

Emporia State University

Bachelor of Arts in Interdisciplinary Entrepreneurship

Program Approval

I. General Information

A. Institution Emporia State University

B. Program Identification

Degree Level: Bachelor's
Program Title: Bachelor of Arts in Interdisciplinary Entrepreneurship

Degree to be Offered: Bachelor of Arts
Responsible Department or Unit: School of Business
CIP Code: 52.0701
Modality: Face-to-Face
Proposed Implementation Date: August 2021

Total Number of Semester Credit Hours for the Degree: 120 hours

II. Clinical Sites: Does this program require the use of Clinical Sites? No

III. Justification

A. National Justification:

In a society where self-employment is becoming more desirable and the Gig economy is becoming increasingly more prevalent, students are looking for the opportunity to turn their greatest interests into lifelong pursuits. These lifelong pursuits must support their lifestyle while allowing them to contribute in meaningful ways and maintain a healthy work-life balance. Entrepreneurs are quickly becoming a critical intervention for struggling economies, providing necessary opportunities for individuals with entrepreneurial propensity who find themselves unemployed during difficult economic times (Nicholls-Nixon, 2005). Entrepreneurship is defined as the process of recognizing and exploiting new business opportunities usually through new business ventures (Aldrich & Cliff, 2003; Davidsson & Wiklund, 2001; Shane & Venkataraman, 2000).

Individuals around the world are finding entrepreneurship as an avenue to create wealth, stimulate economies, and fulfill self-employment dreams. Entrepreneurship and entrepreneurial education are on the rise in the United States. Currently, one out of every eight adults engages in launching a business (Fairlie, 2014). The Kauffman Foundation suggests that entrepreneurs launch 476,000 businesses each month in the United States (Fairlie, 2014). According to the Kauffman Foundation, sixty-four million people are millennials who show high levels of interest in entrepreneurship (Weber, 2017). The millennials represent a significant proportion of the U.S. employment spectrum for the next five decades. Universities across the United States are recognizing the importance of entrepreneurial education as noted by the increase of entrepreneurship majors. This recognition is evidenced by the fact that in 1970 only 16 colleges and universities offered entrepreneurship or small business classes; today these courses are offered by more than 2,300 colleges and universities across the United States.

Sadly, entrepreneurial educators are beginning to recognize that traditional entrepreneurial educational programs are failing to produce the successful entrepreneurial business launches anticipated. Some reasons for this failure is a low development of entrepreneurial mindset and a failure to launch ventures due to an education entrenched in predominantly traditional business pedagogy that does not develop the necessary entrepreneurship qualities that allow students to be confident that they are ready to launch and successfully run a business. Heavy

commitments of time and money invested in these programs prevent them from having the flexibility to correct the problems that are being identified.

Interdisciplinary entrepreneurship will allow students to connect their interests and passions with the needed entrepreneurial mindset and necessary business skills to launch and manage a successful business. When Florida Gulf Coast University (FGCU) announced it was starting their bachelor's degree program in 2017, they hoped the program would attract up to 25 students the first year and up to 140 students by the fifth year. They are beginning the 2020 fall semester with 336 students. Dr. Sandra Kauanui, Director of FGCU's Institute of Entrepreneurship, states, "Because of the interdisciplinary approach to this (program), we are getting kids from all over"(Bland, 2018).

ESU's Bachelor of Arts in Interdisciplinary Entrepreneurship will educate the entrepreneurs of tomorrow. Students will acquire a comprehensive set of skills that will prepare them to establish their own start-up or assist larger corporations to be more innovative. During their four years at ESU, students will have an opportunity to develop an idea for a start-up and launch that start-up during their time in Emporia. The coursework is designed to allow them to work and develop their business from ideation to launch within their coursework. Upon graduation, these students will be prepared to manage and grow their businesses full time.

B. State Justification:

Currently in the state of Kansas, three universities provide a traditional major in entrepreneurship (Kansas State, Wichita State, and Washburn), four KBOR universities provide a minor in entrepreneurship (Kansas State, Wichita State, Washburn, and Fort Hays State), two of the KBOR universities provide certificate programs (University of Kansas and Washburn), one provides a concentration (University of Kansas), and one KBOR university provides none of the previous mentioned entrepreneurial education opportunities (Pittsburg State). Emporia State University is proposing the only entrepreneurship major that would permit students of all interests to develop the necessary entrepreneurial skills to pursue a business venture after graduation. The Bachelor of Arts in Interdisciplinary Entrepreneurship provides a new and innovative opportunity for students in the Midwest to pursue their entrepreneurial interests.

IV. Program Demand: Select one or both of the following to address student demand:

A. Survey of Student Interest

Three surveys were administered to gauge student interest in the program. Surveys were sent to ESU students, Flint Hills Technical College (FHTC) students, and some high school students, as well.

After a brief description of the program proposed, ESU students were asked three questions:

- 1) Class standing for Fall 2020 (Freshman, Sophomore, Junior, Senior)
- 2) Major area of study
- 3) Interest level in the program (only students who marked interested or very interested were classified as interested in the program)

Number of ESU surveys administered: 2,960
Number of ESU completed surveys returned: 142
Percentage of ESU students interested in program: ... 45.07 %

After a brief description of the program proposed, Flint Hills Technical College (FHTC) students were asked three questions:

- 1) Class standing for Fall 2020 (Freshman, Sophomore, Junior, Senior)
- 2) Major area of study
- 3) Interest level in the program (only students who marked interested or very interested were classified as

interested in the program)

Number of FHTC surveys administered:	400
Number of FHTC completed surveys returned:	15
Percentage of FHTC students interested in program: ...	100%

The survey was distributed to high school students through the Kansas Business Education Board and the Mountain-Plains Business Education (13 board members). After a brief description of the program proposed, high school students were asked four questions:

- 1) Zip Code (Due to the large geographic range surveyed, this was captured to assist with potential future marketing efforts.)
- 2) Class standing for Fall 2020 (Freshman, Sophomore, Junior, Senior)
- 3) Major area of study
- 4) Interest level in the program (only students who marked interested or very interested were classified as interested in the program)

Number of high school surveys administered:	unknown
Number of high school completed surveys returned:	122
Percentage of high school students interested in program:	37%

B. Market Analysis

Market Segmentation, Market Size, and Market Trends

The Bachelor of Arts in Interdisciplinary Entrepreneurship will have the opportunity to draw from four market segments: ESU students, technical college/community college students, high school graduates, and adults within the community. Three of these market segments were surveyed and found to be highly interested in the new major.

ESU Students:

Recent undergraduate enrollment at Emporia State University was 3,405 students. Students were surveyed to discover their interest. Of the 142 students that responded (COVID-19 and forced online delivery method accounted for the low response rate), 45% were very interested in the program. One graduating senior commented, "I know of several art colleagues who would be interested and benefit from this choice for major."

Faculty from majors in departments all over the ESU campus are keenly interested in offering this option to their students. One liberal arts faculty recently commented, "I have been excited by the possibility of the development of this major for some time. Many art students intend to start their own business upon graduating from ESU. Many of the faculty in the Department of Art are unfamiliar with all that entails starting a business and are unable to share the appropriate information with interested students. This program is especially catered to drawing creative minds into entrepreneurship, and the Department of Art has the type of 'out of the box' thinkers needed for the next generation of entrepreneurs. For these reasons, I am especially supportive of this new program offering at ESU and look forward to encouraging students to enroll in the near future." Summer entrepreneurship camps and high school involvement in ESU entrepreneurial pitch contests will be used as recruiting events.

Technical and Community College Students:

According to the 2020 Kansas Board of Regents Enrollment Report, in Academic Year 2019, community colleges in Kansas enrolled 45,375 FTEs (full-time equivalents) and technical colleges enrolled 7,522 students. ESU would work diligently to provide dual enrollment programs and 2 + 2 agreements with regional community and technical colleges. An administrator from one of the schools in Kansas stated, "Many students come into our program to learn a trade and possess desire to open their own business. They do not have the opportunity in

our program to gain that business background. This is not an area we can cover within our existing programs. With the positive reputation of the School of Business at Emporia State University, this entrepreneurship major would hold special interest to our students.” Of the students surveyed at one of the technical schools in Kansas, 100% of the students responded that they would be interested in pursuing a BA in Interdisciplinary Entrepreneurship at Emporia State University.

High School Students:

There were 34,450 seniors in public high schools in Kansas in the 2019–2020 academic year. Next year that number is projected to grow to 34,982 and by 2023 projected to be 35,686 (<http://ipsr.ku.edu/ksdata/ksah/education/6ed1b.pdf>). As described in the justification of this proposal, high school students are becoming increasingly interested in entrepreneurial education to address the employment concerns evident in our regional communities. The BA in Interdisciplinary Entrepreneurship is a unique program that connects the high school student’s educational interests with a potential venture start-up. There is only one other program (FGCU) in the United States that offers a similar program. This program is drawing students from all over the nation and growing exponentially. Providing a program in the Midwest would attract students that desire this type of education at a much more reasonable cost. The BA in Interdisciplinary Entrepreneurship would be marketed to high school students in Kansas, Missouri, Nebraska, Colorado, Texas, Arkansas, and Oklahoma. When surveyed, 37% of these students would be interested in pursuing a BA in Interdisciplinary Entrepreneurship at Emporia State University.

Adults in Community:

Many adults in the Emporia area have commented on the possibility of broadening their educational marketability by taking advantage of this type of major. Although this population was not surveyed, recent economic challenges have provided motivation for adults in the region to expand their skills to allow them to become more marketable in challenging economic times. Current business owners have suggested that this degree would be helpful to attract and keep locally educated students. Stopping the brain drain from rural Kansas and promoting successful entrepreneurial startups in rural communities with community support and mentorship will only be an economic and educational boost for the state of Kansas.

SWOT Analysis

Strengths

The potential strengths that an ESU BA in Interdisciplinary Entrepreneurship would offer would include:

- increased admissions
- more educational opportunity for ESU students
- development of stronger soft skills for graduates
- increased state revenue
- positive economic impact on regional communities around ESU
- increased business start-ups
- expansion of entrepreneurial ecosystem for the state of Kansas

Weaknesses

The weakness associated with a BA in Interdisciplinary Entrepreneurship at ESU might include:

- the popularity of this program in upcoming years may negatively impact enrollments in entrepreneurship at other KBOR universities
- available places to host future entrepreneurial incubators and accelerators are somewhat limited in the Emporia area
- current faculty load could not sustain exponential growth of this major and new faculty lines would be needed
- the popularity of this degree could cannibalize other degrees currently offered

Opportunities

The opportunities associated with a BA in Interdisciplinary Entrepreneurship at ESU would include:

- increased marketing reach for future enrollment
- collaboration with other entrepreneurship programs nationally and within the state of Kansas
- fluid cooperative educational experiences between ESU, community colleges, and technical schools
- increased alumni involvement to mentor and support student entrepreneurs

Threats

The threats that could be experienced by providing a BA in Interdisciplinary Entrepreneurship at ESU might include:

- increase in interdisciplinary entrepreneurship programs nationally
- increased demand for complete online delivery teaching methods
- loss of revenue to support higher education on a national level

V. Projected Enrollment for the Initial Three Years of the Program*

Year	Headcount Per Year (cumulative)		Sem Credit Hrs Per Year (cumulative)	
	Full-Time	Part-Time	Full-Time	Part-Time
Implementation	25	5	750	60
Year 2	50	35	1,500	420
Year 3	75	60	2,250	720

*Part-time enrollment numbers based on actual enrollments from FGCU.

VI. Employment

The ultimate goal of the BA in Interdisciplinary Entrepreneurship is to prepare students to launch a business in their area of interest (i.e., self-employment). To this end, professors will be mentoring students in years three and four specifically toward these goals and helping them evaluate the necessary resources, including start-up capital. Mentors in the students' areas of interest will be provided to assist them in the decision-making process. If the mentor is planning on exiting their business in the next few years, arrangements will be provided to allow the entrepreneurship student to acquire the existing business if desired. This will provide acceptable exit strategies for businesses throughout the state of Kansas and allow students to transition into business ownership with continued oversight and assistance from the previous owner, if desired.

However, for students who do not desire to open their enterprise immediately or take over the operation of an existing business, their education will provide them with the skill set to achieve employment in numerous areas. As stated by Michalowicz (2011), entrepreneurship education allows students to develop the business skills to work in numerous areas of employment including mid-level management, business consulting, sales, research and development, nonprofit fundraising, and corporate recruiting to name a few.

According to the National Association of Colleges and Employers 2020 job outlook survey, employers are looking for employees with problem-solving skills, verbal communications skills, leadership, strong work ethic, and team-working skills. Throughout the BA in Interdisciplinary Entrepreneurship, students will be taught these critical skills through collaboration exercises, pitch contests, ideation experiences, and entrepreneurial competitions. The students within this program will develop the creativity and innovation to problem solve and communicate ideas that will make them ideal candidates for future employment.

Figure 1. Employment Opportunities

Five of the top recruiting resources for graduates were evaluated in September, 2020 to compile the resource below (<https://www.indeed.com/>; <https://hiring.monster.com/>; <https://www.glassdoor.com/>; <https://www.ziprecruiter.com/>; <https://www.linkedin.com/>).

Job Description	Indeed	Monster	Glassdoor	ZipRecruiter	LinkedIn
Mid-level Management	20,916	12,597	601	31,225+	3,234
Consultant	140,087	16,248	37,397	387,041+	497,868
Sales	367,223	644,823	124,372	1,162,240+	922,033
R & D	182,771	24,673	52,884	254,786+	196,115
NFP Fundraising	3,357	9,474	203	2,379+	752
Recruiter	7,771	292,108	8,773	690,698+	206,295

VII. Admission and Curriculum

A. Admission Criteria

Students applying for acceptance in the BA in Interdisciplinary Entrepreneurship will meet ESU's requirements for admission as an undergraduate, including:

Graduate from an accredited high school **AND** achieve one of the following:

1. A cumulative high school (unweighted) GPA of 2.25 or above
2. An ACT composite score of 21 or higher **OR** a new SAT (after Feb. 2016) composite score of 1060 or higher

If you do not meet either of the guaranteed requirements, you are still encouraged to apply. Your application will be reviewed individually.

HIGH SCHOOL EQUIVALENCY/GED STUDENTS

Students who took the GED test on or after January 1, 2014 must meet the following:

- Achieve an overall score of 680 points or higher
- Achieve a score of 150 points or higher on each subset

Students who took the GED test between January 1, 2002, and December 31, 2013, must meet the following:

- Achieve an overall score of 2,550 points or higher
- Achieve a score of 510 points or higher on each subset

Students who took the High School Equivalency Test (hiSET) must meet the following:

- Achieve an overall score of 75 points or higher
- Achieve a score of 8 points or higher on each subset

B. Curriculum

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH
EG 101	Composition 1	3
IS110/113	Intro to Micro Application	3
EC101	Basic Economics (Social & Behavioral Gen Ed)	3
MA110	College Algebra	3
SP101	Public Speaking	3

Year 1: Spring

Course #	Course Name	SCH
EG102	Composition II	3
IS213	Management Information Systems (Pre-Req for IS253 & 343)	3
GB100/101	Gen Biology/Lab	4
Select One	Creative Arts Gen Ed (AR101/AR105/MU226/MU326/TH105)	2
BU260	Introduction to Entrepreneurship (Social & Behavioral Gen Ed)	3

Year 2: Fall

Course #	Course Name	SCH
AC223	Financial Accounting	3
BU255	Business Statistics	3
XX110	Modern Language Course (Multicultural Perspectives Gen Ed)	5
PE100	Active Living (Personal and Social Well Being Gen Ed)	1
EP350	Entrepreneurial Start-Up	3

Year 2: Spring

Course #	Course Name	SCH
	*Second Program of Study Course	3
Select One	Humanities Gen Ed (HI101/102/111/112/302/EG207/JO200/PI225/301/325/AR225/235/MU328/329)	3
Select One	Creative Arts Gen Ed (AR101/AR105/MU226/MU326/TH105)	2
Select one & lab	Physical Science Gen Ed (CH110&111/CH123&124/ES110&111/PH110&111/PH140&141/PH190&191)	5
	Free Elective	3

Year 3: Fall

Course #	Course Name	SCH
MG301	Principles of Management	3
EP360	Social Entrepreneurship	3
MK301	Principles of Marketing (Pre-Req for MK510)	3
XX210	Modern Language Course (Multicultural Perspectives Gen Ed)	5

Year 3: Spring

Course #	Course Name	SCH
IS343	Web-Based Business Application	3
EP370	Entrepreneurial Growth and Sustainability	3
IS253/ MK510	Introduction to Decision Analysis or Marketing Analytics	3
Select One	Humanities Gen Ed (HI101/102/111/112/302/EG207/JO200/PI225/301/325/ AR225/235/MU328/329)	3
	Free Elective	3

Year 3: Summer

Course #	Course Name	SCH
	Internship (Recommended but not required)	

Year 4: Fall

Course #	Course Name	SCH
EP450	New Entrepreneurship Venture Experience	3
MG553	Entrepreneurial Management	3
Select One	Multicultural Perspectives Gen Ed (AN210/ID301/GE101/GE454/MU324/PO330)	3
Select One	Personal and Social WellBeing Gen Ed (BU241/BU393/HL150/SO261/CW111)	3
	Free Elective	3

Year 4: Spring

Course #	Course Name	SCH
	*Second Program of Study Course	3
	*Second Program of Study Course	3
	*Second Program of Study Course	3
	Free Elective	3
	Free Elective	3

* Second program of study provides the student the flexibility to select a specific area of focus to complement their entrepreneurship interest. The student will acquire proficiency in the second program of study by completing a minimum of twelve hours of specialized courses. These hours, combined with the required entrepreneurship courses, will provide the necessary skills to pursue a business venture in their area of specialization.

Total Number of Semester Credit Hours 120

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable
 FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	1st Year FTE to Proposed Program	2nd Year FTE to Proposed Program	3rd Year FTE to Proposed Program
Carol Lucy*	Assistant Professor	PhD	Y	Entrepreneurship/Organizational Behavior	0.50	0.67	0.67
Will Phillips	Assistant Professor	PhD	Y	Entrepreneurship/Organizational Behavior	0.00	0.33	0.33
Jeffrey Muldoon	Associate Professor	PhD	Y	Management	0.17	0.17	0.17
Liz Diers	Associate Professor	PhD	Y	Accounting	0.00	0.17	0.17
Will Senn	Assistant Professor	PhD	Y	Information Systems	0.00	0.33	0.33
Doug Smith	Assistant Professor	PhD	Y	Information Systems	0.00	0.17	0.33
New Director	Assistant Professor	PhD	Y	Entrepreneurship/Organizational Behavior	0.00	0.50	1.00

Number of graduate assistants assigned to this program **1-2**

IX. Expenditure and Funding Sources (List amounts in dollars. Provide explanations as necessary.)

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	\$66,318	\$174,808	\$187,690
Administrators (<i>other than instruction time</i>)			
Graduate Assistants		\$7,500	\$15,000
Support Staff for Administration (<i>e.g., secretarial</i>)			
Fringe Benefits (<i>total for all groups</i>)	\$12,110	\$31,920	\$34,272
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	\$78,428	\$214,228	\$236,962
Personnel – New Positions			
Faculty		\$50,000	\$100,000
Administrators (<i>other than instruction time</i>)			
Graduate Assistants			
Support Staff for Administration (<i>e.g., secretarial</i>)			
Fringe Benefits (<i>total for all groups</i>)		\$9,130	\$18,260
Other Personnel Costs			
Total Existing Personnel Costs – New Positions	0	\$59,130	\$118,260
Start-up Costs – One-Time Expenses			
Library/learning resources			
Equipment/Technology	0	\$10,000	\$15,000
Physical Facilities: Construction or Renovation			
Other			
Total Start-Up Costs	0	\$10,000	\$15,000
Operating Costs – Recurring Expenses			
Supplies/Expenses			
Library/learning resources			
Equipment/Technology			
Faculty Education & Travel	\$2,500	\$2,500	\$5,000
Student Travel	\$1,000	\$5,000	\$5,000
Other (Incubator Site Lease (\$2200*12 month))			\$26,400
Total Operating Costs	\$3,500	\$7,500	\$36,400
GRAND TOTAL COSTS	\$81,927	\$290,858	\$406,622

B. FUNDING SOURCES <i>(projected as appropriate)</i>	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	\$187,000	\$459,000	\$714,000
Student Fees	\$64,482	\$158,275	\$246,204
Other Sources (SofB Fees @ 12%)	\$22,440	\$55,080	\$85,680
GRAND TOTAL FUNDING	\$273,922	\$672,355	\$1,045,884
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)	\$191,995	\$381,497	\$639,262

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

Students will be taking general education courses in years 1 and 2. Current faculty members will absorb new students in existing courses in years 1 and 2, without the need to increase course offerings. Based on enrollment projections, seven new courses will be offered in year 3. The proposed course rotation shows 21 credit hours (1.167 FTE) to be taught by existing faculty.

One graduate assistant will be requested for year 2, and two will be requested for year 3.

Personnel – New Positions

A director will be needed beginning Spring of Year 2. The director will have teaching responsibilities in addition to administrative duties of this program. The director will phase into teaching responsibilities.

Start-Up Costs – One-Time Expenses

Technology costs will be incurred for software needed for this program (i.e., site licensing).

Operating Costs – Recurring Expenses

An off-campus incubator site will be essential for this program. Several Emporia locations have been identified as prospects for the incubator site. Lease costs are approximated at \$2,200 per month.

As this program grows, faculty will require specialized continuing education. A possible venue will be Babson College; tuition and travel expenses will increase over time as more faculty are involved.

Student travel expenditures will allow students to travel to some venture capitalist events and a field trip annually to Kaufman.

B. Revenue: Funding Sources

Tuition:

Year 1: $(6800 * 25 \text{ students}) + (6800 * 5 \text{ students} * .5 \text{ part-time}) = \$187,000$

Year 2: $(6800 * 50 \text{ students}) + (6800 * 35 \text{ students} * .5 \text{ part-time}) = \$459,000$

Year 3: $(6800 * 75 \text{ students}) + (6800 * 60 \text{ students} * .5 \text{ part-time}) = \$714,000$

Student Fees:

Year 1: $\$187,000 \text{ (Year 1 Tuition)} * 34.48\% = \$64,482$

Year 2: $\$459,000 \text{ (Year 2 Tuition)} * 34.48\% = \$158,275$

Year 3: $\$714,000 \text{ (Year 3 Tuition)} * 34.48\% = \$246,204$

School of Business Fees (including planned increase):

Year 1: $\$187,000 \text{ (Year 1 Tuition)} * 12\% = \$22,440$

Year 2: $\$459,000 \text{ (Year 2 Tuition)} * 12\% = \$55,080$

Year 3: $\$714,000 \text{ (Year 3 Tuition)} * 12\% = \$85,680$

We believe that grant funding is possible and alumni/community support (financial and in-kind) is anticipated.

C. Projected Surplus/Deficit

Based on projections, all years in the three-year budget generate a revenue surplus. It is expected that the surplus revenue from this program will be shared across all schools and many of the departments at ESU due to the interdisciplinary nature of this program.

XI. References

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