**ADVANCES GROUP 1**

* Co-requisite remediation
* Supplemental instruction refreshing students who have been out
* Curricular alignment K-14 or K-20
* What should math benchmarks be
* Early college programs
* Prior learning assessment for employment and service
* Long-term persistence is not a failure
* “On-time” does not fit today’s students
* System is not designed for working adults
* Reporting and processes prevent innovation
* What is the ideal time for a course
* Move away from credit hours
* Year-round financial aid
* Do students have too many options
* Do they need structured pathways
* Recognizing certificates is necessary
* Flipping course of study (start majors early instead of junior year)
* Better transfer articulation
* Help students understand their vocation, purpose

**GOALS:**

* Access
* Affordability
* Flexibility

**ADVANCES GROUP 2**

* Rethinking “full-time” - alternative approaches
* Job-in, job-out and life-in, life-out
* Not continuous does not equal failing
* Student finances
* Professional development need
* Teach the “teachers”
* 21st century student data system
* Faculty culture
* Administrators must create a need to care
* Connect non-credit training to transcripts
* Transportable value of higher education
* Competency-based education in K-12

**ADVANCES GROUP 3**

**Remediation solutions**:

* Should be more holistic rather than one test score (ACT)
* Remedial courses funded the same as other courses despite costing more
* Can look at high school GPA, etc., but need more money for these individualized approaches
* Self-placement
* Grow money for support services

 **Competency based education (CBE):**

* Labor intensive
* State wants completers
* Co-requisite model works

**Funding model:**

* Not too specific
* Can fund successful programs at higher rate
* Fund institutions for remedial students who graduate
* Fund on students who actually graduate
* Completers cost more

**Concurrent enrollment:**

* Is disproportionately prepared students
* Provide some funding for it
* Policies have to make sense regarding concurrent enrollment
* Dual enrollment shortens time to degree and saves money

**Micro-credentials:**

* Incentives for providing them
* Meet employer needs
* Flexible terms needed

**Stackable credentials**:

* Seamless transfers
* Reduce time to degree

**Who gets credit for degree (for funding purposes):**

* What if all institutions got credit

**ADVANCES GROUP 4**

**Obstacles:**

* No statewide system for reverse transfer
* Student has to initiate or provide release

**Solutions:**

* Standardized system for reverse transfer could help (template)
* Funding bump for reverse transfer
* Opt out instead of opt in for students
* How to avoid triggering automatic loan repayment

**Competency based education:**

* How to bring institutions along - it is not standardized or universally transferable

**Remediation strongly tied to returning adults**:

* More options for remediation
* Standardized

Focus on where 80% of students are rather than top students

Access to internet affects many of these services

Capturing learning outside the classroom

Should Arkansas take a pause on competency based education and online

Upper level transfer needs improvement

**FINANCE**

**Non-Need Students:**

* Encourages mission creep
* Not driven by state or workforce needs
* Redundant plus enrollment driven not targeted
* Incremental change not reflective of system transformation
* Regional needs not reflected
* Reflect student demographics state realigned with industry demands plus credentials
* Outcomes that support innovation

**Traditional Students (18-24 years old):**

* “College-ready”
* Full-time
* Enrollment-driven/incremental

**Innovation:**

* Limited through targeted programs
* Current non-targeted model incents status quo

**Need:**

* Target funding to higher need/risk students (including student socio-economic)
* Drive-out barriers to student success (transferability of credits and credentials)
* Incent/support more timely degree attainment
* Return on investment

**Low-need students, traditional aged most likely to succeed without support**:

* Does not fund students that are succeeding based on prior performance
* Promotes access
* Does not promote innovation
* Underfunded plus misaligned with state needs
* Incents artificial growth plus redundant
* Limited focus on student groups of need
* Non-workforce aligned
* Reinforces mission plus incents innovation
* Targeted non-traditional students
* Commitment to higher education/investment even in limited money environment
* Recognize credentials

**MAPPING THE ECO SYSTEM**

**TEAM 1**

**ARKANSAS HIGHER EDUCATION CONTEXT**

* Add grants and other sources (Lumina, Gates)
* Add updated facilities in a timely fashion (money outside of just operations money)
* Strong disconnect with employers (how to get on the same page)
* Pace/speed of time
* Really addressing and listening to the needs of students and families
* Culture awareness of support of degree attainment (family support)
* Support beyond tuition and fees

**MAPPING THE ECO SYSTEM**

**TEAM 2**

**ARKANSAS HIGHER EDUCATION CONTEXT**

* Add staff – first contact staff (such as student services)
* Workforce needs to be held fiscally responsible in some way for educational preparation
* Have accreditation shift to another level such as platforms/portability
* Across state focus
* Directly target scholarship dollars to students who need it (low-income/at-risk)
* Requirement of completion of hours
* Financial literacy

**MAPPING THE ECO SYSTEM**

**TEAM 3**

**ARKANSAS HIGHER EDUCATION CONTEXT**

* Currently problem focused instead of possibility focused
* How do you move from traditional delivery to redesign around innovation
* Student needs have evolved, the model has not (still grandma’s living room)
* Pace/speed is important
* Faculty resistance
* External provides room for change but internal causes constraints
* Create adaptive system

**MAPPING THE ECO SYSTEM**

**TEAM 4**

**ARKANSAS HIGHER EDUCATION CONTEXT**

* Outside forces will always exist
* Better education of policymakers on higher education issues to create accurate picture (help translate data), and also involve and include in conversations multiple stakeholders
* More efficient way to explore partnerships
* Students and families are lumped together when demographics is much more diverse
* Student support services needed
* How to afford to scale services like Career Pathways
* Target need-based aid intentionally
* Re-evaluating scholarship requirements (i.e. GPA requirements)

**STUDENT EXPERIENCE**

**TEAM 1**

**Race/Ethnicity**:

* Typically included in economic status discussions (more comfortable); taking money from poor white to black a bit touchy
* Need-based aid lacking
* Business/industry does not value educational attainment
* 4 year perspective – system set up to serve primarily white men; need to be able to jump out of the game – count/measure differently
* Data is misleading - need to disaggregate (BM much more underserved)

**Certifications:**

* Need to be valued

**Lottery Scholarship:**

* Needs to be reformed for non-traditional students
* Do we really want these older/diverse/part-time in our system
* 80% of current resources for 18 year old students - first-time, part-time
* Have to market to non-traditional students

**STUDENT EXPERIENCE**

**TEAM 2**

* Gender reality – majority are female
* Downward pressure of wages impacts completion numbers
* Business model in Arkansas apt to emphasize high school completion or less
* We currently market to successful families
* Funding model does not reward concurrent /dual enrolled
* Undocumented students treated as internationals – need policy change
* Delta/low-income, special circumstances (even need adult daycare)
* Students unemployable – drug use
* Financial Aid: none for felons (drug use)
* Academic Challenge Scholarship program – drug free
* 33,000 seniors in high school: 18,000 applications; 13,000 awards - (no smart cores)
* Need to educate prison population
* Lottery Scholarship needs change – need-based emphasis?
* Academic preparation at K-12 is uneven
* Inability to offer wrap-around services to serve populations that need it most
* Needs: head start, adult education, transportation to school (mobility is big issue)
* Financial literacy almost non-existent
* Culture of “no vision” for the future
* Higher education in general - no credibility with policymakers (legislators)
* Lots of policy made by anecdote
* Citizen legislature
* K-12 system has failed
* Have to communicate more like a business

**STUDENT EXPERIENCE**

**TEAM 3**

* Hispanic students impacted by language barriers. Lack ESL focus.
* College-going rates by race differ/impact completion rates
* Designed now to serve white, academically well-performing students with parents who have experienced college
* Support services need to be funded (currently no money for ESL specifically)
* No PLA (prior learning assessment) ; life experiences (need daycare); need more flexible class time offerings; on-line offerings limited
* Academic Challenge Scholarship does not serve; tends to serve traditional/well-prepared students
* Adults impacted – do not value degree; need to do better job of motivating
* Adults tend to attend part-time
* System design: need cohort model; guided pathways; course scheduling. Current system does not penalize this – but no benefit.
* Lack of sharing between institutions
* We do not fund innovation
* We say 12 credit hours is full-time

**STUDENT EXPERIENCE**

**TEAM 4**

* HBCU’s already have special/unique acknowledgement
* Hispanic “new” circumstance – now getting some 2nd generation Hispanic students (geographic differences exist)
* International/immigrant tuition more expensive. Current tuition levels differ by institution (each sets its own)
* State aid (merit) inhibits success of underserved students
* Lottery scholarship - merit now. If changed, student support services would need to be provided. If non-traditional student – no money.
* What if we gave first generation students first priority in lottery scholarship
* First generation students would need better measures
* Graduating is about time on task – not “hard.”
* Need resources and support like athletes receive (i.e. tutoring, cohort based/motivators, advising, etc.)