneurial ecosystems and the stakeholders within them. Finally, it offered suggestions on resources available to help inform the choices you make for your college's Continuing Education offerings that support entrepreneurs. Our course offerings in Continuing Education can be diverse across different colleges but should be specific to our local community. Most importantly, we should be a source of education and training that serves our local ecosystem in building a thriving economy and workforce.

## RESOURCES AND REFERENCES

- Crittenden, V. L., Esper, K., Slegers, R., & Karst, N. (2015). *Evolving entrepreneurial education: Innovation in the Babson classroom*. Emerald Publishing Limited.
- Economic Modeling Specialist International, (2018, January). *Illinois Central College: Economic overview and program demand gap analysis*. Illinois Central College, East Peoria, IL
- Entrepreneurship Learning Initiative, (n.d.). <https://elimindset.com/>
- Entrepreneurship Learning Initiative, (n.d.). *Richland Community College Case Study*. <https://elimindset.com/resource/richland-community-college-case-study/>
- Ewing Marion Kauffman Foundation, (n.d.-b). *About the Kauffman Foundation*. <https://www.kauffman.org/about/>
- Ewing Marion Kauffman Foundation, (2020). *Entrepreneurial Ecosystem Building Playbook 3.0*. <https://www.kauffman.org/ecosystem-playbook-draft-3/>
- Feld, B., & Hathaway, I. (2020). *The Startup Community Way: Evolving an Entrepreneurial Ecosystem*. John Wiley & Sons, Incorporated.
- Galvão, A. R., Marques, C. S. E., Ferreira, J. J., & Braga, V. (2020). Stakeholders' role in entrepreneurship education and training programmes with impacts on regional development. *Journal of Rural Studies*, 74, 169–179. <https://doi.org/10.1016/j.jrurstud.2020.01.013>
- Henry, C., & Lewis, K. (2018). A review of entrepreneurship education research [Special issue]. *Education + Training*, 60(3), 263–286. <https://doi.org/10.1108/ET-12-2017-0189>
- Hoffman, D. M. (2020). Entrepreneurship Education Required in the Future. *Journal of Entrepreneurship Education*. <https://www.abacademies.org/abstract/entrepreneurship-education-required-in-the-future-9572.html>
- Jacob, L. (2018, July 25). Kauffman Foundation. *3 trends that prevent entrepreneurs from accessing capital*. <https://www.kauffman.org/currents/3-trends-that-prevent-entrepreneurs-from-accessing-capital/>
- Katz, J. A. (2003). The chronology and intellectual trajectory of American entrepreneurship education: 1876–1999. *Journal of Business Venturing*, 18(2), 283–300. [https://doi.org/10.1016/S0883-9026\(02\)00098-8](https://doi.org/10.1016/S0883-9026(02)00098-8)
- Lumina Foundation (n.d.). *A Stronger nation: Learning beyond high school builds American talent*. Retrieved May 20, 2023, from <https://www.luminafoundation.org/stronger-nation/>
- Macomb Community College, LaGuardia Community College, Community College Research Center (2011). Counting the hidden assets: First steps in assessing the impact of community college noncredit education programs on the workforce and local economies. *The Catalyst*, 40(1), 17-24.
- National Association for Community College Entrepreneurship. (n.d.). *About Us*. <https://www.nacce.com/about-us>

- National Association of Community college Entrepreneurship, (n.d.). *Making Center of Practice*. (n.d.). <https://www.nacce.com/making-center-of-practice>
- National Association of Community College Entrepreneurship, (n.d.). *NACCE Pitch for the Trades*. <https://www.nacce.com/pitchforthetrades>
- National Association of Community College Entrepreneurship, (n.d.), *PFEP*. <https://www.nacce.com/pfep>
- Rideout, E. C., & Gray, D. O. (2013). Does entrepreneurship education really work? A review and methodological critique of the empirical literature on the effects of University-based entrepreneurship education. *Journal of Small Business Management*, 51(3), 329–351. <https://doi.org/10.1111/jsbm.12021>
- Schumpeter, J. A. (1934). *The theory of economic development; an inquiry into profits, capital, credit, interest, and the business cycle*. Harvard University Press.
- SCORE Business Mentoring | U.S. Small Business Administration*. (n.d.). <https://www.sba.gov/local-assistance/resource-partners/score-business-mentoring>
- Small Business Administration. (n.d.). <https://www.sba.gov/about-sba>
- Taulbert, C. & Schoeniger, G. (2010) *Who Owns the Ice House: Eight life lessons from an unlikely entrepreneur*. ELI Press, LLC.
- U.S. Chamber of Commerce*. (2023, July 14). <https://www.uschamber.com/>
- Winkler, C., Saltzman, E., & Yang, S. (2018). Improvement of practice in entrepreneurship education through action research: The case of coworking at a nonresidential college. *Entrepreneurship Education and Pedagogy*, 1(2), 139–165. <https://doi.org/10.1177/2515127418773410>

## CHAPTER FIVE: DISCUSSION, IMPLICATIONS, AND FUTURE RESEARCH

### INTRODUCTION

After a thorough review of the literature, the author concludes that entrepreneurship is a driving force within a nation's economy. Entrepreneurs create new products, processes, technologies, etc., that bring value in the form of new enterprises and/or marketable innovations to the companies for which they work and communities in which they live. Entrepreneurs create jobs through changes and transformations that they generate. To ensure this impact on the economy continues, higher education institutions all over the world were encouraged by their governments to educate would-be entrepreneurs. Since 1947, relatively a short time ago compared to other disciplines, entrepreneurship courses began to appear and have steadily increased to include undergraduate and graduate degrees, certificates, and noncredit training.

It is also concluded by the author that community colleges have provided courses, certificates, and degrees in entrepreneurship since the 1970s. Community colleges are unique in that they not only prepare students for transfer to universities, but they directly serve the communities in their districts with needed education and training for their regional workforce. Community colleges offer noncredit training and/or Continuing Education courses as additional offerings that serve to upskill incumbent workers, prepare students for the workforce or career changes, or provide professional development.

While credit-bearing programs in community colleges are obligated to adhere to the standards of the United States Department of Education, regional accrediting agencies, and state-level higher education boards, noncredit offerings are given little guidance and have great

latitude in how to develop quality training and programming, other than through professional organizations. Therefore, it was concluded that a guide would provide direction to Continuing Education leaders on how to support local small businesses and entrepreneurs through their programming and training. The Guide in this dissertation was developed to provide Continuing Education leaders with information and resources to initiate a plan to engage their local entrepreneurial ecosystems and provide training to meet the ecosystem's needs.

## **DELIMITATIONS AND ASSUMPTIONS**

This Guide was developed primarily for community college Continuing Education departments. The information is based on the research of available literature, resources from professional organizations dedicated to entrepreneurship and training, as well as the experience of the author, the primary researcher. Because information that contributed to the secondary research found in the literature do not agree on one style of instruction or methodology, this study is also limited, then, to advice, counsel, and recommendations, rather than emphasis on one specific model for designing an entrepreneurship training program. The Guide was also based on research conducted in the United States rather than taking a global view.

Assumptions were made about the audience who would benefit from the Guide, as well as the ecosystem that the training would serve. The audience, Continuing Education leaders, were assumed to have the capacity and ability to engage with the local entrepreneurial ecosystem. Given the differences in community colleges, their size, areas of service, and focus, Continuing Education departments show a variety of differences. Continuing Education departments would need the staff and resources to be able to conduct outreach to local entrepreneurs and their stakeholders. In addition, it is assumed that Continuing Education departments have the resources and abilities to design appropriate programming for the

ecosystem, whether that is faculty, employers, and instructional designers who can assist with training program design.

Assumptions regarding the entrepreneurial ecosystem were also made. The environment in which the ecosystem resides can greatly impact its size and development. Entrepreneurship within a region is encouraged by various government supports including legal and financial resources. The study assumes that the region supports entrepreneurship and small business development and so there are more entrepreneurs who need education and training support.

## **FUTURE CONSIDERATIONS**

In a presentation to Illinois Central College faculty and staff in Fall 2022, Rick Torres of the National Student Clearinghouse provided data regarding the declines in enrollment in community colleges since the beginning of the Covid-19 Pandemic. He specifically discussed the “job worthy credentials” being obtained outside higher education. In 2021, post-secondary educational institutions awarded 358,713 degrees and certificates. Almost 550,000 badges, course completion certificates, and certifications were awarded by non-academic providers (Torres, R., 2022). Torres’ advice to Illinois Central College was for faculty and administrators to attempt to understand skill clusters where the college would have opportunities to provide non-education/noncredit credentials and training and determine how to meet the needs of the community in providing them. As Torres explained, this trend is an incredible opportunity for Continuing Education departments. This study is one of many that could be undertaken to help Continuing Education leaders build programming that meets the needs of their communities and employers. For example, future research and development in this area could examine the need for noncredit micro credentials to support the continuing education of local entrepreneurs. Researchers could also investigate best practices in the development of micro credentials that

could inform Continuing Education leaders how to design credentials specific to entrepreneurship, what competencies to include, and how to assess learning in awarding credentials.

This dissertation has focused on entrepreneurship as a discipline. There is significant opportunity for research to be conducted regarding entrepreneurship education in community colleges, considering the lack of it in literature. Some specific areas of consideration could include researching best practices in entrepreneurship instruction in two-year programs, investigating the impact of community college entrepreneurship education in communities, or additional research on the needs of entrepreneurial ecosystems. Each of these areas could benefit from thorough research, with the results valuable for community colleges applying the model presented in this dissertation.

While some of the literature discusses simulations, gaming, and other best practices used in university settings to teach entrepreneurship strategies, specific plans to adapt these to community college classrooms, either in credit-based courses or in noncredit workshops would be beneficial. The benefits of experiential learning are well documented, but their application to entrepreneurship education in two-year institutions would be groundbreaking to examine and assess.

The literature discussed how various other disciplines, such as engineering or information technologies, are embedding entrepreneurship concepts into their curriculum. Building on these trends, work also could include guidance for faculty interested in equipping Career and Technical students with small business and entrepreneurial skills. Using the “stackable credential” model to tie entrepreneurship principles to most business fields would be one method for integrating the skills across many community college programs.



Aside from entrepreneurship education, Continuing Education leaders could also benefit from direction in the development of other content training areas. Training content is plentiful; it can be purchased through third parties or developed by faculty or local subject matter experts. However, like entrepreneurship, there may be additional aspects to examine such as how to connect with employers or students in the specific field, best practices in teaching, or resources that are needed to help students earn industry-recognized certifications or other credentials.

## **CONCLUSION**

The work in this dissertation has integrated research taken from literature with respect to entrepreneurship education, community colleges, and Continuing Education, and from the work and research of professional organizations supporting entrepreneurship. Entrepreneurs help our national, state, and local economies grow and thrive; they bring innovations that transform work, leisure, and home life. Utilizing the research, this Guide for community college Continuing Education leaders was developed as a foundation to inform their work in supporting the entrepreneurial ecosystems in their districts and inspire a new generation of innovators.

## REFERENCES

- Abereijo, I. O. (2018). *Entrepreneurship education: Opportunities, challenges and future directions*. Nova Science Publishers, Inc.
- Achieving the Dream (2018, January). *Creating opportunity for all: building pathways from continuing education to credit programs*. <https://www.achievingthedream.org/resource/17254/creating-opportunity-for-all-building-pathways-from-continuing-education-to-credit-programs>
- Arena, M. L. (2013). The crisis in credit and the rise of non-credit. *Innovative Higher Education*, 38(5), 369–381. <https://doi.org/10.1007/s10755-012-9249-5>
- Aspen Institute (2020, December 1). *Building a Lifelong Learning System: A Roadmap for Cities*. <https://www.aspeninstitute.org/publications/building-a-lifelong-learning-system/>
- Audet, J., Tremblay, M., Chartier, S., & Contreras, C. (2018). Effective online entrepreneurial education: Is it possible [Special issue]? *Journal of Entrepreneurship Education*, 21(1S), 1-15. <https://www.abacademies.org/abstract/effective-online-entrepreneurial-education-is-it-possible-7219.html>
- Barnard, A., Pittz, T., & Vanevenhoven, J. (2019). Entrepreneurship education in U.S. community colleges: A review and analysis. *Journal of Small Business and Enterprise Development*, 26(2), 190–208. <http://dx.doi.org.ferris.idm.oclc.org/10.1108/JSBED-06-2018-0178>
- Berglund, K., Hytti, U., & Verduijn, K. (Eds.). (2020). Unsettling entrepreneurship education. *Entrepreneurship Education and Pedagogy*, 3(3), 208–213. <https://doi.org/10.1177/2515127420921480>
- Brock, W. A., & Evans, D. S. (1989). Small business economics. *Small Business Economics*, 1(1), 7–20. <https://www.jstor.org/stable/40228490>
- Cadenas, G. A., Cantú, E. A., Spence, T., & Ruth, A. (2020). Integrating critical consciousness and technology in entrepreneurship career development with diverse community college students. *Journal of Career Development*, 47(2), 162–176. <https://doi.org/10.1177/0894845318793968>
- Carducci, R., Calderone, S., Mcjunkin, K., Cohen, A. M., & Hayes, R. (2005). *Non-Credit Entrepreneurship Education in Community Colleges: The National Perspective*. Community College Studies, University of California Los Angeles.

- Carnevale, A. P., Jayasundera, T., & Hanson, A. R. (2012). Career and technical education: Five ways that pay along the way to the B.A. *Center on Education and the Workforce, Georgetown University & Civic Enterprises*. <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/CTE.FiveWays.FullReport.pdf>
- Chen, J. C. (2014). Teaching nontraditional adult students: Adult learning theories in practice. *Teaching in Higher Education, 19*(4), 406–418. <https://doi.org/10.1080/13562517.2013.860101>
- Cohen, Brawer, F.B., & Kisker, C.B. (2014). *The American community college* (6th edition.). Jossey-Bass.
- Corbin, R. A., Thomas, R., Stoll, A., & Brown, J. N. (2019). *Community colleges as incubators of innovation: unleashing opportunities for communities and students*. Stylus Publishing, LLC.
- Corporate Finance Institute (2023, May 9). *Factors of production*. <https://corporatefinanceinstitute.com/resources/economics/factors-of-production/>
- Cox, E. (2015). Coaching and adult learning: Theory and practice. *New Directions for Adult and Continuing Education, 2015*(148), 27–38. <https://doi.org/10.1002/ace.20149>
- Crittenden, V. L., Esper, K., Slegers, R., & Karst, N. (2015). *Evolving entrepreneurial education: Innovation in the Babson classroom*. Emerald Publishing Limited.
- D’Amico, M. M., Morgan, G. B., Robertson, S., & Houchins, C. (2014). An exploration of noncredit community college enrollment. *Journal of Continuing Higher Education, 62*(3), 152–162. <https://doi.org/10.1080/07377363.2014.953438>
- Dickson, P. H., Solomon, G. T., & Weaver, K. M. (2008). Entrepreneurial selection and success: Does education matter? *Journal of Small Business and Enterprise Development, 15*(2), 239–258. <http://dx.doi.org.ferris.idm.oclc.org/10.1108/14626000810871655>
- Dominik, M. T., & Banerji, D. (2019). US community college entrepreneurship educator practices. *Journal of Small Business and Enterprise Development, 26*(2), 228–242. <https://doi.org/http://dx.doi.org.ferris.idm.oclc.org/10.1108/JSBED-06-2018-0174>
- Downey, J. A., Pusser, B., & Turner, J. K. (2006). Competing missions: Balancing entrepreneurialism with community responsiveness in community college continuing education divisions. *New Directions for Community Colleges, 136*, 75–82. <https://doi.org/10.1002/cc.261>
- EIM Small Business Research and Consultancy. (1997, October). *Fifth annual report: The European observatory for small to medium sized enterprises (SME)*. Zoetermeer.
- Economic Modeling Specialist International, (2018, January). *Illinois Central College: Economic overview and program demand gap analysis*. Illinois Central College, East Peoria, IL

- Entrepreneurship Learning Initiative, (n.d.). <https://elimindset.com/>
- Entrepreneurship Learning Initiative, (n.d.). *Richland Community College Case Study*. <https://elimindset.com/resource/richland-community-college-case-study/>
- Ewing Marion Kauffman Foundation, (2020). *Entrepreneurial ecosystem building playbook 3.0*. Retrieved July 15, 2023, from <https://www.kauffman.org/ecosystem-playbook-draft-3/>
- Ewing Marion Kauffman Foundation, (n.d.-a). *About the Kauffman Foundation*. <https://www.kauffman.org/about/>
- Ewing Marion Kauffman Foundation, (n.d.-b). *Pandemic economy brings new urgency to building equal access to entrepreneurship*. <https://www.kauffman.org/currents/pandemic-economy-urgency-to-building-equal-access/>
- Feld, B., & Hathaway, I. (2020). *The Startup Community Way: Evolving an Entrepreneurial Ecosystem*. John Wiley & Sons, Incorporated.
- Fouts, S., & Mallory, J. (2010). The credit/non-credit divide: Breaking down the wall. *Journal of Continuing Higher Education*, 58(3), 180–183. <https://doi.org/10.1080/07377363.2010.491775>
- Fuline, D. J. (2013). Community development through entrepreneurship education: The perceived efficacy of community colleges and their entrepreneurship programs [Doctor of Philosophy, Capella University]. In *ProQuest Dissertations and Theses*. <http://www.proquest.com/docview/1288852700/abstract/FC37B0488A3444BEPQ/1>
- Galvão, A., Ferreira, J. J., & Marques, C. (2018). Entrepreneurship education and training as facilitators of regional development. *Journal of Small Business and Enterprise Development*, 25(1), 17–40. <https://doi-org.ferris.idm.oclc.org/10.1108/JSBED-05-2017-0178>
- Galvão, A. R., Marques, C. S. E., Ferreira, J. J., & Braga, V. (2020). Stakeholders' role in entrepreneurship education and training programmes with impacts on regional development. *Journal of Rural Studies*, 74, 169–179. <https://doi.org/10.1016/j.jrurstud.2020.01.013>
- Gielnik, M. M., Frese, M., Kahara-Kawuki, A., Katono, I. W., Kyejjusa, S., Ngoma, M., Munene, J., Namatovu-Dawa, R., Nansubuga, F., Orobias, L., Oyugi, J., Sejjaaka, S., Sherwanga, A., Walter, T., Bischoff, K. M., & Dlugosch, T. J. (2015). Action and action-regulation in entrepreneurship: Evaluating student training for promoting entrepreneurship. *Academy of Management Learning & Education*, 14(1), 69–94. <https://www.jstor.org/stable/43696665>
- Gielnik, M. M., Uy, M. A., Funken, R., & Bischoff, K. M. (2017). Boosting and sustaining passion: A long-term perspective on the effects of entrepreneurship training. *Journal of Business Venturing*, 32(3), 334–353. <https://doi.org/10.1016/j.jbusvent.2017.02.003>

- Gitman, L. J., McDaniel, C., Shah, A., Reece, M., Koffel, L., Talsma, B., Hyatt, J.C. (2018). *Introduction to Business*. OpenStax. <https://openstax.org/details/books/introduction-business>
- Gold, A. & Kerly, B. (n.d.). *Transforming higher education through human centered design* [PowerPoint slides]. Hillsborough Community College. <https://www.nacce.com/design-thinking-center-of-practice>
- Groenewald, D., Davids, J., Rensburg, L. J. van, & Schachtebeck, C. (2016). Best practice in entrepreneurship education. *Problems and Perspectives in Management*, 14(3), 528–436. [https://doi.org/http://dx.doi.org.ferris.idm.oclc.org/10.21511/ppm.14\(3-2\).2016.09](https://doi.org/http://dx.doi.org.ferris.idm.oclc.org/10.21511/ppm.14(3-2).2016.09)
- Hagan, E. (2004). Entrepreneurship education: A new frontier for American community colleges [Doctor of Philosophy, Union Institute and University]. In *ProQuest Dissertations and Theses*. <http://www.proquest.com/docview/305050169/abstract/D1AE21F40B03452FPQ/1>
- Henry, C., & Lewis, K. (2018). A review of entrepreneurship education research [Special issue]. *Education + Training*, 60(3), 263–286. <https://doi.org/10.1108/ET-12-2017-0189>
- Hills, G. E. (2004). Entrepreneurship education: Market segmentation and learner needs. In H. P. Welsch (Ed.) *Entrepreneurship the Way Ahead* (pp.287-298). Routledge. <https://doi.org/10.4324/9780203356821>
- Hoffman, D. M. (2020). Entrepreneurship education required in the future. *Journal of Entrepreneurship Education*. <https://www.abacademies.org/abstract/entrepreneurship-education-required-in-the-future-9572.html>
- Hornsby, J. S., Messersmith, J., Rutherford, M., & Simmons, S. (2018). Entrepreneurship everywhere: Across campus, across communities, and across borders. *Journal of Small Business Management*, 56(1), 4–10. <https://doi.org/10.1111/jsbm.12386>
- Hunady, J., Orviska, M., & Pisar, P. (2018). The effect of higher education on entrepreneurial activities and starting up successful businesses. *Engineering Economics*, 29(2), 226–235. <https://doi.org/10.5755/j01.ee.29.2.19069>
- Jacob, L. (2018, July 25). *3 trends that prevent entrepreneurs from accessing capital*. Ewing Marion Kauffman Foundation. <https://www.kauffman.org/currents/3-trends-that-prevent-entrepreneurs-from-accessing-capital/>
- Jacobs, J., & Worth, J. (2019). *The evolving mission of workforce development in the community college*. Community College Research Center. <https://ccrc.tc.columbia.edu/publications/evolving-mission-workforce-development-community-college.html>
- Jones, C. (2020) A signature pedagogy for entrepreneurship education. *Journal of Small Business and Enterprise Development*, vol. 26, no. 2, 2019, pp. 243–54, <https://doi.org/http://dx.doi.org.ferris.idm.oclc.org/10.1108/JSBED-03-2018-0080>.

- Kasseeah, H. (2016). Investigating the impact of entrepreneurship on economic development: a regional analysis. *Journal of Small Business and Enterprise Development*, 23(3), 896–916. <https://doi.org/10.1108/JSBED-09-2015-0130>.
- Katz, J. A. (2003). The chronology and intellectual trajectory of American entrepreneurship education: 1876–1999. *Journal of Business Venturing*, 18(2), 283–300. [https://doi.org/10.1016/S0883-9026\(02\)00098-8](https://doi.org/10.1016/S0883-9026(02)00098-8).
- Kauffman Panel on Entrepreneurship Curriculum in Higher Education. (n.d.). *Entrepreneurship in American Higher Education*. Marion Ewing Kauffman Foundation. [https://www.kauffman.org/wp-content/uploads/2019/12/entrep\\_high\\_ed\\_report.pdf](https://www.kauffman.org/wp-content/uploads/2019/12/entrep_high_ed_report.pdf)
- Kortesoja, S. L. (2009). Postsecondary choices of nontraditional-age students: Non-credit courses or a credential program? *The Review of Higher Education*, 33(1), 37–65. <https://doi.org/10.1353/rhe.0.0109>
- Koveos, P. (2016). The importance of entrepreneurship. *Journal of Developmental Entrepreneurship*, 21(3), 1. <https://doi.org/10.1142/S1084946716010032>
- Kuratko, D. F. (2005). The emergence of entrepreneurship education: Development, trends, and challenges. *Entrepreneurship Theory and Practice*, 29(5), 577–597. <https://doi.org/10.1111/j.1540-6520.2005.00099.x>
- Kuratko, D. F., & Morris, M. H. (2018). Examining the future trajectory of entrepreneurship. *Journal of Small Business Management*, 56(1), 11–23. <https://doi.org/10.1111/jsbm.12364>
- Liguori, E., Winkler, C., Winkel, D., Marvel, M. R., Keels, J. K., van Gelderen, M., & Noyes, E. (2018). The entrepreneurship education imperative: Introducing EE&P [Editorial]. *Entrepreneurship Education and Pedagogy*, 1(1), 5–7. <https://doi.org/10.1177/2515127417737290>
- Liguori, E., Corbin, R., Lackeus, M., Solomon, S. J. (2019). Under-researched domains in entrepreneurship and enterprise education: primary school, community colleges and vocational education and training programs [Guest Editorial]. *Journal of Small Business and Enterprise Development*, 26(2), 182–189. <https://doi.org/http://dx.doi.org.ferris.idm.oclc.org/10.1108/JSBED-04-2019-402>
- Liguori, E., & Winkler, C. (2020). From offline to online: Challenges and opportunities for entrepreneurship education following the COVID-19 pandemic. *Entrepreneurship Education and Pedagogy*, 3(4), 346–351. <https://doi.org/10.1177/2515127420916738>
- Liguori, E. W., Winkler, C., Zane, L. J., Muldoon, J., & Winkel, D. (2021). COVID-19 and necessity-based online entrepreneurship education at US community colleges. *Journal of Small Business and Enterprise Development*, 28(6), 821–830. <https://doi.org/10.1108/JSBED-09-2020-0340>

- Lumina Foundation (2020, November 11). *Accelerating quality credential pathways- Higher Eed policy in the COVID Era*. <https://www.luminafoundation.org/wp-content/uploads/2020/11/accelerating-quality-credential-pathways-2020-11-11.pdf>
- Lumina Foundation, (n.d.-a) *Covid's lessons for global higher education*. Retrieved March 10, 2021, from <https://www.luminafoundation.org/wp-content/uploads/2020/11/covids-lessons-for-global-higher-education.pdf>
- Lumina Foundation (n.d.-b). *A Stronger Nation: Learning beyond high school builds American talent*. Retrieved May 20, 2023, from <https://www.luminafoundation.org/stronger-nation/>
- Lyons, E., & Zhang, L. (2018). Who does (not) benefit from entrepreneurship programs? *Strategic Management Journal*, 39(1), 85–112. <https://doi.org/10.1002/smj.2704>
- Macomb Community College, LaGuardia Community College, Community College Research Center (2011). Counting the hidden assets: First steps in assessing the impact of community college noncredit education programs on the workforce and local economies. *The Catalyst*, 40(1), 17-24.
- Maier, M. (2020). “Entrepreneurship”: Economic innovation or ideological cover? *Dollars & Sense*, 349, 25-29. Economic Affairs Bureau.
- Markatou, M., (2015). Incentives to promote entrepreneurship in Greece: Results based on the ‘New Innovative Entrepreneurship’ program. *Procedia-Social and Behavioral Sciences*, 195, 1113-1122. <https://doi.org/10.1016/j.sbspro.2015.06.157>
- Martin, B. C., McNally, J. J., & Kay, M. J. (2013). Examining the formation of human capital in entrepreneurship: A meta-analysis of entrepreneurship education outcomes. *Journal of Business Venturing*, 28(2), 211–224. <https://doi.org/10.1016/j.jbusvent.2012.03.002>
- Mathews, R. D. (2017). *Entrepreneurship education: Effect of a treatment in undergraduate college courses on entrepreneurial intent and ideation* [Doctoral Dissertation, Ball State University] <http://cardinalscholar.bsu.edu/handle/123456789/201041>
- Matlay, H., & Matlay, P. H. (Ed.) (2006). Entrepreneurship education. *Entrepreneurship + Training*, 48(5), 291-322. Emerald Publishing Limited.
- Maxwell, N., & Gallagher, S. (2020). Drivers for change in higher education. *New Directions for Community Colleges*, 2020(189), 9–22. <https://doi.org/10.1002/cc.20394>
- Merriam-Webster. (n.d.) Guide. *Merriam-Webster.com dictionary*. <https://www.merriam-webster.com/dictionary/guide>
- Meyer, N., & Jongh, J. de. (2018). The importance of entrepreneurship as a contributing factor to economic growth and development: The case of selected European countries. *Journal of Economics and Behavioral Studies*, 10(4(J)), 287–299. [https://doi.org/10.22610/jeb.v10i4\(J\).2428](https://doi.org/10.22610/jeb.v10i4(J).2428)

- Michaelides, M., & Davis, S. (2020). From unemployment to self-employment: The role of entrepreneurship training. *IZA Journal of Labor Policy*, 10(1). <https://doi.org/10.2478/izajolp-2020-0018>
- Modenov, A. K., Vlasov, M. P., & Markushevskaya, L. P. (2018). Innovative aspects of entrepreneurship education: Preparing a new generation of entrepreneurs [Special issue]. *Journal of Entrepreneurship Education*, 21, 1-7. <https://www.abacademies.org/abstract/innovative-aspects-of-entrepreneurship-education-preparing-a-new-generation-of-entrepreneurs-7719.html>
- National Association for Community College Entrepreneurship (n.d.). *About Us*. <https://www.nacce.com/about-us>
- National Association of Community college Entrepreneurship, (n.d.). *Making Center of Practice*. <https://www.nacce.com/making-center-of-practice>
- National Association of Community College Entrepreneurship, (n.d.). *NACCE Pitch for the Trades*. <https://www.nacce.com/pitchforthetrades>
- National Association of Community College Entrepreneurship, (n.d.). *PFEP*. <https://www.nacce.com/pfep>
- Nickoli, R. A. (2013). Role of the community college in economic development. *New Directions for Adult and Continuing Education*, 2013(140), 69–78. <https://doi.org/10.1002/ace.20075>
- Nieuwenhuizen, C., Groenewald, D., Davids, J., Janse van Rensburg, L., & Schachtebeck, C. (2016). Best practice in entrepreneurship education. *Problems and Perspectives in Management*, 14(3), 528–536. [https://doi.org/10.21511/ppm.14\(3-2\).2016.09](https://doi.org/10.21511/ppm.14(3-2).2016.09)
- O'Banion, T. U. (2019). A Brief History of Workforce Education in Community Colleges. *Community College Journal of Research and Practice*, 43(3), 216–223. <https://doi.org/10.1080/10668926.2018.1547668>
- Olutuase, S. O., Brijlal, P., Yan, B., & Ologundudu, E. (2018). Entrepreneurial orientation and intention: Impact of entrepreneurial ecosystem factors [Special issue]. *Journal of Entrepreneurship Education*. 21, 1-14.
- Pittaway, L., & Cope, J. (2007). Entrepreneurship education: A systematic review of the evidence. *International Small Business Journal*, 25(5), 479–510. <https://doi.org/10.1177/0266242607080656>
- Potishuk, V., & Kratzer, J. (2017). Factors affecting entrepreneurial intentions and entrepreneurial attitudes in higher education. *Journal of Entrepreneurship Education*, 20, 25-44.
- Pruett, M. (2012). Entrepreneurship education: Workshops and entrepreneurial intentions. *Journal of Education for Business*, 87(2), 94-101. doi:10.1080/08832323.2011.573594



- Rideout, E. C., & Gray, D. O. (2013). Does entrepreneurship education really work? A review and methodological critique of the empirical literature on the effects of university-based entrepreneurship education. *Journal of Small Business Management*, 51(3), 329–351. <https://doi.org/10.1111/jsbm.12021>
- Ruskovaara, E., & Pihkala, T. (2015). Entrepreneurship education in schools: Empirical evidence on the teacher's role. *The Journal of Educational Research*, 108(3), 236–249. <https://doi.org/10.1080/00220671.2013.878301>
- Samuels, K., Estes, M. T., Eckman, H., Gillerlain, K., Jenkins, S., Miller-Edwards, W., Reinauer, O., & Walker, N. (2019). Blending credit & non-credit courses: Best practices, opportunities, barriers [Special Issue]. *The Journal of the Virginia Community Colleges*, 22(1), 1-13.
- Schumpeter, J. A. (1934). *The theory of economic development; an inquiry into profits, capital, credit, interest, and the business cycle*. Harvard University Press.
- Seymour, N. (2001). *Entrepreneurship education in American community colleges and universities* (ED463784). ERIC. <https://files.eric.ed.gov/fulltext/ED463784.pdf>
- Small Business Administration [SBA]. (n.d.). *About SBA*. <https://www.sba.gov/about-sba>
- Solomon, G. (2007). An examination of entrepreneurship education in the United States. *Journal of Small Business and Enterprise Development*, 14(2), 168–182. <https://doi.org/http://dx.doi.org.ferris.idm.oclc.org/10.1108/14626000710746637>
- Sriram, V., Mersha, T., & Herron, L. (2007). Drivers of urban entrepreneurship: An integrative model. *International Journal of Entrepreneurial Behavior & Research*, 13(4), 235-251. [doi:http://dx.doi.org.ferris.idm.oclc.org/10.1108/13552550710760012](http://dx.doi.org.ferris.idm.oclc.org/10.1108/13552550710760012)
- Taulbert, C. & Schoeniger, G. (2010) *Who Owns the Ice House: Eight life lessons from an unlikely entrepreneur*. ELI Press, LLC.
- Toma, S.-G., Grigore, A.-M., & Marinescu, P. (2014). Economic Development and Entrepreneurship. *Procedia Economics and Finance*, 8, 436–443. [https://doi.org/10.1016/S2212-5671\(14\)00111-7](https://doi.org/10.1016/S2212-5671(14)00111-7)
- Torres, R. (2022). *The state of Higher Education Enrollments through Spring 2022; With a particular focus on public 2-year Institutions and Illinois* [Conference presentation]. Illinois Central College Fall Celebration of Learning, East Peoria, IL, United States.
- U.S. Chamber of Commerce. (2023, July 14). <https://www.uschamber.com/>
- U.S. Small Business Administration (n.d.) *SCORE Business Mentoring*. <https://www.sba.gov/local-assistance/resource-partners/score-business-mentoring>

- U.S. Small Business Administration. (n.d.). *Small Business Development Centers (SBDC)*. Retrieved July 15, 2023, from <https://www.sba.gov/local-assistance/resource-partners/small-business-development-centers-sbdc>
- Valerio, A., Parton, B., Robb, A., & World Bank. (2014). *Entrepreneurship education and training programs around the world: Dimensions for success*. World Bank Publications.
- Van Noy, M., Jacobs, J., Korey, S., Bailey, T., & Hughes, K. L. (2008). The rise of noncredit workforce education: Excerpted from the landscape of noncredit workforce education: State policies and community college practices. *Community College Journal*, 78(5), 54–59.
- van Praag, C. M., & Versloot, P. H. (2007). What is the value of entrepreneurship? A review of recent research. *Small Business Economics*, 29(4), 351–382. <https://doi.org/10.1007/s11187-007-9074-x>
- Villa, L. K., Ruth, A., Luchmun, R., & Cantú, E. (2021). Increasing self-efficacy in mentoring relationships for aspiring entrepreneurs in community colleges. *Community College Journal of Research and Practice*, 46(10)693-711. <https://doi.org/10.1080/10668926.2021.1896397>
- Voorhees, R.A., Milam, J.H. (2005). *The Hidden College: Noncredit Education in the United States*. Whitepaper. Virginia Curry School of Education. Report funded by the Lumina Foundation for Education. 2005
- Winkler, C., Saltzman, E., & Yang, S. (2018). Improvement of practice in entrepreneurship education through action research: The case of coworking at a nonresidential college. *Entrepreneurship Education and Pedagogy*, 1(2), 139–165. <https://doi.org/10.1177/2515127418773410>