Chapter 1 : Stylus/Trentham Books - Overcoming the Barriers to Higher Education

Four barriers to higher education regional students face - and how to overcome them October 27, pm EDT Regional students won't necessarily be able to access the course they want to study.

While all of these students face different challenges throughout their academic journeys, most of them share a common experience â€" a story of support. Support can be emotional, physical, financial, academic, or spiritual, and when it comes to education, support in all its forms is one of the greatest influencers of student success. But what happens to the students who do not have a support system at home, school, or work? Lack of support is one of the greatest roadblocks to education, affecting all demographics of students. Without emotional encouragement, advice from knowledgeable resources, and physical and financial support, getting through college becomes a much harder challenge, but not an insurmountable one. Educators, colleges, high schools, families, community groups, non-profit organizations, and college planning sites need to engage with this issue on a deeper level. Simply providing facts about the application process is not enough. We need to teach these students what it truly takes to succeed, where to find the support resources they need to get there, and perhaps most importantly, that they have someone who believes in them and in their academic goals. To better explore this issue, we gathered a diverse group of individuals from colleges, non-profit organizations, and those with personal experience to talk with us about the importance of a strong support system throughout the college application process. Each interview provides unique insight into how support fits within the framework of education; what roles a parent, school, mentor, and community should play in aiding their students; and crucial advice for students to help them achieve their academic goals. Stephanie Snider Director Student Support Articles Scroll through the interviews below to learn more about the vital role support plays in the college application process. Each panelist also provides actionable advice for individuals looking to attend college. Receiving support from parents, other relatives, friends, and school representatives such as teachers, counselors, coaches, and high-level administrators are all critical in the ultimate success of students as they begin to enter the initial stages of considering college, complete applications, and ultimately transition to college. The difference between the quality of support a first generation student with a desire to attend college will receive, and those that are not first generation, is vital in comprehending the issue of college access. Parents of first generation students can educate themselves about the journey associated with graduating from college, but there is no substitute for personally completing the process themselves; a luxury that those with college educated parents enjoy. What forms of support do you think are most often missing? Successfully navigating the college application process is not easy for any student, as the commitment of time, components and length of college applications can vary. Therefore, varying forms of support from multiple people in the support system, at any given time, is truly needed to overcome said obstacles, from a parent sacrificing financially to purchase the internet at home, to a counselor providing an application fee waiver. What does good support look like to you? From a parent or guardian? Parents and guardians should verbally express the importance of attending college early in the academic career of their student, financially set aside resources to assist in the process of attending college including standardized testing and application fees , and allot time to pinpoint academic programs that complement in-school education the earlier the better! Mentors should provide realistic advice, yet still encourage their mentee to push the limits of their academic potential. Additionally, mentors can identify educational resources to prepare students for college and introduce mentees to their professional network of peers, providing an environment of successful individuals around their mentee. Every community member, regardless of the level of their educational attainment, income, race or religion, should be verbally encouraging to students. The future of the community depends on the success of the next generation of students. School representatives must first successfully complete the defined roles of their position with intentionality, but should look for opportunities to congratulate students for their accomplishments, no matter how small. In addition, school representatives should also identify external resources to assist students, which can result in making their jobs easier and giving students more support. Psychologically, a community with a history of high school students bypassing college can harm the next

generation of potential college attendees. Therefore, in communities with said history, high schools, churches, community centers, and more must encourage their high school students to attend college by communicating resources available to aid students in towards attending college, and creating policies and events that encourage college attendance i. Of similar importance, members of the community must verbally express to youth the benefits of attending college, and that they believe their youth can not only enroll in college, but graduate. Students must be proactive in approaching members of the community that can assist them in attending college. Examples reach far beyond dedicated school counselors and inspiring teachers, and include members of their extended family and family friends that have graduated from college, community members that work in fields where possessing a college degree in required, and specialized programs that help students identify college options, complete applications and enroll in college i. How would you encourage students to ask for help who may be afraid to? Very simply, students should approach teachers, counselors and other identified resources alone. Some students might not want to broadcast to the world that they are strongly considering college, due to peer pressure or even unsupportive family members. Speaking with a teacher between class, visiting a counselor during lunch or after school, or even disclosing to a coach or after school club advisor are viable methods more private students can utilize to get help without feeling embarrassed or afraid. In addition, students should also conduct research on which postsecondary institutions are appropriate for them, as often the possession of knowledge can validate the desire of attending college. What is the role of a high school when providing support to students who may be struggling? To ease the burden, high school personnel must make it a priority to locate external resources that can assist students with activities required to attend college, such as standardized test prep, test registration, and the completion of college applications. High schools should utilize demographic data to identify underrepresented students and host special sessions dedicated exclusively for this group of students. What are ways we can bridge the knowledge gap between students in the college application process and their parents, who are not as familiar with the process? School districts must be intentional in allocating financial resources and time towards addressing the parents and students unfamiliar with the college application process. While mandating sessions that provide information related to the application process can be tricky, combining the sessions with school registration, parent teacher conferences, and even participation in extracurricular activities is not as difficult. Furthermore, a quick scan of the educational landscape in their community can also aid efforts. How would you recommend a student approach the subject of college if their family has not historically had experience with a college education? Virtually all parents want their students to become successful and guide the next generation of their family to unprecedented success educationally and ultimately economically. Nevertheless, parents also fear the inability to provide adequate resources to contribute towards the effort, and of possessing the knowledge to support their students through the college application process and into college. The student needs to research viable college options, understand the financial facets of attendance, and be willing to work hard academically, possibly obtaining several forms of scholarship funding institutional and private. A current college student or recent college graduate that did not initially anticipate college in their future can play a major role removing doubts from current high school students. Parents, adult relatives, and school representatives might all give encouragement to a student, but the student might not envision a realistic vision of attending college from said encouragement. However, I have personally witnessed current college students returning to their high school and describing their positive and negative collegiate experiences, how to navigate past problems, and most importantly, conveying that attending college is not only attainable, but that succeeding is possible. Expecting the rate of underrepresented college attendance to rise without mandating measures to rectify the issue in not only unbecoming of an educator, it is leaning towards unethical. High schools have free and reduced lunch information, data on which students hail from traditionally underrepresented populations, and more just few mouse clicks or file cabinets away. High schools, especially those with marginal budgets and large populations of underrepresented students, must incorporate a college planning class into their curriculum. In your opinion, how can colleges and universities improve their systems to help first generation, or under-supported students, have an easier transition? Bridge programs, whether optional or mandatory to gain college admittance, usually offer early academic remediation to not only prepare students for the rigors of

college, but also to close the academic gap between them and their more affluent, and frequently more academically prepared peers. While these programs can be beneficial, colleges and universities must rely on their own institutional data to identify incoming students with similar data points to those past students that have left the institution before graduating. How do students become connected with your nonprofit or other nonprofits like yours? With more than 1, programs in the nation combined, hosted by institutions of higher education and nonprofit entities, parents and students must conduct research to locate a program in close proximity to their home. Application processes can vary in length, but the time to complete the application pales in comparison to the benefits a student will receive. Department of Education sponsored programs, Educational Talent Search students and Upward Bound students , both aimed at assisting preparing underrepresented students for college academically, socially and culturally. Davis IL in August Educationally, he has obtained a B. A in Marketing from Howard University and an M. And a career will allow you to better the world and most importantly, the communities we come from. By Kendrick Kenney Professor, Bowie State University Learn more about Kendrick Kenney Can you tell us a bit about your history and personal experience applying to college as a first generation student? I grew up an only child in a two parent household. So navigating the application process was an adventure within itself. It became a daunting task and quickly became overwhelming. My high school counselors had so many students in their caseloads and even though they worked diligently, it was still difficult to know if you were moving in the right direction. Throughout the process, I believe I had two saving graces. The first was a program implemented from a man in my community named Xavier Richardson who was a graduate of Princeton University. His program allowed us to tour college campuses and meet with recruiters. In retrospect, actually going to the physical campuses made the process of applying to college a lot easier and exciting. He also provided us with free SAT prep which was beneficial. The second event that propelled me through my application process was an uncle who had married into the family. He actually took me to his alma mater during a regular school day so I could see how a day on-campus would look like, feel like, and smell like. I was so captivated by the school, I ultimately decided to attend for my undergraduate experience. What were some of the biggest difficulties you faced in the application process? Some of the difficulties I faced early on were financial. Most public schools have programs that will assist with cost, so that was beneficial. The next hurdle normally is getting your hands on all your official documents, like your academic transcripts and medical records. This process made me realize the importance of the relationship between the school counselor and myself. I advise high school students to build that relationship early and to make sure they are consistent with visiting. This will make the application process a lot smoother. How did you solve these problems? I did my research and found every fee waiver I could find. I also set up weekly meetings with my counselor my senior year do not feel guilty -- they are there for you. What resources and tools did you use? What advice would you give to other first generation students who are looking to apply to college? I would tell them to make arrangements to visit a few college campuses of interest. A college education will allow you to give back to that same community. I would also suggest becoming extremely diligent in scheduling appointments with that school counselor -- they are the bridge between you and an admissions department of universities. I would encourage students to write emails; if a young person writes me a well-written, professional email, that shows me he or she takes this situation seriously and I give it immediate attention. It also allows the young person to gather their thoughts and articulate their needs. I would urge young people to take advantage of the technological space we live in. All the help you need is at your fingertips. College is about your new found independence -- creating a schedule and waking up for class. This is just jump starting that process.

Chapter 2 : Four barriers to higher education regional students face â€" and how to overcome them

The answer lies in taking a radically new lifelong approach, considering changes over time and examining earlier life factors that influence participation-such as family, peer group and initial education, all of which help to build the learning trajectory of individuals that leads them to consider higher education.

By Phineas Rueckert Jan. Some are obvious â€" like not having a school to go to â€" while others are more subtle, like the teacher at the school not having had the training needed to effectively help children to learn. Increasing access to education can improve the overall health and longevity of a society , grow economies , and even combat climate change. The Global Partnership for Education GPE , a global collaboration between more than 60 developing countries, is on the front lines of working to increase access to education in these places. This money will go toward providing critical tools for students and teachers in developing countries around the world, often in states that are fragile and crisis-affected. Here are 10 of the greatest challenges in global education, and how the GPE is addressing them right now: A lack of funding for education Image: The Global Partnership for Education While the Global Partnership for Education is helping many developing countries to increase their own domestic financing for education, global donor support for education is decreasing at an alarming rate. Having no teacher, or having an untrained teacher Plan UK: A teacher, of course. Not only are there not enough teachers globally to achieve universal primary education let alone secondary , but many of the teachers that are currently working are also untrained, leading to children failing to learn the basics, such as maths and language skills. Globally, the UN estimates that 69 million new teachers are required to achieve universal primary and secondary education by Meanwhile, in one out of three countries, less than three-quarters of teachers are trained to national standards. In alone, the Global Partnership for Education helped to train , teachers worldwide. With a successful replenishment, GPE can make teacher recruitment and training a top global priority for delivering quality education for all. No classroom Plan UK: Children in South Sudan learn under a mango tree after their school was destroyed by civil war. Children in many countries in Sub-Saharan Africa are often squeezed into overcrowded classrooms, classrooms that are falling apart, or are learning outside. In Malawi, for example, there are children per classroom in grade 1 on average. In Chad, only one in seven schools has potable water, and just one in four has a toilet; moreover, only one-third of the toilets that do exist are for girls only â€" a real disincentive and barrier for girls to come to school. Since funding from the Global Partnership for Education has helped to build or rehabilitate 53, classrooms. A lack of learning materials Plan UK: A girl in class in Mozambique. Outdated and worn-out textbooks are often shared by six or more students in many parts of the world. In Tanzania, for example, only 3. In Cameroon, there are 11 primary school students for every reading textbook and 13 for every mathematics textbook in grade 2. Workbooks, exercise sheets, readers and other core materials to help students learn their lessons are in short supply. Teachers also need materials to help prepare their lessons, share with their students, and guide their lessons. For example, GPE funding helped deliver million textbooks to all primary and secondary school students in Ethiopia, increasing access to quality services in an estimated 40, schools. The exclusion of children with disabilities Plan UK: A mother walks her blind daughter to school in Togo. A combination of discrimination, lack of training in inclusive teaching methods among teachers, and a straightforward lack of disabled accessible schools leave this group uniquely vulnerable to being denied their right to education. With a successful replenishment, the GPE will be able to work with its more than 60 developing country partners to promote inclusive education. The GPE already has a proven track record in this capacity. Girls can often be denied an education by poverty, conflict and discrimination. Put simply, gender is one of the biggest reasons why children are denied an education. Over million young women around the world are not currently enrolled in school. At least one in five adolescent girls around the world is denied an education by the daily realities of poverty, conflict and discrimination. Poverty forces many families to choose which of their children to send to school. Instead, they are sent to work or made to stay at home to look after siblings and work on household chores. Since its inception, GPE has helped 38 million additional girls go to school. Sixty-four percent the developing countries GPE supports and works with succeeded in getting equal

numbers of girls and boys to complete primary school in GPE funds have also resulted in better sanitary facilities, like toilet blocks and gender separated toilets worldwide. With a successful replenishment, GPE could get an additional 9. Living in a country in conflict or at risk of conflict Plan UK: The ruins of a former school in South Sudan. There are many casualties of any war, and education systems are often destroyed. While this may seem obvious, the impact of conflict cannot be overstated. In , around 50 million children were living in countries affected by conflicts, with 27 million of them out of school, according to UNICEF. Conflict prevents governments from functioning, teachers and students often flee their homes, and continuity of learning is greatly disrupted. In total, 75 million children have had their education disrupted by conflict or crisis, including natural disasters that destroy schools and the environment around them. For many children around the world, a walk to school of up to three hours in each direction is not uncommon. This is just too much for many children, particularly those children with a disability, those suffering from malnutrition or illness, or those who are required to work around the household. Imagine having to set off for school, hungry, at 5 a. Many children, especially girls, are also vulnerable to violence on their long and hazardous journeys to and from school. With pledges of support from donors, the GPE can help ensure no child has to endure such long journeys just to fulfil their basic right to education. Hunger and poor nutrition Plan UK: Students eat a breakfast of rice and vegetables at a primary school in Cambodia. The impact of hunger on education systems is gravely underreported. Being severely malnourished, to the point it impacts on brain development, can be the same as losing four grades of schooling. Around million children in developing countries are stunted by hunger by the time they reach age 5. Conversely, good nutrition can be crucial preparation for good learning. The Global Partnership for Education seeks to address national priorities as decided by developing country governments themselves. Where malnutrition is a major concern, the GPE is stepping in to address the problem. As a result, Lao PDR has seen increased school enrollment especially for girls , improved nutritional status, reduced household expenses, and stronger student-teacher-parent and community relations. The expense of education Plan UK: Schoolgirls walk arm-in-arm in Zimbabwe. Cost of uniforms, books and even pens can exclude children from education. The Universal Declaration of Human Rights makes clear that every child has the right to a free basic education, so that poverty and lack of money should not be a barrier to schooling. In many developing countries, over the last decades governments have announced the abolition of school fees and as a result, seen impressive increases in the number of children going to school. But for many of the poorest families, school remains too expensive and children are forced to stay at home doing chores or work themselves. Families remain locked in a cycle of poverty that goes on for generations.

Chapter 3 : Overcoming the Biggest Barrier to Student Success -- Campus Technology

Higher education prepares students to fulfill specialized social functions in the society. Private colleges and universities complement the efforts of their public counterpart in meeting the.

Gilliland , Amelia A. Allen and Seaman, ; Graphic: This trend, in tandem with reform efforts, could help increase the affordability, accessibility, and accountability of the higher education system. Yet today, only 34 percent of young American adults between the ages of 18 and 24 are enrolled in college, making the U. Korea is first, with 53 percent. The business model upon which U. There is little accountability. The status quo is untenableâ€"and the system cannot be fixed one institution at a time. An integrated and transformative approach is required to once again provide an affordable, accessible, and accountable higher education to mainstream America. This article discusses that transition and offers a solution: This paper proposes that the federal government create a grant program for the education of students. Such a program would provide a fertile, grant-based competition for diagnostics, remediation, curriculum design, learning management, assessment, and integration. Teams of faculty, technology professionals, and assessment professionals in consortia would develop the material. Different systems would emerge; research on their effectiveness would be published; and systems would improve over time in response to the research. Home institutions would still grant degrees and approve curriculum. The transition could be modeled on the one made by public universities beginning in , when federal money began to fuel science research. Key Concepts Public higher education is not serving the public good. Right now, only 39 percent of American adults have two- or four-year degrees, making the U. Only 30 percent of those who enroll in four-year institutions finish in four years. Trends are in the wrong direction. The reinvention that is needed must be affordable, accessible, and accountable. It cannot emerge from within an existing university because the norms, reward systems, policies, promotion criteria, and business models of existing universities all work to reinforce the current paradigm. The solution is an online education system. Remediation and the general education requirements provide the best avenue to increasing the college enrollment and graduation rates in the U. This is where we should begin, with an integrated online system. Research results demonstrate that integrated, online learning management systems produce better results than traditional classroom learning. These systems combine technology with learning science to personalize learning experiences, putting students at the center of their own education. But to achieve all three goalsâ€"affordability, accessibility, and accountabilityâ€"the system must be integrated. A federal grant program should spur and support these innovations. This would require that we produce 16 million more college graduates than we would at current rates. Many agree that U. The quality of undergraduate education relative to other industrial countries is more variable, but it is goodâ€"for those who can attend and graduate. And nearly all institutions are well managed fiscally. But the fact is that vast numbers of people cannot attend our public higher education institutions because of rigid frameworks that drive up costs and limit accessibility. Public higher education cannot be improved by retooling the current system, nor by fixing it one institution at a time. The norms, reward systems, policies, promotion criteria, cultures, and business models of existing institutions all work to reinforce the existing paradigm. And if one university were to break through the conventional wisdom and implement changes, the national accreditation organizations and the external ranking systems imposed on universities would force the changes to wither before they could take root. These goals are rooted in the Morrill Act of , which delineated this tripartite mission as a requirement for obtaining a land grant to build a college. With the arrival of the baby boomers in the s, the number of community colleges exploded. Their public funding comes largely from the counties they serve rather than from the states. The Morrill Act charged public universities with educating the mainstream population of the states in which they were located, enhancing the economic development of that state and advancing its social progress. That is exactly what the universities did for their first 50 years. But following World War II, as the Cold War mounted, public universities began to disengage from their states and focus on federal needs in response to the large and growing sums of money available from the federal government for research in science and technology. Without a doubt, this research enterprise has proven to be spectacularly

successful. However, the stress on federal research, and the significant resources it provided, caused a major change in the cultures, reward systems, productivity, policies, organizational structures, and business models of universities. They started to focus on obtaining federally funded research dollars rather than on educating the mainstream students in their states or addressing state economic and social issues. Some would argue that, while the change was good for research, it was bad for undergraduate teaching and undergraduate student learningâ€"and perhaps played a role in the declining college attainment rate. The Challenges Affordability is the first challenge. Although they were conceived to educate the middle class, public universities and community colleges have become more expensive for students each year. Since , state support for public universities as measured in dollars per full-time student has been declining. The announcement in November by the California Board of Regents that tuition for the University of California system would increase by 32 percent is a stark reminder that costs, too, are headed in the wrong direction. Parents, meanwhile, wonder what they are scrimping and saving for. Accessibility is also a major obstacle. While the working class and women have broken down the barriers to higher education, minority enrollment still lags. Lastly, there is a lack of accountability in higher education. This issue has three dimensions: Professors assume responsibility for teaching, but little for linking their teaching to student learning. Many do not know such tools exist. A recent survey published in Nature indicates that faculty believe the quality of undergraduate science education is poor, but that their own teaching is good. In addition, learning is currently measured through testing individuals in individual classes in thousands of institutions. For example, an institution does not expect two of its professors teaching different sections of the same course to produce consistent outcomes. And there is no expectation of consistency across the thousands of higher education institutions. We now have tools for assessing learning that provide feedback to both professors and students. One of the learning evaluation tools that is emerging is formative assessment. The Collegiate Learning Assessment project www. The curriculum and culture of the new Rochester campus of the University of Minnesota are focused on the strong and reliable measurement of student learning. It has never been accurate to assume that students graduating from elite universities have more knowledge or better skills than those graduating from mainstream universities or colleges. With these new assessment tools, institutions can identify the learning systems that produce the best outcomes and learn from each other in order to continuously improve student learning. The tools can also introduce accountability across institutions. The compartmentalizing of disciplines presents another challenge. Research and teaching are typically carried out in subfields within subfields of disciplines. The journals that publish the research fuel this disaggregation of knowledge so that many, perhaps the majority, of publications are read by only a handful of people. For example, at the extreme, a political science department could have 10 subfields; each subfield evolves a set of journals that publish research in that subfield. These journals publish increasingly fragmented research, and they do so at high cost. They are the respected journals in the academy. Faculty members must publish and, therefore, must work in subfields. While significant exceptions exist at the graduate level, where interdisciplinary activity is common when it is funded externally, the undergraduate curriculum at large universities is often delivered in subfields. Moodle is an online, virtual learning environment through which students can access course content posted by professors. The curriculum is generally understood to include analytical and communication capacities, problem-solving abilities, scientific and mathematical competence, historical and aesthetic knowledge, and ethical responsibility. While there are exceptions, both the amount and the coherence of the general education required by universities have declined over the last 40 years. In public universities, faculty members are usually not rewarded for teaching general education curriculum. College graduates in history or English, for example, may be ignorant about the natural sciences, and vice versa. The National Endowment for the Humanities conducted a survey that showed it was possible to graduate from 78 percent of U. How would we create it and transition toward it? Integrated Online Education The solution is online education that is integrated into the curriculum across existing institutions and uses technologically based learning management systems. In order to encourage the development of online curriculum that takes advantage of the potential of technology to improve learning, the National Center for Academic Transformation NCAT , with support from the Pew Charitable Trusts, created a national grant competition to redesign large-enrollment courses, using technology with the goal of improving

learning. The Center identified the following best practices. In each case, the target was the whole course, rather than a single class or a single section of the course. The redesigned course included more active, learner-centered activities, moving away from note-taking and passive student roles. Web-based and instructional software played an important role in engaging students with course content. Rather than depending on classroom meetings, the pacing was driven by the need to master specific learning objectives. Students became part of a learning community. Lecture time was replaced by individual and small-group activities that took place in labs or online, allowing students to have more one-on-one help from faculty, teaching assistants, or peers. Various kinds of instructional staff provided support to help students with problem solving. Twenty-five of the 30 course redesign projects showed significant increases in student learning; the other five showed learning equivalent to that produced by traditional formats. Of the 24 projects that measured retention, 18 reported a noticeable decrease in drop-failure-withdrawal rates, as well as higher course-completion rates. Most dramatically, all 30 institutions reduced their costs by an average of 37 percent. Positive student attitudes and increased student and faculty satisfaction were reported. A Lumina Foundation study[15] highlighted how course redesign can change learning outcomes.

Based on a categorization of simulation and gaming barriers developed in a previous study, this work seeks to explore in greater depth the composition and nature of these obstacles.

Sax Provost and Vice President of Academic Affairs, Maryland University of Integrative Health Getting programs to market quickly is more important today than ever before given how quickly the labor market moves and the growing trend of adults looking for just-in-time learning opportunities. Developing new academic programs can be a powerful means through which universities evolve, meet the changing needs of student, workplace, and society, attract new audiences, differentiate themselves from others and thereby stay relevant and competitive in the increasing complex higher education sector. The process for developing new academic programs varies considerably among institutions, as do the challenges faced in launching them. Higher education institutions are masters of developing lengthy and sometimes complex processes for new academic program development. A quick internet search will produce page after page of the processes, criteria, and forms at colleges and universities across the world. These are central to the academy and important to ensure institutional fit, academic integrity, market feasibility, and financial viability. However, they can also be so daunting as to stifle the development process. More streamlined approaches can be achieved by asking the purpose of each step in the process, whether particular checks and balances need to be embedded in the process itself or can be accomplished elsewhere in the institution, and whether the individual steps or process as a whole are relevant today. Such programs include those for non-traditional students, niche programs for specialized audiences, rapidly emerging workplace needs or transient workplace program needs, graduate certificates, and those whose initial development is funded or otherwise supported by external grants and contracts. Combining a fast track approval process with the approach of sprint teams working in a compressed and highly focused time frame could be particularly powerful in stimulating new program development. Faculty immersed in their discipline and its application have many ideas for new programs. However, many lack the expertise and data needed to conduct environmental scans, needs analyses, and feasibility studies, and to develop a business case and plan for the new program. A centralized support, with its greater level of resources, can serve as a more potent aggregator and provide a more robust set of data than an individual faculty member or academic department working on their own. While many faculty and departments recognize the value of developing new programs, the immediate demands of teaching, advising, research, scholarship and service often take precedence over new program development in the competition for limited time and attention. The commitment of relatively modest incentives for individual faculty, departments, or colleges can lead to a greater return on investment in the long term. Such incentives can include stipends, as well as professional development, travel and research grants. This approach is consistent with their widespread use to reward and incentivize research, the adoption of new pedagogies and technologies in teaching and learning, and professional development. At Shippensburg University, a New Program Development Grant Program was established to foster the development of new academic programs in strategic areas through summer stipends provided to individual and teams of faculty. Investing in wholly new programs can be a tough and expensive proposition, and can stop new program development dead in its tracks. But leveraging existing expertise can shorten the development phase and the timeline to return on investment. For institutions that remain relatively siloed, partnering on new programs across departments and colleges can lead to multidisciplinary and cutting-edge programs that otherwise would not be possible. Acting even more non-traditionally, institutions can adopt the approach of X-teams for new program development. The academic content expertise and knowledge at most institutions is not limited to faculty, and such individuals can contribute substantially to the design of courses, syllabi, assessments and program evaluation. In addition, a university can consider adding faculty and non-faculty personnel from a partner school. For example, a university could incorporate personnel from one of its feeder community colleges. This approach can help an institution break through content barriers, while also preserving resources in the developmental phase. Change the culture to an entrepreneurial mindset instead of a purely academic mindset. To foster this kind of culture,

add incentives for new program development as well as safety nets so that risk aversion is minimized. Adopt profit sharing where it has not existed before, or just in the case of new programs for a limited period of time e. Or run new programs fully offload with the intention to move them onload with potentially new supporting faculty lines and resources once they have proven to be sustainable. In doing so, the culture learns to be patient and play the long game since a positive impact may not be immediately tangible. Ensure that tenure and promotion is linked to development and not to success of new programs. References [1] MacDonald, S. The Art and Science of Answering that Question. Academic Impressions, June Academic Impressions, July Harvard Business Review, March

Chapter 5 : Overcoming Barriers to New Program Development | The EvoLLLution

A postsecondary education confers numerous benefits both to the individual and to society, including higher earnings, lower rates of unemployment and government dependency, an increased tax base.

Messenger Regional students face major challenges studying in higher education. While over the past five years overall numbers have increased , regional students remain underrepresented in Australian universities. So why is it so tough for regional students? What are the main obstacles and how can we tackle these issues? Smaller campuses and less choice Regional universities have been established to bring higher education to regional Australia, recognising the importance of local delivery. While regional universities maintain high levels of student satisfaction and strong employment outcomes , regional campuses servicing smaller population catchments cannot offer the breadth of courses that are available in major cities. Getting those regional school leavers with high grades to stay in regional areas is also a challenge. These students tend to move to the city to pursue courses with entry cut-offs that match their ATAR grade. Greater competition for courses in major cities generally results in higher thresholds for entry. Cost of living Even when a campus is nearby, many students will need to relocate, commute long distances, or undertake distance education to access their course of choice. Distance education has always played a role in regional higher education, but recent work highlights that students who study online are less likely to complete their degrees. For those who relocate, cost-of-living expenses are a major barrier and are shouldered by communities where wages are on average lower and capacity to pay is constrained. Clearly there is a significant gap between what is considered a minimum cost of living for international students and the full rate of student income support. The challenges are markedly different to city counterparts who can continue to live at home. Adjustments to student income support policy to provide more viable financial support would assist many students, as would improved access to affordable accommodation. Higher transport costs Many regional students will commute to undertake study and face considerably higher transport costs. In recognising this, a recent National Centre for Vocational Education report recommends replacing public transport subsidies with fuel subsidies for regional students where there are no public transport options. This would provide more equitable support for transport. Poor investment in regional schools Australian Bureau of Statistics data shows that fewer students complete year 12 in regional communities when compared with students nationally. As with most forms of educational disadvantage, the major long-term solution to regional university participation lies with improving earlier levels of education â€" this is the key to helping more students be in a position to apply to university. As the Gonksi report revealed, we do not invest nearly enough funds in regional schools to drive higher levels of school achievement. The preliminary findings of our research into the adaptation of tertiary admissions practices highlight that regional school students are often unsure of how to navigate the complex admissions process. What are the solutions? Early childhood and school-based interventions may improve school achievement and higher education participation. Universities can work closely with these lower levels of education to raise student awareness, aspiration and achievement. Opening up sub-bachelor places such as associate degrees for regional students could provide more flexible and supportive pathways into higher education. Where local study, commuting or relocation are not possible, blended and online learning must also be part of the solution. However, we need to improve support for students who undertake blended and online education if we are to improve retention and completion rates. The Coalition consulted extensively on online education when in opposition. More online provision would expand the breadth of course offerings and assist some regional students who cannot afford to travel. Increasing the supply of education will only work, however, if the demand is there.

education professionals, to be the main barriers to accessing higher education. Academic journals and professional opinion suggests that the barriers to participation in HE can generally be divided into 'first chance' and 'second chance' barriers.

Although my research is from the Maricopa Community Colleges AZ , the results are applicable to many other types of colleges--an estimated 87 percent of all students in the US now commute to their campuses, according to the National Clearinghouse for Commuter Programs, University of Maryland. Another realization is the importance of successful course completion rates: One of our primary businesses is the offering of courses. The vast majority of the budget dollars is spent on courses, and the primary use of capital funds is to build and maintain facilities that hold courses. Most employees are hired for the purposes of teaching and supporting courses. Numerous research studies have been conducted on student retention or attrition in courses. Colleges implemented intervention strategies, orientation programs, and mentoring programs in attempts to improve retention. All these strategies and programs are good and needed. However, the biggest barrier to student success is overlooked. To understand this barrier to student success requires a look at who our students really are. Although a preferred stereotype of college students exists in the minds of the public, faculty, and administration, the realities are that the vast majority of students at Maricopa Community Colleges and most other colleges do not fit what we want them to be or do. The type of course with the lowest successful student completion rate was the traditional, day, full semester with multiple fixed seat times per week. The differences in successful course completions range from 7 to 29 percentage points between day, full semester, fixed seat time courses, and the other courses that have less fixed seat time requirements. The differences significantly impact enrollment counts, budget, and cost to students. Some of the more common interruptions: Today the large majority of students do not have the luxury of complete dedication of their time toward their college courses. The longer and more fixed the classroom schedule is, the greater probability exists that students will encounter a life interruption that disrupts their learning experience. Colleges agonize over retention and attrition rates of students and generally recognize the life interruption issue and implement some interventions and new programs as solutions. However, the most effective solution of making the course schedule more flexible is seldom proposed. It is important to note that advisement is often criticized as the problem. However, less than 1 percent of the students dropped a course because of poor advisement, 7 percent because of academic difficulties, and only 3 percent because of a too-heavy academic load. Mandatory placement and rigorous course pre-requisites are commonly thought of as major solutions to course retention. However, only 10 percent of students who dropped may have been aided by such strategies. Life interruptions as reflected in the reasons of excessive absences, work schedule change, personal issues, family problems, health, transportation, housing moves, and the like were 65 percent of the reasons for students dropping a course. One of the promising strategies for new course redesign is the hybrid or blended format.

Chapter 7 : 'Nontraditional' But Increasingly Common Barriers to Higher Education | HuffPost

The rate of enrollment in online education is outpacing the rate at traditional institutions of higher education. This trend, in tandem with reform efforts, could help increase the affordability, accessibility, and accountability of the higher education system.

A college degree is the ticket to employment and better quality of life, yet it is more than ever unattainable for those who need it most: Redefining Access for the 21st Century Student ," which highlights the struggles of five such students. Each student in the video exemplifies one or more of the common barriers encountered by a growing majority: His full-time job interfered with his coursework, and he is now facing problems transferring his community college credits to a nursing program at a four-year university. After 9 years he is close to finishing -- but has now been deployed a third time. One thing that struck me is that all of these students are bright and motivated. Many of us assume that college is a given after high school. We were lucky to have had the support systems needed to help us prepare, apply for, and enroll in college. Students whose families have both college experience and the means to afford and navigate the college application process can get by being average. But for students such as those in the film who face a growing reality of daunting financial hurdles, they must either be extremely determined and hardworking to the point of forgoing sleep often working to support a family while also studying for school -- never mind a social life or extracurricular activities , or they must be simply lucky. This growing majority of students has essentially been penalized because their families or their schools were unable to provide the same encouragement and direction that more privileged students have access to. Low-income students also lack adequate information about the financial support that they so badly need. The Free Application for Federal Student Aid FAFSA can be daunting for anyone, and it is not only prospective students but their parents who need to be educated about the college application and financial aid application process. Sharon, on the other hand, was lucky to have had the support of school and college guidance counselors, who encouraged her and helped her navigate the application for a full scholarship that enabled her to attend college. It is the human touch that can make all the difference in guiding students and families through the process. And sometimes students luck out by stumbling upon the supportive individuals who act as their champions and steer them in the right direction. In fact, college access support programs are widely available and should be made widely known. Federally-funded college access programs such as TRIO Talent Search, Upward Bound, Educational Opportunity Centers as well as local college access programs many of which are members of the National College Access Network are available through schools and community centers nationwide to offer such support. It is important that disadvantaged and underrepresented 21st century students be aware of these resources and take advantage of the invaluable services they offer. The cycle of poverty is nearly impossible to escape. It takes not only being incredibly determined and driven, but also making sacrifices, both financially and personally, to make ends meet. Those of us who work in higher education policy are well aware of these struggles that low-income, first-generation, 21st century students face. Providing information and support to the students who need it most can help them overcome barriers. I hope lawmakers and the general public beyond the higher education community will have the opportunity to view this video so they can understand what it would take to get to the root of the income inequality epidemic.

Chapter 8 : 10 Barriers to Education Around the World

'Nontraditional' But Increasingly Common Barriers to Higher Education to the students who need it most can help them overcome barriers. But Increasingly Common Barriers to Higher Education.

Chapter 9 : Barriers to Higher Education - The Support Problem

Opening doors: Understanding and overcoming the barriers to university access This two-part report explores the

underlying barriers that mean less advantaged students are under-represented at highly-selective universities and looks at how Russell Group universities are helping to overcome these.