Innovation: Faculty Style

- Innovation via competency-based models
- Novel ideas and approaches
- Lessons learned

Dr. Robert Seidman
Southern New Hampshire University
r.seidman@snhu.edu
Deserving students priced out

College Tuition vs. Medical Care vs. Home Prices vs. CPI: All Items 1978 to 2012

Sources: BLS, Census mjperry.blogspot.com
Mission: High quality accessible & affordable

Innovative and Affordable Education

Southern New Hampshire University has been serving working adults for more than 80 years. We offer more than 180 undergraduate and graduate programs and certificates, student-friendly policies, and strong academic and advising support.

Affordable, high quality and designed for those with busy lives. Check us out.

Ranked on Fast Company’s World’s Most Innovative Companies list.

888.387.0863

Over 180 affordable online degrees

• Business
• Education
• IT
• Writing
• Healthcare
• MBA and more
Realizing the Mission

• Integrated competency-based 3Yr degrees
  • 3Yr Honors in business administration
  • Degree-in-Three for all Business School majors

• Self-paced competency-based 2Yr & 4yr degrees costs students $2,500/year
SNHU faculty role in competency-based education

- Rework the existing curriculum into competency & outcomes-based integrated degree programs
- Uncouple seat-time from the credit hour
3Yr Degree in Business Administration

- Faculty deconstructed the curriculum into competencies (1995-97)
- Reconstructed it into integrated modules tied to learning outcomes assessment
3Yr Degree in Business Administration

- Faculty deconstructed the curriculum into competencies (1995-97)
- Reconstructed it into integrated modules tied to learning outcomes assessment
- Decoupled seat-time from credit hours
  - seat time is variable; learning is constant
- Student cohort learning communities
- Faculty cohort teaching communities
## Three-Year Degree Models

<table>
<thead>
<tr>
<th>Prior-Learning</th>
<th>Accelerated (Compressed)</th>
<th>Integrated Competency-based</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students transfer in AP courses</td>
<td>• 36 months additional courses in semesters – summers – intersessions – weekends – online</td>
<td>• No summer school, intersessions, or online classes required</td>
</tr>
<tr>
<td>• CLEP out of courses</td>
<td>• Charged 3 or 4 years tuition</td>
<td>• Time is variable &amp; learning is constant</td>
</tr>
<tr>
<td>• Three years of tuition</td>
<td>• No curricular changes needed</td>
<td>• Competency &amp; outcomes-based</td>
</tr>
<tr>
<td>• No curricular changes needed</td>
<td>• 120 credits</td>
<td>• 120 credits in only 6 semesters</td>
</tr>
<tr>
<td>• 120 credits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Bachelor of Science - Accounting

Proposed 3-year course schedule

## Year 1

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Semester II</th>
<th>Summer I</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 1010</td>
<td>ACC 2140</td>
<td>Approved internships or online electives*</td>
</tr>
<tr>
<td>BA 1200</td>
<td>BA 2010</td>
<td>6</td>
</tr>
<tr>
<td>ENG 1250</td>
<td>ECON 2200</td>
<td></td>
</tr>
<tr>
<td>IIT 1000</td>
<td>ENG 1270</td>
<td></td>
</tr>
<tr>
<td>MA 1025</td>
<td>IIT 1270</td>
<td></td>
</tr>
<tr>
<td>MIS 1300</td>
<td>Choose one of the following two courses:</td>
<td></td>
</tr>
<tr>
<td>PSY 1700</td>
<td>SS 2720</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SS 2800</td>
<td></td>
</tr>
<tr>
<td><strong>Semester I Total:</strong> 19</td>
<td><strong>Semester II Total:</strong> 18</td>
<td></td>
</tr>
</tbody>
</table>

## Year 2

<table>
<thead>
<tr>
<th>Semester III</th>
<th>Semester IV</th>
<th>Summer II</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 2200</td>
<td>ACC 2240</td>
<td>Approved internships or online electives*</td>
</tr>
<tr>
<td>ACC 2400</td>
<td>ACC 3300</td>
<td>6</td>
</tr>
<tr>
<td>ECON 2210</td>
<td>BA 2410</td>
<td></td>
</tr>
<tr>
<td>ENG 2320</td>
<td>BA 2500</td>
<td></td>
</tr>
<tr>
<td>MA 2025</td>
<td>BA 2850</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td><strong>Semester III Total:</strong> 18</td>
<td><strong>Semester IV Total:</strong> 18</td>
<td></td>
</tr>
</tbody>
</table>

## Year 3

<table>
<thead>
<tr>
<th>Semester V</th>
<th>Semester VI</th>
<th>Year 3 = 36 credits (121 cumulative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 2500</td>
<td>ACC 3500</td>
<td>earns bachelor's degree</td>
</tr>
<tr>
<td>ACC 4700</td>
<td>ACC 4740</td>
<td></td>
</tr>
<tr>
<td>BA 2200</td>
<td>BA 4910</td>
<td></td>
</tr>
<tr>
<td>BA 2700</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>BA 3200</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>FIN 3600</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester V Total:</strong> 18</td>
<td><strong>Semester VI Total:</strong> 18</td>
<td></td>
</tr>
</tbody>
</table>

*Students may earn 6 credits during Summers I and II by completing an approved internship, or by taking 2 approved elective courses online. Those pursuing the internship must also take IIT 2000 Pre-Internship Seminar (non-credit) as a prerequisite.

Incoming students must place into MA 1025 and ENG 1250. Students must maintain a cumulative GPA of 3.0 or higher to continue in the program.
Transforming 4-Year into 3-Year

Core components of Integrated 3-Year Programs

- 4-Yr courses are reworked into Integrated 3-Yr modules
- **Seat-time** is eliminated as primary measure of student learning & educational delivery
- **Competency-based** curriculum focuses on measurable learning outcomes
Identifying & Measuring Competencies

Competencies are the hallmark of 3-Year Integrated programs

• Learning experiences produce measurable outcomes to align with competencies
• Alignment accomplished through master course-level Academic Plans
• Formative & summative competency assessments throughout
Competency
The skills, abilities, and knowledge that are functionally related to attaining a performance goal
Program-level & Course-level Competencies
Lumina DQP
SNHU Goals
SNHU School of Business Competencies

- Broad, Integrative Knowledge
- Critical & Creative Thinking
- Communication
- Information Technology
- Problem Solving
- Legal & Ethical Practices
- Teamwork
- Analytical Skills
- Global Orientation
- Strategic Approach
- Research
- Leadership
- Collaboration
- Responsibility
- Intellectual Skills
- Intellectual Skills
- Civic Learning
- Integration, Application, Reflection
- Applied Learning
- Specialized Knowledge

- Communication
- Knowledge
- Applied Learning
Ensure Competency Alignment:
Module Academic Planning Documents
Fifteen years of 3Yr Degree data

- **Retention**: 87% overall 1\textsuperscript{st} to 2\textsuperscript{nd} year
- **On-time graduation rate**: 79%
- **High extra-curricular participation including** NCAA Division II sports
Fifteen years of 3Yr degree data

- Retention: 87% overall 1\textsuperscript{st} to 2\textsuperscript{nd} year
- On-time graduation rate: 79%
- High extra-curricular participation including NCAA Division II sports
- Jobs: Graduates highly sought after
- Graduate school: 33%
- Students save 25%
New in 2013: Degree-in-Three (Di3) SNHU School of Business

- An evolved and scaled-up 3Yr model
- No face-2-face cohorts (virtual cohorts possible)
- Uses many of the traditional 4Yr courses + 30 credits of non-seat-time learning activities
- Faculty led design & implementation teams
- Faculty teams facilitate non-seat-time learning activities
# Bachelor of Science in International Business

## Degree In Three Years

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>ACC201</td>
<td>ACC 202</td>
<td>FMAT/MAT XXX</td>
</tr>
<tr>
<td>INT113</td>
<td>MKT113</td>
<td>FIN320</td>
</tr>
<tr>
<td>ENG 120</td>
<td>ENG 200</td>
<td>EFAH/Exp</td>
</tr>
<tr>
<td>ESTM.MAT 240</td>
<td>OL 125</td>
<td>ESBS/Exp</td>
</tr>
<tr>
<td>ECO 201/ESBS</td>
<td>ECO 202/ESBS</td>
<td>INT 315</td>
</tr>
</tbody>
</table>

**Credits:**
- Year 1: 30
- Year 2: 30
- Year 3: 30
- Total Credits: 90

### Integrated/Threaded: Non-seat time

<table>
<thead>
<tr>
<th>SNHU 101</th>
<th>SNHU 303</th>
<th>SNHU 404</th>
</tr>
</thead>
<tbody>
<tr>
<td>SB 200</td>
<td>SB 300</td>
<td>SB 400</td>
</tr>
<tr>
<td>SB 210</td>
<td>SB 310</td>
<td>SB 410</td>
</tr>
</tbody>
</table>

- **SNHU 101:** INT 280 Year-I International Business Experience (3 credits)
- **SNHU 303:** INT 380 Global Practicum-I (3 credits)
- **SNHU 404:** INT 480 Global Practicum-II (3 credits) and International Business Internship (3 Credits)

**Total Credits:** 120

<table>
<thead>
<tr>
<th>Gen Ed.</th>
<th>Gen Ed. / Bus</th>
<th>Bus Core</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Di3 non-seat-time credits = 30

- SNHU 101 + 303 + 404 = 3 credits
  - College experience material woven into other learning experiences
- SB #’s are School of Business run “huddles”
- 12 credits of Major learning experiences are project-based & spread over 3 years.

<table>
<thead>
<tr>
<th>Integrated/Threaded: Non-seat time</th>
<th>SNHU 101</th>
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<td>INT 380 Global Practicum-I (3 credits)</td>
<td>INT480 Global Practicum-II (3 credits) and International Business Internship (3 Credits)</td>
<td></td>
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</tbody>
</table>
Lessons Learned

• Upper administration support
• Faculty champions
• Educate faculty & other stakeholders
• Incentives & reward structure
• Transparency
• Trust
College for America

College for America is a nonprofit college built specifically to work for working adults and their employers — and to better connect workforce research, higher education, and labor market needs. We offer a rigorous degree that is uniquely affordable, flexibly-scheduled to fit busy lives, and built to develop competencies and promotable skills through project-based, real-world learning instead of traditional lectures and credit hours.
SNHU’s College for America

- Reengineer campus courses & competencies
  - Self-paced curated content + assessment
- Mentors & coaches
- No recruitment costs – Employer partners
- **No traditional full-time faculty actively involved**
- Disaggregate campus & traditional faculty roles
College for America - Big Picture

- Competency
  - Can-do statement
  - Claim is used to make about end result
  - What you can do

- Learning Resources
  - Curated e-resources for students
  - Sample work

- Assessment
  - Supplies evidence of competency
  - Tasks scored by rubric or third-party assessment

- Knowledge Map
  - Dynamic, topological system
  - Shows how knowledge and skills are connected

- E-Portfolio
  - Contains artifacts
  - Student and classroom projects
  - Progress and mastery

College for America
At Southern New Hampshire University
Competency Clusters

**Foundational Skills**
- Communication Skills
- Critical & Creative Thinking
- Quantitative Skills
- Digital Fluency & Information Literacy

**Personal and Social Skills**
- Personal Effectiveness
- Ethics and Social Responsibility
- Teamwork and Collaboration

**Content Knowledge**
- Business Essentials
- Science, Society & Culture
Conceptual Framework for A.A. Degree in General Studies
Student Dashboard: Plan, Work, Connect

- Priority activity
- Scheduled Tasks
- Recent activity
- Who's online
- Progress meter
120 Core Competencies (AA) + 120 Advanced Competencies = BA

**Foundational/Cross Cutting Skills**
- Communication Skills
- Critical and Creative Thinking
- Digital Fluency and Information Literacy
- Quantitative Skills
- Personal Effectiveness
- Teamwork and Collaboration
- Ethics and Social Responsibility
- Science, Society and Culture
- Concentration*

**Personal and Social Skills**

**Content Knowledge**

**Professional Communication Skills**
- Research Skills and Web Design
- Applied Quantitative Skills
- Cultural Competency
- Leadership
- Community and Civic Engagement
- Adv. Content Knowledge*
- Concentration*

Key:
- *Degree-specific
Maturity of Industry & Technological Progress Allows Disaggregation of Functions

Faculty

- Create a course: topics, outcomes, sequencing, level
- Choose the appropriate texts and materials
- Add own content and prepare lectures
- Deliver the course and facilitate student learning
- Intervene when students struggle or need help
- Conduct assessments and assign grades
- Use performance date to revise and improve course
Maturity of Industry & Technological Progress Allows Disaggregation of Functions

FACULTY

- Create a course: topics, outcomes, sequencing, level
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SME AND ID TEAM

- Create a course: topics, outcomes, sequencing, level
- Choose the appropriate texts and materials
Maturity of Industry & Technological Progress Allows Disaggregation of Functions

FACULTY

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Choose the appropriate texts and materials
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INSTRUCTOR OR?
Maturity of industry & technological progress allows disaggregation of functions

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- Choose the appropriate texts and materials
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**SME and ID Team**
- Create a course: topics, outcomes, sequencing, level
- Choose the appropriate texts and materials

**Instructor or?**
- Add one's own content and prepare lectures
- Deliver the course and facilitate student learning
  - Intervene when students struggle or need help

**Tutorial Services**
MATURITY OF INDUSTRY & TECHNOLOGICAL PROGRESS ALLOWS DISAGGREGATION OF FUNCTIONS

FACULTY

- Create a course: topics, outcomes, sequencing, level
- Choose the appropriate texts and materials
- Add one's own content and prepare lectures
- Deliver the course and facilitate student learning

- Intervene when students struggle or need help
- Conduct assessments and assign grades
- Use performance date to revise and improve course

SME AND ID TEAM

INSTRUCTOR OR?

TUTORIAL SERVICES

ASSESSMENT TEAM

SME AND ID TEAM
Maturity of Industry & Technological Progress Allows Disaggregation of Functions

**Faculty**

- Create a course: topics, outcomes, sequencing, level
- Choose the appropriate texts and materials
- Add one's own content and prepare lectures
- Deliver the course and facilitate student learning
- Intervene when students struggle or need help
- Conduct assessments and assign grades
- Use performance date to revise and improve course

**SME and ID Team**

- Create a course: topics, outcomes, sequencing, level
- Choose the appropriate texts and materials
- Add one's own content and prepare lectures
- Deliver the course and facilitate student learning

**Instructor or ?**

- Intervene when students struggle or need help
- Conduct assessments and assign grades
- Use performance date to revise and improve course

**Tutorial Services**

- Intervene when students struggle or need help

**Assessment Team**

- Conduct assessments and assign grades

**SME and ID Team**

- Use performance date to revise and improve course

- Open Learning Initiatives
- Open Courseware
- Saylor Foundation
- E-Books
- MOOCs
Maturity of industry & technological progress allows disaggregation of functions

**Faculty**
- Create a course: topics, outcomes, sequencing, level
- Choose the appropriate texts and materials
- Add one's own content and prepare lectures
- Deliver the course and facilitate student learning

**SME and ID Team**
- Create a course: topics, outcomes, sequencing, level
- Choose the appropriate texts and materials
- Add one's own content and prepare lectures
- Deliver the course and facilitate student learning

**Instructor or?**
- Intervene when students struggle or need help
- Conduct assessments and assign grades
- Use performance data to revise and improve course

**Tutorial Services**
- Intervene when students struggle or need help

**Assessment Team**
- Conduct assessments and assign grades

**SME and ID Team**
- Use performance data to revise and improve course

- WGU
- SNHU
- BYU-Idaho
- Straighter Line
- MOOCS
- Knewton

- Open Learning Initiatives
- Open Courseware
- Saylor Foundation
- E-Books
- MOOCS
Maturity of industry & technological progress allows disaggregation of functions

**Faculty**
- Create a course: topics, outcomes, sequencing, level
- Choose the appropriate texts and materials
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- Deliver the course and facilitate student learning
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- Choose the appropriate texts and materials
- Add one's own content and prepare lectures
- Deliver the course and facilitate student learning

**Instructor or?**
- Intervene when students struggle or need help
- Conduct assessments and assign grades
- Use performance date to revise and improve course

**Tutorial Services**
- Intervene when students struggle or need help

**Assessment Team**
- Conduct assessments and assign grades

**SME and ID Team**
- Choose the appropriate texts and materials

**Others**
- WGU
- SNHU
- BYU-Idaho
- Straighter Line
- MOOCs
- Knewton
- Learning Counts
- ACE
- SNHU
- OER Foundation
- Game Based Simulations

**Organizations**
- Open Learning Initiatives
- Open Courseware
- Saylor Foundation
- E-Books
- MOOCs
- Fidelis
- SNHU
- Smart Thinking
CURRENT STATE

- Time Fixed, Learning Undefined
- Faculty Centered
- Expert Teaching Model
- High Cost/Price
- Transcript Black Box
- “Big Chunk” Courses
- Learners come to Institution

COLLEGE FOR AMERICA

- Time Variable, Learning Defined
- Student Centered
- Mentor Model
- Drive costs out of model
- Proof of Learning
- Granular Competencies
- Learning comes to Students
Creating On-Ramps: The Workforce Development Challenges

• Ensure connection to the workforce
  – Competencies have value to the worker and industry

• Focus on industries and occupations that provide on-ramps to a career
  – Portable within a company
  – Across occupations and industries
Competency Clusters: Demonstrate master

**Foundational Skills**
- Communication Skills
- Critical & Creative Thinking
- Quantitative Skills
- Digital Fluency & Information Literacy

**Personal and Social Skills**
- Personal Effectiveness
- Ethics and Social Responsibility
- Teamwork and Collaboration

**Content Knowledge**
- Business Essentials
- Science, Society & Culture
What do we mean by a “Competency”?

- “Can do” statement representing observable and measurable behavior
- Claim we would like to make about what a student knows and can do
- Examples:
  - Can negotiate with others to resolve conflicts and settle disputes
  - Can work with others to accomplish a task
  - Can speak effectively in order to persuade or motivate
  - Can define and use marketing terminology and concepts
  - Can generate a variety of approaches to addressing a problem
  - Can distinguish fact from opinion
  - Can convey information by creating charts and graphs
  - Can recognize and articulate the ethical and moral implications of an issue
  - Can support interpretations and analyses of literary texts with textual evidence
  - Can represent practical problems as mathematical expressions
How do we assess mastery?

• Assessment at the core of College for America program
• Students demonstrate mastery of competencies by completing Tasks
  • Project-based learning
  • Authentic, engaging and relevant
  • 3 Different Levels
• Students can revise and resubmit until they demonstrate mastery
• Students take third-party, nationally normed assessments
Future and impact on Higher Ed

- Impact on traditional campus faculty?
- Student learning?
- Employer satisfaction
- Access and affordability of high quality education
- Results TBD
Lessons Learned

• Upper administration support
• Faculty champions
• Educate faculty & other stakeholders
• Incentives & reward structure
• Transparency
• Trust
Innovation: Faculty Style

• Innovation via competency-based models
• Novel ideas and approaches
• Lessons learned

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