Higher Education Strategic Planning Retreat

August 3, 2010
Tivoli Student Union
Denver, Co.
9:00 a.m.-3:00 p.m.
Timeline

- 8/3/10 Retreat
- 9/22/10 HESP Steering Group Meeting (Discussion of Draft)
- 10/8/10 Draft Report sent to Governing Boards for Comment
- 10/21/10 Deadline for Governing Board/Public Feedback
- 11/4/10 Report sent to CCHE/ Governor
- 9/13/10 Draft Report sent to HESP
- 10/7/10 CCHE Open Forum
- 10/18/10 Final Report to HESP
- 10/27/10 HESP Steering Group (Final Report Discussion)
I. Presentation of preliminary recommendations
   a. Mission & Governance (15-20 min)- Jim Lyons
   b. Sustainability (15-20 min)- Dick Monfort

II. Update from Pipeline/ Accessibility- Theresa Peña/ Meg Porfido

III. Public Comment

IV. Staff report on evaluation of recommendations/ alignment with goals

V. HESP discussion/prioritization on recommendations

VI. Discussion of “conundrums”

VII. Next steps for HESP- process for feedback/input/revisions

VIII. Statewide presentation schedule
Identify systematic approaches that enhance & improve the educational pipeline for youth and adult learners.

Lessen geographic, economic, and demographic disparities in access, retention & completion/graduation from a broad array of quality educational programs.

Strengthen the link between K12, higher education and the state's economy.

Ensure fiscal stability & affordability of Colorado public higher education into the future.

Provide recommendations for systemic governance reform.
(1) Low public awareness of current financial situation
(2) Low public awareness of value of Higher Education
(3) Radical demographic shifts
(4) Educational achievement gap
(5) Geographic disparity of higher education attainment
(6) Poor and complex systemic funding
(7) Increased remediation rates and societal costs
(8) Declining Revenue
• The mission of higher education in Colorado is to
• *Provide access* to an internationally competitive post-secondary experience to any qualified student through a tiered system (i.e., community, four-year and technical colleges, and research institutions);
• *Maximize quality*, efficiencies and affordability;
• *Meet needs* of the workforce and economy of the state;
• *Develop responsible citizens* for a successful civic enterprise (M-1).
• Student Educational Access: Colorado students need flexible entry points and paths to completion (A-2).

• Colorado’s colleges and universities are doing a good job reducing costs and are already far more efficient than most states. Colorado institutions should continue to seek ways to operate more efficiently so that more funding is directed to our classrooms and labs (S-5).

• The Colorado higher education system should support statewide efforts towards increasing the number and diversity of students of all ages pursuing higher education (P-1).

• The State of Colorado/ Colorado higher education system must identify, invest in and expand efficient ways of delivering remediation/developmental education in order to move students effectively and successfully into degree/credit-bearing programs (P-2).
• The Colorado higher education system should partner with/collaborate with P-12 school districts in expanding early/universal access to college level coursework, for underserved populations (P-3).

• The Department of Higher Education/CCHE should take the lead in identifying and supporting colleges and universities which are engaging adult learners who lack academic credentials, such as GEDs, certificates and degrees (P-6).

• The Colorado P-20 system should offer seamless transitions to appropriate levels of learning for all students (P-7).
Identify systematic approaches that enhance & improve the educational pipeline for youth and adult learners.
• Student Educational Access: Colorado students need flexible entry points and paths to completion (A-2).

• Student Financial Access: Students need affordable opportunities to complete higher education (A-3).

• Student Educational Completion: Success is earning the credential sought by the student (A-4).

• $760 million is recommended as a minimum, subsistence level of support necessary for sustaining basic operations and to allow low and middle income students basic access to Colorado’s colleges and universities (S-2).

• At any funding level, the majority of state dollars should be given directly to the students to spend where they believe their academic needs will best be met in order to motivate Colorado’s colleges and universities to meet those needs (S-4).

• The State of Colorado/Colorado higher education system must identify, invest in and expand efficient ways of delivering remediation/developmental education in order to move students effectively and successfully into degree/credit-bearing programs (P-2).

Lessen geographic, economic, and demographic disparities in access, retention & completion/graduation from a broad array of quality educational programs.
• Local communities that benefit socially and economically from higher education institutions in the community have an obligation to help financially support those institutions (S-6).

• Colorado should implement a finance policy whereby a significant portion of state funding to institutions is based on each institution’s performance against specific state goals as put forth by the CCHE (M-4).

• Colorado should adopt a market-based approach to realigning the system of colleges and universities to better meet the current and forecast future demand of the student population. This approach must include a system of performance measures for both the institutions and the state. A substantial portion general fund dollars should be allocated to incentivize the system of higher education (M-5).

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• The Colorado higher education system should partner with/collaborate with P-12 school districts in expanding early/universal access to college level coursework, for underserved populations (P-3).

• The Department of Higher Education/CCHE should take the lead in identifying promising practices and provide support to Higher Education Institutions (at all levels) to increase retention, completion and successful graduation (P-4).

• The Colorado higher education system should establish common metrics and standards for data collection and sharing, which measure progress towards meeting the charge of increased admissions, retention and completion (P-5).

• The Department of Higher Education should take the lead in identifying and supporting colleges and universities which are engaging adult learners who lack academic credentials, such as GEDs, certificates and degrees (P-6).

Lessen geographic, economic, and demographic disparities in access, retention & completion/graduation from a broad array of quality educational programs
Lessen geographic, economic, and demographic disparities in access, retention & completion/graduation from a broad array of quality educational programs.
• Colorado’s economic future depends on maintaining a robust system of colleges and universities. Creating and sustaining a funding source for higher education must become a top state priority (S-1).

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Strengthen the link between K12, higher education and the state’s economy.
Colorado’s economic future depends on maintaining a robust system of colleges and universities. Creating and sustaining a funding source for higher education must become a top state priority (S-1).

$760 million is recommended as a minimum, subsistence level of support necessary for sustaining basic operations and to allow low and middle income students basic access to Colorado’s colleges and universities (S-2).

If Colorado wants colleges and universities that can perform and compete globally in terms of excellence, quality, performance and reputation, we need to invest beyond a bare minimum funding level (S-3).

Colorado’s colleges and universities are doing a good job reducing costs and are already far more efficient than most states. Colorado institutions should continue to seek ways to operate more efficiently so that more funding is directed to our classrooms and labs (S-5).
• Local communities that benefit socially and economically from higher education institutions in the community have an obligation to help financially support those institutions (S-6).

• Student Financial Access: Students need affordable opportunities to complete higher education (A-3).

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Ensure fiscal stability & affordability of Colorado public higher education into the future.
• Integrated system: Colorado requires an integrated higher education system to meet its needs. An effective oversight body with a system view is needed to identify state needs, direct policy to address them, and enforce accountability (A-1).

• Student Educational Completion: Success is earning the credential sought by the student (A-4).

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• At any funding level, the majority of state dollars should be given directly to the students to spend where they believe their academic needs will best be met in order to motivate Colorado’s colleges and universities to meet those needs (S-4).
The state should maintain the current structure of higher education governance, comprising a state-wide regulatory board for implementing broad state-wide policy for higher education. Governing boards and a state-level board for the community college system should be retained (M-2).

The Colorado Commission on Higher Education (CCHE) should have greater authority in higher education policy (M-3).

Colorado should implement a finance policy whereby a significant portion of state funding to institutions is based on each institution’s performance against specific state goals as put forth by the CCHE (M-4).

The Colorado P-20 system should offer seamless transitions to appropriate levels of learning for all students (P-7).
Provide recommendations for systemic governance reform.
- State Leadership
- Measurable performance
- Data used for accountability/ transparency
- Completion
- System focus
- Reform
- Finance policy to drive state goals
- P-20 system
- Collaboration/coordination
Priorities

- 10 red dots for each HESP member
- Used to indicate initial strength of support for recommendations
- No more than 5 on any one recommendation
- This is not the final process! Only a way to survey initial responses from group
1. What does the HESP mean when it uses the term “market-based”?

2. State vs. Institution vs. Student Focus?

3. What does the HESP mean by “leverage” and “performance”?

4. Are private for-profit/non-profit and occupational schools assumed when considering goals, or do we need to more clearly articulate?