

Unrestricted Opportunities and Innovation in Business Education

SBAA

November 12, 2018

Agenda

- About Southeastern
- Drivers for Change
- School of Unrestricted Education—non AACSB
- Online BBA Development
- Selected Innovation Initiatives
- Lesson's Learned
- Q&A

About Southeastern University

- Lakeland, FL w/113 sites across the USA
- Faith-based comprehensive university
- 8,700 + students
- Top 10 fastest growing private schools
- 2018 NAIA World Series Champion

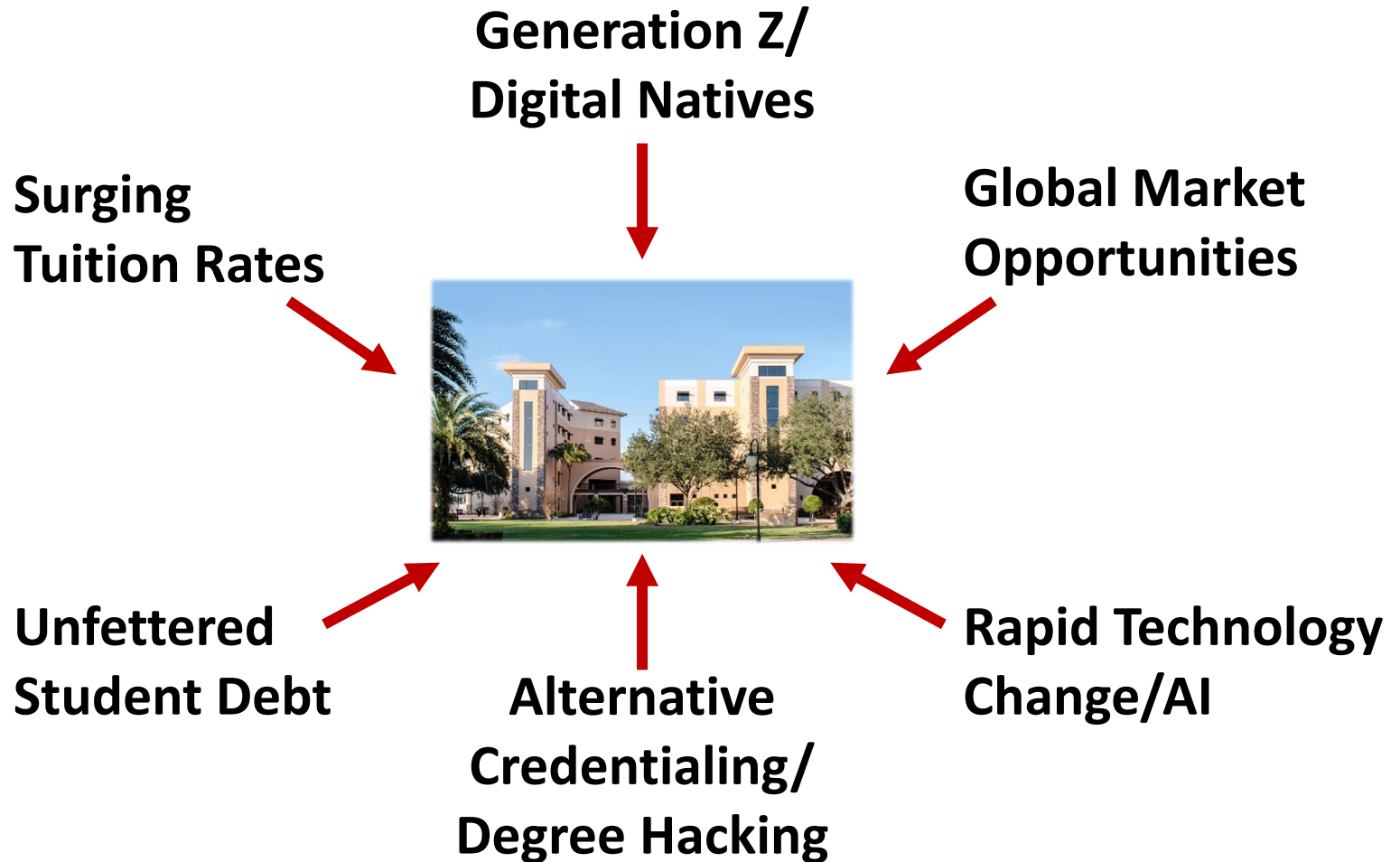


How Did Innovation Drive Growth?

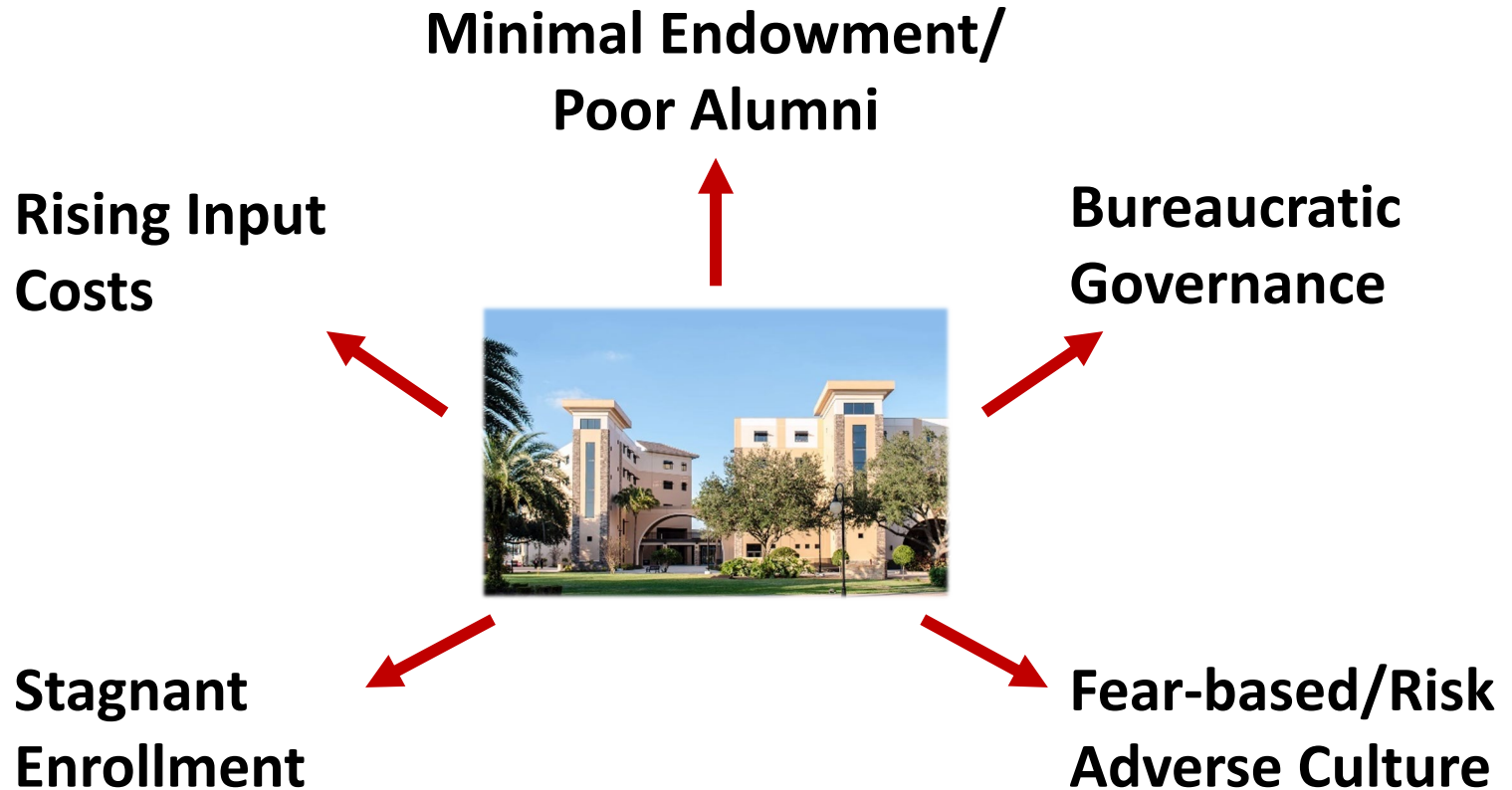
2010 = <2,700 enrollment
to
2018 = >8,750 enrollment

Many institutions are on an unsustainable path, particularly the finances of smaller, private institutions (Denneen & Dretler, 2012; Eide, 2018; Lederman & Jaschik, 2018)

External Factors Driving Innovation



Internal Factors Driving Innovation



Literature

- Institutions of higher education are slow to change and adopt new strategies (Murray, 2008)
- Trainum (2015, p. 5-6), noted the need for traditional universities to innovate “to keep costs down, use resources better, compete in new ways, provide access to more students, and respond to for-profit competition.”

Formed the School of Unrestricted Education

- Accelerate/extending higher education that is **affordable, accessible**
- Innovation via separated governance
 - Academic control with it's own Assoc. Provost
 - It's own curriculum/approval
 - It's own faculty handbook
 - It's own culture

SEU Change Process to UE

- | | | | | |
|---|---|--|--|---|
| <ul style="list-style-type: none">• New Strategic Plan• Focus on enrollment as a business driver• Student-Focus• Athletics• Culture Change• Trustee Governance | <ul style="list-style-type: none">• Emphasis on growing Regional Campus and Extension Sites• Separated Operations• Shared Academic governance | <ul style="list-style-type: none">• Scaled Extended Education Operations• Added more programs• Recruited Academic leadership | <ul style="list-style-type: none">• Separated Governance• Provost• Academic Process• Own Faculty manual• Academic Chairs | <ul style="list-style-type: none">• Its own graduate program• Forge new partnerships• Global play |
| 2011-2015 | 2016 | 2017 | 2018 | 2019 -> |

Business Program Accreditation

Student-centered, teaching-focused, faith-based, accessible, affordable

IACBE	AACSB Application Not a mission fit	ACBSP	Added online BBA—shared Governance	Separated BBA Governance to its own Unit	Separate Accreditation If, any	
2005	2010	2015	2016	2017	2018	>2019

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Business Program Evolution

Traditional

BS Management
BS Marketing
BS Int. Business
BS Accounting
BS Finance
BS Mngt Info Sys
MBA.

2015

Traditional

BS Management
BS Marketing
BS Int. Business
BS Accounting
BS Finance
BS Mngt Info Sys
MBA

BBA-Generic Online
BS BPL extension site

2016



Split Governance

Traditional

BS Management
BS Marketing
BS International Business
BS Accounting
BS Finance
MBA/PhD Leadership

Unrestricted Ed

BBA-Generic Online
BS BPL extension site

2017

2018

MA Ldrshp
Aviation

>2019

2018 Delivery by Degree	N = 1,111
UE: BBA Online-UG	16%
UE: BS BPL/LDR Extension Site	26%
Traditional Bus. School/ UG & MBA	58%

Online Bachelor of Business Admin



Innovate Curriculum

Build to be Competency-Based Ready

- Industry defined skills, rather than accomplishing a prescribed quantity of seat time by AQ/PQ faculty
- Automate routine
- Commoditize: Leverage existing content



Innovate Biz. Model

Disaggregate Faculty Roles

- SMEs/Writers/Evaluators
- Student success—learning, purpose/job
- Variable cost model

CBE Attributes

- All course ILOs and weekly learning outcomes are standardized to be assessable for competencies
- Students will be able to earn competency-based badges displayed on their LinkedIn accounts—these are embedded and scattered throughout the curriculum
- Leverage OERs as much as possible
- We use adaptive learning—focus is on learning, not stumping

Online BBA Description

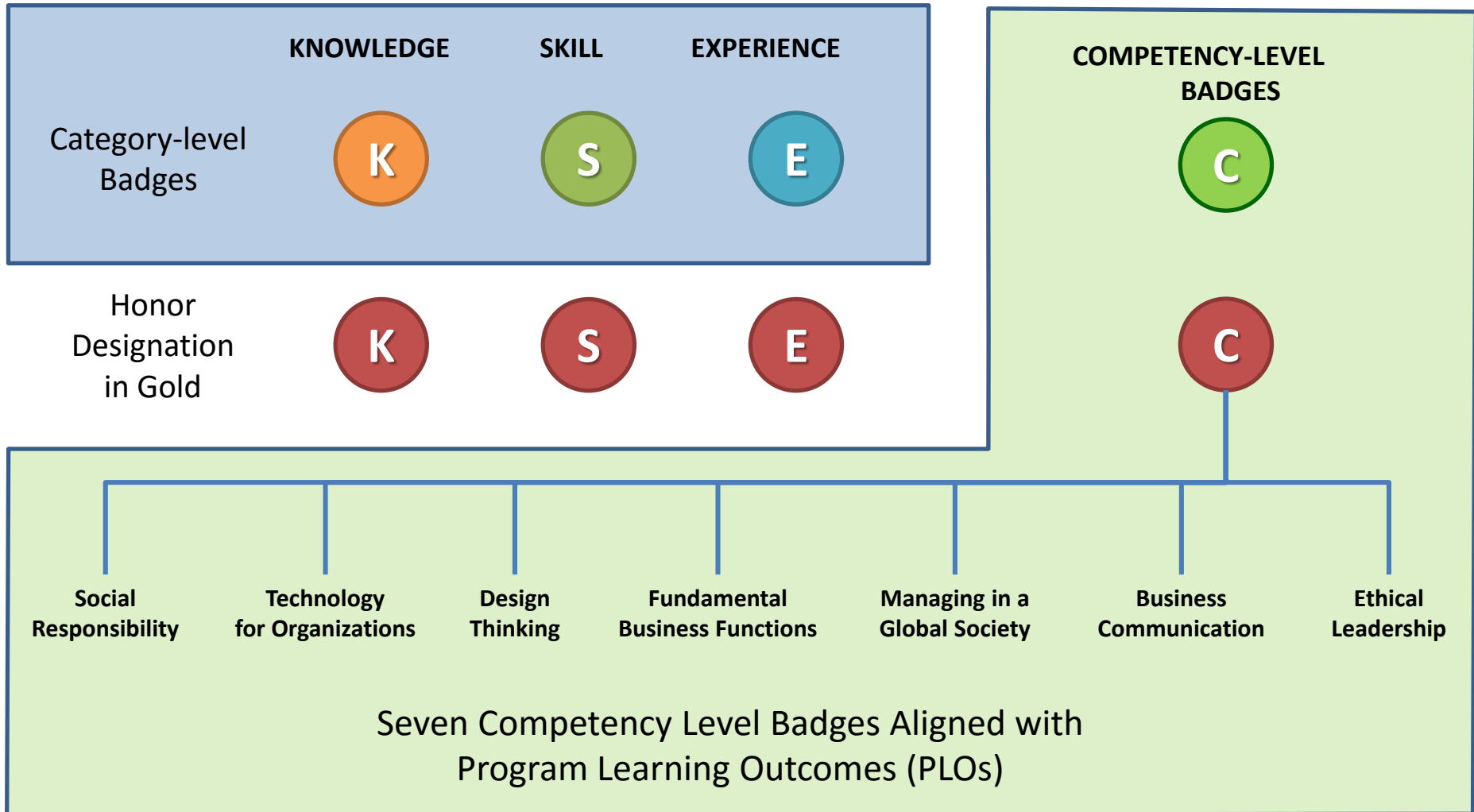
- Purely online, designed for working adults, not traditional students
- Includes a generic track and leadership track, with more in the future
- Differentiated by:
 - Students can earn and **display digital** badges by demonstrating competency in employable skills for managing in a dynamic economy.
 - Students develop an active network of faculty, students, alumni and other professionals to help advance their skills
 - Students study one course topic at a time allowing learning to be accomplished in small bites

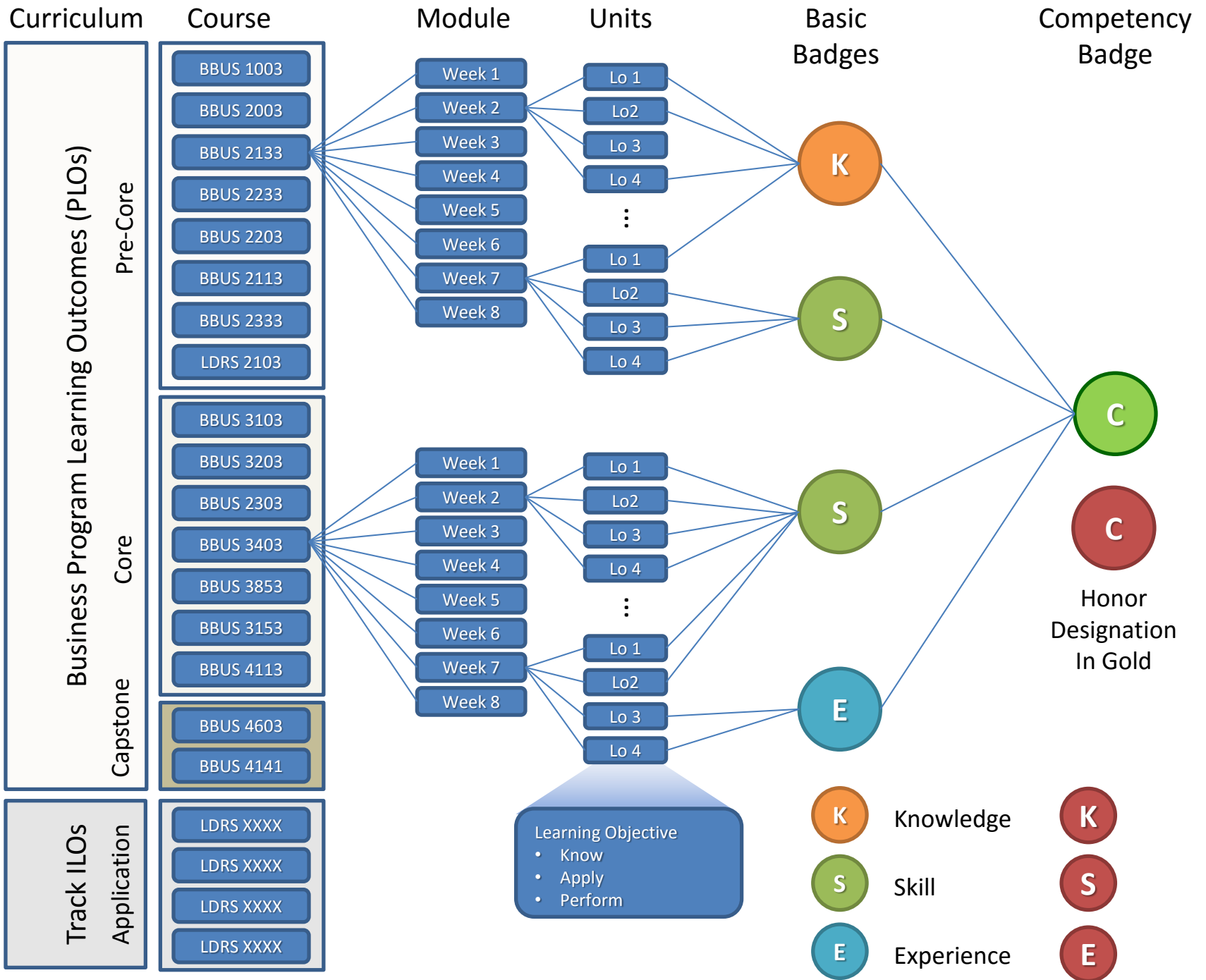
Earn Digital Badges for Competencies

Students may earn “digital badges” for demonstrating competencies in both soft and technical skills necessary for employability and professional development. They will be displayed on a student’s public social media profile such as LinkedIn. SEU utilizes the Credily ecosystem

Digital Badges	Value to Student	Value to SEU
Students earn validated digital badges for demonstrating competencies in both soft and technical skills	Extending the value of a degree or transcript to publically available affirmation of employable skills and professional development	Provides differentiator as part of the value of a degree, plus upgrade/premium opportunities to non-degree seeking customers.

Badge System for BBA Southeastern University





Weekly Learning Objectives

- The basic unit of learning, or “chunk”
- 1-3 hours to complete
- Interchangeable, reusable, updatable

Student Consumes Content

- SEU-produced
- Open-Source; CCA Licensed
- Adaptive learning for quant-based courses

Student Checks Learning

- Vocabulary
- Practice problems
- Practice quizzes

Faculty Assessment

- Discussion boards
- Graded problems or quiz
- Paper/projects

Read

Chapter 1, pages 1-4; 10-13 (section on Marginal Analysis)

View the following videos

Episode 2: Scarcity and Choice https://youtu.be/yoVc_S_gd_0

Episode 3: Resources <https://youtu.be/0PgP0dXAGAE>

Episode 4: Micro vs. Macro <https://youtu.be/w8tUlq7Blsg>

Episode 5: Positive vs. Normative https://youtu.be/AV_p_QntywA

Episode 6: Graph Review (optional if you need the review)

<https://youtu.be/uvnHPeQrkOE>

Episode 8: Opportunity Cost <https://youtu.be/PSU-n81QT0>

Learn the following terms

Marginal analysis

Marginal benefit

Marginal cost

Net benefits

Normative analysis

Positive analysis

Opportunity costs

Scarcity

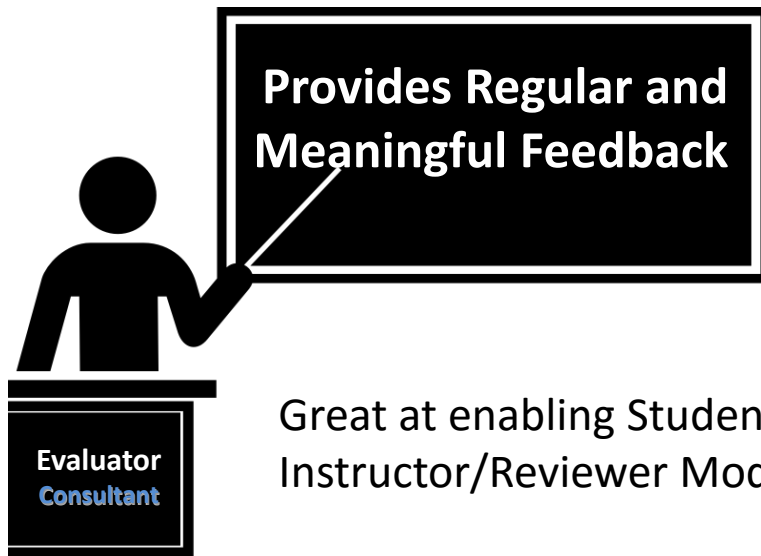
Practice the following application problems

Chapter 1 (pg.14); #2a, b, c; (pg. 15) 6.

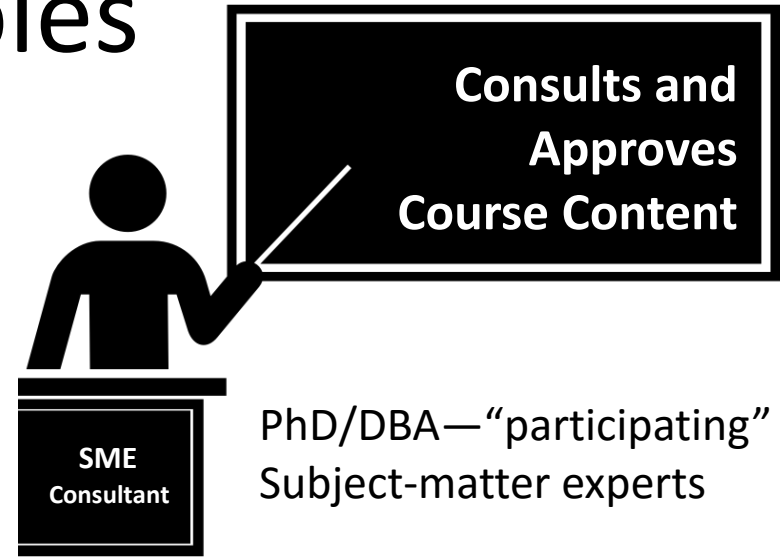
Chapter 2 (pg. 26): #2 (optional)

Summative for the Week
Incorporating all weekly objectives

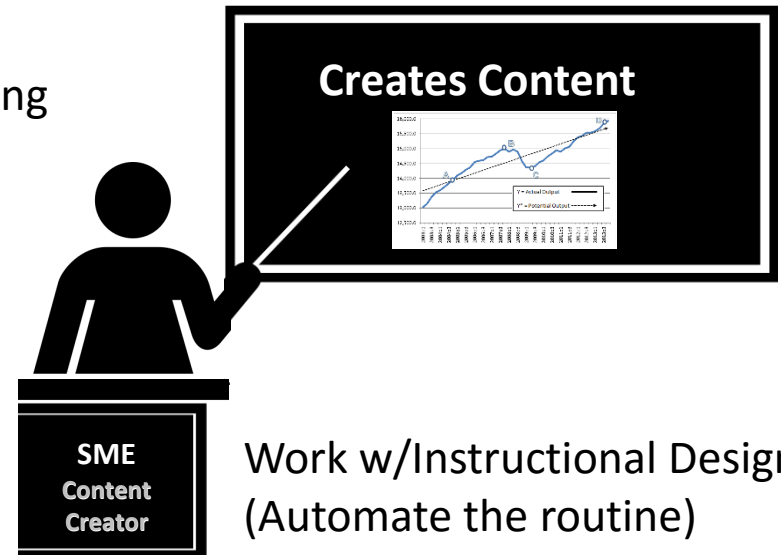
Teaching Faculty Roles



Great at enabling Student Learning
Instructor/Reviewer Model



PhD/DBA—“participating”
Subject-matter experts



Work w/Instructional Design
(Automate the routine)

Business model driven

- Non-tenure
- Year-to-Year contracts
- Leverage adjuncts with variable pay/per student

Faculty Research

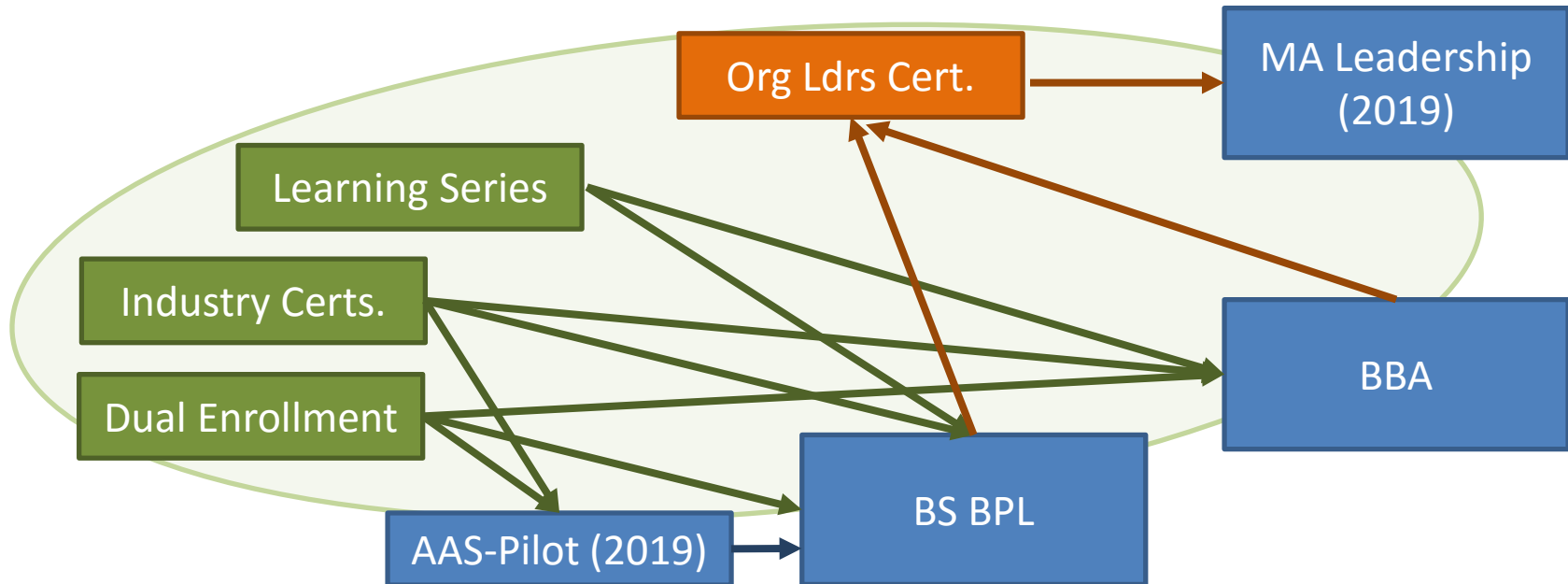
- Use research to solve problems they have or are asked to solve
 - Why do accounting graduates have a higher first time CPA pass rate than all our peers?
 - What are effective ways to teach comm skills?
 - Can we identify grade inflation?
 - What are the factors for student thriving?
 - What is the optimized balance between simulation vs. reality for flight training?

Extension Site Basic Model

- Compatible partner
 - Faith-based school partnering with large faith organizations and churches that already have practicum/internship programs with >20 students
 - Regional Campus >50% of degree
 - Extension Site < 50% of degree
 - Affiliate < 25% of degree offered
 - Provides physical presence and personal contact
 - Scales without SEU capital investment
 - 1/3 the tuition of traditional

Other Initiatives

Accessible, low cost credit-based, non degree-seeking pathways



Intentional Mindsets

- **What we are doing**

- Pursuing mission
- Focusing on accessibility
- Emphasizing student success
- Prototyping new ideas
- Recruiting practitioners
- Investing in continuous improvement
- Tolerating ambiguity
- Collaboration

- **What we are not**

- Pursuing rankings
- Embracing elitism
- Emphasizing theoretical research
- Maintaining status quo
- Recruiting tenure-seekers
- Planning AACSB for School of Extended Ed programs
- Punishing risk-taking
- Worrying about lane-crossing

What We've Learned

- Manage partnerships well
- Develop beachheads with no capital overhead
- Scale when marginal contribution margin is >40%
- Innovate, incubate, keep the winners
- CBE is complicated, but worth the effort
- Using OERs isn't free—need to QC and edit content
- Maintaining specialized accreditation creates constraints that don't necessarily add value

Contact

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