

Colorado Statewide Strategic Plan

In February, CCHE embarked on its legislatively mandated strategic planning process to update and retool Colorado's statewide plan for postsecondary learning.

The Strategic Plan is:

- **A Guiding Vision:** Encourages alignment around key statewide goals and metrics.
- **A Policy Framework:** Provides a vision for Colorado's postsecondary ecosystem
- **A Commitment:** Makes a commitment to pursue policies that are learner-centered and will make Colorado's postsecondary ecosystem the best it can be.

The Process

CCHE's Strategic Plan Working Group meets weekly in open meetings and provides updates at the regularly scheduled monthly CCHE Meeting. They take public comment at each CCHE meeting.

Objectives

2 weeks

@ Feb 23 – March 4

Drivers

6 weeks

@ March 7 – April 15

Measures

7 weeks

@ April 18 – June 3

Goals

2 weeks

@ June 6 – June 17th

Driving Question:

If we were to have the best post secondary ecosystem in the country by 2030 what would that mean?

Driving Question:

What are the key factors which enable progress toward the identified objective(s)?

Driving Question:

How will we know if we are making improvements toward the objectives?

Driving Question:

What specific numeric value/s should we aspire to achieve/reach 5 years from now?

The Process cont

Throughout the summer the Working Group will work with a consultant to outline and draft the new strategic plan document. They will circulate drafts and seek additional feedback and input.

Anticipated Summer Timeline For Drafting of Report:

Outline	@ mid June
Feedback window	@ June 20 - July 1
Working Draft 1	@ July 22
Feedback window	@ July 25th - August 5th
Working Draft 2	@ Middle of August

New Strategic Plan issued by end of year (sooner if possible)

5 Identified Objectives

- **EDUCATIONAL EQUITY:** An ecosystem designed to meet the needs of all learners with an intentional focus on erasing educational equity gaps among Hispanic, African American and Native American populations.
- **DATA-INFORMED DECISION MAKING:** A robust data system and a culture of data use throughout the ecosystem lead to data-informed policy making at all levels to best meet the needs of learners.
- **RETURN ON INVESTMENT (ROI):** An ecosystem that provides all learners with improved access to professional opportunities and career mobility, thereby delivering an attractive return on investment.
- **LIFELONG LEARNING:** An ecosystem that supports all learners throughout their lifetimes, enabling seamless progression through a diversity of learning pathways and credentials that help learners advance their career.
- **THE PUBLIC GOOD:** An ecosystem that drives economic vitality of the state and a healthy democracy by preparing an educated and engaged citizenry.

Seeking Guidance from National Leaders

The Working Group is having informal discussions with national thought leaders regarding new approaches to measuring success:

- Scott Jensen, Research Improving People's Lives (RIPL)
- Michael Itzkowitz, Third Way
- Jeff Strohl, Georgetown Center on Education and the Workforce
- Michael Simpson, PAIRIN
- Meredith Fergus, State of Minnesota
- Jamie Merisotis, Lumina Foundation
- Mamie Voight, Institute for Higher Education Policy
- Others TBD

Next Steps

The Working Group will continue to hear and take feedback on the identified objectives and drivers, as they shift focus to exploring measures:

- How will we know if we are making improvements in the drivers identified?
- What specific data can we use to evaluate progress of each objective?

Please visit CDHE website for updates and provide feedback by email to CDHE@dhe.state.co.us

The remaining slides capture draft language the commission has framed for each of the 5 objectives.

These are essentially notes and guidance the working group will use in drafting the final report.

The following language is not final, and we share to seek continued feedback and input in preparation for drafting later in process.

Objectives & Drivers

Objective - Educational Equity:

An ecosystem designed to meet the needs of all learners with an intentional focus on erasing educational equity gaps among Hispanic, African American and Native American populations.

Identified Drivers:

- Resources to help navigate the postsecondary environment are available to all students as early as middle school and throughout their learning pathway.
- Disaggregated data is utilized to identify and support the implementation of equity-minded solutions.
- Wrap-around supports are readily available for all learners.
- Learning environments reflect and are relevant to all students.
- Faculty and staff are fully equipped to implement equity-minded practices.

Objectives & Drivers

Objective - **Data-Informed Decision Making:**

A robust data system and a culture of data use throughout the ecosystem lead to data-informed policy making at all levels to best meet the needs of learners.

Identified Drivers:

- Institutions and policy makers have access to—and utilize—robust, longitudinal data to inform learner approaches and outcomes from K-12 education through postsecondary education and the workplace.
- Students and families have clear and transparent information as early as middle school about programs, costs, and career opportunities associated with learning pathways.

Objectives & Drivers

Objective - Lifelong Learning:

An ecosystem that supports all learners throughout their lifetimes, enabling seamless progression through a diversity of learning pathways and credentials that help them advance their career and personal growth.

Identified Drivers:

- Skills and competencies represented by a credential are informed by employers.
- The blurring of lines among K-12, postsecondary, and work enables individuals to engage in different experiences simultaneously as learners, earners, or both.
- Institutions offer flexible and alternative pathways to better serve employed learners.

Objectives & Drivers

Objective - **Return on Investment (ROI):**

An ecosystem that provides all learners with improved access to professional opportunities and career mobility, thereby delivering an attractive return on investment.

Identified Drivers:

- Credentials are viewed by employers as evidence of relevant, valuable skills learned.
- Time to credential is optimized for efficient delivery of learning objectives; demonstration of knowledge and skills is valued and incented over seat time.
- Students benefit from access to professional networks that support their career entry and progress.
- Stop outs with debt and with no credential are minimized.
- Students and families have clear information about the costs and benefits (ROI) of specific learning pathways.

Objectives & Drivers

Objective - **The Public Good:**

An ecosystem that drives the economic vitality of the state and a healthy democracy by preparing an educated and engaged citizenry

Identified Drivers:

- Learners and institutions serve as resources locally, statewide, and beyond to help advance social and economic opportunities
- Learners develop relevant skills that help our communities, states, and nations develop and thrive economically, politically, scientifically and socially.