



Reimagining Henderson: Academic Performance and Program Viability

Henderson State University is building a set of data-informed tools to assess academic performance and program viability as part of the campus response to the financial exigency process and the university's strategic resource allocation model. We will restructure programs and reallocate resources to equip students with the competencies and degrees required to meet the social, educational, and economic needs of the communities we serve.

Objectives for reengineering the academic program structure:

- Restructure to elevate administrative efficiencies and academic effectiveness to provide a sustainable academic program. This is meant to reduce the overall cost of delivery and increase the overall net revenue generated aligned with student success outcomes.
- Utilize a Chief Learning Officer/Dean of the Faculty to reduce the administrative overhead costs and centralize academic leadership and instructional allocation
- Create one University College and eliminate the multi-college structure that currently includes Ellis College of Arts and Sciences, School of Business, and Teachers College
- Reduce the current number of departments and chairs in a meta-major model coordinated or academic programs led by a reduced number of program directors
- Utilize partnership across Arkansas State University System and public education to share delivery and outcome goals
- Align programs to elevate interdisciplinary instruction and expanded/measurable durable skills as outcomes of a Henderson degree
- Create a future-focused model for public education in Arkansas that works for the students we serve

The academic meta-themes within this structure will include:

- Business, Innovation, and Entrepreneurship
- Technology, Engineering, Applied Professional Studies (computer science, engineering, aviation, etc.)
- Human Facing Programs (education, social sciences, counseling, nursing, etc.)
- Arts, Sciences and Humanities

The work ahead for the remainder of the spring semester:

- A specific financial target for the reduction of annualized costs through program and instructional line eliminations will help define the outcomes of our decisions
- A proposed framework and overall academic performance portfolio to be utilized to allocate resources, achieve cost savings through the reorganization of the academic administrative structure, and refocus academic programs on institutional performance measures described on a net cost basis
- A proposed framework and assessment for student success measures (programmatic enrollment, completion) that empowers students to complete degrees that align to 21st century workforce needs
- The campus will have full access to the Academic Performance and Viability Portfolio defined by institutional research and data analysis tools
- Academic partnerships with Arkansas State University System institutions, including Jonesboro and Three Rivers campuses, as well as with Ouachita Baptist University will be part of our allocation planning and long-term solution
- Restructuring and reducing the administrative overhead costs will align with the restructuring of instruction
- The academic performance and viability portfolio will be developed in consultation with Huron Group and utilized across the ASU System longer term for allocation of instruction for enhanced educational outcomes and administrative efficiencies; the cost of the ASU System's contract with Huron Group is \$400,000

Performance metrics to evaluate academic programs:

- Net cost basis of delivery and overall net revenue production
- Unit-based cost of instruction defined at the seat level
- Student success rates with weighted priority for degree completion
- Alignment to community-based needs and 21st century durable skills

Overall academic productivity:

- The overall compression of the academic program will be approximately 30 to 40 percent for a permanent reduction of spend and/or reallocation of instruction
- Annual credit hour production should increase from 298 per instructional line to approximately 500 credit hours
- The amount of average credit hours required to graduate should be 120 hours (+/- accrediting requirements) to reduce the time to degree for all students
- Focus will include broadening our definition of students and partners to serve adult learners, P-16 pathways, circle-back students within our unpaid accounts, commuters, etc. The expansion of the program and lowering of overall costs of delivery will be in full collaboration with ASU Three Rivers on all of our campuses..

THREE DELIVERABLES OF REIMAGINING HENDERSON

Destination - Geographies of Place Defined by Learning and an Identity/Brand/Value for College that Works for All Students

- *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 #ReddieforWhat'sNext Pathways should be aligned to our region's highest demand fields.
- *Educational Partnerships*—Arkadelphia Public Schools, Arkansas State University Three Rivers, Three Rivers Saline County Center, Henderson State University, National Park College 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 and 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 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 costs, time, skills, and credentials.
- Arkadelphia already supports a learning environment with two universities shaping its history and mission as a community. We extend those partnerships with ASU Three Rivers to Malvern and Saline County. Creating the future of learning by realizing all of the assets within a community-based ecosystem is achievable and would align resources to redefine student success and Reimagine College.