

Coleman Fellows Program Assessment:

Comprehensive Report with Links to Program Goals and Impact Statements

Goals

G1: *Build support for entrepreneurship education in non-business departments across campuses of participating schools.*

G2: *Advance the Coleman Foundation's Definition of Entrepreneurship with focus on self-employment and for-profit business creation: "Self-employment through business ownership which has significant elements of risk, control, and reward."*

G3: *Cultivate cohorts of entrepreneurs and entrepreneurship educators across disciplines outside the school of business.*

G1 - Impact 1: Improving the capability of academic and community based entrepreneurship curricula to build core entrepreneurship and self-employment skills.

Meets/Exceeds Expectations

- **Students:** The Coleman Fellows program has helped increase student desire and interest in starting a business (69%) and has shown success in helping non-business major students enjoy learning about entrepreneurship.
- **CER:** The majority of CERS indicated interest in growing and promoting the program through various curriculum modifications, such as guest lecturing (92%), working with local entrepreneurs and community leaders to support student entrepreneurs (83%), and bringing local entrepreneurs to help with course modifications (75%). With the vast majority of CERs indicating interest in mentoring students and Fellows, the mentoring component offers potential for further building entrepreneurial skills.
- **Fellows:** The majority of fellows indicated positive impacts of the program on entrepreneurship education that also helped them: realize how they need to learn more about entrepreneurial concepts (90%), recognize new opportunities in their discipline (87%), and engage with entrepreneurship communities of practice (83%).

Below Expectations

- **Students:** Many students indicated they are still *unaware* of the Coleman Fellows program and very few students (12%) indicated they had met or interacted regularly with the Coleman Entrepreneur in Residence (CER). The limited student interaction with CERs may limit the benefits of mentorship opportunities. Also, there were lower levels of student interest in learning about entrepreneurship within their own major than the other opportunities to take classes outside of their major.
- **CER:** Less than half of CERs responded that they expect a regular presence on campus and having their own office. While CERs have plans to modify the curriculum, only 42% of CERs expected to co-teach one or more class periods with the Coleman Fellow.
- **Fellows:** Most fellows indicated that their modified courses are not offered throughout the entire academic year and that there were not enough fellows on campus to handle the

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volume of interested students. Moreover, only few fellows indicated that they received support from campus directors in creating lesson plans.

Recommendations

- Continue to develop and grow the role of CERs in the program by encouraging closer collaboration and coordination between CERs and Fellows. Providing spaces for CERs on campus may boost their visibility and increase the opportunities for students to meet and interact with them.
- Establishing expectations for CERs to contribute to the design and teaching of the entrepreneurship courses may increase the support that fellows receive to effectively handle the volume of interested students.

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G1 - Impact 2: Increasing the quality and quantity of experiential and co-curricular activities.

Meets/Exceed Expectations

- **Students:** A reasonable share of students (40%) expressed that they enjoyed the learning activities that the Coleman courses provided. Most students would be interested in internship opportunities (69%) and shadowing entrepreneurs (60%) as forms of experiential learning.
- **CERs:** A vast majority of CERs are committed to growing the program by working with students to create realistic start-up plans (100%) and creating curriculum modifications that introduce local entrepreneurs in supporting entrepreneurial students and designing curriculum.
- **Fellows:** Most fellows (70%) indicated that they have alumni and local entrepreneurs guest lecture in their courses and believe that students have responded favorably to the infusion of entrepreneurship content in the Coleman courses.

Below Expectations

- **Students:** Only a modest number of students (15%) indicated that the Coleman course work helped them find entrepreneurship activities off campus. Student responses also indicate imbalances in the topics being covered. For example, only 14% of students indicated that they know how to apply Peter Druckers' seven sources of opportunity to their discipline and only 29% indicated that they know to develop a kick-starter campaign.
- **CERs:** Only 50% of CERs indicated that they would be willing to connect entrepreneurial support organizations with Coleman Fellows and 33% indicated an interest in working with other CERs to establish a fund in support of the program.
- **Fellows:** Few fellows (26%) indicated that they had frequent interaction with CERs and believe that modified courses attract more students compared to non-Coleman courses (27%). The relatively low percentage of fellows that have regular interact with CERs suggests that they may not be collaborating enough to help increase quality and quantity

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of experiential learning activities. Moreover, there is variance in the types of activities that Fellows employ in their classes:

- For example, a minority of Fellows (5%) indicated that they require students to shadow entrepreneurs as part of their class and only 15% indicated that they use case studies from Harvard Publishing and other sources to teach entrepreneurship concepts.

Recommendations

- The student survey responses suggest a variation in the coverage of topics in their Coleman courses. Applying some standardization to course content and including requirements of experiential learning activities that align with student interests (e.g., internship opportunities, shadowing entrepreneurs) in the curriculum may ensure that students are receiving the entrepreneurial education important to the Coleman Foundation.
- Encouraging or incentivizing greater collaboration between CERs and Fellows may result in increases in the quality and quantity of experiential learning activities. Increasing the visibility of the CERs on campus and continue developing their roles by establishing expectations for them to leverage their network of entrepreneurial support organizations may increase the opportunities for students to interact and learn from outside organizations.

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G1 - Impact 4: Supporting efforts to inject entrepreneurship content into non-business courses fostering interdisciplinary entrepreneurial learning.

Meets/Exceed Expectations

- Students: There were many non-business majors represented among the students who completed the surveys, with a large portion representing: Engineering, Medical/Biomedical, Communications, and the Arts fields.
- CERs: A vast majority of CERs (92%) indicated they encourage students to register for courses offered by Coleman Fellows and are willing to serve as mentors to students and Coleman Fellows (92%).
- Fellows: As mentioned previously, most fellows believe that students have responded favorably to the infusion of entrepreneurship content in the Coleman courses.

Below Expectations

- Students: There was a substantial number of students that indicated they were business majors in the write-in comments. Thus, there may be a need to reach out to extend efforts to reach out to non-business courses and majors.
- CERs: Only half of responding CERs indicated they plan to communicate the importance and value of the program with Deans outside the business school and campus leadership.
- Fellows: Some fellows commented on a lack of support from administration and only a minority of fellows indicated that campus directors assist with lesson plans.

Recommendations

- Developing guidelines for experiential entrepreneurial activities that provide students the opportunity to collaborate with others outside of their major may help foster interdisciplinary entrepreneurial learning. These projects may also increase the program's visibility to non-business majors.
- Encourage fellows to share their experiences with entrepreneurship education with their colleagues across different departments. Connecting with directors of different, non-

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business programs to help with lesson planning may further increase the visibility of the program to stakeholders outside of business departments.

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G1 - Impact 5: Supporting community based experiential learning opportunities, and supporting entrepreneurship networks such as accelerators, incubators, makers-spaces and potential links to academic programs.

Meets/Exceed Expectations

- Students: Many students show a strong interest in various experiential learning activities linked to the community. For example, 44% of responding students indicated that they would be interested in having mentoring sessions with entrepreneurs and 48% indicated they would be interested in attending entrepreneurship conferences.
- CERs: CER survey responses show a strong willingness to promote the program by establishing links with the community. For example, the majority of CERs indicated that they plan to work with local community entrepreneurs and community leaders to support student entrepreneurs (83%) and understand that they strike and accord with academia and the start-up community (92%).
- Fellows: Most fellows (70%) indicated that they have alumni and local entrepreneurs guest lecture in their Coleman courses and the vast majority (84%) believe that creating cohorts of faculty within the same discipline across program schools will help achieve community engagement.

Below Expectations

- Students: With a majority of students indicating a lack of awareness of the Coleman Fellows program, low program visibility may underscore why few students have not met or interacted with CERs.
- CERs: Although CERs demonstrate a willingness to connect the program with the community, the lack of resources (e.g., office space) and access they have to students may be restricting their ability to further expand the program.
- Fellows: There seems to be limited direct benefits for Coleman Fellows as a result of the program. For example, few fellows indicated that their participation in the Coleman program helped them receive tenure (26%) and/or helped them win awards (28%). Moreover, there may be an area of opportunity for Coleman Fellows to work with the

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supporting community: less than half of responding fellows indicated that they develop their lesson plans with input from local subject matter experts or require students to interview an entrepreneur for the course (30%).

Recommendations

- As the CERs' role in the program continues to develop and grow, track metrics that link their introduction to meaningful student outcomes. Having metrics available to share with CERs may help identify areas where they can increase their engagement for the increased benefit of students and the program.
- Encourage or incentivize Coleman Fellows to link their courses with the surrounding communities to allow for more enriching experiential learning activities for students. Increasing collaboration with the CERs and leveraging CER community connections may provide increased opportunities for experiential learning grounded in the community and surrounding entrepreneurial networks.
- Leverage CER willingness to promote the program through community connections and appeal to campus administrators to invest resources and space on campus for CERs to have a higher presence and visibility with the surrounding student body.

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G2 - Impact 1: Improving the capability of academic and community based entrepreneurship curricula to build core entrepreneurship and self-employment skills.

Meets/Exceed Expectations

- Students: Student responses indicate that many believe they are receiving the education applicable to advancing the focus on self-employment and for-profit business creation. For example, most students commented that they understand that successful entrepreneurs need to be able to understand, anticipate, and plan for risk. Moreover, students indicated that the concepts they learned from the courses could be used immediately (38%) and most students indicated that they learned how to recognize new opportunities due to completing Coleman courses (78%).
- CERs: A large share of CERs indicate that they are helping fellows through mentoring and guest lecturing in their classes. CERs show a strong willingness to be involved with the program, suggesting they may be ready for continued expansion of their roles.
- Fellows: Fellows commented that they are actively integrating entrepreneurship into their courses. As mentioned before, fellows believe that students are responding well to the infusion of entrepreneurship topics into their courses. A majority of fellows also utilize program alumni or local entrepreneurs to serve as guest lecturers in their courses.

Below Expectations

- Students: A large portion of students agreed to statements that described entrepreneurs in more negative or critical terms, such as: self-centered, con-artists, and willing to cut corners.
- CERs: As mentioned before, there are opportunities for CERs to be more involved in the program by co-teaching lessons with Fellows. Moreover, there were lower numbers of CERs that indicated they mentored fellows on a wide array of topics for teaching lessons (e.g., emotional intelligence, franchising and buy-outs, lean launch canvas, etc.).
- Fellows: Many fellows are not utilizing the resources they may have available to facilitate the development and teaching of their coursework. They are not having frequent

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interactions with CERs and not utilizing local subject matter experts to assist in developing their courses.

Recommendations

- Encourage or incentivize fellows to diversify their course curricula to include more practical and real-world experiences for students. Seeking feedback from CERs may serve to increase interaction between the two and allow for more opportunities for CERs to expand their roles by providing real-world linkages between academia and their entrepreneurial networks.
- Considering that not all entrepreneurship topics included in the survey are equally emphasized, encourage CERs and fellows to collaborate and identify the entrepreneurship topics that align best with advancing Coleman's definition of entrepreneurship. Center the development of curriculum and learning activities around those topics deemed most important.

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G2 - Impact 3: Increasing local practitioner engagement such as coaching, mentoring and entrepreneurs-in-residence opportunities.

Meets/Exceed Expectations

- Students: A reasonable portion of students (32%) said their interactions with entrepreneurs throughout their Coleman courses have taught them a lot about starting a business. Student comments also suggest their general understanding that entrepreneurship requires risk, one of the key focuses in the Coleman's definition of entrepreneurship.
- CERs: CER's are willing to perform many tasks that may increase local practitioner engagement. For example, most CERs (67%) indicated they would be willing to create a network of alumni entrepreneurs to help the program and expect to mentor students in developing close relationships with local entrepreneurs and alumni (75%).

Below Expectations

- Students: Students expressed that they would like to learn more about entrepreneurship through networking and first-hand business operation experiences. The low numbers of Fellows indicating that they require their students to interview or shadow entrepreneurs in their courses may be constraining the extent to which students are encouraged engage with the local community.
- CERs: Although CERs indicated a willingness to engage in many tasks, there seemed to be less enthusiasm towards tasks that may be good opportunities for engaging local entrepreneurs. For example, only 50% of CERs indicated they would be willing to help create and lead regional meetings or a Coffee Hour and only 33% indicated they would be willing to post regularly in the Coleman Forum.
- Fellows: Only few fellows are incorporating activities into their courses that would increase student engagement in their surrounding entrepreneurial communities (e.g., shadowing). Moreover, there is opportunity for fellows to engagement with outside entrepreneurs as well, as less than half are reportedly developing their courses with input from local subject matter experts.

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Recommendations

- Since the students indicated that they are interested in learning about entrepreneurship through first-hand experience, work with fellows to identify experiential activities that could feasibly be standardized and expected throughout all the Coleman courses. Follow up with fellows to identify what resources they need to break into the community of local entrepreneurs and to create networks with them.
- Identify the barriers that are discouraging or preventing fellows and CERs from utilizing the Coleman Forum. Set expectations for how it could be used, such as sharing best practices with other fellows and CERs at different universities.

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G3: *Cultivate cohorts of entrepreneurs and entrepreneurship educators across disciplines outside the school of business.*

G3 - Impact 1: Improving the capability of academic and community based entrepreneurship curricula to build core entrepreneurship and self-employment skills.

Meets/Exceed Expectations

- Students: Many students indicated intentions to start a business within two years and very few students indicated that they clearly decided *not* to start a business.
- CERs: CERs show a willingness to cultivate cohorts of entrepreneurs by helping build networks of alumni entrepreneurs and through their willingness facilitate or lead activities.
- Fellows: Most fellows agree that creating cohorts of faculty within disciplines and across campuses is good for engaging the community. Moreover, creating cohorts may facilitate the movement of ideas and best practices in further improving entrepreneurship curricula.

Below Expectations

- Students: Limited interactions that students have with the CER on campus may be limiting the potential for cultivating cohorts of entrepreneurs. Moreover, students indicated that they have not been able to find more off-campus entrepreneurial activities.
- CERs: Since few numbers of CERs are willing or are currently active in posting content on the Coleman Forum may be stalling improvements that could be made in the course curriculum and forming a closer community of entrepreneurs, especially between the CERs and Fellows.
- Fellows: Fellows may not be aware of or fully utilizing the resources that they have available to them. For example, most fellows indicated they don't interact with CERs and many of the unfunded fellows said that they were unaware of recent changes to the program that introduced CERs. As such, fellows may not be receiving the input and feedback that is available to them from CERs and the connections they may bring for enhancing the curricula.

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Recommendation

- Building norms and encouraging CERs and fellows to meet regularly may help develop the roles CERs have on campus. Hosting such regular meetings on campus and allowing interested students to join in the meetings may also increase the presence that CERs have on campus and provide a natural setting to meet students for future mentorship opportunities.

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G3: *Cultivate cohorts of entrepreneurs and entrepreneurship educators across disciplines outside the school of business.*

G3 - Impact 3: Increasing local practitioner engagement such as coaching, mentoring and entrepreneurs-in-residence opportunities.

Meets/Exceed Expectations

- Students: Many students are interested in the experiential activities of shadowing entrepreneurs and having mentoring sessions that would also help increase engagement of the local entrepreneurial community.
- CERs: As mentioned before, CERs are willing to work with and mentor students on a wide variety of topics.
- Fellows: Many fellows commented that the program helped them to work more collaboratively with other faculty around the campus and a majority of fellows indicated they would continue the collaborations even if they are not funded. Fellows also commented that more face-to-face meetings and holding more frequent regional meetings may help to further increase engagement with the community.

Below Expectations

- CERs: There were some topics where fewer numbers of CERs indicated that they mentored fellows in developing lesson plans about franchising and buy-outs, lean launch canvas, ambiguity tolerance, and passion to product topics.
- Fellows: Few fellows indicated they had frequent interaction with CERs and many of the unfunded fellows said that they were unaware of the recent changes introducing CERs. Moreover, fellows commented on the difficulties of scheduling stemming from little advanced notice.

Recommendations

- Providing timely communication may help keep both fellows and CERs across the program updated on events and changes in the program. Establishing a role for a CER or fellow to manage regional communications may help improve both communication and collaboration across the parties.
- For the subjects that had low numbers of CERs providing mentoring (e.g., franchising and buy-outs), investigate why those subjects are relatively untouched. There may be

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opportunities for CERs to extend their networks to search for local entrepreneurs that may have more knowledge about those subjects.

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G3: *Cultivate cohorts of entrepreneurs and entrepreneurship educators across disciplines outside the school of business.*

G3 - Impact 4: Supporting efforts to inject entrepreneurship content into non-business courses fostering interdisciplinary entrepreneurial learning.

Meets/Exceed Expectations

- Students: Many students (69%) indicated that taking a Coleman courses increased their desire to start a business.
- CERs: Most CERs (75%) indicated that they work with fellows to infuse entrepreneurship concepts into the courses and nearly all CERs indicated that they encourage students to register for Coleman courses (92%).
- Fellows: Since many fellows indicated that the program has increased their collaboration with others, there may be opportunities for collaborations to form with faculty outside of business and to move the needle in infusing entrepreneurial topics in other domains.

Below Expectations

- Students: While large share of students indicated they were from different majors, a lot of the write-in comments revealed that many students that responded were in business-related fields. Thus, increased efforts to attract students outside of business fields may be needed.
- Fellows: Only few fellows indicated that they receive help in developing their lesson plans from subject matter experts or from their campus directors. This limited collaboration with these parties may be constraining efforts for injecting entrepreneurship content into courses.

Recommendations

- Cultivate close cohorts of student entrepreneurs by developing in-class projects that encourage students to work with others from different disciplines. Assignments that make students interact with other disciplines may further encourage the outreach of the program in attracting more diverse groups of students.
- Leveraging cohorts of entrepreneurs to improve the entrepreneurship content of courses depends on the extent that fellows build networks with the entrepreneurial community. Encourage fellows to leverage the tasks CERs are willing to do to build a community

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network that increases the pool of resources available (e.g., subject matter experts from the community).

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G3: *Cultivate cohorts of entrepreneurs and entrepreneurship educators across disciplines outside the school of business.*

G3 - Impact 5: Supporting community based experiential learning opportunities, and supporting entrepreneurship networks such as accelerators, incubators, makers-spaces and potential links to academic programs.

Meets/Exceed Expectations

- Students: Many students show an interest in experiential learning opportunities (e.g., internships, shadowing entrepreneurs, and entrepreneurship conferences).
- CERs: CERs are willing to engage in activities that may increase community involvement, such as Coffee Hours and regional meetings.
- Fellows: Most fellows (83%) indicated that the program helped them engage with the entrepreneurship community of practice and most indicated that they have had alumni and local entrepreneurs guest lecture in their courses.

Below Expectations

- Students: While students are interested in experiential learning opportunities, a gap exists in students' capabilities for finding off-campus activities following the Coleman course.
- CERs: Only 33% of CERs indicated that they would be willing to assist in establishing a Coleman Fellows Fund to support the program.
- Fellows: There is a gap of what experiential activities students want and what are commonly provided in the courses. For example, only 5% of fellows indicated that students are required to shadow entrepreneurs in their courses.

Recommendations

- Leverage that strong student interest in applied experiences to appeal to campus administration for the resources necessary to meet demand. Continuing to track student attitudes and interests for course topics and learning opportunities may provide the support needed to receive more campus support.
- Although most fellows invite alumni and local entrepreneurs to guest lecture, there may be opportunity for fellows to increase the impact these parties have on student-centered

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outcomes. Students are having difficult times finding opportunities after the course ends, so developing activities within the class that promotes networking opportunities for students with the guest alumni and local entrepreneurs may help student establish local networks.

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Appendices: Survey Results

Fellows Survey Results

Choose all that apply:	Count	% of Total
I believe that the number of Coleman Fellows on campus is sufficient to handle the number of students interested in entrepreneurship.	18	20%
The modified Coleman courses I teach are offered every term.	22	25%
There is frequent interaction with Coleman Entrepreneurs in Residence (CER).	23	26%
I believe that modified courses attract more students compared to non-Coleman, non-modified courses.	24	27%
Because I am not a currently funded Coleman Fellow I am not aware of program changes such as the addition of Coleman Entrepreneurs in Residence.	28	32%
I bring alumni entrepreneurs to class as guest speakers.	44	50%
As a veteran, non-funded Coleman Fellow I continue to infuse entrepreneurship content within my courses.	45	51%
I bring local entrepreneurs to class as guest speakers.	46	52%
I continue my collaborative work even if I am a non-funded Coleman Fellow.	53	60%
I continue to use my Coleman Fellowship Training to advance my career as an academician.	55	62%
My experience as a Coleman Fellow has proven extremely valuable to my professional development as an educator.	60	68%
Students have responded favorably to the infusion of entrepreneurship content in the Coleman courses.	63	72%
The Coleman Fellows Program has positively influenced entrepreneurship education on my campus.	70	80%
I believe that the Coleman Fellows Program should be supported by my administration.	70	80%

Participation on the Coleman Fellowship Program has: (% favorable is the number of <i>Strongly Agree</i> and <i>Agree</i> responses selected)	% Favorable	% Unfavorable
Helped me start my own business.	20%	80%
Helped me get tenure.	26%	74%
Helped me very little with my professional development within my discipline.	28%	72%
Helped me win awards.	28%	72%
Helped me present at conferences that I would not typically attend.	51%	49%
Helped me with promotions on campus.	56%	44%
Helped me be included with leadership initiatives on campus.	65%	35%
Helped me engage with the entrepreneurship community of practice.	83%	17%

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Helped me to revisit my teaching philosophy and style.	84%	16%
Helped me recognize new opportunities within my discipline.	87%	13%
Helped me realize that I need to learn more about entrepreneurship concepts.	90%	10%
Enabled me to enhance my visibility as an innovative educator on campus.	92%	8%

Choose all that apply:	Count	% of Total
The Coleman Fellows Program was a waste of time for me.	2	2%
Students are required to shadow entrepreneurs in my Coleman course.	4	5%
I use case studies from Harvard Publishing and similar sources to teach entrepreneurship concepts in my Coleman courses.	13	15%
The Coleman Fellows Program is the best training program I have participated with as an educator.	16	18%
My Coleman lesson plans follow the infusion module approach presented at Coleman Fellows Summit.	23	26%
My campus director helps me with my lesson plans for infusing entrepreneurship concepts.	23	26%
Students are required to interview an entrepreneur in my Coleman course.	26	30%
I use activities like the marshmallow challenge in my Coleman course.	33	38%
I use a custom course packet instead of a textbook in my Coleman course.	35	40%
My Coleman lesson plans are developed with input from local subject matter experts.	40	45%
Alumni and local entrepreneurs guest lecture in my Coleman course.	62	70%

I believe that the engagement with the Coleman Fellows Community of practice will be best achieved by: (% favorable is the number of <i>Strongly Agree</i> and <i>Agree</i> responses selected)	% Favorable	% Unfavorable
Authoring and Posting to the Coleman Forum on the Coleman Fellows Site.	38%	62%
Coffee Hours that feature guest speakers chosen by the Fellows.	51%	49%
Monthly meetings with Coleman Entrepreneurs in Residence.	56%	44%
Monthly meetings with local entrepreneurs on teaching E concepts.	57%	43%
Regular meetings with Alumni Entrepreneurs.	63%	37%
Monthly Webinars on topics chosen by Fellows.	64%	36%
Attending student conferences like Collegiate Entrepreneurs Organization and Self Employment in the Arts conference.	68%	32%
Monthly Coffee Hour Discussions that are lead by Subject Matter Experts on specific topics.	69%	31%
Dedicated meetings with Campus Directors and CER's on	69%	31%

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teaching entrepreneurship concepts.		
Spontaneous meetings with Fellows on campuses and conferences.	72%	28%
Presenting papers and workshops based on lessons learned from Coleman Fellows Program at non-business conferences.	74%	26%
Regional face to face meetings in addition to the Fellows Summit during the academic year.	82%	18%
Creating pedagogical content and modules for the community of practice.	84%	16%
Creating cohorts of faculty within the same discipline across the program schools.	84%	16%

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Coleman Entrepreneurs-in-Residence Survey Results

As a Coleman Entrepreneur in Residence, I plan to create curriculum modifications in the following manner. (Please choose all that apply)	Count	% of Total
Work with fellows to infuse entrepreneurship concepts within courses taught by Coleman Fellows.	9	75%
Co-teach a course with a Coleman Fellow.	5	42%
Co-teach one class period with a Coleman Fellow.	5	42%
Guest lecture in courses taught by Coleman Fellows.	11	92%
Bring local entrepreneurs to campus to help Coleman Fellows with curriculum modifications.	9	75%
Bring resources to campus to aid Coleman Fellows.	8	67%
Help promote and grow the Fellows Program on campus.	10	83%
Communicate the importance and value of the Fellows Program with Deans outside the business school and campus leadership.	6	50%
Work with other CER's to assist in establishing a Coleman Fellows Fund to support The Fellows Program.	4	33%
Work with campus administrators and leadership to support Coleman Fellows Program.	10	83%
Work to help identify additional CER's who are willing to help the Coleman Fellows Program.	8	67%
Work with campus administrators to enhance student entrepreneurship programs.	10	83%
Work with local community entrepreneurs and community leaders to support student entrepreneurs.	10	83%

The Coleman Entrepreneurs in Residence connect real world entrepreneurship to academia by: (% favorable is the number of <i>Strongly Agree</i> and <i>Agree</i> responses selected)	% Favorable	% Unfavorable
Striking accord with academia and the start-up community.	92%	8%
Working with students to create realistic start-up plans.	100%	0%
Mentoring Coleman Fellows to infuse experiential learning elements in the classroom.	92%	8%
Helping students appreciate interactions with entrepreneurs in the classroom.	100%	0%
Mentor Fellows and be mentored by Fellows on connecting Academia to Real World Entrepreneurship.	92%	8%
Making sure missing Experiential Approaches in academia are added to the curriculum.	82%	18%

I mentor Fellows to develop and teach lesson plans on the following topics (Please choose all that apply):	Count	% of Total
Opportunity Recognition	7	58%
Emotional Intelligence	4	33%
Feasibility Analysis	5	42%

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Finance and Funding	6	50%
Critical Thinking and Problem Solving	6	50%
Entrepreneurial Team Building	8	67%
Franchising & Buy-Outs	0	0%
Bootstrapping	5	42%
Finding and Keeping Customers	6	50%
Product or Service Design	6	50%
Disruptive Technologies & Creativity	6	50%
Innovation	7	58%
Lean Launch Canvas	1	8%
Passion to Product	3	25%
Early Venture Funding	6	50%
Effective Deal Making	4	33%
Ethics and Entrepreneurship	8	67%
Ambiguity Tolerance	3	25%
Managing Chaos	6	50%

I expect to mentor students with (Please choose all that apply)	Count	% of Total
Developing a feasibility analysis.	7	58%
Developing a market analysis.	8	67%
Developing financial projections.	8	67%
Preparing for pitch competitions.	11	92%
Creating a crowd funding and crowd sourcing plan of action.	4	33 %
Creating a pragmatic marketing plan.	8	67%
Developing an entrepreneurial management team.	8	67%
Developing mentoring relationships with local entrepreneurs and alumni.	9	75%
Developing business plans for local and national competitions.	7	58%
Generating ideas and identifying gaps in the market place.	8	67%

Check tasks that you are willing to perform as a CER:	Count	% of Total
Lead a Coffee Hour.	6	50%
Post regularly to the Coleman Forum.	4	33%
Develop/support student business plan competitions on campus.	9	75%
Create pathways to connect high schools students with Coleman Fellows.	7	58%
Create a network of alumni entrepreneurs to help Coleman Fellows.	8	67%
Connect entrepreneurial support organizations with Coleman Fellows.	6	50%
Serve as a mentor to Coleman Fellows and students on campus as needed.	11	92%
Share my entrepreneurial background with students and inspire them.	12	100%
Encourage students to register for courses offered by Coleman Fellows.	11	92%

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Help create and lead regional meetings for Fellows.	6	50%
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Presence on campus. Please check all that apply:	Count	% of Total
I plan to hold regular office hours on campus.	4	33%
I have been assigned an office on campus.	5	42%
I am available to mentor students on campus.	12	100%
I seek to play a larger role in the university beyond my CER duties and responsibilities.	5	42%
I expect to serve as a CER for the next 12 months.	6	50%
I expect to serve as a CER for the next 24 months.	3	25%
I expect to serve as a CER for more than 36 months.	6	50%

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Student Survey Results

Choose all that apply to you:	Count	% of Total
I am aware of the Coleman Fellows Program on campus and interact with Coleman Faculty on a regular basis.	75	26%
I prefer Coleman Fellows' courses that introduce entrepreneurship concepts in my own major rather than take classes outside of my major.	77	27%
I have met with The Coleman Entrepreneur in Residence (CER) and interact regularly with the CER.	35	12%
I do not know The Coleman Entrepreneur in Residence on campus.	149	52%
The interactions with entrepreneurs through the Coleman course have taught me a great deal about starting a business.	92	32%
My Coleman instructor was able to translate entrepreneurship concepts in a manner that was easy for me to understand.	129	45%
Because of the Coleman course work I was able to find more off campus entrepreneurship activities.	42	15%
Concepts that I learned from the Coleman course can be put to use immediately.	110	38%
I enjoy Coleman courses more than non-Coleman courses.	70	24%
I enjoy the hands on learning activities that Coleman courses provide.	114	40%
My confidence level to start a business has increased after completing the Coleman course.	102	35%

Choose one of the four responses to each item shown below: (% favorable is the number of <i>Strongly Agree</i> and <i>Agree</i> responses selected)	% Favorable	% Unfavorable
Completing a Coleman Fellows course has increased my desire to start a business.	69%	31%
I believe that better planning will increase success as an entrepreneur.	97%	3%
Until I took a course with a Coleman Faculty Fellow I did not think about starting a business.	45%	55%
Because I completed the Coleman course I intend to start my own business.	46%	54%
Entrepreneurs are usually optimistic.	96%	4%
Entrepreneurs are usually daring.	95%	5%
Entrepreneurs are usually ambitious.	97%	3%
Entrepreneurs are usually unique.	89%	11%
Entrepreneurs are usually confident.	93%	7%
Entrepreneurs are usually fearless.	68%	32%
Entrepreneurs are usually proud.	89%	11%
Entrepreneurs are usually survivors.	82%	18%
Entrepreneurs are usually Self-Starters.	93%	7%

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Entrepreneurs are usually risk-takers.	98%	2%
Entrepreneurs are usually able to act on an opportunity.	96%	4%
Entrepreneurs are usually able to manage risks effectively.	92%	8%
Entrepreneurs are sometimes thought of as con-artists.	42%	58%
Entrepreneurs are sometimes thought of as opportunists.	95%	5%
Entrepreneurs are sometimes thought of as being self-centered.	50%	50%
Entrepreneurs are sometimes thought of as being greedy.	42%	58%
Entrepreneurs are sometimes thought of as willing to cut corners for making a profit.	46%	54%
Entrepreneurs are sometimes thought of as willing to cut corners even if such actions can harm the environment.	44%	56%

From below, choose entrepreneurship concepts and activities that you learned by completing Coleman courses. (Please choose all that apply)	Count	% of Total
How to recognize new opportunities.	224	78%
How to conduct an opportunity feasibility analysis.	165	57%
How to differentiate between an idea and an opportunity.	169	59%
How to conduct market research.	161	56%
How to develop a start-up budget.	147	51%
How to develop a kick-starter campaign.	84	29%
How to develop a financial plan.	151	52%
How to develop a chart of accounts.	65	23%
How to apply Peter Druckers' seven sources of opportunity to my discipline.	40	14%
How to transform chaos into potential opportunities.	87	30%
How to analyze and solve case studies used in Coleman courses.	82	28%
As a non-business major, I sometimes do not like the content used by Coleman Fellows in their courses.	45	16%
As a student of entrepreneurship I believe that I am prepared to go the extra mile to start a business.	99	34%
How to develop a marketing plan.	151	52%
How to identify addressable markets.	133	46%

What is your major and/or minor?	Count	% of Total
Chemistry	5	2%
Physics	1	0%
Visual Arts	10	3%
Engineering	37	13%
English	2	1%
Biology	11	4%
Applied Science	16	6%
Photography	2	1%
Math	13	5%
Psychology	14	5%

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I believe that the following areas of knowledge and competencies would be useful in my success as an entrepreneur or self-employed individual:	Count	% of Total
Federal and State Tax Rates and Regulations.	185	64%
Budgeting basics.	244	85%
Equal Employment Opportunity Commission Regulations.	149	52%
Healthcare Options for self-employed and small businesses.	176	61%
Chart of accounts and Accounting basics.	180	63%
Hiring and Firing rules and norms in a small business.	187	65%
Building and maintaining an effective leadership team.	222	77%

I would be interested in the following experiential entrepreneurship learning opportunities:	Count	% of Total
Internships.	200	69%
Shadowing an entrepreneur.	172	60%
Maker Space Memberships to build prototypes.	69	24%
Participating in a Start-up weekend.	102	35%
Business plan competitions.	105	36%
Mentoring sessions with entrepreneurs.	127	44%
Study Tours to factories and other locations.	106	37%
Incubator Memberships.	64	22%
Accelerator Memberships.	61	21%
Entrepreneurship conferences.	137	48%
One-on-One sessions with entrepreneurship service providers.	109	38%
Connecting with resources that can help establish a business in my local community.	122	42%

How soon do you anticipate starting a business?	Count	% of Total
I currently manage a business that I started recently.	22	8%
Within the next three to six months.	23	8%
Within the next twelve months.	13	5%
Within the next two years.	113	39%
After completing the Coleman course, I have decided not to start a business.	25	9%
Entrepreneurship and/or self-employment is not for me.	92	32%