

**NEW ACADEMIC DEGREE PROGRAM
SUMMARY FOR PROGRAM ANNOUNCEMENT**

Institution	Stockton University
New Academic Degree Program Title	Entrepreneurship
Degree Designation	Bachelor of Science
Degree Abbreviation	BS; ENTR (proposed program abbreviation)

Introduction:

Stockton University recently celebrated its fiftieth year. Since its beginning as a small state college located on the boardwalk in Atlantic City, it has grown into a regional university offering undergraduate, master's, and doctoral degrees, which educates almost 10,000 students each year. Along the way, Stockton University has remained committed to offering a liberal arts education through an interdisciplinary curriculum. Stockton's Strategic Plan explains: "Stockton's liberal arts education pairs rigorous academic training with high-quality, co-curricular experiences to equip students not just for their first job, but also for long-term professional success, and a lifetime of learning, growing, and succeeding."¹

Stockton University is ranked among the top public universities in the Northeast with more than 160 undergraduate and graduate programs, as well as continuing education opportunities. The University, one hour from Philadelphia and two hours from New York City, offers unique living and learning environments throughout southern New Jersey, including the 1,600-acre Galloway campus in the Pinelands National Reserve and Stockton University Atlantic City, located in the University District, just steps from the beach and the iconic Atlantic City Boardwalk.

Stockton University's mission is to develop engaged and effective citizens with a commitment to life-long learning and the capacity to adapt to change in a multicultural, interdependent world. As a public university, Stockton provides an environment for excellence to a diverse student body, including those from underrepresented populations, through an interdisciplinary approach to liberal arts, sciences, and professional education. Stockton University will thrive as a distinctive regional institution, providing a diverse, values-based, student-centered environment of exceptional teaching and learning. As a community builder and partner in public service, Stockton University will remain committed to the positive development of New Jersey through scholarship and creative activity, civic engagement, and active stewardship.²

¹ Stockton University, "Inclusive student success accomplishments," <https://stockton.edu/strategic-plan/inclusive-student-success.html>, at p. 1.

² Stockton University, Webpage "About Stockton," <https://stockton.edu/about-stockton/index.html>

Stockton's guiding principle is students first; vision and strategy follow. Stockton University embraces a collection of shared values, the essence of our standards for excellence. These values support our mission and guide our practices and behavioral expectations. We adhere to the values of: Excellence in teaching and dedication to learning, Inclusivity and Diversity, Academic Freedom, Integrity and Respect, Shared Governance, Community Engagement and Civic Responsibility, Global Perspectives, and Sustainability and Environmental Stewardship.

“Having a job is good; creating jobs changes the community.”³ The Entrepreneurship degree at Stockton aims to provide students with a rich skill set that transcends the traditional confines of specific career trajectories, enabling students to become job creators in various fields. The major equips students with relevant skills such as critical thinking, innovation, effective communication, and teamwork. These theoretical concepts and real-world tools empower individuals in any sector. The new Entrepreneurship degree program will provide a comprehensive education for students pursuing a career in this field, with a curriculum that includes both specialized courses in entrepreneurship and related business topics, as well as a diverse range of non-business courses. The program will also include Stockton's general studies curriculum, which will provide students with an interdisciplinary, liberal arts education, which will help them develop a well-rounded and versatile set of skills. This curriculum requires courses in international views, historical consciousness, arts, values/ethics, international/multicultural, and race and racial education.

Alignment with Stockton's Strategic Plan

The curriculum of the proposed Entrepreneurship program aligns with the pillars of Stockton's Strategic Plan and is designed to provide students with a comprehensive and interdisciplinary education in Entrepreneurship and related business topics, grounded in the liberal arts. The objectives of the Entrepreneurship program at Stockton University are aligned with the institution's strategic plan in the following ways:

- **Inclusive Student Success:** The program is committed to providing an affordable, high-quality education that prepares students for productive and meaningful lives.
- **Diversity & Inclusion:** The program aims to create and preserve a welcoming environment free from discrimination and prejudice.
- **Teaching & Learning:** The program supports faculty research and pedagogical innovations to reach a diverse group of learners and maintain a current and competitive curriculum.
- **Strategic Enrollment Management:** The program celebrates diversity among students, including first-year students, transfer students, and adult learners.
- **Financial Sustainability:** The program balances the institution's fiscal needs, including affordable tuition, with its academic programs, technology infrastructure, and other expenses.
- **Campus Community, Communication & Shared Governance:** The program collaborates with all campus constituents to ensure productive discussions and collaboration.

Stockton University is accredited by the Middle States Commission on Higher Education (MSCHE) and the School of Business' (Business Studies; Hospitality, Tourism and Event

³ Amadio, M. (2023). Introduction to Entrepreneurship. [Presentation]

Management Studies; MBA Program) earned accreditation by the Association to Advance Collegiate Schools of Business (AACSB).

As Stockton University has grown, so have its offerings related to business administration (formerly, business studies). In the 2022-2023 academic year, there were more than 1,900 Business Administration majors, pursuing two-degree options: a Bachelor of Arts in Business Administration and a Bachelor of Science in Business Administration. Within the Bachelor of Science, students must choose from two concentrations – Management, and Marketing. The business school also offers Bachelor of Science programs that allow students to specialize in fields such as Accounting, Business Analytics, Finance, and Esports Management.

Stockton University plans to attract a diverse and high-achieving applicant pool by building enrollment strategies for Inclusive Student Success. One way to achieve this is by creating a stand-alone Entrepreneurship degree program. This approach will appeal to a wider range of prospective students who are specifically interested in studying entrepreneurship. Additionally, it will allow students to compare Stockton's program with those at other reputable institutions through third-party rankings, which is currently not possible.. This will increase the visibility and reach of Stockton's entrepreneurship program among new, prospective undergraduate students.

Establishing Entrepreneurship as a stand-alone program offers more flexibility to faculty to develop the program curriculum. With regard to teaching and learning, Stockton plans to “[e]mbrace new academic programs and approaches that enhance teaching and learning, respond to changing social and economic conditions, and prepare students for emerging fields.”⁴

In 2021, a University-wide task force reviewed the future of the School of Business and recommended stand-alone degrees moving forward. Faculty felt that discipline-specific majors would be more consistent with employer expectations and that more specialized degrees are in demand. Additionally, the move would align Stockton with peer institutions. Finally, moving to majors would allow for greater flexibility in curriculum design, including more specialized and rigorous courses.

As part of its strategic enrollment management, Stockton University aims to create effective enrollment and retention strategies that align with its mission, market demand, cost, and capacity. The creation of a stand-alone Entrepreneurship degree program aligns with market demand, as students and employers in the field are increasingly expecting specialized degree programs in this area. Additionally, Entrepreneurship students will serve as catalysts for economic growth in areas where incentives exist.⁵ This new program will help Stockton’s School of Business to maintain strong enrollment and is consistent with the university's mission and values, which are to provide an inclusive and interdisciplinary education to a diverse student body. Additionally, as a state university, Stockton offers a cost-effective education - a key consideration when developing new programs.

⁴ Stockton University Strategic Plan – Teaching & Learning, <https://stockton.edu/strategic-plan/teaching-learning.html>

⁵ Kritikos, A. Entrepreneurs and their impact on jobs and economic growth. IZA World of Labor 2014: 8 doi: 10.15185/izawol.8

Another way that an Entrepreneurship program can affect the community is through technology commercialization and the transfer of innovation from the university to the wider community.⁶ For example, students and faculty in the degree program may develop and patent new technologies that can be licensed to local companies for commercialization, increasing access. This not only provides a source of revenue for the university but also drives innovation and economic growth in the surrounding community.⁷ Finally, entrepreneurship programs can also foster a culture of creativity and innovation within the community.⁸ According to the National Small Business Development Centers, now called America's SBDC (2023), by promoting and supporting entrepreneurship, universities can inspire and empower members of the surrounding community to pursue their own entrepreneurial ambitions and bring new ideas and solutions to the local marketplace.

Entrepreneurship students often pursue a wide range of career opportunities in entrepreneurship, small business management, and innovation.⁹ Some common career paths include starting new ventures, or working in business development, innovation management, consulting, investment, or non-profit work. It is expected that entrepreneurship students often use the skills and knowledge they've gained in their studies to start their own businesses.¹⁰ They can also work in business development roles, helping established companies identify and pursue new opportunities for growth. Many entrepreneurship graduates find careers in innovation management, working to create and implement new products, services, and processes for their organizations. Graduates can also become consultants, advising startups and small businesses on strategy, marketing, and operations.¹¹ Some entrepreneurship students pursue careers in investment, using their expertise to identify and invest in promising startups. They may also work in the non-profit sector, using their skills to create and manage social impact ventures. The specific opportunities and industries an entrepreneurship student may pursue will depend on their interests, skills, and experience. Entrepreneurship majors at Stockton can also collaborate with students from all majors in the university to be co-founders in start-ups that cover every subject from the various schools such as nursing, physical therapy, performing arts, or marine sciences. Studies show that more than 50% of new start-ups have more than one founder, and 80% of the billion-dollar startups since 2005 have had two or more cofounders.¹²

⁶ SBA Office of Investment and Innovation Resources. (2023). Useful resources from the Office of Investment and Innovation. <https://www.sba.gov/about-sba/sba-locations/headquarters-offices/office-investment-innovation/office-investment-innovation-resources>

Naylor and Amadio, M.

⁷ National Science Foundation. (2021). Technology transfer and commercialization.

<https://www.nsf.gov/div/index.jsp?org=SBIR>

⁸ Ewing Marion Kauffman Foundation. (2021). Reshaping the future of work for a post-pandemic world.

<https://www.kauffman.org/currents/future-of-work-post-pandemic-world/>

⁹ Einav, G., & Blekher, M. (2022). Do we Practice What we Preach? Applying Startup Practice to Entrepreneurship Education. Proceedings of the European Conference on Innovation & Entrepreneurship, 197–205. <https://doi-org.ezproxy.stockton.edu/10.34190/ecie.17.1.611>

¹⁰ Passaro, R., Quinto, I., & Thomas, A. (2018). The impact of higher education on entrepreneurial intention and human capital. *Journal of Intellectual Capital*, 19(1), 135-156. doi:<https://doi.org/10.1108/JIC-04-2017-0056>

¹¹ Bouwma-Gearhart, J., Carter, R., & Mundorff, K. (2021). A Call for Promoting Faculty Innovation and Entrepreneurship. *Change: The Magazine of Higher Learning*, 53(2), 18–24.

¹² Howell, T., Bingham, C., & Henricks, B. (2022). Don't buy the myth that every startup needs a co-founder. *Harvard Business Review*. <https://hbr.org/2022/04/dont-buy-the-myth-that-every-startup-needs-a-co-founder>

In 2018, the National Society of High School Scholars (NSHSS) Career Survey recommended an enhanced focus on “learning tracks related to innovation, design thinking, and entrepreneurship” (NSHSS, 2018) for students and faculty alike.¹³ The more recent 2022 report documents a shift in student interest to areas related to healthcare and engineering and most recently Esports. In fact, Entrepreneurship is cross-disciplinary and has implications for many sectors by facilitating opportunities to deliver innovation in multiple markets.¹⁴ Specifically, high-quality entrepreneurship education aims to equip individuals with the necessary learning experiences, such as courses, training sessions, workshops, and business plan competitions, along with the specific knowledge and skills required to effectively manage financial and organizational challenges.¹⁵

Finally, the new Entrepreneurship degree is consistent with Stockton’s mission, which is “to develop engaged and effective citizens with a commitment to lifelong learning and the capacity to adapt to change in a multicultural, interdependent world. As a public university, Stockton provides an environment for excellence to a diverse student body, including those from underrepresented populations, through an interdisciplinary approach to liberal arts, sciences and professional education.”¹⁶ The new degree in Entrepreneurship will provide a robust educational opportunity for those seeking to start and operate businesses, including 80 credits focused on entrepreneurship and related business topics, along with 48 credits of non-business courses, including Stockton’s general studies curriculum that ensures students have an interdisciplinary, liberal arts education.

After the Entrepreneurship degree is established, an opportunity exists to collaborate with other programs which promote entrepreneurship and offer support for new businesses, like the Small Business Administration (SBA) and the Small Business Develop Center (SBDC), to create an incubator or innovation lab on or near campus. The creation of a space to support new businesses would provide a springboard for those with viable ideas and is in line with the opportunities competitive postsecondary schools are offering to students, faculty, and other stakeholders.

Sufficient Academic Quality

As of Spring 2022, the School of Business at Stockton is accredited by Association to Advance Collegiate Schools of Business (AACSB). The new Entrepreneurship program would remain part

¹³ National Society of High School Scholars [NSHSS]. (2018). 2018 Career interest survey: Career motivations of generation Z. <https://www.nshss.org/media/30882/nshss-2018-careersurveyv6b.pdf>

¹⁴ Bouwma-Gearhart, J., Carter, R., & Mundorff, K. (2021). A Call for Promoting Faculty Innovation and Entrepreneurship. *Change: The Magazine of Higher Learning*, 53(2), 18–24.

¹⁵ Fayolle, A., & Gailly, B. (2015). The Impact of Entrepreneurship Education on Entrepreneurial Attitudes and Intention: Hysteresis and Persistence. *Journal of Small Business Management*, 53(1), 75–93. <https://doi-org.ezproxy.stockton.edu/10.1111/jsbm.12065>

Kolvereid, L., & Moen, O. (1997). Entrepreneurship among business graduates: Does a major in entrepreneurship make a difference? *Journal of European Industrial Training*, 21(4), 154–160. <https://doi-org.ezproxy.stockton.edu/10.1108/03090599710171404>

Passaro, R., Quinto, I., & Thomas, A. (2018). The impact of higher education on entrepreneurial intention and human capital. *Journal of Intellectual Capital*, 19(1), 135-156. doi:<https://doi.org/10.1108/JIC-04-2017-0056>

¹⁶ Stockton University, “Mission Statement”, at <https://www.stockton.edu/president/mission-statement.html>

of the School of Business and leverage the existing resources offered by the accredited program, which will require annual reaccreditation that mandates high standards of instruction be maintained.

Our decision to introduce this program also aligns with the standards set by AACSB, our accrediting body. Specifically, AACSB Standard 9 addresses “Engagement and Societal Impact,” in which the “emphasis in the standard is on engagement by schools with external stakeholders that lead to societal impacts.”ⁱⁱ AACSB’s examples of societal impact include but are not limited to the following:

- Effects on business development
- Provide access to high-quality education, leading to graduates who positively contribute to the economic vitality of society
- Improved financial performance of organizations
- Contributing to business creation
- Examples of impacting community outcomes
- Examples of changes to business practice arising from engagement
- Examples of where business performance has been improved as a result of engagement with the school
- Impact of the school on the local, regional, or national economyⁱⁱⁱ

One of the main societal impacts identified by AACSB is “Business Innovation and Employment,” which the major in Entrepreneurship would be a direct contributor to our success in meeting and, over time, increasing our progress toward achieving societal impact and continuing to align with the AACSB business accreditation standards.^{iv}

Curriculum:

Stockton offers a 128-credit undergraduate degree. The Bachelor of Science in Entrepreneurship will include 80 program credits and 48 “at-some-distance” credits that must be taken in non-business-related disciplines. The required program courses include:

Business Administration Core Courses	Cr	Entrepreneurship Courses	Cr
CIST 1206 – Statistics	4	ENTR 3220 Entrepreneurship: Problem Solving & Ideation	4
ECON 1200 Macroeconomics	4	ENTR 3XXX Mainstream Entrepreneurship, & Business Plans	4
BUSA 2100 Technology in Business	4	ENTR 3XXX Entrepreneurial Finance	4
ACCT 2110 Financial ACCT	4	ENTR 4XXX Global Entrepreneurship	4
ACCT 2120 Managerial ACCT	4	ENTR Elective	4
BUSA 2120 Introduction to Business Analytics	4	ENTR Elective	4
MGMT 2110 – Introduction to Management	4	ENTR Elective	4
MKTG 2110 Marketing Principles	4		

PLAW 2120 Business Law I OR PLAW 3110 Legal, Social, Ethical ...	4	Internship or BSNS Elective: Choose from ACCT, BUSA, CIST, CSCI, ECON, ESPM, FINA, HTMS, INTL, MKTG, MGMT, PLAW at the 3000 level or above	4
FINA 3110 Intro to Financial Mgmt*	4		
BUSA 3120 Operations Management	4	Transfer students may use transferred courses (including Introduction to Business) as “Other Business Courses” to satisfy the minimum number of credits (80) for this area.	
MGMT 4112 Business Policy & Strategies (seniors only)	4		

Electives:

HTMS 3140 Hospitality Entrepreneurs and Leadership	4	MGMT 3185 Technology & Innovation Management	4
MGMT 3175 Small Business Management	4	GSS 3124 Entrepreneurial Thinking and Behavior	4
BUSA 3155 Technology Ethics	4	GAH 2267 Unlocking Creativity	4
GSS 2370 Global Change and Business	4	HTMS 3228 Event Sales and Marketing	4
MGMT 3180 Family Business Management	4	MGMT3224 Networking and Influence	2
ENTR 3XXX Entrepreneurship and Artificial Intelligence	4	MGMT 3221 Diversity in Business Today	2
MKTG 3355 Personal Selling and Sales Management	4	ENTR 3XXX Entrepreneurship and Aviation	4

*Students may choose up to one G-course from the elective list.

Tentative Core Course Summaries

Entrepreneurship: Problem Solving & Ideation: This course would focus on developing students' ability to identify and solve problems creatively. It would teach them various techniques for ideation and brainstorming and how to evaluate and select the best ideas. The course would also cover the importance of customer discovery and feedback in the ideation process.

Mainstream Entrepreneurship, & Business Plans: This course would cover the basics of starting and managing a small business, including legal structures, financing options, marketing strategies, and operations management. It would also cover the components of a business plan and teach students how to create a comprehensive and effective plan.

Entrepreneurial Finance: This course would focus on the financial aspects of starting and growing a business, including financial modeling, cash flow management, fundraising, and investor relations. It would also cover financial metrics and analysis techniques used to evaluate the financial performance of a business.

Global Entrepreneurship: This course would explore the challenges and opportunities of starting and growing a business in a global context. It would cover topics such as international trade, cross-cultural communication, market research, and entry strategies. It would also examine the cultural, legal, and economic factors that influence entrepreneurship in different countries.

Overall, these courses provide a strong foundation in entrepreneurship and equip students with the skills and knowledge they need to be successful as entrepreneurs or entrepreneurial leaders within established organizations.

Additionally, a number of relevant courses could serve as potential electives for Entrepreneurship students, creating opportunities for cross-disciplinary instruction. Among the 48 at-some-distance credits, Entrepreneurship students must complete a variety of General Studies courses across a variety of disciplines, including GAH (Arts and Humanities), GNM (Natural Sciences and Mathematics), GSS (Social and Behavioral Sciences), and GIS (Interdisciplinary Skills and Topics).

Electives

The elective courses for Entrepreneurship majors can provide students with an opportunity to specialize in a specific area of entrepreneurship based on their interests and career goals. The major is very interdisciplinary in nature and accentuates the fusion of entrepreneurial principles with other business concepts, honing students' critical and conceptual thinking capacities.

Electives offered to students will be from programs across the university. An adjustment has been made to the elective offerings to reflect the following:

- HTMS 3140 Hospitality Entrepreneurs and Leadership
- MGMT 3175 Small Business Management
- BUSA 3155 Technology Ethics
- MGMT 3185 Technology & Innovation Management
- GSS 2370 Global Change and Business
- HTMS 3228 Event Sales and Marketing
- GAH 2267 Unlocking Creativity
- GSS 3124 Entrepreneurial Thinking and Behavior
- MGMT 3180 Family Business Management
- MGMT3224 Networking and Influence
- MGMT 3221 Diversity in Business Today
- MKTG 3355 Personal Selling and Sales Management
- ENTR 3XXX Entrepreneurship and Artificial Intelligence
- ENTR 3XXX Entrepreneurship and Aviation
- Students may choose up to one G-course from the elective list.
- Internship or BSNS Elective: Choose from ACCT, BUSA, CIST, CSCI, ECON, ESPM, FINA, HTMS, INTL, MKTG, MGMT, PLAW at the 3000 level or above.

We anticipate many of these courses will be cross-listed in DegreeWorks, as other programs have done, to ensure course capacity and appropriate student offerings in the proper sequence.

Thus, the new Entrepreneurship program's curriculum is similar to entrepreneurship programs throughout the country. The required coursework beyond the program courses ensures students experience the breadth of educational experiences that Stockton's liberal arts education offers. A curriculum worksheet for the proposed B.S. in Entrepreneurship can be found in [Appendix A](#).

Learning Outcomes:

The Entrepreneurship program will adopt the existing learning outcomes from the Business Studies program, which include Fundamental Business Skills, Critical Thinking and Problem Solving, Ethical Reasoning, Professional Communication, Teamwork and Inclusion, and Technology Agility, all of which can be found in [Appendix B](#). The new Entrepreneurship program will also establish a new discipline-specific learning outcome: *Graduates will apply and synthesize concepts learned throughout the Entrepreneurship Program to demonstrate a level of professional competency required of an entrepreneur.* [Table B1](#) also shows how each learning outcome will be achieved in the courses required in the Entrepreneurship program.

Moreover, Stockton University has established a set of university-wide Essential Learning Outcomes (ELOs), which include: Adapting to Change, Communication Skills, Creativity and Innovation, Critical Thinking, Ethical Reasoning, Global Awareness, Information Literacy and Research Skills, Program Competence, Quantitative Reasoning, and Teamwork and Collaboration. [Table B2](#) also shows how the Entrepreneurship program's learning outcomes align with Stockton's ELOs.

Assessment:

Stockton's School of Business fosters a scholarly atmosphere in which assurance of learning is an integral part. To that end, the newly established Entrepreneurship program will apply systematic and routine evaluation of student outcomes. The program will utilize the School's recently revamped assessment policies and procedures coordinated by the Business Program Assessment Committee, which works with program chairs to oversee the assessment process. This includes ensuring compliance with established assessment schedules, evaluating the results of the assessments, and implementing corrective measures as necessary. When the results of the assessments indicate a lack of attainment of the desired outcomes, the Committee will ensure that a reassessment is conducted. The Assessment Process Timeline, the completion of which is overseen by the Assessment Committee, can be found in [Appendix C](#).

In order to evaluate the success of the Entrepreneurship program, a multifaceted approach will be taken that encompasses rigorous assessment activities and indirect evaluation methods. As previously exemplified, the Business Advisory Board feedback, benchmarking, and industry trends analysis have been instrumental in guiding the curriculum changes. In addition to these measures, program success will be evaluated through several other avenues including:

- Evaluation of the students' feedback on IDEA reports (student evaluation of teachers)
- Insights gained from student-teacher discussions during preceptorial advising
- Student feedback obtained from exit surveys
- Feedback from external stakeholders and focus group panels
- Quantifiable examples of business launches, job placements and feedback from those employers through Office of Career Education & Development surveys

A letter from the Entrepreneurship Task for is included in [Appendix E](#).

Defining Small Business

The U.S. Small Business Administration (SBA) defines small businesses as companies “with fewer than 500 employees.”^v Small businesses account for 62.7% of all the new jobs from 1995 to 2021.

In an entrepreneurship program, the emphasis on small business is paramount due to its foundational role in the local, national, and global economies. Small businesses serve as the lifeblood of local economies, driving job creation, fostering innovation, and meeting niche market needs. According to the US Chamber of Commerce,

Small businesses represent 97.3% of all exporters and 32.6% of known export value (\$413.3 billion). They also employ almost half (46%) of America's private sector workforce and represent 43.5% of gross domestic product.^{vi}

They often represent the first step in an entrepreneur's journey, offering hands-on experience in understanding market dynamics, customer relations, and efficient resource allocation. Moreover, small businesses are a microcosm of larger corporations, quickly encapsulating challenges and opportunities. By integrating small businesses into an entrepreneurship program, students gain the practical skills and insights essential to transform ideas into tangible ventures, local or global.

Sufficient evidence of labor market demand for the program

According to a study by the Ewing Marion Kauffman Foundation, New Jersey ranks in the top 20 states for entrepreneurial activity.¹⁷ This high level of entrepreneurial activity suggests a strong demand for individuals with skills and knowledge in entrepreneurship, particularly in the areas of small business management and startup creation. Additionally, a report by the National Small Business Association found that small businesses in New Jersey account for 99.6% of all businesses in the state and employ over 1.9 million people.¹⁸ This highlights the importance of small businesses to the economy of New Jersey and the potential for job growth in this sector for individuals with expertise in entrepreneurship.

According to the U.S. Small Business Administration 2021 Small Business Profile for New Jersey, small businesses in the state accounted for a net change of more than 7,300 business openings in New Jersey between March 2019 and March 2020. Similarly, small businesses generated a net increase of 24,543 jobs in the state.¹⁶ Information from the New Jersey Department of Labor, Kauffman Foundation, SBA, and Gray’s Associates was analyzed in preparation for this proposal. While students in Entrepreneurship programs often become business owners, they are also qualified for roles in other organizations such as those that are listed below along with the expected growth and salaries.

¹⁷ Kauffman Index of Entrepreneurial Activity. (2018). Retrieved from <https://www.kauffman.org/what-we-do/research/kauffman-index-of-entrepreneurial-activity>

¹⁸ National Small Business Association. (2021). Small Business Profile: New Jersey. Retrieved from <https://advocacy.sba.gov/wp-content/uploads/2021/08/Small-Business-Economic-Profile-NJ.pdf>

Occupation Name	Projected Jobs	Expected Growth
General and Operations Managers	2,468,300	9.1%
Managers	1,071,700	8.0%
Chief Executives	296,800	-3.9%
Business Professors	123,000	18.0%

Some examples of the salaries for graduates of entrepreneurial studies (can vary based on the occupation) are shown below:

Occupation Name	Median Average Salary
Chief Executives	\$200,140
General and Operations Managers	\$123,880
Managers	\$115,590
Business Professors	\$103,330

According to Payscale.com, a website that provides online salary, benefits, and compensation data based on information drawn from over 4,000 colleges and universities across the US and alumni salary data of 3.5 million respondents:

Rank	Major	Degree Type	Early Career Pay	Mid-Career Pay
335	Entrepreneurship	Bachelors	\$54,800	\$90,300

In terms of salary potential, **Payscale.com** ranks the Entrepreneurship major (rank = 335) higher than other majors such as Sports Management, Global Business Management, Political Science, Business Management & Marketing, International Trade & Business, Business Administration, Human Resources Management, and Organizational Management.¹⁹

Researchers Einav and Blekher (2022) studied 15 entrepreneurship faculty from the US and Israel in search of best practices of entrepreneurship programs. They posit:

Researchers from the European 2020 Initiative found that students participating in entrepreneurship programs are much more likely to launch their own companies. Furthermore, these businesses tend to be more innovative and successful than those led by individuals without an entrepreneurship background. Graduates of entrepreneurship programs are less likely to be jobless and more likely to have steady employment (p. 197).²⁰

An analysis of Grey & Associates was conducted for the New Jersey market (December 2022) was conducted of student demand and employment. Student demand is strong among comparable CIP codes with a Total Percentile of 99 and a Student Demand Percentile of 94. The

¹⁹ <https://www.payscale.com/college-salary-report/majors-that-pay-you-back/bachelors?search=entrepreneurship>

²⁰ Einav, G., & Blekher, M. (2022). Do we Practice What we Preach? Applying Startup Practice to Entrepreneurship Education. Proceedings of the European Conference on Innovation & Entrepreneurship, 197–205. <https://doi-org.ezproxy.stockton.edu/10.34190/ecie.17.1.611>

employment was lower compared to the same CIP codes, with a score of 83 Percentile. However, it is possible that the numbers for employment are skewed since people who study entrepreneurship tend to start and run their own businesses. As business principles, they may not be considered one of the employees, thereby lowering the ranking on the data survey. [Appendix F](#) shows the screenshots from the Gray Associates Data Analysis. Similarly, wages from the Bureau of Labor Statistics (BLS) lack accurate reporting of income for entrepreneurs which varies widely by industry, location, and business.

An Entrepreneurship program at Stockton can have a significant impact on the community surrounding the university and on social mobility.²¹ The creation of new businesses and the cultivation of new job opportunities is one way that an Entrepreneurship degree can foster social mobility. As students in the program gain the skills and knowledge needed to start their own businesses, they may launch startups that provide jobs and other economic benefits to the community and target underrepresented groups.²² Additionally, many entrepreneurship programs offer resources and support to local businesses, including access to funding, mentorship, and networking opportunities, which can help these businesses grow and succeed.²³

The proposed Entrepreneurship program adequately addresses the need for employer input in the design and development of the program. There are several ways in which employer input could be used in future planning and program development, including:

- Advisory Board participation in program development and improvement, such as:
 - The curriculum of the program
 - The skills and knowledge that employers are looking for in graduates
 - The resources that are needed to support students in their entrepreneurial endeavors, and other points outlined in the Assessment section
- Mentoring program for students

By incorporating employer input into the design and development of the program, Stockton can ensure that the program is relevant to the needs of employers and that graduates are well-prepared to succeed in the workforce.

Duplication with comparable programs of study in the State

The establishment of the Entrepreneurship program at Stockton University represents a significant expansion of educational opportunities for prospective students seeking specialized training in this field. It is worth noting that seven other higher education institutions in New Jersey already offer undergraduate degrees in Entrepreneurship, and Stockton would become the eighth such institution in the state. An analysis of the cost of tuition compared with the competition (see [Appendix D](#)). The prevalence of such programs in New Jersey speaks to the high demand for this type of education, particularly within the southern Jersey community.

In addition, Stockton's program offers a unique opportunity for students. All Stockton degrees require a General Studies program that emphasizes interdisciplinarity in courses that students

²¹ Vedula, S., Dobliger, C., Pacheco, D., York, J. G., Bacq, S., Russo, M. V., & Dean, T. J. (2022). Entrepreneurship for the Public Good: A Review, Critique, and Path Forward for Social and Environmental Entrepreneurship Research. *The Academy of Management Annals*, 16(1), 391–425. <https://doi.org/10.5465/annals.2019.0143>

²² Kauffman Foundation. (2021). Entrepreneurial activity in the United States. <https://www.kauffman.org/what-we-do/research/entrepreneurial-activity-in-the-united-states>

²³ National Small Business Administration.

take throughout their time at the University. Faculty design courses based upon interests beyond their own discipline, which makes these courses enriching and also keeps faculty excited and committed to teaching them and consistently model life-long learning to students. Further, Stockton University's commitment as an anchor institution in Atlantic City, along with Stockton's economic impact in the region, encourages the development of this new degree program to enhance ongoing economic diversification in the region.

Resources

Library Resources. No new library resources are needed to support the BS in Entrepreneurship program as the University's existing resources will be utilized. The School of Business already has access to several discipline-specific library resources such as Academic Search Complete, ABI/INFORM Collection, Business Source Premier, and the Small Business Reference Center which will provide students with the information they need to excel in the program. These resources are ideal for the Entrepreneurship program as they cover a wide range of academic areas that intersect with entrepreneurship such as market trends, innovation, and management. The ABI/INFORM Collection provides international coverage and offers a complete picture of companies and business trends around the world, while Business Source Premier offers a database covering business and management topics such as finance and marketing, including company profiles and market research. The Small Business Reference Center provides a multitude of resources for those writing business plans and researching how to finance a small business. The university has also purchased enhanced searching functionality within Business Source Premier, which makes it easy to browse and search for country economic data, company profiles, industry information, and market research.

Class Modality

The BS in Entrepreneurship program has access to computer science-related resources such as the ACM Digital Library and Computer and Information Systems Abstracts, which are provided by the Association for Computing Machinery. These resources contain full-text articles and bibliographic literature covering computing and information technology. In compliance with the University's federal compliance and Middle State Accreditation as a primarily in-person undergraduate institution, the program is required to offer more than 50% of the courses in person. The faculty in the School of Business are scheduled to maintain a ratio of 70% in-person across all program courses and the Entrepreneurship BS degree program will follow the same standards. The modality of courses found in the BSNS FOUNDATION will be delivered as face-to-face, hybrid, or online based on the term, instructor, and to meet the ratio as a primary, in-person institution, refer to Appendix A for the curriculum degree mapping that designates course modalities.

The Entrepreneurship program will be managed by a team of faculty members from the Business School, particularly those from the Management program. The curriculum of the program will be taught by faculty members who have expertise in the relevant areas (see [Appendix G](#)). A total of 14 out of 20 courses in the BSNS FOUNDATION (including Experiential Learning) and the ENTR CORE will be taught primarily by existing Management faculty. Based on the enrollment of students, certain courses will be offered under the ENTR acronym. However, it is not

expected that faculty members from other programs will be shifted to this program until necessary.

As per the standard practice of the Management program, students will meet with their assigned advisor and also have the option to participate in group advising sessions with all ENTR faculty members. As the university is currently experiencing a decline in enrollment, the Management program has available seats and utilizing its faculty members maximizes the resources and staff of the Business School.

The Entrepreneurship Task Force, with the support of the Dean of the Business School, will recommend, vote, and select the program chair (see [Appendix H](#)). Recently, the programs of the School of Business were evaluated. A major finding, consistent across all disciplines, was that students are looking for specific degrees rather than concentrations. In line with this trend, offering a BS degree in Entrepreneurship will be more valuable than a concentration as it will provide students with an in-depth education in this industry area, rather than a general degree with the option to select concentration electives. Furthermore, having a specific degree program in Entrepreneurship will lend more legitimacy to the robustness of the program, and give students more targeted experience with the capacity to cover the wide range of skills required for Entrepreneurship.

Entrepreneurship as a Minor

In addition to a Bachelor of Science in Entrepreneurship, the School of Business proposes to expand its academic offerings by introducing a Minor in Entrepreneurship. This program will complement the existing Bachelor of Science in Entrepreneurship and benefit students across the university. By taking the same four core courses plus one elective, students will gain valuable knowledge and skills related to starting and running successful businesses. Additionally, the introduction of this minor will enable non-business majors to join the classes, ensuring course registrations exceed the minimum required and potentially reach capacity.

The proposed Minor in Entrepreneurship is modeled after the successful Minor in Business Studies. Business majors, such as those in HTMS, will complete the same four core courses and may choose up to two additional electives. The minimum number of credits required for completion is 20, while the maximum is 24. Non-business majors will be required to take the Intro to Management course as a prerequisite to the Entrepreneurship Minor courses. This course will count as one of the electives for non-business majors. The Curriculum Map template is included as Table A-2 in Appendix A.

APPENDIX A
CURRICULUM FOR PROPOSED B.S. IN ENTREPRENEURSHIP

B.S. ENTREPRENEURSHIP			
Fall 2024 – Spring 2025			
BSNS REQUIREMENTS: All BSNS program courses must be completed with a grade of "C" or better.			80 credits
BSNS Core:		Entrepreneurship Core:	
CIST 1206 Statistics	(4)	ENTR 3220 Entrepreneurship: Problem Solving & Id	(4)
ECON 1200 Macroeconomics	(4)	ENTR 3XXX Mainstream Entrepreneurship & Busine	(4)
BUSA 2110 Technology in Business	(4)	ENTR 3XXX Entrepreneurial Finance	(4)
ACCT 2110 Financial ACCT	(4)	ENTR 4XXX Global Entrepreneurship	(4)
ACCT 2120 Managerial ACCT	(4)	ENTR Electives* (Pick 3):	
BUSA 2120 Introduction to Business Analytics	(4)	HTMS 3140 Hospitality Entrepreneurs and Leaders	(12)
MGMT 2110 Intro to Management	(4)	MGMT 3175 Small Business Management	
MKTG 2110 Marketing Principles	(4)	BUSA 3155 Technology Ethics	
PLAW 2120 Business Law I OR PLAW 3110 Legal, Social, Ethical ...	(4)	MGMT 3185 Technology & Innovation Management	
		HTMS 3228 Event Sales and Marketing	
FINA 3110 Intro to Financial Mgmt*	(4)	GAH 2267 Unlocking Creativity	
BUSA 3120 Operations Management	(4)	GSS 3124 Entrepreneurial Thinking and Behavior	
MGMT 4112 Business Policy & Strategies (seniors only)	(4)	GSS 2370 Global Change and Business	
Transfer students may use transferred courses (including Introduction to Business) as "Other Business Courses", to satisfy the minimum number of credits (80) for this area.		Internship or BSNS Elective: Internship (BUSA 4950) or choose any 3000 level or above course from ACCT, BUSA, ECON, ESPM, FINA, HTMS, MKTG, MGMT, or PLAW.	
		Additional CIST or CSCI courses, as approved by preceptor, can be used as either "pick 3" electives or as the BSNS elective.	
GENERAL STUDIES REQUIREMENTS:			48 credits
G COURSES: (32 total credits) No more than 12 credits in any "G" category may be applied towards the BS degree.			
GEN General Interdisciplinary	(4)	GNM General Natural Science & Math	(4)
GIS-General Integration & Synthesis (Jr. yr.)	(4)	GNM General Natural Science & Math	(4)
GAH General Arts & Humanities	(4)	GSS General Social Science	(4)
GAH General Arts & Humanities	(4)	GSS General Social Science	(4)
AT SOME DISTANCE Electives: (16 total credits) ECON 1400 Microeconomics required (4 credits). Additional 12 credits should be courses unrelated to your major (may include CSIS courses).			
ECON 1400 Microeconomics	(4)		(4)
	(4)		(4)
GENERAL STUDIES OUTCOME REQUIREMENTS: These course attributes should be completed within the 128 credits needed to graduate.			
(A) Arts		(V) Values/Ethics	
(H) Historical Consciousness		(I) International/Multicultural	
(R1) Race and/or Racism Intensive		(R2) Race and/or Racism Education	
GENERAL STUDIES WRITING REQUIREMENT: (4 courses)			
Two W1 courses may be in transfer. W2 courses must be taken at Stockton.			
W1		W1/W2	
		W1/W2	W1/W2 at 3000 Level
GENERAL STUDIES QUANTITATIVE REASONING REQUIREMENT: (3 courses)			
Two Q1 courses may be in transfer. Q2 courses must be taken at Stockton.			
Q1		Q2	Q1 or Q2

The electives will be updated to align with those noted in the document.

Table A-2: Proposed Curriculum for a Minor in Entrepreneurship

MINOR IN ENTREPRENEURSHIP			20-24 credits
Fall 2022 – Spring 2023			
All courses must be completed with a grade of “C” or better. “P” (Pass) is not acceptable.			
Required Courses:			
ENTR	3220	Entrepreneurship: Problem Solving & Ideation	(4)*
ENTR	3XXX	Mainstream Entrepreneurship & Business Plans	(4)*
ENTR	3XXX	Entrepreneurial Finance	(4)*
ENTR	4XXX	Global Entrepreneurship	(4)*
*Required course may be transferred in, and 3 credit courses taken elsewhere may be used to satisfy these requirements			
Elective Courses*: (must be taken at Stockton) – 4 to 8 credits			
BUSA	3155	Technology Ethics	
MGMT	3175	Small Business Management	
MGMT	3185	Technology & Innovation Management	
GAH	2267	Unlocking Creativity	
GSS	2370	Global Change and Business	
GSS	3124	Entrepreneurial Thinking and Behavior	
HTMS	3140	Hospitality Entrepreneurs and Leadership	
GIS	3348	Social & Ethical Responsibilities of Business	
Other ACCT, BSNS, BUSA, CSCI, CIST, ESPM, FINA, HTMS, INTL, MGMT, MKTG, PLAW, or GENS courses may be substituted with prior approval from the Program Coordinator.			
PREREQUISITE FOR NON-BUSINESS MAJORS:			
MGMT	2110	Introduction to Management	
MKTG	2110	Marketing Principles	

These electives will be adjusted to align with the electives offered in the major and noted above.

Students who are not Business Majors (any major outside of the School of Business) will need to take MGMT 2110 or MKTG 2110 as a prerequisite to starting the ENTR courses, then complete the four core ENTR courses and one elective. All students who are Business Majors (any major in the School of Business) seeking a minor in Entrepreneurship will be expected to complete the four core courses and at least one ENTR elective.

DEGREE MAP FOR B.S. IN ENTREPRENEURSHIP

The following is a **suggested** plan of study for completion of this degree program. The **goal of a Degree Map** is to ensure that students graduate with no more than 128 credits in four years. All students should speak with their preceptor about their academic programs. Students are encouraged to take overload and Summer courses to facilitate their progress toward graduation as necessary. Transfer students may not need to take all courses in the plan; they should consult with their preceptor and academic advisor.

This document is not a substitute for academic advisement.

Table A-3: Degree Map for B.S. in Entrepreneurship

FIRST YEAR - FALL	Credit	FIRST YEAR - SPRING	Credit
Course load	16	Course load	16
Subject: FRST or G-course Optional Attribute: Seminar and a W1	4	Subject: FRST or G-course Attribute: A, H, I, R, and/or V	4
Subject: FRST or G-course Attribute: W1 OR W2	4	Subject: ASD or G-course Attribute: A, H, I, R, and/or V	4
Subject: ASD Attribute: W1 OR W2	4	ECON 1200 - Macroeconomics	4
CSIS 1206-Statistics (Summer)	4	ENTR 3220 – Entrepreneurship: Problem Solving and Identification	4

SECOND YEAR - FALL	Credit	SECOND YEAR - SPRING	Credit
Course load	16	Course load	16
Subject: G-course Attribute: A, H, I, R, and/or V	4	Subject: G-course Attribute: A, H, I, R, and/or V	4
ACCT 2110 Financial ACCT (Summer)	4	ACCT 2120 Managerial Accounting (Summer)	4
ENTR 3XXX Mainstream Entrepreneurship & Business Plans	4	BUSA 2120 - Introduction to Business Analytics I	4
MGMT 2110 - Introduction to Management	4	MKTG 2110 Marketing Principles	4

THIRD YEAR - FALL	Credit	THIRD YEAR - SPRING	Credit
Course load	16	Course load	16
Subject: G-course Attribute: A, H, I, R, and/or V	4	Subject: G-course Attribute: W1/W2	4
FINA 3110 Intro to Financial MGMT	4	BUSA 3120 - Operations Management	4

THIRD YEAR - FALL	Credit	THIRD YEAR - SPRING	Credit
BUSA 2110 Technology in Business	4	ENTR Elective	4
PLAW 2120 or PLAW 3110	4	ENTR 3XXX - Entrepreneurial Finance	4

FOURTH YEAR - FALL	Credit	FOURTH YEAR - SPRING	Credit
Course load	16	Course load	16
Subject: ASD or G-course Attribute: A, H, I, R, and/or V	4	Subject: G-course Attribute: W1/W2	4
ENTR 4XXX- Global Entrepreneurship	4	Subject: ASD or G-course Attribute: A, H, I, R, and/or V	4
ENTR Elective	4	ENTR Elective	4
ENTR Elective	4	BSNS 4112 Business Policies and Strategies (seniors only)	4

ADDITIONAL INFORMATION

- **FIRST (FRST).** All newly admitted freshmen or transfer students with 15 or fewer credits are required to fulfill the University's first-year competency requirement. The requirement may be met by demonstrating competency on the placement tests, or by passing, with a grade of C or better, all FRST courses: FRST 1101 – College Writing, 1002 – Critical Thinking and Reading, and 1103 – Quantitative Reasoning into which students have been placed. Students enrolled in FRST 1100 – Developmental Mathematics must receive a grade of C or better, and then enroll in and receive a grade of C or better in FRST 1103 to demonstrate competency. Full-time students must register for all required FRST courses in their first semester. Depending on time to completion of competency requirements, some students may need additional time for degree completion. *Note-* certain FRST courses also meet the requirements of the General Studies course distribution categories.
- **General Studies.** B.S. students must complete 48 credits of General Studies with the distribution requirement of: 8 GAH, 4 GEN, 4 GIS, 8 GNM, 8 GSS and 16 ASD (At Some Distance). See 2022-2023 Bulletin for more information.
- **W1/W2- Writing requirement.** Students are required to complete (C or better) four Writing intensive (W1/W2) courses. One W1 is required in the first year and an additional three W1 or W2 with one in the upper-level division (3000-level or higher). W1/W2 courses can be found in General Studies or Program/cognate courses depending on major.
- **Q1/Q2- Quantitative Reasoning.** Students are required to complete (C or Better) three Q1/Q2 courses. One Q1 in the freshman year and at least one Q2. Q1/Q2 courses may be found in General Studies or Program/cognate course depending on major.
- **R1/R2- Race and Racism.** Students are required to pass one (1) R1 and one (1) R2 courses. R1/R2 courses may be found in General Studies or Program/cognate courses depending on major.
- **Minor program.** Students may select a Minor program of study, in consultation with their preceptor. Minor courses will replace some of the ASD or Program/cognate courses in the Degree Map.

APPENDIX B
LEARNING OUTCOMES FOR B.S. IN ENTREPRENEURSHIP

1) Entrepreneurship-Specific Learning Objective

Graduates will apply and synthesize concepts learned throughout the Entrepreneurship Program to demonstrate a level of professional competency required of a new entrant in venture formation or Entrepreneurship.

2) Fundamental Business Skills

Graduates will be able to perform fundamental business skills in management, finance, accounting, marketing, business analytics, and entrepreneurship.

- A. Graduates will be able to apply current management and administrative practices and theories.
- B. Graduates will be able to identify problems, determine potential solutions, and deliver a plan for a marketable product or service to meet market needs.
- C. Graduates will be able to manage the flow of funds within organizations.
- D. Graduates will be able to organize, record, and report business transactions.
- E. Graduates will be able to utilize the interrelationships between customers, products, and companies to guide effective decision-making.
- F. Graduates will be able to apply theories and skills of statistical data analysis and management science to support decision-making processes.

3) Critical Thinking and Problem Solving

Graduates will be able to diagnose problems in various business situations, gather and analyze relevant information to understand the problems, select and implement appropriate solutions and evaluate outcomes.

4) Ethical Reasoning

Graduates will be able to demonstrate ethical reasoning by recognizing moral dilemmas, analyzing their effects on stakeholders, and applying ethics theories to determine alternative solutions to those dilemmas.

5) Professional Communication

Graduates will be able to communicate effectively in a professional environment.

- A. Oral communication: Graduates will be able to deliver information in a persuasive, logical, and organized manner with a professional demeanor using appropriate visual aids and questioning strategies.
- B. Written communication: Graduates will be able to create informational, analytical, and technical documents that are organized and concise, and incorporate credible sources.

6) Teamwork and Inclusion

Graduates will be able to work effectively with various stakeholders in increasingly diverse and global business environments.

- A. Graduates will be able to interact effectively with team members.
- B. Graduates will be able to contribute their expertise to collaborative projects.
- C. Graduates will be able to recognize and implement inclusive and equitable business practices in diverse business environments.

7) Technology Agility

Graduates will be able to use technology to support performance in varying business situations.

- A. Graduates will be able to select and use appropriate technology to gather, analyze, and interpret data to solve business problems, and communicate with employees, stakeholders, investors, and customers.
- B. Graduates will be able to adapt to emerging technologies.
- C. Graduates will be able to identify ethical issues related to the use of technology and data, including privacy and security.

Table B1: Courses in BS Entrepreneurship Program Where Learning Outcomes are Achieved

		B.S. in Entrepreneurship Learning Outcomes																
		Business Skills								Comm			Team			Tech		
		1	2 A	2 B	2 C	2 D	2 E	2 F	3	4	5 A	5 B	6 A	6 B	6 C	7 A	7 B	7 C
Required Courses	ENTR 3220 Entrepreneurship: Problem Solving & Ideation	X	X	X	X		X		X		X	X	X	X		X		
	ENTR3XXX Mainstream Entrepreneurship & Business Plans	X	X					X	X			X						
	ENTR 3XXX Entrepreneurial Finance	X			X	X		X	X									
	ENTR 4XXX Global Entrepreneurship	X							X	X	X	X			X			
Elective Courses	HTMS 3140 Hospitality Entrepreneurs and Leadership	X					X		X		X	X	X	X	X			
	MGMT 3175 Small Business Management	X			X	X	X		X			X				X		X
	BUSA 3155 Technology Ethics								X	X	X					X	X	X
	GSS 2370 Global Change and Business								X	X	X						X	
	MGMT 3185 Technology & Innovation Management								X	X	X							X
	GAH 2267 Unlocking Creativity								X		X	X						
	HTMS 3228 Event Sales and Marketing	X							X	X	X		X			X		
	GSS 3124 Entrepreneurial Thinking and Behavior	X		X					X	X	X							

The electives will be updated to align with those noted in the document.

Table A-2: Proposed Curriculum for a Minor in Entrepreneurship

Table B2: BS Entrepreneurship Learning Outcomes Mapped to Stockton University’s Essential Learning Outcomes

		B.S. in Entrepreneurship Learning Outcomes																
		Business Skills							Comm		Team			Tech				
		1	2 A	2 B	2 C	2 D	2 E	3	4	5A	5 B	6 A	6 B	6 C	7 A	7 B	7 C	
ESSENTIAL LEARNING OUTCOMES	Adapting to Change	X				X								X		X	X	
	Communication Skills	X			X					X	X	X	X					
	Creativity and Innovation	X				X	X	X										
	Critical Thinking	X						X	X					X	X			
	Ethical Reasoning	X						X	X					X	X			
	Global Awareness	X												X				
	Information Literacy and Research Skills	X	X		X	X	X	X	X		X	X	X		X			
	Program Competence	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
	Quantitative Reasoning	X	X	X	X	X	X	X	X	X	X				X	X	X	
	Teamwork and Collaboration	X									X	X	X	X	X			

APPENDIX C
SCHOOL OF BUSINESS ASSESSMENT COMMITTEE ASSESSMENT TIMELINE FOR
ENTREPRENEURSHIP

Role:	Team Leader for Course Assessment of a particular Learning Objective (LO), in a particular course, in a particular semester, SHOULD:			
Semester before:	Review previous assessment activities / instruments for same LO		Plan	
	Repeat/Revise/Redo assessment instrument		Do	
	Get discipline faculty approval for assessment instrument		Check	
	Set up evaluation matrices		Act	
	Set assessment goals			
	Get buy-in for administration to all sections (including adjuncts)			
	Report to disciplinary faculty on or before 2nd precepting day			
	Report to Assessment Committee that "ready to go" by 2nd precepting day			
Semester of:	Oversee administration (in all sections)			
	Collect student data/enter into evaluation matrices			
	Get results/compile statistics			
	Make recommendations (course changes, curriculum changes, other changes, task forces, instrument changes*)			
	Discuss with discipline faculty at *end-of-semester meeting			
	For course or discipline level recommendations, get disciplinary buy-in, develop implementation plan (including responsible person)**			
Semester after:	Report results in start-of-semester program faculty meeting			
	For course or discipline level recommendations, deliver close-the-loop evidence to assessment committee ASAP			
	* Jan for Fall assessments, May for Spring Assessments (before retreat)			
	**Feb BSNS meeting for Fall assessments, Retreat for Spring assessment			
* If the ONLY recommendation to come from this assessment activity is to change the assessment instrument, then redo instrument <u>and</u> the assessment in subsequent semester				

²⁴ Program Proposal for BS in Accounting. (2023). Presented to Faculty Senate, Stockton University School of Business.

APPENDIX D
COST COMPARISON ENTREPRENEURSHIP PROGRAMS AT PEER INSTITUTION
BY TUITION

Table: Cost Comparison of Undergraduate Entrepreneurship Minors or Degrees at Stockton University and Peer Institutions' Business Schools in the 2022-23 School Year Based on New Jersey Residency Sorted by Tuition Cost²⁵

Peer Institutions	Category	Approx. Tuition Cost
Kean University	Degree	\$12,595
Montclair University	Concentration	\$13,298
William Paterson	Degree **	\$14,208
Rowan University	Degree	\$14,376
<i>Stockton University</i>	Degree	<i>\$14,885</i>
Ramapo College of NJ	Minor	\$14,952
Rutgers University – New Brunswick	Concentration	\$15,804
The College of NJ	Concentration	\$17,287
Temple University (PA)	Degree	<i>\$17,378</i>
NJ Institute of Technology	Degree *	\$18,016
Rider University	Degree	\$35,850
University of Delaware (DE)	Degree	<i>\$36,880</i>
Fairleigh Dickinson University	Degree	\$40,054
Monmouth University	Concentration	\$41,680
Seton Hall University	Degree	\$46,880
Saint Joseph's University (PA)	Degree ***	<i>\$47,940</i>
Widener University (PA)	Concentration	<i>\$49,706</i>
Drexel University (PA)	Degree	<i>\$57,136</i>

Italics in the cost column denote out-of-state tuition.

*BS in Business with Innovation and Entrepreneurship Minor

** BS Management - Small Business/Entrepreneurship

*** Accelerated BS/MBA program in Entrepreneurship

²⁵ <https://www.collegetuitioncompare.com/>

APPENDIX E
LETTER FROM TASK FORCE MEMBERS

To: Warren Kleinsmith, Dean, School of Business
Stockton University
101 Vera King Farris Dr
Galloway, NJ 08205

March 3, 2023

Dear Dean Kleinsmith,

We are writing to advocate for creating a Bachelor of Science in Entrepreneurship program at Stockton University. As professors who have researched and taught entrepreneurship for many years, this program would greatly benefit our students and align with our institution's values and strategic goals. Additionally, it would benefit the region, namely Atlantic City and Galloway, economically by encouraging and fostering a spirit of business formation and operation.

Stockton University has a long-standing tradition of student-centered higher education and recent recognition for academic excellence, and offering an Entrepreneurship program would further enhance the quality of education provided to our students. Entrepreneurship has become an important driver of economic growth and innovation. As a leading educational institution, Stockton University is responsible for preparing our students to succeed in this rapidly evolving field and remain competitive in the education landscape.

In addition to the academic benefits, creating a Bachelor of Science in Entrepreneurship program would also significantly boost the local and regional economy. Research and data show that new businesses are one of the primary drivers of job creation and economic growth in the United States. By equipping our students with the knowledge and skills needed to start and run successful businesses, we can help foster the next generation of entrepreneurs and contribute to the economic vitality of our region. This is particularly vital in Atlantic City, where significant socioeconomic gaps exist.

We are confident that a Bachelor of Science in Entrepreneurship program would be well received by our students and would attract new, high-quality applicants to our institution. In addition, such a program would align with Stockton University's strategic goals of fostering diversity and inclusion, access to education, teaching and learning, and financial sustainability. It would support the initiatives in strategic enrollment management.

Lastly, when we look at the competitive landscape, Stockton University, competing with Rowan, Rider, TCNJ, and even Rutgers, falls behind in attracting new students into a needed entrepreneurship-focused university. This new program will counter this problem. Further, opportunities for future program enhancement may include an incubator or innovation center.

Therefore, we urge you to consider creating a Bachelor of Science in Entrepreneurship program at Stockton University. We appreciate your continued support for our students and look forward to your thoughts on the proposal.

Sincerely,

The Entrepreneurship Task Force -

Monica Amadio, EdD, NBCT
Michael Busler, PhD
Muntakim Choudhury, PhD
Susan Davenport, PhD

George DeFeis, DPS
Christian Ehiobuche, PhD
Christy Goodnight, PhD

APPENDIX F
MARKET DEMAND DATA

U.S. Bureau of Labor Statistics – Occupational Employment and Wages, May 2021

- BLS.gov
- https://data.census.gov/table?g=0400000US34_0500000US34001&d=ECN+Core+Statistics+Economic+Census&tid=ECNNAPCSIND2017.EC1700NAPCSINDPRD
- <https://www.aceanj.com/resources/>

Gray & Associates Data was collected in 2023 regarding the market demand for Entrepreneurship programs in NJ and the surrounding area. The corresponding screenshot images appear below:

Market: New Jersey

Employment*
Score: 7 Percentile: 83

Category	Pctl	Criterion	Value	Score
Size: Direct Prep	72	Job Postings Total (12 Months)*	184	4
	73	BLS Current Employment*	1,059	4
	73	BLS Annual Job Openings*	88	2
Size: ACS Bach. Outcomes	73	Job Postings Total (12 Months)*	103	NS
	73	BLS Current Employment*	552	NS
Growth (Direct Prep)	81	BLS 1-Year Historical Growth*	11.0%	0
	82	BLS 3-Year Historic Growth (CAGR)*	4.3%	2
	66	BLS 10-Year Future Growth (CAGR)*	0.4%	NS
Saturation (Direct Prep)	48	Job Postings per Graduate*	2.9	-1
	48	BLS Job Openings per Graduate*	1.4	-1
Wages (Direct Prep)	90	BLS 10th-Percentile Wages*	\$66,355	NS
	97	BLS Mean Wages*	\$136,823	NS
National American Community Survey Bachelor's Degree Outcomes	73	Wages (Age < 30)	\$49,570	2
	78	Wages (Age 30-60)	\$102,247	2
	19	% with Any Graduate Degree	23%	NS
	31	% with Masters	19%	NS
	19	% with Doct/Prof Degree	4%	NS
	95	% Unemp. (Age <30)**	5%	-2
	96	% Unemp. (Age 30-60)**	3%	-5
	47	% in Direct Prep Jobs	5%	NS

CIP Description:

A program that generally prepares individuals to perform development, marketing and management functions associated with owning and operating a business.

Competitive Intensity

Score: -7 Percentile: 3

Category	Pctl	Criterion	Value	Score
Volume of In-Market Competition	94	Campuses with Graduates**	3	-2
	96	Campuses with Grads YoY Change (Units)**	0	-2
	96	Institutions with Online In-Market Students**	2	NS
In-Market Program Sizes	44	Average Program Completions	12	-2
	43	Median Program Completions	10	-2
	85	YoY Median Prog. Compl. Change (Units)	5	2
	90	YoY Median Prog. Compl. Change (%)	1	0
In-Market Saturation	63	Google Search * Cost per Click**	\$9	-1
	21	Google Competition Index**	0.20	0
National Online Competition	95	National Online Institutions (Units)**	19	NS
	73	Nat'l Online % of Institutions	7%	NS
	72	Nat'l Online % of Completions	6%	NS

Total Percentile	0	20+	40+	70+	90+	95+	98+	100
Total Score	-26	1	4	11	27	40	52	88

CIP: 52.0701 Entrepreneurship/Entrepreneurial Studies

Student Demand

Score: 31 Percentile: 94

Catego...	Pctl	Criterion	Value	Score
Size	69	Google Search Volume (3 Months)*	4,294	3
	94	International Page Views (12 Months)	565	1
	95	New Student Enrollment Volume (12 Mo.)	174	2
	91	On-ground Completions at In-Market Institutions	36	5
	93	Online Completions by In-Market Students	3	5
	91	Sum of On-ground and Online Completions	39	5
Growth	92	Google Search YoY Change (Units)*	1,566	2
	93	New Student Enrollment Vol. YoY Change (Units)	10	2
	97	Completion Volume YoY Change (Units)	17	3
	99	Google Search YoY Change (%)*	57%	1
	63	New Student Enrollment Vol. YoY Change (%)	6%	1
	87	Completion Volume YoY Change (%)	80%	1

Total Score: 31**Percentile: 91****Degree Fit:**

Score: 0 Percentile: 50

Category	Pctl	Criterion	Value	Score
NHEBI	4	Cost Index**	54%	NS
Natl 2 Year	36	Student: Faculty Index	84%	NS

National Completions by Level

Score: 0

Award Level	Completions (National)	Completions (Market)	Enrollment (Market)
Certificate	37%	8%	10%
Associates	3%	0%	2%
Bachelors	39%	61%	71%
Postbaccalaureate Certificate	9%	25%	1%
Masters	11%	6%	13%
Post-masters Certificate	0%	0%	4%
Doctoral	0%	0%	0%
Unknown	0%	0%	0%

National Workforce Ed. Attainment

Score: 0

Award Level	BLS Educational Attainment
No College	16%
Some College	21%
Associates	9%
Bachelors	36%
Masters	16%
Doctoral	3%

APPENDIX G
FACULTY DEPLOYMENT AND QUALIFICATIONS

Table G1: Faculty Deployment Data

Deployment				
Instructors	Participating Credit Hours	Supporting Credit Hours	Total Credit Hours	Deployment Based on SCH
2020 Standards				>60% 1
				80% (560/700)
AMADIO M	140		140	
BUSLER M	140		140	
EHIUBUCHE C	140		140	
DEFEIS G	140		140	
ADJUNCT		140	140	
Total ENTR	560	140	700	
*The table follows the logic that 5 courses will be taught in a given semester				

[1] Per 2020 AACSB Standards, "...participating faculty members will deliver at least 75 percent of the school's teaching globally (i.e., across the entire accredited unit); participating faculty members will deliver at least 60 percent of the teaching within each discipline, regardless of whether the school has a degree, major, concentration, etc., in the discipline. Additionally, while participating faculty ratios are expected to be met by the discipline, they are not intended to be applied to degree programs, locations, and modalities. Instead, a peer review team would normally expect an appropriate blend of participating and supporting faculty to be deployed across these areas. Retrieved from: <https://www.aacsb.edu/-/media/documents/accreditation/2020-aacsb-business-accreditation-standards-jul-1-2022.pdf?rev=b40ee40b26a14d4185c504d00bade58f&hash=9B649E9B8413DFD660C6C2AFAAD10429>

Table G2: Faculty Qualifications Data

AACSB Qualifications						
Instructors	SA	PA	SP	IP	other	Total
2020 Standards	>40% ²					> 90% ³
Total ENTR	4			1		5
AMADIO M	1					
BUSLER M	1					
EHIIOBU CHE C	1					
DEFEIS G	1					
ADJUNCT				1		
Total Qualifications	80%					100%

*The table follows the logic that 5 courses will be taught in a given semester

[1] Per 2020 AACSB Standards, "...minimum of 40 percent of a school's faculty resources are SA and 90 percent are SA+PA+SP+IP at the global level (i.e., across the entire accredited unit) and in disciplines defined by the school in alignment with degrees or majors. Where a school maintains generalist degrees (e.g., BBA, General Business, MBA, etc.) with associated concentrations/areas of focus, then areas of concentration/areas of focus should normally be treated like disciplines with respect to meeting ratios. Schools that emphasize research master's and doctoral degree programs are expected to have higher percentages of SA faculty, maintain a strong focus on SA faculty, and place a high emphasis on faculty who undertake scholarly activities to maintain SA status as consistent with their peer institutions and their mission. Retrieved from: <https://www.aacsb.edu/-/media/documents/accreditation/2020-aacsb-business-accreditation-standards-jul-1->

APPENDIX H

Degree Chair/ Associate Chair Comparison F23				
Discipline	Current	Proposed	Tier Level/WA	Difference
ACCT*	\$ 34,295.00	\$ 19,855.00	Tier 2: WA-12	
BUSA*	\$ 7,220.00	\$ 16,245.00	Tier 1: WA-8	
FINA*	\$ 14,440.00	\$ 19,855.00	Tier 2: WA-13	
BA*	\$ -	\$ 34,295.00	Tier 5: WA-88	
ENTR*	\$-	\$ 16,245.00	Tier 1: TBD	
MGMT**	\$ 14,440.00	\$ 14,440.00	Tier 2: Associate Chair	
MKTG**	\$ 14,440.00	\$ 14,440.00	Tier 2: Associate Chair	
total	\$ 84,835.00	\$ 135,375.00		\$ 50,540.00
* Chair	** Associate chair			