Higher Education Strategic Planning Steering Committee
Accessibility Subcommittee

Working Framework
February, 2010

Charge: The subcommittee is charged with developing recommendations to address the accessibility of the state's system of higher education. It is tasked with developing a clear standard for accessibility and goals to meet and maintain that standard. In addition, it will recommend goals to close achievement gaps and clearer pathways to success for students of all interests and backgrounds.

How should Colorado define accessibility?
- o "Students First": The ability of Colorado students to access, and have the opportunity to succeed in, higher education.
    - o Alternative discussed: The ability of Colorado institutions to be places where Colorado students can achieve a higher education.

What are the barriers to accessibility and what are our recommendations to address them?
- o The subcommittee has identified three barriers – Academic, Financial, Geographic – for all populations, and will also review barriers for historically underserved populations and non-traditional students.
- o It will pursue a gap analysis for each barrier, identifying current approaches, gaps, and solutions.
- o Initial discussions have focused on Academic barriers and Underserved Populations.
    - o Academic barriers –
        - ▪ Gaps include preparedness issues, remediation requirements, and Higher Education Admissions Requirements (HEAR) and associated visible and transparent costs for each.
    - o Underrepresented populations –
        - ▪ Gaps include lack of support structures as well as inconsistent transfer requirements and lack of consistent collaboration, strategies and student oversight across institutions and over time.

What should be the accessibility standard for:

- o Research institutions
- o State colleges
- o Community colleges
- o Technical schools

How can the system and each institution be held accountable for maintaining accessibility?

What should be Colorado's 5 and 10 years goals to address the gap between college attainment of its largest ethnic group (Hispanics) and the gap between low and high income groups?

Gaps/Solutions to be reviewed

- February 23: Historically Underrepresented Populations – what are the issues we should be focused on and what's working to address them?

    - Frank Sanchez (CU Denver), Paul Thayer (CSU)

- March 9: Career and Technical Education – What can we learn from the higher success of CTE students on CSAP scores?

- Accountability – What is happening now, what is working now and what is not, and what should be done to address the issue going forward?

- Recruitment/Retention Strategies – What are the best practices in Colorado and nationally around Mentoring/Advising/Support structures? What are best practices around systemic partnerships/collaboration between secondary and post secondary and between post secondary institutions?

- Transfer requirements/implications (2 yr to 4 yr)

- Remediation requirements and costs

- Social media/networking

Data being gathered by staff – subcommittee will be identifying data which highlights most important gaps and which supports highest impact solutions

- Current accessibility definitions/standards by Colorado institution

- Current demographics by Colorado institution (at start and at graduation)(by ethnic group and income levels)

- Current accountability requirements by Colorado institution

- Degrees dispersed in different geographic regions of Colorado

- Menu of national "best practice" recruitment/retention strategies

Background information

Opportunity Adrift, a new report from the Education Trust, finds that public flagship and research universities in the states are failing to adequately serve low-income and minority students.

Remedial Education, CCCOES, March 11, 2009

2009 Legislative Report on Remedial Education, CCHE, February, 2010

Connecting the Dots, national survey of student engagement

WORKING DRAFT

What are the "Top Ten" data points to guide our recommendations?

- o Example: Who are we now and who will we be in the future?
    - Demographic - % shift in state population ethnically (i.e. growth in Hispanic population)

- o Example: What academic barriers do we see for entry into higher education?
    - Remediation - % of students requiring remediation to be ready for higher education

- o Example: What are current drop out rates by institutions, by demographics?
    - Drop out rates - % of students dropping out before finishing by institution and by demographics?

- o Example: What are the certificate achievement and graduation rates for home-grown students in Colorado?
    - Certificate achievement and graduation rates: What are they as % of students entering higher education, by institution and by demographics?