



Reimagining Henderson: College That Works for All Students

Henderson State University is launching a collaborative project to redefine student success and reimagine college. For far too long, we have been built to serve college-ready students. Our future requires us to re-engineer ourselves to be a student-ready college.

We envision Arkansas learning communities where college is defined by community-driven learning ecosystems and where P-16 seamless accelerated pathways bridge learning from cradle to career and from school to work. Personalized, competency-based learning outcomes create a streamlined college experience for students that costs less, takes less time, eliminates skill gaps, and reduces reliance on student loans and debt.

A college that works for all students believes in the potential of every learner, broadens the definition of student and creates opportunities across the learning ecosystem from school to work, and assumes the responsibility to provide competencies and skills that we aspire for every student to demonstrate.

We are redefining the future of institutional performance, outcomes and accountabilities in terms of net cost basis of instructional delivery, market demand, and student success metrics—access, opportunity, completion, and learning outcomes aligned to 21st century community-based needs.

Henderson State University is seeking collaborative partnerships to:

- Design a learning community model that drives economic and social mobility
- Develop P-16 pathways that align to our region's highest demand careers
- Coordinate data to inform individualized learning plans and transition students from school to work
- Align resources to develop and deliver the curriculum needed to support contracts for completion with all students

A college that works for all students is built on a student success model that:

- Opens the door of access and opportunity to college for Arkansas students who may not believe college is possible
- Increases completion rates for all learners and credentials—including certificates, licensures, micro-degrees, associate, baccalaureate, and graduate degrees
- Aligns outcomes to degrees that matter and to the talents and competencies required to meet the social, educational, and economic needs of the communities we serve; this fulfills the Arkansas Department of Education's vision for every Arkansan to be equitably prepared, supported, and inspired to succeed in school, career, community, and life

A college that works for all students removes barriers to college completion through:

- Data-driven personalized learning plans from school to work
- Development of a student success model that is personalized and competency based
- Seamless supports designed and supported by data from the Arkansas Department of Education, Arkansas Department of Higher Education, Arkansas State University System, Arkansas State University Three Rivers, and Henderson State University
- Reallocation of shared resources to build personalized pathways and supports
- Implementation of a risk management system to identify strengths and aspirations and to provide intrusive advising, early alert systems, and crisis management
- Redefining college students to include early college, concurrent enrollment, two-year credentials, baccalaureate and graduate degrees, some college no degree, reverse articulation, adult education, workforce development, and high school students who may not believe that college is possible

META-THEMES FOR LEARNING AND CAREER PATHWAYS/DEGREE OUTCOMES

- **Business, Innovation, and Entrepreneurship**
- **Applied Professional Science and Technology** (Engineering technology, computer science and management, environmental science, math/analytics, wildlife/climate/sustainability, and aviation)
- **Human Serving** (Education, social sustainability, behavioral and population health management, nursing, pre-health science, dietetics/nutrition/wellness, and criminal justice)
- **Arts and Humanities** (Interdisciplinary and general education—Creativity, synthesis, expression, and service)

P-16 ACCELERATED PATHWAYS PARTNERS

- Arkansas Department of Education
- Arkansas Department of Higher Education
- Arkansas State University System
- Regional Public School Districts
- Arkansas State University Three Rivers
- Henderson State University
- Arkansas State University

THREE DELIVERABLES OF REIMAGINING HENDERSON

Destination - Geographies of Place Defined by Learning

- *Design of a Learning Community Model*—Learning can take place anywhere and everywhere. A learning ecosystem would be defined by the cradle to career assets across our regions from school to work. Defining Arkadelphia and Henderson as a learning community will provide access to the greatest asset driving economic and social mobility—talent. This element defines who we are as a community, what we do, and where we are headed.
- *Development of P-16 Pathways for cradle to career learning*—Engaging K-12 schools, higher education institutions, and the community to provide experiential learning opportunities lowers the cost of college, reduces time to earn degrees, eliminates the skills gap for students and employers, and mitigates the use of student loans to pay for college. Based on a 21st Century Work College

Model, every student can demonstrate what they know as well as what they can do through the use of tools like Mastery Transcripts and Experiential Portfolios. These learning pathways will provide both formative and summative experiences that credentials both knowledge and application of that knowledge to competencies. These pathways should be aligned to our region's highest demand fields.

- *Educational Partnerships*—Regional School Districts, Arkansas State University Three Rivers, Three Rivers Saline County Center, Henderson State University, Arkansas State University, and Ouachita Baptist University could serve as the platform to extend learning throughout our community.

Alignment - A Contract for Completion

- Building on work by the Arkansas Department of Education, learning pathways and student success plans would extend personalized learning plans into postsecondary education and career/skills/competency goals for students. A seamless design for learning would recognize learning with credentials recorded by co-curricular transcripts that can be earned across a community-based ecosystem.
- Learning and student success data would be used to align with predictive analytics to create a risk management model to redefine student success metrics. Resources would be reallocated to reengineer college, including:
 1. Admissions and financial aid
 2. Advising, engagement, and experiences
 3. Campus-based work, internships, and apprenticeships
 4. Early college, dual credit, P-16 Pathways, and College Promise to significantly increase college-going rates
 5. A CARE Model that facilitates individualized learning and student success plans to actively manage the student experience—from advising to crisis support and interventions
 6. Community-based partnerships, mentorships, and service that builds relational capital for students with our community
- Systemic alignment from school to work would be created across Arkansas public education to enhance learning opportunities available for all students.
- Initial work could begin by utilizing secondary learning data for students to design personalized learning plans and risk management profiles for every student enrolling from Arkansas high schools at Henderson. Scaffolding support and reallocating resources could provide targeted interventions for first generation, Pell-eligible, and underserved students.

Enhanced Value Proposition for College

- Reimagining Henderson can redefine the value proposition for public higher education in Arkansas in terms of student success metrics (access, opportunity, completion, and learning outcomes aligned to 21st century community-based needs).
- The efficiencies and enhanced outcomes created by a learning community model can significantly improve efficiencies (creating wins for K-12 schools, higher education institutions, and the community) and outcome effectiveness for students/community needs.

- These efficiencies and effectiveness outcomes can be translated to students by restating the value of college in terms of cost, time, skills, and credentials. This value proposition must enhance learning outcomes for students who consider college possible, but more importantly, those students who consider degrees, micro-credentials, licenses and certificates out of reach.
- Arkadelphia already supports a learning environment with two universities shaping its history and mission as a community. We can extend those partnerships with ASU Three Rivers to Malvern and into Saline County (and regional public schools). Creating the future of learning by realizing all of the assets within a community-based ecosystem is achievable and will align resources to redefine student success and reimagine college.

Utilization of a New Strategic Reallocation Model: Creating Net Revenue and Institutional Outcome Metrics

Henderson’s Strategic Resource Allocation Model

