

BROWARD COLLEGE
ENTREPRENEURSHIP EXPERIENCE

BC²EX

/ A WHITE PAPER

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SPECIAL THANKS for thoughtful collaboration and contributions to the paper.

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/INTRODUCTION

Florida, much like the rest of the developed and industrialized world, is witnessing growth in its local economy but also a transformation in the kind of talent needed to fuel it (FLDOE, 2018; Florida Chamber, 2018). Demand for knowledge-based and cognitive non-routine professions remains unmet by most Florida employers (University of Florida, 2017), with nearly all state employers now indicating they prefer a workforce equipped with both technical skills and human or “soft” skills, such as, adaptability, mental agility, ethical mindedness, ideation and value creation, communication¹, and critical thinking (Strada, 2018). Moreover, the future of work in Florida is one marked by disruption and uncertainty. Digital commerce, automation, artificial intelligence, deep learning, spatial computing, blockchain, and other technological advancements in communication now define the way we work and live. By some estimates, half of all workplace tasks will be carried out by machines by 2025 (World Economic Forum, 2018).

Despite the unprecedented growth, decline in unemployment, and advancement in technology, there remains significant areas of concern. For example, 43% of Florida 3rd graders cannot read at or above their grade level, and although 1 in 14 jobs in the nation are created in Florida, our state’s 14.8 percent poverty rate includes 21.3 percent of children under the age of 18, with 44 percent of all households in Florida unable to afford basic needs, such as child care, food, healthcare, and transportation (United Way, 2018). Locally, Broward County also enjoys a record low unemployment rate but grapples with low education attainment levels and high unemployment in many of its municipalities¹. Residents, there, are unacceptably impoverished and without the means, even, to access open access institutions like Broward College. If it is true that earning potential increases and unemployment decreases as educational attainment raises (U.S. Bureau of Labor, 2018), institutions of higher education appear obliged to provide a truly accessible, market- or demand-driven education².

How, then, should institutions of higher education position themselves in such a climate? Given the demand for innovative, adaptable, but technically educated employees, what kind of education (and how?) should state institutions like Broward College be providing?

Anticipating the changing nature of work, the trajectory of the Florida economy and the community we serve, Broward College has launched the Broward College Entrepreneurship Experience (BCEEx) – a comprehensive college-wide initiative that seeks to incorporate principled entrepreneurial and innovative habits of mind and character into its academic and student achievement programs³. More broadly, BCEEx attempts to create a culture of entrepreneurship and knowledge exchange. It is about essential “new economy” skill building and practice⁴ – especially impactful to those who lack financial resources and access to networks of wealth. Creating value from academic knowledge or from student or staff ideas for a business or social venture through innovative curricular and cocurricular experiences that meet economic and social needs lies at the core of this initiative. In other words, BCEEx is about strengthening and anchoring the value-creation process at Broward College. How do we promote self-employment and business start-ups as viable career option to our students? How do we engage residents of economically challenged zip codes within the county in the value-creation process? How do we cultivate entrepreneurial competences and skills in students for a lifetime of meaningful employment? How do we support interdisciplinarity and entrepreneurial ways of thinking and acting across all Pathways? How do we direct or incentivize students for effective wider-world engagement? In short, BCEEx is the College’s attempt at building an effective and sustainable entrepreneurial agenda and an attempt at answering these meaningful questions about societal wellbeing and economic prosperity.

1 U.S. Bureau Labor of Statistics (2018) show a December unemployment rate of 2.9% with unemployment rates in certain distressed communities/zip codes north of 15%.

2 “Demand-driven education” focuses on ensuring graduates are job-ready and have access to rewarding careers over the course of their lifetimes. Demand-driven education adapts to the needs of the learner and employer. It responds to signals from society to ensure alignment between desired qualifications, institutional requirements, and available training (cf. Deegan & Martin (2018), Demand Driven Education: Merging work and learning to develop the human skills that matter, Pearson).

3 “Principled entrepreneurship” refers not only to the capacity to act as a value creator but to understand, among the foundational theories of entrepreneurship, that one conducts business relationships with honesty, integrity, respect, and encourages independent thinking, and fosters teamwork (Shipper, 2012). A principled entrepreneur is one who values human relationships, culture, and exhibits attitudes of empathy and compassion, yet can innovate and generate profit within her given market.

4 For example, the practicing of validating market demand, finding clients, partners and/or investors prior to going to market. This, arguably, gives access to ownership, job creation, financial self-sufficiency to those not otherwise well resourced or appropriately located.

/ HISTORY

Broward College has long championed entrepreneurship as an important educational outcome for its students. The College currently awards two technical certificates⁵ in entrepreneurship and has an enthusiastic group of business and non-business faculty committed to the proliferation of an entrepreneurship education. In 2019, the College added an entrepreneurship specialization within its Associate of Science in Computer Information Technology.

In 2015, Senior Leadership founded the Broward College Innovation Hub - a mixed-use business incubator focusing on housing a community of entrepreneurs, startups, advisors and investors. It serves as a one-stop resource for student innovators committed to starting a business or social venture. Those who enter and successfully complete the Innovation Hub's Start Up Now accelerator program acquire access to the J. David Armstrong Student Venture Fund. Additionally, under the leadership of Dr. Mildred Coyne, the Office of Workforce Education and Economic Development has helped champion engagement with experts in entrepreneurship and worked with faculty and deans to help elevate the significance of value creation as a multidisciplinary 21st century skill. The Office of Workforce Education and Economic Development has also championed the alignment of programs to industry needs and increased collaboration between the College and regional and local businesses. Lastly, Dr. Coyne served as the principal visionary of BCEX, and negotiated the licensing of an accessible, easy-to-use online platform/toolkit to scale access to experiential entrepreneurship learning for all College students, regardless of degree or Pathway.

A recent survey modeled after the Amway Entrepreneurship Report (2018) showed that 85% of Broward College's students "imagined starting a business", compared to a national average of just 51%. Additional feedback collected from our students indicated that over 79% have an idea for a business or social venture but perceived funding as the biggest hurdle to launching a successful venture.

The future of work, the demands of current employers, coupled with high student interest in starting a business and acquiring foundational knowledge of business and entrepreneurship theories and principles, provided the rationale of supporting the launching of BCEX in the Spring of 2018. As an initial step, the College convened a group of faculty and deans to outline the plans for the "four pillars" of the BCEX movement: 1) cocurricular activities and engagement, 2) curricular interventions, 3) professional development opportunities, and 4) a marketing/storytelling plan. Each team engaged in a variety of tests and conversations about operationalizing its aims. The following are its key achievements to date:

1. The College hosted three experiential entrepreneurship workshops engaging approximately 233 students. During the workshops, as part of a formal survey, students were asked how likely they would recommend the BCEX activities to others. Of the 200 students who completed the survey, 100% stated they would highly recommend BCEX activities to others;
2. Over 100 students have accessed the online supplemental curriculum toolkit⁶, with 95% of students indicating that the toolkit "significantly helped" in the refinement of their idea or venture and brought "greater clarity" on how to start business/venture. Of those 100 students, currently 10-20 students are actively being coached on their ideas with a trained faculty member;
3. The College began the testing and integration of portions of an online toolkit curriculum into the Introduction to Entrepreneurship course (GEB2112) and the mapping of the online toolkit's learning outcomes to an Information Technology capstone course in the spatial computing program; and
4. In March of 2019, the College identified nine faculty and staff coaches to become certified trainers in the mentorship of students through the online toolkit and are seeking to formally launch the co-curricular pillar of BCEX in August of 2019. All nine became certified coaches.
5. In May of 2019, 35 faculty, staff, and administrators gathered to discuss the value-creation process and just what entrepreneurship education means. They were also presented with the opportunity to join a 12-week professional development session related to ideation and market validation. Also in May, the College welcomed its first cohort of student entrepreneurs, 15 in number, now enrolled in the online Entrepreneur Ready toolkit.

⁵ Within the Associate of Science in Marketing Management Degree there exists a 12-credit entrepreneurship certificate and within the Associate of Science in Business Administration the College offers a more robust 24-credit certificate.

⁶ The College has partnered with [Entrepreneur Ready](#) in the purchasing of a license that allows students free access to an online entrepreneurship curriculum. The online toolkit consists of 93 steps or lessons. Lessons range from personal discovery to de-risking and market validation lessons to formal business and market modeling.





/ B C E x GUIDING FRAMEWORK

In summary, then, Broward College Entrepreneurship Experience (BCEx) aims to empower all students, faculty, and staff in the innovation-learning process. Ideas matter. It aims at cultivating creativity in teaching and learning around business or social venture development. Its activities are directed to enhance the learning experience at Broward College, and to facilitate knowledge production and exchange in a highly complex and changing global environment.

What follows is a framework for the implementation of BCEx. The framework is organized in the following categories, with accompanying key strategies: 1) Academic Excellence and Innovation, 2) Student Practice Accelerators & the Innovation Hub and 3) Partnerships and Corporate Connectivity. Following the framework overview, we will conclude with a “Call to Action”.

ACADEMIC EXCELLENCE AND INNOVATION

The ability of higher education institutions to rapidly and efficiently adjust their curricula to account for disruptive technologies and inventions matters for the students’ ability to secure a relevant, high paying job (CCRC, 2018). The growth in automation, technology, and research and development-based products and services calls for a more dynamic and rapid collaboration across academic pathways and programs. In addition, interdisciplinary approaches to demand- or market-driven education are needed, if only to help students understand the social, ethical, and cultural impact of technological change and globalization on a well-lived life.

BCEx aims to prepare students for this environment by way of the following strategies:

1. **Degree Development:** Working with faculty and Pathway Deans, move to expand entrepreneurship education in existing degrees. For example, build similar specializations as IT has done within other, non-Business Pathway-related Associate of Science and/or Bachelor of Science/Bachelor of Applied Science programs. Move to develop a new Bachelor of Science in Innovation and Entrepreneurship (BIE). The BIE would consist of courses across the Pathways, in a wide range of areas. Innovation often happens at the intersection of two or more disciplines/ways of thinking, and the BIE puts the student at the intersection. The BIE would have an innovation core, with concentrations in Business, New Media and the Humanities, Science and IT.⁷
2. **CTE Capstone Course Refinement:** One of the key foundations of acquiring an entrepreneurial mindset is emphasizing problem-based, or experiential learning. Working with Pathway Deans and faculty, update existing technical degrees/programs with capstone course requirements or new student learning outcomes/objectives in experiential entrepreneurship learning in every associate of science program.
3. **Contextualization:** Move to include within existing General Education Courses relevant experiential entrepreneurship competencies and/or assignments. Move to enhance the College’s SLS, ENC, and/or SPC courses to include outcomes and skills related to self-awareness, growth mindset, and value creation, i.e., “foundational” competencies for success as an entrepreneur or employee within a disruptive 21st century workplace.
4. **Micro Credentials and Digital Badging:** Develop framework for the creation of specific new economy badges or credentials embedded within existing Technical Certificates or Associate of Science programs.

STUDENT PRACTICE ACCELERATOR & INNOVATION HUB

The principle purpose of the launching of on-campus student accelerator is to provide a space for all students to engage in the practice of ideation and value creation. Neck and Greene (2011) show that an entrepreneurship education and cocurricular engagement reinforces workforce relevant habits of mind and character, analytical practices, and approaches to problem solving. Moreover, entrepreneurship education should not be limited to the classroom (Neck and Greene, 2011; Kauffman, 2017). If colleges and universities are going to adequately address the demands of the future of work, they must create sustainable co-curricular opportunities for students to practice ideation, value creation, and engage - with their peers - in real world problem solving (Florida Chamber, 2018).

To this end, BCEX aims to establish two on-campus student “research and practice” accelerators. The accelerator would be staffed with a full-time or part-time, qualified faculty or mentor. The faculty would administer an existing, predeveloped curriculum for students desirous of exploring theories of entrepreneurship and practice value creation and work to build a network of engaged students. The accelerator aims at providing the foundational knowledge in ideation, market validation, and/or business or social venture modeling. The accelerator would be a safe place to practice moving from a consumer to a value creator, from idea to market, in view of permanently creating a community of self-sufficient starters at Broward College. In addition to providing access to the supplemental accelerator online curriculum, the accelerator will also include robust cocurricular programming, i.e., monthly start-up coaching sessions, a “Broward Starters Competition”, formal meetups, how-to-start-something lectures and workshops with local industry owners/corporate partners, pitch-nights, etc.

The success of the student research and practice accelerators may be measured by the number of students engaging in entrepreneurial activities. For example, initial success may be no less than 100 students using the online entrepreneurship curriculum (e.g., How to Start Something Toolkit) and no fewer than 25 students successfully completing either the How to Start Something training or the Start Up Now accelerator program through the Innovation Hub. By completion of either program, student ventures would then be able to pitch for seed capital monies available through the J. David Armstrong Student Venture Fund.⁸

Again, the aim is to solidify and scale the curricular and cocurricular infrastructure to help students, regardless of Pathway, successfully access the Student Venture Fund and the Innovation Hub’s resources. The on-campus student accelerators would function as a recruitment and remediation mechanism, then, for the Innovation Hub. Students would refine and derisk their business model before formally joining the Innovation Hub’s Start Up Now training and/or directly pitch for seed money from the J. David Armstrong Student Venture Fund.

EXAMPLE OF STUDENT PRACTICE ACCELERATOR STRUCTURE & CURRICULUM⁹

[PHASE ONE: 8-12 weeks]

Me & My Idea | Self Awareness Training
Who Cares: Validating the Market Opportunities
Start Something Business Social Model

[PHASE TWO: 8-12 weeks]

Rapid Prototyping for Feedback: Searching for Product Market Fit
De-risking Operations, Sales/Marketing & Financials Prior to Going to Market

[PHASE THREE: 8-12 weeks]

Show Me the Money: De-Risk Startup Financials
Access to Innovation Hub & Start Up Now Accelerator

[OPTIONAL PHASE 4: 4-6 weeks]¹⁰

Non-Scalable Ventures: How to Make Good Ideas Better

[PHASE FIVE: Student Showcase]

Pitch for Seed Money from the J. David Armstrong Student Venture Fund

⁸ In 2017, then president J. David Armstrong together with local philanthropic leaders embarked on a partial solution to equipping students with the means to start a business or social venture. They created a student venture fund, a unique partnership among public and private entities seeking economic transformation through the growth of an entrepreneurial ecosystem. The fund has since raised nearly \$700,000.00 in seed capital, earmarked for six student start-ups a year. BCEX, in short, is the attempt to ready students to make a viable pitch in view of accessing the capital.

⁹ Students to use Entrepreneur Ready technology platform/toolkit. Toolkit helps to scale entrepreneurial practice and education to increase success and financial self-sufficiency. Access to toolkit free for students and facilitators/accelerator directors.

¹⁰ For those in need of additional time/remediation or additional help de-risking business and financial models prior to entering Innovation Hub.

/ PARTNERSHIPS AND CORPORATE CONNECTIVITY

BCEx seeks to improve the entrepreneurial environment within Broward College and to increase the number and success of business and social venture startups. Vital to its success, however, is the development of an entrepreneurial ecosystem. The participation and sponsorship of local businesses, banks, and/or industries is essential for both the support of the College's operations and personnel associated but also for capital connectivity – that is, the ability for information and resources to flow through a local and engaged network. In other words, a healthy regional entrepreneurial ecosystem will find many ways to create and nurture connections, but essential to a region's entrepreneurial health is engaged, principled partners. Akin to the mission of the Greater Fort Lauderdale Alliance, Broward College may be positioned to be an additional "super connector" of ideas, knowledge value, and student startups.

Consider, for example, Stanford University where, in the 1960s, Engineering Dean Fred Terman set out to connect with everyone in the area to help find jobs for his students. In time, he became the super-connector of Silicon Valley, positioning Stanford as a leader in connecting other college and universities with local industries, talent, and opportunity. Feld (2012) described four elements that sustain entrepreneurial ecosystems and enable corporate connectivity in higher education: 1) they grow bottom-up, that is they are led by entrepreneurs themselves, not administrators. Higher education institutions and administrators merely provide the conditions for their success; 2) they are inclusive of the entire entrepreneurial community; 3) there are one or more rallying points for the community to focus their identity; and 4) they must be allowed to develop their sustainability for the long-term. Again, BCEx is Broward College's own attempt at providing for a robust network of reliable, engaged and principled business partners for students; but we need help. Consider the following sponsorship opportunities:

PROPOSED SPONSORSHIP OPPORTUNITIES

PLATINUM SPONSOR

\$100,000

- Company/corporate logo on all marketing and publicity materials which includes but is not limited to: flyers, digital campaigns, event promotion collateral for all events (approximately 12/year) related to the Student Practice Accelerator and/or Innovation Hub, etc.
- Listed as title sponsor on BCEx website and co-branded with Broward College on all social media postings and/or social campaigns related to both Innovation Hub and BCEx.
- Cobranded sponsorship of 4 students to enter Start Up Now Accelerator. Branded space within the Innovation Hub.
- Seat on advisory board for both BCEx and Innovation Hub.
- Annual tickets to all pitch-nights, competitions, and entrepreneurship speaker series.

GOLD SPONSOR

\$50,000

- Company/corporate logo on select marketing and publicity materials for up to 6 events: e.g., cobranding on on-campus flyers and event promotion related to the Student Practice Accelerator.
- Listed as sponsor on BCEx website and partial cobranding with Broward College on social media postings and/or social media campaigns.
- Cobranded sponsorship of 2 students to enter Start Up Now Accelerator.
- Seat on advisory board for BCEx.
- Annual tickets to all pitch-nights, competitions, and entrepreneurship speaker series.

BRONZE SPONSOR

\$25,000

- May choose 6 events to sponsor with company/corporate logo on all publicity materials which includes event program, flyers, and social media/digital campaigns.
- Listed as sponsor on BCEx website.
- Cobranded sponsorship of 1 student to enter Start Up Now Accelerator.
- Annual tickets to all pitch-nights, competitions, and entrepreneurship speaker series.

/CALL TO ACTION

We know that creating and owning a business is a viable path to economic and social mobility. We also know that business equity is the second largest source of wealth behind home equity, and, for low- and moderate- income individuals, self-employment and the ability to effectively create value contributes meaningfully to economic security (Prosperity Now, 2018). Like many from low- and moderate- income households, Broward College students also face unique obstacles in their pursuit of economic and social stability. Removing these obstacles, and ensuring for a transformative, 21st century education is at the heart of BCEX. We recommend the following as possible action items:

- All faculty, staff, and community and business members support the student-empowered entrepreneurship movement. Aim to refine existing curriculum courses to meet the demands of the future of work and the anticipated effect of automation on education (e.g., integration of financial and entrepreneurship education, scaling of courses and/or student learning outcomes in critical thinking, cultural competency, mental agility, and ethical mindedness, etc.).
- Consider entrepreneurship within general education or requiring a foundational course in entrepreneurship – designed for all students. For example, entrepreneurship can explain and explore how core cultural values, link to expression in economics, politics, culture, and/or religion. According to Kauffman (2018), “a foundational course in entrepreneurship can admirably fulfill the ideals of broad, interconnected, and relevant learning that mark a quality general education” (p.10). Additionally, entrepreneurship “also brings entrepreneurship into the mainstream of students’ discourse about their own education and helps them apply it when they turn to more specialized study.”
- Build volunteer capacity and effectively strategize to reach business owners in local Broward County communities. For example, develop entrepreneurship business council in partnership with Broward College to serve as a learning network of employers with experience and success in providing apprenticeships, participation on our degree advisory boards, and other educational partnerships to share their knowledge and value proposition with other employers, and provide career coaching, etc.
- Build formal partnerships and sponsorships with local entrepreneurs in view of advancing economic growth through integrated economic development, education, workforce and small business strategies. Leverage support for entrepreneurship program at Broward College to identify comprehensive economic development opportunities in Broward UP™ communities, including opportunity zones. Leverage the relationship with the Broward Workshop to help identify business partners to underwrite cost of instruction, or partner with the College for apprenticeships, paid internships, or other work-based learning programs.

/WANT TO LEARN MORE?

For additional information, contact

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