



President and Provost Roundtable Discussion

Topic: Postsecondary Student Success

Below are two very recent national reports that describe student higher education success ideas. Given the national & state landscape – let's discuss similarities and differences with SHSU objectives.

- **Postsecondary education must provide students with carefully constructed and well guided pathways to their credentials by becoming more:**
 - Flexible – engage in learning regardless of time and place; move fluidly from high school to college, between colleges, and from college to workforce
 - Personalized – learning that meets students' individual needs using technologies and practices to deliver personalized educational experiences
 - Affordable – financial aid that provides incentives for completion and employment
 - Clear – Institutional performance and student attainment data that supports improvement, informs consumers and employer choices, and ensures public accountability (Gates)
- **The foundation's Postsecondary Success advocacy plan will support the efforts above by building a supportive policy environment focused on four priorities:**
 - Data and Information – create national data infrastructure for reliable collection and reporting needed for reform
 - Develop common metrics framework
 - Work with PostsecData to improve existing state and federal data collections; work with other organizations to improve K12 and workforce data
 - Support efforts to develop a national student data system
 - Expand availability and use of postsecondary data to promote greater public transparency
 - Finance and Financial Aid – financial aid approaches that increase participation, progression and completion, especially for low-income and at-risk students
 - Federal
 - Advocate for “prior-prior year” tax data to facilitate pre-population of FAFSA
 - Simplify process for assessing financial need and appropriately award aid
 - Find ways to embed financial incentives into existing and new funding streams, define minimum levels of performance, and mitigate unintended consequences
 - State
 - Advance changes in state funding models to align with goals of using access, progress, and outcome measures to determine base funding for public colleges and universities
 - Evaluate states with outcomes-based funding models and determine impact
 - College Readiness – replace remedial education models that have been proven not to work
 - Encourage states to adopt and implement readiness definitions aligned with the Common Core State Standards
 - Improve remedial education by using better mechanisms for remedial placement, placing all students in degree-applicable credit bearing courses, and implement proven innovations, such as co-requisite models
 - Innovation and Scale – creation of programs that shorten time and credits to credential
 - New delivery models – online, hybrid, non-credit hour
 - Ensure meaningful experiments under the federal Experimental Sites Initiative are in place and supported by strong evaluation
 - Engage leading quality assurance experts to create guiding principles, policies, and practices that can help to modernize existing accreditation systems
 - State regulation of distance education programs – simple and concise state requirements for authorizing distance education programs, as exemplified by the State Authorization Reciprocity Agreement (SARA)
 - Build awareness and support for joining SARA in a critical mass of states
 - Establish a national organization to manage the agreement

- Articulation and transfer– state mandated agreements for credits and competencies across all sectors of postsecondary education
 - Stronger policies in states across all public institutions, while seeding ground for inclusion of non-public institutions and non-traditional providers (Gates)
- **Universities might better serve students by helping them master emotional intelligence and content knowledge, and if they were more intentional about helping students identify pathways that will help them succeed.**
 - Inventory the full range of fundamental tools for student success that SHSU provides:
 - How comprehensive are those tools?
 - How well are they integrated?
 - How well are they supported by the institution?
 - How well do they serve the “softer” side of student success, such as fomenting “hope”, “grit”, and “agency?”
 - What steps could you take to improve or expand those tools – and presumably improve student success? (AASCU)
- **Fostering student entrepreneurship**
 - How can we bridge the gap between what students learn in college and skills that business says it needs for the 21st century?
 - Is higher education doing all it can to foster future entrepreneurs?
 - How well do you think SHSU produces graduates who have the skills that business needs today?
 - Does SHSU regularly talk with business leaders to learn their interests?
 - Have we aligned curricula to better meet business needs?
 - Are we providing enough opportunities for students to engage in significant long-term projects and internships? (AASCU)
- **Developing the entrepreneurial university**
 - To find and capitalize on emerging opportunities, universities must innovate as never before and work to foster a culture of innovation.
 - Critical elements that should be nurtured in an effective innovation culture:
 - Openness
 - Inclusiveness
 - Diversity
 - Tolerating risk
 - Recognizing impediments to change
 - Foster trust
 - Engage role models
 - Feedback loop
 - Make sure change aligns with mission
 - How can SHSU learn to make strategic decisions more rapidly? What steps are we taking to nurture an entrepreneurial spirit at the institutional level? Could we do more, and what form might that take? Would it help to empower new structures outside the traditional silos to foster, test and implement new ideas? (AASCU)
- **Strategies for operationalizing change in higher education**
 - Institutions are continually being asked to transform themselves; leaders must define and develop cohesive, comprehensive change management strategies that can help ensure success
 - Six areas that are in need of attention from college leaders:
 - Segmentation, differentiation and branding
 - Tighter linkages to employment
 - Focus on student outcomes
 - Online education
 - Transnational education
 - Operational efficiency and cost reduction
 - How well do change management processes currently work at SHSU? Do we need more cohesive, comprehensive change strategies? How can we develop a more robust set of tools for orchestrating change? (AASCU)

References

1. Bill & Melinda Gates Foundation (2015, May). *Postsecondary success advocacy priorities*. Retrieved from <http://postsecondary.gatesfoundation.org/updates/>
2. American Association of State Colleges and Universities (2014). *Pathways reimaged: exploring innovative approaches to degree completion and student success*. Retrieved from <http://www.aascu.org/3dpubs/pathwaysreimagined/>