

Staff training and recognition program: Loan marketing (S420)

REVOLUTIONIZING ENTREPRENEURSHIP EDUCATION: BEYOND ANECDOTES TO REALITY-BASED, SYSTEMATIC ASSESSMENT

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Abstract

The credibility and performance of most entrepreneurship education programs are undermined by lack of reality-based, systematic assessment. Credibility is undermined by limited evidence of impact: only sporadic, anecdotal evidence is available concerning program value to students and the community. The efficacy of entrepreneurship education programs suffers from a lack of validated predictor scales that measure possible entrepreneurial success and a lack of criterion reference testing that measures learning needs based on validated success criterion.

It is no longer necessary for entrepreneurship education programs to suffer from such shortcomings. Major advances in the understanding of personality, entrepreneurial success factors, and testing methodology over the last twenty years make reality-based systematic assessment possible. Researchers can rely on sound methods and measures to identify how successful entrepreneurs differ from other persons with respect to key factors, and use this information to assess the needs of aspiring entrepreneurs and improve their success potential.

This paper presents a model for development and use of a systematic assessment process. The model is divided into two steps. First, the development and validation of predictor and criterion scales. Second, use of the scales in the context of a longitudinal service delivery model for aspiring entrepreneurs. Much work remains to be done, but reality-based, systematic assessment promises to revolutionize entrepreneurship education.

Introduction

The credibility and performance of most entrepreneurship education programs are undermined by lack of reality-based, systematic assessment. Credibility is undermined by limited evidence of impact: only sporadic, anecdotal evidence is available concerning program value to students and the community. The efficacy of entrepreneurship education programs suffers from a lack of validated predictor scales that measure possible entrepreneurial success and a lack of criterion reference testing that measures learning needs based on validated success criterion.

Lack of predictor scales leads to haphazard recruitment. Promising students remain unaware of their entrepreneurial potential; and students who should not be in the program take up desk space.

Lack of criterion scales leads to inefficient learning support and almost no data on program impact. The capabilities and needs of aspiring entrepreneurs are not systematically assessed at program entry; hence study plans are generic, learning is not adequately monitored, and little is known about how much alumni gain from the program.

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