Academic Affairs
School of Business Administration
Social Innovation and Social Entrepreneurship Certificate

End-of-Project Report
Project Description
Created an online Certificate in Social Innovation and Social Entrepreneurship delivered as both a non-credit-bearing certificate for students not admitted to PSU, and as a credit-bearing certificate for students admitted to PSU. The Certificate equips and empowers participants to launch social ventures and initiatives or secure positions in an expanding field.

Project Outcomes
❖ Developed and delivered a four-course, credit-bearing and non-credit-bearing certificate in social entrepreneurship and social innovation that includes three fully online courses and one practicum/field study. The practicum includes an option between a local or international field study.
❖ Assessed the viability of raising funds for the development and marketing of a social innovation MOOC.
❖ Secured approval from PSU and the Oregon University System for undergraduate and graduate academic certificates.
❖ Secured approval from PSU for the following proposed certificate courses:
  ➢ MGMT 421/521s - Design Thinking for Social Innovation
  ➢ MGMT 422/522s - Money Matters for Social Innovation
  ➢ MGMT 423/523s - Storytelling and Impact Measurement for Social Innovation
❖ Developed course content and instructional materials, engaged stakeholders and expert speakers, launched courses and taught courses.

Project Lead
❖ Cindy Cooper, Director, Impact Entrepreneurs, School of Business Administration

Project Team
❖ Abby Chroman, Project Manager, Impact Entrepreneurs, School of Business Administration
❖ Cindy Cooper, Director, Impact Entrepreneurs, School of Business Administration
❖ Jacen Greene, Program Manager, Social Enterprise Initiatives, School of Business Administration
❖ Carolyn McKnight, former Executive Director of Impact Entrepreneurs, School of Business Administration

Project Sponsor(s)
❖ Scott Marshall, Interim Dean, School of Business Administration & Vice Provost for Academic and Fiscal Planning

Project Management
❖ Hans VanDerSchaaf - Senior Project Manager, Office of Academic Affairs
❖ Sarah Traxler - Project Manager, Office of Academic Affairs
Impact of Project

Our primary aspiration with this project was to increase our scale of impact by expanding access to rigorous, high-quality, and applied online courses in social innovation and social entrepreneurship. We sought to equip and empower students to be effective agents of change through social innovation and social entrepreneurship. To our delight, this project enabled us to reach a large (more than 80) and diverse student base in a short period of time and to provide them with a deep and transformative learning experience. The project team and Portland State as a whole also benefitted from the project.

Student evaluations demonstrated the program’s impact and unique value, as well as student satisfaction with the format. For example:

- This program has been inspirational in finding like-minded people and so important in pushing students to learn about the real world application of the lessons being taught. I always loved that PSU’s motto was “Let knowledge serve the city.” I think this class is a great example.
- I’m thankful that PSU has had the foresight to address the movement that is such a vital component of the business community in today’s marketplace.
- This is one of the best classes I’ve taken at PSU, and far and away the best online class I’ve ever taken. The site was extremely clear and well-organized, and I always knew what was expected of me.
- I absolutely loved this class. This had more immediate impact on my life than any other class I’ve ever taken, and has connected me to so many different people. I’ve been introduced to new ideas, namely human-centered design and the business model canvas, that have reshaped HOW I go about my daily work. As an online class, I was skeptical at first, but seeing how well-chosen the content was for our class, it was rich, and I had more conversations about this class with my friends and family than any other. I can’t say enough about how much this has changed my thinking. All in all, an incredible, life-changing, well-designed course.

Our project team and collaborators were also positively impacted by the experience. We have enriched our own learning by working with diverse students, guest speakers and guest instructors and strengthened our engagement with internal and external partners. The project enabled us to strengthen our skills and confidence in creating and delivering high-quality, effective online learning experiences.

Through this project, Portland State has increased the accessibility of social innovation and social entrepreneurship knowledge to students on campus and around the world, extending PSU’s footprint and aligning this effort with our university-wide mission for making these learning experiences widely accessible.

The program’s unique, innovative and internationally-validated model provides reputation, positioning and branding benefits to PSU and the School of Business Administration. Ashoka U, the leading organization evaluating social innovation and social entrepreneurship university programs worldwide, selected this certificate as a finalist for the Cordes Innovation Award and recognized it as “best in class.” A case study written by project leaders as a result of the collaborations and content of this program resulted in a second place prize in the 2015 NextBillion Case Competition (http://globalens.com/casedetail.aspx?cid=1429425). Two certificate graduates were selected to join
PSU’s Social Innovation Incubator and have been successful in continuing to develop their organizations, and one student won second place in the 2015 PSU university-wide Pitch Fest.

Project Deliverables
The Certificate in Social Innovation and Social Entrepreneurship serves three distinct audiences: undergraduate students, graduate students and members of the community. The project team developed four courses, including three fully online and one hybrid practicum/field study, secured accreditation for new undergraduate and graduate certificates, and delivered the courses to more than 80 students representing diverse academic attainment, disciplines, ages, cultures, geographies and professional backgrounds.

Interdisciplinary guest faculty from PSU:

❖ Carolyn McKnight, MBA Leadership Program Director Emeritus, School of Business Administration
❖ Todd Ferry, Faculty Fellow at the School of Architecture, Center for Public Interest Design
❖ Gudrun Granholm, Faculty, OHSU/PSU Healthcare MBA; Founder, Box One
❖ Tichelle Sorensen, MBA Director & Faculty, School of Business Administration
❖ Kristi Yuthas, Professor, School of Business Administration

Interdisciplinary guest speakers:

❖ Travis Bell, Adjunct Faculty, School of Architecture, Portland State University
❖ Tim Clark, Author of Business Model You
❖ Max Holfert, Mercy Corps NW
❖ Kazi Huque, CEO of Grameen Intel
❖ Margarette Leite, Assistant Professor, School of Architecture, Portland State University
❖ Patrick Maloney, impact fund consultant & manager
❖ Ted Khoury, Assistant Professor of Management, School of Business Administration
❖ Sergio Palleroni, Center for Public Interest Design Co-founder & Director, School of Architecture, Portland State University
❖ Christina Sass, Co-founder and COO, Andela
❖ Sara Weihmann, Social Enterprise Director, New Avenues for Youth
❖ B.D. Wortham-Galvin, Assistant Professor, School of Architecture, Portland State University
❖ Experts from IDEO.org and Ashoka Changemakers

12 site visits with local social entrepreneurs:

❖ Central City Concern
❖ DePaul Industries
❖ Forge
❖ Grameen Intel
❖ Hatch
❖ The Lemelson Foundation
❖ Mercy Corps
❖ Mercy Corps NW
Project Sustainability

The courses are offered as electives through the School of Business Administration (SBA). Two courses are cross-listed as part of the Public Interest Design Certificate in the School of Architecture and all courses are qualified for the SBA’s undergraduate Entrepreneurship Certificate. The program will also be a focus track in the proposed MBA revision and is considered a strategic priority in the School of Business. It also aligns with PSU’s strategic commitments to applied learning and education that serves the social, economic and environmental needs of our communities.

Enrollments have been strong, growing 50% in the second year and with diverse students, representing strong demand from multiple student types and disciplines. More than 60% of students have been from outside of the School of Business Administration, and a well-distributed mix of undergraduates, graduate students and community members, including international students, have populated the courses.

Student composition (winter 2014 through spring 2015):
- 31 community members
- 29 undergraduates (18 SBA, 11 other PSU)
- 24 graduate students (18 SBA, 6 other PSU)

By inviting diverse faculty to participate, it is our hope that the structure, content and philosophy of the program will reside with several rather than a few individuals, ensuring greater likelihood that the courses do not depend on any one or two individuals as sole instructors.

The project team is committed to this program and working with the School of Business Administration, university and community to strengthen and grow the program.

Lessons Learned

The project validated the team’s hypothesis that the new courses and certificate program would appeal to a broad range of individuals and that this diversity would enhance the course learning outcomes. In fact, the majority (nearly 60%) of students were from outside of the School of Business Administration. During the course and certificate proposal processes, concerns had been raised about teaching undergraduates and graduates together. Per university policy, graduates are required to have more rigorous assignments. These adjustments require some extra effort, but we found that the benefits of facilitating interactions across a range of student experiences far outweighed the challenges.

In the pilot year, we faced numerous challenges related to bringing together credit-seeking and non-credit students that negatively impacted non-credit students. We worked with the Office of Information Technology (OIT) and the Office of Academic Innovation (OAI) to develop processes to
overcome these challenges, as feasible. We also discovered that non-credit students could opt to register for credit under the quick admit system, thereby circumventing some of the issues.

Initially, the courses were proposed as a sequence, starting with 421/521s followed by 422/522s and 423/523s, whereby each course was a prerequisite for the next course in the sequence. However, the project team found that this created impediments for students to complete the series due to scheduling and financial aid conflicts. In 2015, the team formally proposed to remove the course sequencing requirement for both graduate and undergraduate students. The graduate and undergraduate change proposals have been fully approved, and content and assignments have been adjusted to accommodate those changes while retaining the quality and learning outcomes of the program. Enabling the certificate courses to be taken in any order will improve the student experience, satisfy one of the most common student requests, and increase enrolment and completion rates.

We evaluated the feasibility of creating and delivering a Massively Open Online Course (MOOC) through primary and secondary research. Primary research included conversations with PSU Vice Provost Sukhwant Jhaj, PSU Professor Dr. Melanie Mitchell, who is the developer of the Complexity Explorer MOOC, and Dr. Tim Clark, who has taught MOOCs on Udemy and Coursera. Project team members also participated as students in five MOOCs to further our understanding of effective instructional and technological practices. We consulted a number of articles and analyzed numerous elements of MOOCs to learn about variations in and efficacy of pedagogy, costs, tuition and pricing, reach, completion rates, learning platforms, learning outcomes, and assessment methods.

It was hoped that a MOOC could reach a large audience, in the tens or hundreds of thousands, to provide a foundational understanding of the concepts of social innovation and social entrepreneurship. The MOOC was proposed as part of this project under the assumption that there would be sufficient resources for the development, delivery and distribution of a high-quality foundational online course to be offered to students worldwide for free or very low cost. However, we did not know prior to receiving the Provost’s Challenge grant that the funding could not be used for marketing. In addition, our primary and secondary research on existing MOOCs revealed that the development and production costs of high-quality MOOCs were beyond the scope of the grant. Adding a facilitated course to an existing MOOC was estimated to cost $20,000, and creating an entirely new MOOC was estimated to be closer to $200,000. The grant also required use of Desire2Learn as the online learning platform, which is too restrictive for the effective delivery of a MOOC. In addition, the team explored a collaboration with strategic partner Ashoka U to create a MOOC for an online educational content provider, but the scope was not an immediate match. A future opportunity may still emerge for PSU to work with these partners.

A general challenge the team recognized at the outset and that anyone teaching online will continue to face is that online education requires constant innovation as new offerings and formats are quickly being developed.

**Organization of Provost’s Challenge**

The crowdsourced and collaborative approach to the proposal process was fantastic, elevating the discourse across campus and advancing the capacity of the university as a whole in becoming more nimble and responsive to students and our community. In the proposal process, it would have been helpful to know the unallowable expenditures such as marketing and promotion as this may have
impacted the elements proposed in our initial concept.

The project management practices and tools were exceedingly well-organized, and it was helpful to be able to refer to any number of past meetings and updates in our project library. Updates were sometimes minimal month-to-month, such that quarterly meetings might have provided sufficient frequency.

Both of our project managers, Hans VanDerSchaaf and Sarah Traxler, were always organized, available and responsive. In addition to conducting ongoing project management and providing budget updates, they sought cross-functional expertise and information about processes and systems that aided us in problem-solving and delivering on our program. Sally Brauckmiller, fiscal manager, was also extremely helpful and responsive throughout the project.

Vice Provost Sukhwant Jhaj and Provost Sona Andrews were directly supportive and responsive to the project team. Among other things, Vice Provost Jhaj helped to illuminate hurdles and opportunities for serving non-credit students by encouraging our team to share our findings, and Provost Andrews participated in conversations with other universities about social innovation at PSU.

**Collaborations with the Office of Academic Innovation**

In addition to helping with D2L troubleshooting, the OAI was very helpful in creating functional and attractive course shells that could be tweaked and re-used for future courses, and in validating course content and quality. Toai Nguyen, in particular, helped with course shell design and layout, content uploads, and miscellaneous D2L support issues. Aifang Gordon verified that the courses delivered to date in 2015 exceed the Quality Matters standards for excellence in online education.