Colorado Community College System
Comprehensive Academic Plan Annual Report
Arapahoe Community College

May 2022

Dr. Cheryl Calhoun, Provost and VP of Instruction

I. Summary of Current Academic Year Achievements

The 21-22 academic year was marked by change at Arapahoe Community College (ACC). With a new President starting in July 2021 and a new Provost / VP of Instruction starting in February 2021 much of this year was influenced by change in leadership. Instruction has put a thoughtful eye on both strategic scheduling and academic program review. With the transition of new leadership at the president, vice president, and dean level, we focused on streamlined and student-focused course offerings, and programmatic health, sustainability, and community and student demand.

The college has a comprehensive 2020-2025 Strategic Plan which values life-long learning, collaborative partnerships, integrity and inclusion. The Instruction Plan is aligned with the college's strategic plan and identifies goals, expected outcomes, implementation strategies, evaluation criteria metrics, milestones & timelines. The 2021 Strategic Plan Report further defines goals, outcomes and strategies across all sectors of the college. Some highlights from 2021-2022 academic achievements are:

- Enrollment was strong with total Fall 2021 FTE up by 6.414% (12,760.4) and Spring 2022 FTE up by 3.762% (2,635.92) over 2020 enrollment.
- Implemented Supplemental Academic Instruction for gateway courses in English and Math.
- Expanded the use of Open Educational Resources across all seven academic pathways.
- Negotiated collaboration with Douglas County School District to expand Career & Technical Education programs to CE students and adult students at the new Legacy Campus.

II. Upcoming Academic Year Strategic Priorities

Centralized Student Focused Scheduling

Instruction is working on centralizing the course scheduling process. ACC will move toward course schedule being housed out of the office of Institutional Operations, rather than out of the silos of the Program Chair, Department Chair, and Directors positions, that make collaboration and coordination a challenge. To support this change, new positions will be created to support both the strategy of schedule development and the data entry requirements to organize thousands of courses across multiple campuses.

Remodel the Littleton Annex to include a state-of-the-art Health Simulation Center

The simulation center will include scenario based multi-disciplinary simulations to include Emergency Medical Services, Nursing, Law Enforcement and Criminal Justice. This simulation center will allow for across discipline simulations that will allow students to not only learn their own area of focus but

interact with others in a realistic scenario much like they will when on the job after graduation. Simulations can include accidents, or emergency situations, which involve EMS, Law Enforcement, Emergency Room, Criminal Justice and even Mortuary Science.

III. Connecting Back to the Statewide Master Plan – How does the college academic plan address the four strategic goals outlined by CCHE?

Strategic Goal #1: Increase Credential Completion

- Continue to effectively utilize tools provided in Navigate to nudge students, support student success, connect students to resources. Holistic care of students across departments.
- Invite students to apply for graduation when near completion of degree or certificate utilizing Navigate. Eagerly awaiting CCCS completion of DegreeWorks reporting.
- One of two CCCS colleges to implement CPOS.
- Only CCCS college to provide financial aid prior to term beginning to allow students to be successful and complete degrees.
- Continue implementation of Guided Pathways work, specifically working to align academic plans according to pathways.
- Utilize COSI Career Forward and COSI Finish What you Started (ACC Come Back, Connect and Complete) programs to support completion for those whose degree progression was interrupted by COVID-19.
- Provide career information on all academic webpages utilizing the EMSI Career Widget so students can see career outcomes and opportunities specific to Colorado.
- Created Career-Forward, which provides extensive outreach and support to displaced adult community members and provides direction into a wage sustaining pathway. ACC is slated to serve and graduate 300 adults by Spring 2023.

Strategic Goal #2: Erase Equity Gaps

Open Educational Resources (OER)

We expanded the use of OER to additional courses across all seven academic pathways which enables students on college and high school campuses to save money, continue their education, and achieve their goals. All OER materials are available in accessible formats to comply with ACC's digital standards. Funds from the CDHE OER Grant Program were dedicated to support ACC's eLearning Department in converting OER textbooks and material into an accessible format. An Accessibility Specialist was hired in March 2020 to focus solely on converting OER into accessible formats. All text-based documentation is being structured or remediated to comply with ACC's digital standards and includes human captions and/or transcriptions of audio/video content. Interactive materials include keyboard and assistive technology and miscellaneous learning objects not classified as text or non-text that are being made accessible using the most updated version of WCAG.

Partners in Completion

We have developed a partnership with Englewood High School, Colorado's Finest High School of Choice, and Sheridan High School called the Connect Scholars to recruit and retain underrepresented students. Admissions representatives hold a series of sessions covering such topics as financial aid, registration, and student resources to select students who plan to attend ACC. A post-secondary advisor at Englewood High School keeps contact with the students involved in the program and helps to bridge the gap between the high schools and ACC. We provide a scholarship for these students to attend ACC along with guided academic advising and peer mentoring.

Apprenticeships and Work Based Learning

ACC has graduated over 125 apprentices through its Medical Assistant Program since 2018, 65% have been students of color and 75% first generation students and this program has almost eliminated equity gaps relative to completion and retention. Centura has an 87% one + year retention rate with our apprentices.

Strategic Goal #3: Improve Student Success

Supplemental Academic Instruction

We have implemented Supplemental Academic Instruction (SAI) for gateway courses in English and Math. The SAI plan spanned from 2020 to 2023. The long-term goal was to place less than 10% of ACC students into standalone developmental MAT and ENG coursework. This goal was met as of AY21. See charts below that show a historical trend of decreased enrollment in standalone development education Math and English. As of the 2020 academic year, less than 3% of the ACC student population takes stand-alone developmental courses.

To further reduce the number of students taking developmental coursework, ACC will convert to a default/automatic placement strategy. Students, grades 12 and higher, will be automatically placed into college-level gateway English and Math courses and co-enrolled into a co-requisite supplemental academic instruction course. This policy change will allow all students, grades 12 and higher, to access credit-bearing college-level courses during their first semester at ACC. Students who do not need or do not wish to take the co-requisite support course can be assessed and placed out of the co-requisite course by either the multiple measures placement policy or an in-class secondary assessment conducted during the first two weeks of the semester. While no student grade 12 or higher will be required to take stand-alone developmental education, some students may decide to opt-in to developmental education based on their comfort and perceived preparation for college-level coursework. Note: Due to SB19-176, until 2022-2023, students grade 11 and lower will need to show a college readiness indicator via multiple measures to access credit-bearing coursework. After that time, these students will also be eligible for default/automatic co-requisite placement.

Equity Minded Teaching Academy

In Fall 2021, ACC piloted the Equity Minded Teaching Academy. This nine week, 27-hour course is designed to help faculty learn how to use data about their own courses to inform their research of practice. Expected outcomes include the implementation of culturally responsive pedagogy, diversifying

the curriculum, and equity-minded professional development. The purpose of engaging in this type of professional development is to increase academic success and retention of all students and close equity gaps in student course pass rates and grade distribution between students of color and white students.

Strategic Goal #4: Invest in Affordability and Innovation

Open Educational Resources (OER)

Since fall 2019, OER has saved 11,598 ACC students over $1.5M in textbook costs. Data supporting this goal can be found on the OER Research Guide. At the conclusion of Fall Semester 2021, OER is being utilized in 33 courses across all seven Pathways including the BAS in Emergency Service Administration. OER has replaced print textbooks in 40 Concurrent Enrollment classrooms. OER is discussed more thoroughly under Strategic Goal #2.

Tutoring consolidation into the Learning Commons

To facilitate student access, we have moved all of our major tutoring areas into the Library and Learning Commons: the Math Support Center, the Writing Center, the Science Support Center, and peer tutoring in all disciplines, which creates a one-stop shop for students. Art & Design tutoring (CAD, Revit, Multimedia Graphic Design) and Nursing tutoring takes place in their respective locations, and a variety of tutoring is also offered at our Sturm Collaboration Campus. All tutoring is also offered through face-to-face and remote appointments, and all tutoring sessions are documented in Navigate. We also offer TutorMe online tutoring available to all students including Concurrent Enrollment students available 24/7.

Under the leadership of a Director of Academic Support the center will change staffing models from faculty staffed to dedicated tutors. The Director will track usage and resulting student success from the services offered. By moving to a model with dedicated tutors we reduce faculty release time for tutoring, provide more strategic learning support for students, and increase the percentage of full-time faculty in our classrooms.

IV. Connecting Back to the CCCS Strategic Plan – How does the college academic plan address the four bold solutions outlined by SBCCOE?

The college's 2020-2025 strategic plan identifies five strategic directions:

- Student success
- Excellence in Teaching and Learning
- Equity and Inclusion
- Climate of Innovation
- Quality Workplace

For each strategic direction goals, outcomes, implementation strategy, and evaluation criteria metrics have been defined. The instructional plan is aligned with the college's strategic plan.

Transform the Student Experience

Student success is core to the mission of ACC and each employee at ACC contributes to the success of our students.
College Goals that align with Transform the Student Experience:

- Create a student-ready college to enable all populations of students to be successful at ACC.
- Increase student enrollment, retention, transfer, and completion rates.
- ACC students are afforded full range of holistic resources to support their academic and career
- goals.
- Continue to create innovative ways to provide college and skill building affordability and convey the
- transparency of costs to our students.

Transform the Workforce Experience

ACC continues to be strategic in developing partnerships and securing funding for expanding workforce education programs. One example of this partnership/funding model is as follows.

- $2 million dollar Sync Up Colorado Challenge winner (over 130 applications) to create a high school to health careers collaborative academy with 7 urban and rural school districts, the three largest health employers in Colorado (Centura, Davita, and Health One), College Invest, Beyond Campus Innovations, and CCD.

Most recently, ACC has expanded its leadership team with the addition a VP of Workforce & Economic Development. The intended outcome is to have ACC's CTE programs be tied to economic development in the region through expanded public-private partnerships yielding increased apprenticeships, completion, and graduate employment.

Create Education without Barriers through Transformational Partnerships

ACC continues to be an active partner in continuing education and in developing articulation agreements for our students to continue their educational goals. This is evidenced through the number of new articulation agreements as identified in Section V. and the DCSD collaboration described below.

- Sale of Parker Campus to Douglas County School District (DCSD) and the collaborative partnership in developing complete Career & Technical Education programs at the Legacy Campus. With a projected 700-900 DCSD students this partnership will allow ACC to both serve adult students and high school students in strategically focused workforce development programs. Current projected programs include Emergency Medical Services, Advanced Robotics, and a proposed expansion of programs to support the growing aerospace industry.

Redefine our Value Proposition through Accessibility, Affordability, Quality, Accountability, Resource Development, and Operational Excellence

At ACC we strive towards continuous improvement which accesses the students' experience from a holistic perspective. This perspective strives to ensure barriers to success are mitigated or removed so that all students can succeed. These barriers include accessibility, affordability, high-quality educational supports and accountability for individual student success. To fully meet our students where they are

and help them achieve their academic goals, we also need to ensure we have adequate resources and operational efficiencies to ensure an efficient and well-run student-centered organization.

V. Updates to Academic Programming

New General Education and CTE Programs Under Consideration

- Heath Information Management – BAS
- Medical Lab Science – BAS
- Cybersecurity – BAS
- Education - BAS

Program Closures Under Consideration

- AAS Salon Management Degree

Describe data being used to make these decisions

Offering programs that are needed for the community, lead students to a livable wage, and are competitive is imperative. At ACC, academic programs are reviewed regularly and thoughtfully. Some examples of the data considered in the analysis include alignment with career opportunities and a pathway to a livable wage, alignment with four-year partners and the ability to seamlessly transfer, student demographic makeup and thorough equity analysis related to course and program success, budgetary analysis (i.e., course size, student demand, cost to maintain programming, enrollment, projected graduates, job demand, etc.).

New programs and articulation agreements this year

- Ophthalmic Technician Program – Approved, launching Fall 2022
- AAS in Emergency Medical Services
- Transfer Business AS Degree CSU launching Marketing and Management Bachelors' Degrees onsite at Sturm Collaboration Campus
- Licensed Practical Nurse (LPN) to RN to launch at Sturm Collaboration Campus in 2022-2023 academic year
- Music Business Certificate approved
- Digital Marketing Cert for Business that will launch Fall 2022
- Associates of Engineering Sciences Degree, the first Engineering Statewide Transfer Articulation Agreements between CCCS and Mines, Colorado State University, and University of Colorado
- Associate of Fine Arts (AFA) transfer agreement was finalized with CU Denver
- Exercise Science AS Degree Articulation with CSU-Fort Collins Sports Medicine BS Degree
- Associates of Arts Exercise Science – Health Promotion with CSU Pueblo
- Cybersecurity AS Degree Articulation with Norwich University
- AAS in Construction Management Articulation with CU-Denver BS in Construction Management
- AAS in Architecture Articulation with CU-Denver BS in Architecture
- BSN to MSN Articulation Agreement with CSU-Pueblo

VI. Commitment to Inclusive Excellence - Describe college academic initiatives and innovations focused on promoting DEI work.

This year, ACC developed the College Equity Plan. Multiple stakeholders and voices throughout the campus, including staff, faculty, students, and leadership helped shape the plan. The Equity Plan includes five factors:

I. Access and Equity: Utilize demographic data to examine, track, and report experiences and outcomes for students from historically marginalized populations
II. Campus Climate: Assess and respond to gaps regarding equity and inclusion in practice, procedures, processes, and culture at ACC
III. Equity-Mindedness in the Classroom: Demonstrate a commitment to culturally responsive pedagogy and diversify the curriculum.
IV. Employee Support and Development: Focus on the systematic practices that lead to growth, development, and accountability for employees as it relates to equity and Inclusive Excellence.
V. Student Learning and Development: Provide opportunities for students to engage in experiences that increase their knowledge and develop their skillset in diversity, equity, and inclusion.

VII. Describe how the college facilities planning goals support the college strategic priorities. Attach facility plan to this report.

The ACC Facilities Master Plan is updated every five years. Attached is the 2017 Facilities Master Plan. Goal 1 was met with the construction of a new campus in Castle Rock in 2019. Goal 2 began this past year with construction to commence in December 2022. The process to update the Facilities Master Plan has begun.

- Goal Student Success: Create a student-ready college to enable all populations of students to be successful at ACC. Provide well-maintained and safe campuses to deliver the ultimate learning experience for all students.
    - Expected Outcome: Increase the overall use of all buildings providing a welcoming appearance, functionality, and safe atmosphere.
    - Implementation Strategy: Monitor work orders to address physical campus needs. Plan and complete preventative maintenance and summer cleaning activities. Plan and implement area improvement forms depending on budget available.
    - Evaluation Criteria Metrics: Provide and document follow up for area improvement forms and work order tracking.
- Goal Excellence in Teaching and Learning: Expand high impact learning practices, including but not limited to service learning, study abroad, work-based learning, undergraduate research programs, learning communities, writing intensive courses, collaborative assignments and projects, diversity/global learning experiences, ePortfolios, community-based learning, internships, capstone courses and projects, and first-year experiences.

  - Expected Outcome: Expand the opportunities for students to participate in undergraduate research.
  - Implementation Strategy: Assist instruction in setting up outdoor research events such as astronomy night and eclipsing viewing. Work collaboratively with Facility Rental.
  - Evaluation Criteria Metrics: Facility setup activity for Instruction. Pre-event and post-event setup check; document in shared folder.
- Goal Equity and Inclusion: Recognize and reward employee professional development and training in equity mindedness that results in institutional knowledge and action.
  - Expected Outcome: Shift in institutional culture that incentivizes participation in equity work resulting in increased participation in professional development.
  - Implementation Strategy: Encourage all staff to participate in professional development and training in equity mindedness by sending emails and posting events. Provide translators for professional development and training. Allow participation during work hours. Set a percentage participation goal and post progress monthly. Provide pizza or cookout each fall and spring semester based on participation percentage.
  - Evaluation Criteria Metrics: Participation goal percentage.
- Goal Climate of Innovation: Promote institutional sustainability by reducing ACC's carbon footprint through recycling, reducing, and controlling energy and water usage.
  - Expected Outcome: Role model for environmental responsibility.
  - Implementation Strategy: Determine and implement a strategy in energy and water savings. Continuing on the growth of updating our mechanical systems to ensure all buildings are efficient and reliable, along with bringing cost savings to ACC.
  - Evaluation Criteria Metrics: Continuously improve overall water usage and costs.
- Goal Quality Workplace: Ensure alignment between college budget and the ACC Strategic Plan.
  - Expected Outcome: Ensure alignment between the college budget and the needs of the college.
  - Implementation Strategy: Monitor budget use and balance. Request controlled maintenance and capital construction funding from State.
  - Evaluation Criteria Metrics: Submission of controlled maintenance request for HVAC improvements and capital construction fund request Annex remodel.

VIII. Describe how the college technology planning goals support the college strategic priorities. Attach technology plan to this report.

Effective April 1, 2022, the Information Technology department at ACC merged with e-Learning to create Instructional Technology which includes Classroom Technology, Learning Technology, and Information Technology. This new comprehensive Instructional Technology will be housed under Instruction. This change re-aligns information technology to be more user focused providing support for faculty, staff, and students in utilizing technology to meet the college's strategic priorities. The Instructional Technology reorganization plan is attached to this report.

IX. Describe any significant changes to prior year CAP strategic plans (AY23 and beyond)

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May 2022

Keith Peterson, Vice-President of Instruction
Lisa Krueger, Director of Academic Affairs

I. Summary of Current Academic Year Achievements

a. Continuation of OER implementation

Colorado Northwestern Community College has completed its third year of implementing OER/ZTC. Currently over 70% of Arts and Sciences courses are being delivered as OER courses. CNCC's Business Accounting degree program is 100% ZTC. CNCC has already received grant funds for the coming year and will continue to add courses to its already robust OER catalog. and will be presenting this summer at the OER state conference.

b. Teaching Excellence Grant

Colorado Northwestern Community College has begun implementation of its Teach Excellence Grant strategies with its initial round of classroom observations. Faculty "Fellows" who have undergone classroom equity training have begun observing courses delivered by faculty on both campuses with the intent of providing pedagogical feedback aimed at course delivery improvement in the equity space and will be presenting this summer at the Teaching Excellence state conference.

c. Concurrent Enrollment Success

AY 21-22 saw an increase of over 30% in concurrent enrollment FTE. Several factors contributed to the growth of CE at CNCC, including a dedicated full-time director, a concurrent course/degree mapping project, and the expansion of hybrid modality courses delivered through funding from the RISE grant.

II. Upcoming Academic Year Strategic Priorities

a. Dental Hygiene BAS

Colorado Northwestern Community College is in the process of authorization for Bachelor of Applied Sciences degree in Dental Hygiene. DH is historically CNCC's most successful program and has been offered at the institution since 1963. In 2022, DH leadership expressed an interest in creating CNCC's first BAS degree. The internal design and approval process has been completed and CNCC is awaiting System and HLC approval with a projected start date of sometime in 2023.

b. Outdoor Recreation

The CNCC College Advisory Board has identified Outdoor Recreation as a programming priority of the coming academic year. CNCC began its Outdoor Rec program (in its current form) more than a decade ago and saw a severe decline in participation in the past two years, largely due to limited activities as a

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result of COVID-19. To that end, CNCC has assembled an internal team to work alongside the Advisory Board to reinvent and market its Outdoor Recreation programming.

c. CLARUS Project Response

In AY 21-22 CNCC contracted with the CLARUS group to analyze the current employment and economic environment of its communities. CLARUS will do its official report out in August 2022 and based on the findings from the project CNCC will devise a strategy to implement new programming identified as beneficial to its economic environment and bolster support for existing programs identified as the same.

d. Athletic Academic Success

For the AY 22-23, CNCC will be unveiling a new "Student Success Plan" for student athletes. Devised by a committee of participants from Academics and Athletics, the new plan will include a more stringent internal eligibility policy and a documented protocol for student athletes and coaches targeted at student enrollment, retention, completion, and emotional wellbeing.

III. Connecting Back to the Statewide Master Plan – How does the college academic plan address the four strategic goals outlined by CCHE?

a. Strategic Goal #1: Increase Credential Completion

CNCC's College Academic Plan addresses the Statewide Master plan Goal 1 by identifying and resolving performance gaps for increased effectiveness. Through this academic goal, CNCC's Academic Leadership Team assess completion rates and actions are developed (where concerns are founded) to address and improve upon credential completion.

b. Strategic Goal #2: Erase Equity Gaps

Erasing equity gaps is primarily addressed through CNCC's Teaching Excellence Committee. The Committee's goals and college impact are to increase equitable understanding of CNCC's instructors and analysis where equity gaps are present in curriculum, developing actions to eliminate them. Although CNCC places the utmost trust in the committee, the committee members are also in continuous contact with the Vice President of Instruction to gain Executive Learnership direction and for the VPI to act as a liaison between the other members of the executive staff and the committee.

c. Strategic Goal #3: Improve Student Success

Two of CNCC's Academic goals relate to improving student success. By 'identifying and resolving performance gaps for increased effectiveness' CNCC is actively looking for data that might reflect issues where student success can be improved upon. Secondly, 'identifying, recognizing and leveraging strengths' speaks to improving upon the areas CNCC is already excelling, and therefore, further improving upon student success.

d. Strategic Goal #4: Invest in Affordability and Innovation

Access, affordability, and quality education are the heart of CNCC's mission statement. Consequently, providing affordable education is the essence of what CNCC stands for as an institution of Higher Education.

Furthermore, CNCC's Academic goal to "Prepare CNCC to take advantage of opportunities and face challenges" speaks to CNCC's innovative response to the educational needs of our community and surrounding areas.

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IV. Connecting Back to the CCCS Strategic Plan – How does the college academic plan address the four bold solutions outlined by SBCCOE?

a. Transform the Student Experience

The college academic plan transforms the student experience through identifying and resolving performance gaps for increased effectiveness. The student experience is improved by the goal as when performance gaps are identified, actions are established to enhance upon the deficiencies. As performance gaps are improved, students directly benefit from the focus as things like completion rates are increased.

b. Transform the Workforce Experience

Through identifying, recognizing, and leveraging strengths CNCC's Academic Leadership Team (ALT) often discovers the strength is in our workforce. Through the Academic plan, the ALT spends time discussing the impact the workforce has on the programs, but also the ideal workforce needs of the programs.

c. Create Education without Barriers through Transformational Partnerships

To identify, recognize and leverage strengths, as well as prepare CNCC to take advantage of opportunities and face challenges, creates opportunities for CNCC to break through barriers by identifying potential areas where partnerships would enhance the student experience.

d. Redefine our Value Proposition through Accessibility, Affordability, Quality, Accountability, Resource Development, and Operational Excellence

CNCC's academic plan sets a goal to 'aid the institution in prioritizing resource allocation'.

V. Updates to Academic Programming

a. New General Education and CTE Programs Under Consideration

This academic year CNCC investigated offering our first bachelor's program. Through program viability assessment, including surveying program interest in current and past Dental Hygiene students, CNCC has concluded to offer a Bachelor of Applied Studies in Dental Hygiene. CNCC is hoping to have the first cohort in Fall of 2023.

CNCC has also designed a General Admissions (GA) process for admittance into the Nursing program, starting Fall 2022. CNCC has enjoyed many years of success with our GA program in Dental Hygiene and therefore have implemented a similar model for our Nursing Program. There are many benefits to the students and nursing program with this addition. Because the GA program encourages students to take their prerequisite courses through CNCC, when students enter the nursing program, the nursing instructors are assured the students have the tools needed to succeed and thrive.

CNCC is currently looking into options in offering a sports medicine program of study. CNCC already have the student population that would help to support this plan of study in the student athletes. In the past, CNCC has run Intro to Sports Medicine as a class. This class has always been very popular, and student have expressed interest in pursuing more in this field of study. This program of study is in the developmental stage; however, it demonstrates our ingenuity and drive to provide offerings to enhance students' lives.

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b. Program Closures Under Consideration

CNCC has placed the massage therapy and diesel programs on hold for the time being. The reason for these program suspensions were due to multiple reasons. The reasons included low enrollment as well as instructor loss. Due to these factors and results determined from the program review process, CNCC has suspended these two programs for the last two years. At a future date, CNCC will assess whether to reinstate the programs or formalize their closure. CNCC did not require teaching out of these programs as all students had completed at the time of the program suspension

c. Describe data being used to make these decisions

We utilize enrollment numbers for a three-year period as one of our data points to assess programs. In addition, we utilize direct cost, program academic year FTE, total revenue by students in degree program, retention rates, graduation rates, number of degrees awarded to name a few data points we assess.

VI. Commitment to Inclusive Excellence - Describe college academic initiatives and innovations focused on promoting DEI work.

In academic year 2020, CNCC made important headway within the area of inclusive excellence. CNCC's teaching excellence committee spent the year fine-tuning the template and process for evaluating peers within the classroom using tools to assess teaching through an inclusivity lens. The four committee members each took turns evaluating each other's classrooms for ways to improve teaching with inclusivity. Not only was teaching methodology assessed but conversations and tips on how to improve were also shared. Next academic year, CNCC plans on expanding this peer-on-peer assessment to the entire academic division.

One of the largest impacts CNCC made this year was to design a student athletes eligibility policy. Student athletes are the largest diverse student population. Previously, CNCC has been adhering to the conference eligibility requirements; however, CNCC did not feel that put the true success within the student athletes reach. This new internal eligibility process empowers students to put academics first. This new policy realigns the focus on helping student athletes work towards completion of their graduation and/or transfer requirements. More rigorous GPA minimum will be required for athletes to be eligible to play in their designated sport. If students fall below a 2.0 GPA within the semester, there will be academic interventions, two hours per week of additional tutoring within CNCC's tutoring service areas, a success plan will be created, and study skill development sessions will be required.

This academic year CNCC also revised our academic integrity policy through the lens of restorative justice. Previously our policy was extremely punitive and accusatory from the first offense. CNCC recognized a reoccurring pattern that students seemed often times unaware that their actions were considered cheating or plagiarism. As a result, CNCC implemented a new policy with reintegration, intervention, and prevention in mind. During faculty training CNCC emphasized to maintain academic integrity within CNCC's classrooms it was imperative that prevention measures be put in place, so students know beforehand what is acceptable and what is not. When CNCC performs the intervention stage, there is mediation and not punitive actions taken with the students. Students are given the

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opportunity to overcome offenses. During this first offense, CNCC make sure to emphasize the teachable moment. Following intervention, CNCC re-integrates the student within a supportive environment. In the last step, CNCC promotes accountability and achievement well acknowledging students' challenges. With these changes, CNCC hopes to better support our students' academic success and mitigate future acts of dishonesty.

VII. Describe how the college facilities planning goals support the college strategic priorities. Attach facility plan to this report.

Facilities' mission is to provide CNCC with campus-wide construction, maintenance, and custodial support to ensure the buildings, grounds, and surrounding areas are operating in a safe and efficient manner. We prioritize our facilities based on code deficiencies, safety, and security, finally, we try to focus on aesthetics.

Many of CNCC's buildings on the Rangely campus were built in me early 60s or late 50s, and therefore facility maintenance is important aspect to the daily operations of the college. In recent years, we have made strides to improve upon our facilities. In 2018, with the help of controlled maintenance projects, we were able to replace the roof on the Johnson building as well as the president residence on the Rangely campus. In 2020, through the same means, we were able to refurbish Hydronic heating systems in our Johnson building on the Rangely campus. Moving forward, we hope to replace and repair parking lots, electrical service upgrades and backup generator, roof replacements, replace chilled system pumps, HVAC control upgrades, replace repair campus sidewalks, replace concrete slabs, replace broiler, and structural repairs to name a few of our facility needs. Examples of why some of these projects are important include accessibility to students and employees getting sidewalk up to code. Therefore, facility repairs, upgrade, and improvements directly tie to the colleges strategic priorities of enhancing people's lives by providing an accessible and quality education from a physical surrounding point of view.

CNCC's facility plan includes attempts to prevent future facility concerns and set aside college funds to maintain facility standards. In recent years, as a college, we have deliberately budgeted facility improvements with each new budget year. For example, funds in AY 2021 were used to update the cafeteria as it is the most used room by students living on campus. With these modification to resource uses, as well as State aid, we have made significant progress towards the longevity of our facilities; however, facility improvements must continue to be a priority for CNCC. These positive changes directly support the college's goal to improve sustainability, specifically addressing the college strategic priority of 'strategically budget to maintain and enhance facilities, equipment, and infrastructure'.

VIII. Describe how the college technology planning goals support the college strategic priorities. Attach technology plan to this report.

Providing technology support for CNCC's students is a necessity to better serve the target student population. CNCC recognizes the importance of providing the technology standards in which CNCC's

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students are accustomed. In the classroom, technology is becoming more vital as we can enhance teaching methodologies, as well as to provide access to students who may otherwise not have the opportunity to attend college.

One of CNCC's major bearers has been our network and security. Through the State of Colorado's Capital Renewal Project, CNCC's request for $1.9M was accepted and signed into the Long Bill in spring 2021. It was approved for spending on July 1, 2021, and CNCC has begun the improvements funded by the project. The objective of the project is to upgrade the existing bandwidth for all the classrooms, labs, and administration buildings to gigabit Ethernet from desktop to switches and upgrade the backbone of all of the switches to ten gigabit Ethernet. As the new fiber infrastructure is installed this will free up the old fiber network. This network will then be dedicated to CNCC's security system. New switches and UPS battery backups will be installed to replace failing equipment. This upgrade will prepare the system for further security equipment that will be purchased and installed through a separate project request. Training and new equipment will also allow CNCC to maintain and continue to use both new and old networks for years to come.

This project is consistent with the strategic IT plan by upgrading our infrastructure which will stabilize CNCC's learning environment for the foreseeable future. This project will also provide funding for training and equipment needed to work with fiber optic cables. With this training CNCC can help mitigate time and cost overruns by doing much of the work internally. CNCC's rural location requires the ability to repair and install many things without access to service providers. CCCS is a trusted partner but can only offer so much help from their location 300 miles away. Once this project is complete it will allow CNCC to lay the foundation for technology improvements across campus.

IX. Describe any significant changes to prior year CAP strategic plans **(AY23 and beyond)**

The assessment of CNCC's academic area remains steady. This said, there are areas and programs in which further discussion and analyzing is required. Through this process we have acquired longitudinal data that helps assess the health of each of our programs. The process has added an important component to the successful management of CNCC's academic department.

Due to organizational structure changes to the academic leadership team, we have developed a structure that allows for more diversity in professional areas. This broadening of the academic leadership team has allowed for a more innovative and collaborative workspace. As a result, the current CNCC CAP strategic plan was developed under CNCC's old organizational structure, therefore, we are seeing and noting changes that need to take place with the plan itself to improve efficiencies.

Colorado Community College System
Comprehensive Academic Plan Annual Report

Community College of Aurora

May 2022
Dr. Bobby Pace, Vice President of Academic Success

I. Summary of Current Academic Year Achievements

- Comprehensive Academic Program Review Phase One—reviewed all 100 academic programs for both program vitality and efficiency in order to determine which programs to sunset, maintain, or place on extended review with a plan for improving vitality metrics.
- Restructured our administrative framework—removed our "centers" model and repositioned deans to focus on three key areas: general education, STEM, and CTE. Elevated concurrent enrollment oversight to a dean level position now that it accounts for just over 50% of our student population. Added a Dean for Online and Blended Learning position to lead and develop the college to be ready for the adoption of Colorado Online and build out our internal infrastructure. Added a Dean for Academic Effectiveness and Instructional Support to oversee the assessment of student learning, CTE credentialing and PLA, Academic Learning Center, Library, catalog and scheduling, and our instructional professional development efforts. Integrated our Workforce efforts including Career Services, the Center for Adult Education (community ESL, High School Equivalency, and US Citizenship training) and our Disaster Management Institute into Academic Success.
- Developed and began an Assessment Academy to oversee the training of assessment practices and fundamentals here at CCA.
- Reinstituted our faculty and instructor professional development program which was terminated 8 years ago.
- Developed and implemented a new approach to CTE credentialing by transitioning EDU 250 and 260 from in person courses to open ended facilitated modules on D2L allowing for universal access and removing barriers for instructor engagement to ensure our Academy can remain certified.

II. Upcoming Academic Year Strategic Priorities

- Phase two of the Comprehensive Academic Review which includes initiating the sunsetting of 27 programs and the establishment of Vitality Improvement Plans for another 49 programs that fair to meet at least one or more of the vitality metrics. These improvement plans will either ensure that the program vitality metrics improve or begin the process of closeout. This also shifts our model towards examining the assessment of student learning and program efficiency (cost matrix) as connected with overall programmatic health.
- Combining the Academic Learning Center and the Library into an Academic Learning Commons focusing on skill development in digital literacy, advancement of open educational resources, and the expansion in tutoring quality and delivery formats to include 24/7 virtual tutoring as well as face to face.
- Develop and implement a New Faculty Academy model based on the following framework:

- Underlying assumptions for the NFA:
  - varied backgrounds
  - differentiated needs,
  - agency in learning
  - reflective practice
- NFA parameters (New Faculty Academy)
  - Minimum of 25 hours
  - Sensitive to start dates (whenever a faculty is hired the process should begin)
  - Engage supervisors and mentors
  - Self-assessment, multiple times
  - Self-directed, collaborative, and reflective
- NFA key components (structure)
  - Foundations
    - Completely online, D2L, Office365. Access begins from day 1. Online, asynchronous. 9 modules looking at web resources, Microsoft 365, web advisor, D2L, Zoom rooms, My Learning Plan/Frontline
  - Boot camp
    - The face to face arena (faculty with a stipend), take on the mentor role, and provide workshops.
    - Needs to foster connection
  - Observations
    - The faculty supervisor picks two faculty for the new faculty to observe. This needs to be a very reflective process/practice.
  - Seminars
    - 1 hour, one and done PD's.
    - At least 7 need to be attended but they choose whichever they want. These are the themes:
      - Adult Learning
      - Curriculum
      - Instruction
      - Assessment
      - Technology
  - Milestones
    - Celebration of the growth the new faculty have made during the process. Truly celebrating the growth, a positive moment where leadership is present where folks present their own discussion on the work.

- Begin embracing our Achieving the Dream designation and implement the equity minded strategies recommended by our coaches. Including a focus on tracking students through their declared pathways and emphasizing credentialing for all students as the true end goal.

III. Connecting Back to the Statewide Master Plan – How does the college academic plan address the four strategic goals outlined by CCHE?

a. Strategic Goal #1: Increase Credential Completion

- By examining for the first time our program success rates in terms of credential completions, we are now able to work with chairs, deans, and faculty to determine which programs students are enrolling in, which they are not, develop completion

plans, and reallocate resources from programs lacking vitality to ones with higher student concentrations. Our completion plans also provide a metric for year over year comparison to ensure that we are improving on our student graduation rates in each of our programmatic offerings.

b. Strategic Goal #2: Erase Equity Gaps
   - We've never institutionally examined our disaggregated success rates by program to explore and assess equity gaps from that perspective. Historically, we have only looked at equity gaps in terms of success rates in specific programs or overall graduation rates. That, however, is only part of the picture. Course level success may be only one part of a student earning a degree or certificate. We now are developing high touch relationships with students in our program vitality plans to get to know the needs of individual students within their programs to see if scheduling, course format, technology, etc. are detriments towards credential attainment.

c. Strategic Goal #3: Improve Student Success
   - As part of our Academic Learning Commons development plan, we are investing in online tutoring beyond our traditional staff to allow for 24/7 virtual tutoring access as well as expanding tutoring and academic supports in the sciences, economics, and computer digital technologies in line with course curriculum to ensure there is a synergy between what students learn in the classroom and what is reinforced in tutoring sessions.

d. Strategic Goal #4: Invest in Affordability and Innovation
   - We are expanding our efforts and investment in Open Educational Resources development, access, and repository both for our in person and online courses to reduce textbook costs for students. This includes acquisition of design and publishing software, workshops on OER development, and compensation for course and material development—especially in scenarios where culturally responsive language and examples are integrated into the collections.

IV. Connecting Back to the CCCS Strategic Plan – How does the college academic plan address the four bold solutions outlined by SBCCOE?

a. Transform the Student Experience
   - In connection with the Key Performance Metric 7 of the CCCS Strategic Plan, our investment in the Department of Online and Blended Learning will ensure that we expand quality, uniform class experiences for students and implement a variety of instructional trainings and expectations for anyone engaging in online instruction. This will harmonize the online experience for students and ensure rigorous, student centered instruction in our online and hybrid environments.

b. Transform the Workforce Experience
   - In alignment with Key Performance Metric 1, we increased our faculty ranks to 69 for the 2022-23 academic year. Moreover, we have our most diverse incoming faculty class with 4 new faculty identifying as persons of color. Overall, persons of color now make up 20% of our fulltime faculty which is nearly double the number from our 2017-18 academic year.

c. Create Education without Barriers through Transformational Partnerships
   - In alignment with Key Performance Indicator 1, we increased our number of CE associates degree graduates (completing their associates before their high school coursework) to 92 up from only 23 three years ago. We also have two Sturm funded pathway navigators who are embedded in the high schools targeting seniors in CE as part of a matriculation effort. Currently we matriculate approximately 15% of our CE seniors to CCA after graduation and our goal is to have that number up to 25% within 5 years.

d. Redefine our Value Proposition through Accessibility, Affordability, Quality, Accountability, Resource Development, and Operational Excellence
   - As part of our OER Grant 2 work we were awarded $35,602 which lead to a conversion of 8 high enrollment courses to OER and saved students $128,272 in text books costs alone. In summer 2019 we had 8 OER sections a term which grew to 58 sections in spring 2022 with a total savings of $433,688 in student textbook costs. As we continue to invest in our OER work we ensure a reduction of costs to students while also improving access to course materials on day one—ensuring that no student has to worry about whether or not they can afford their course materials.

V. Updates to Academic Programming

a. New General Education and CTE Programs Under Consideration
   - We are working on the launch of an ADN program.

b. Program Closures Under Consideration
   - Fire Science Technology Cert
   - Management with Paralegal Emphasis AAS
   - Logistics Cert Inventory
   - Logistics Cert Warehouse
   - Logistics Cert Purchasing/Procurement
   - Financial Cert Banking Essent
   - Financial Cert Supervision
   - Entrepreneurial Launch Cert
   - Entrepreneurial Studies Cert
   - Bookkeeping Cert
   - Office Administration Cert
   - Art History DwD
   - Studio Art DwD
   - Theatre DwD
   - Theatre Event Tech Cert
   - Music Producer AAS
   - Music Producer Cert
   - Geography DwD
   - Anthropology DwD
   - Philosophy DwD
   - ECE Infant Toddler Supervisor Cert

- Tech for Business Ops Cert
- CISCO Cert
- Basic Networking and Security Cert
- Creative Tools Cert
- Geology DwD
- Patient Health Care Representative

c. Describe data being used to make these decisions

- Metrics for degree and certificate programs:
  - Graduation – 8 students per year or average of 8 over three years
  - Headcount – 18 new students per semester or 36 per academic year
  - FTE – 12 per semester
  - Retention – at or above state average
- Metrics for degree or certificate prefix
  - Average section size 20+
  - Cost at or below $250 per credit hour

VI. Commitment to Inclusive Excellence - Describe college academic initiatives and innovations focused on promoting DEI work.

- In partnership with our Title V team we embarked on a series of professional development series that go in depth on single topics, have reflective elements, and incentivize pedagogical changes in the classroom. The first of these series launched this spring and focused on high impact practices. It was a four-part series housed in D2L and can count for up to 20 hours of professional development. The second series of modules focuses on the assessment of student learning and we will also have a set designed around culturally responsive pedagogy.
- This past year we designed a professional learning community around multilanguage learners. While the impact of these efforts were limited—we found the professional learning community approach placed too much of a time commitment on individual participants and we only had a total of 7 participants with 4 of them being facilitators—we do appreciate the conversations it started and can see opportunities to develop crosswalks between our community and college ESL programs and our English Composition courses.
- This year we implemented a change in our required courses for our Film Video Media degrees where we mapped our general education math competencies to other course learning outcomes which allowed us to require Intro to Ethnic Studies instead. This was a significant change aimed at addressing the chronic underrepresentation/misrepresentation of persons of color in film. Already we are seeing an impact in the diversity of representation within the films emerging from the school and the conversations this is generating.
- As of June 2022, CCA will officially become the first college in Colorado to be an Achieving the Dream school. This represents a significant advance in our commitment to data and research informed practices that can be integrated college wide to further our college vision of being the college where every student succeeds. We are incredibly excited about what this new affiliation will entail and the direction our coaches will advise us.

VII. Describe how the college facilities planning goals support the college strategic priorities. Attach facility plan to this report.

- We are preparing to break ground this August on our new Center for Applied Technologies and STEM building which will foster synergies among our engineering, diesel, construction, and STEM programming as well as allow for space to return our science and math offerings to the CentreTech campus. We will also work in partnership with Buildstrong and the Colorado Homebuilders Academy, Wagner, and TransWest to ensure that our facilities reflect the needs of our industry partners and that our programming produces employment ready graduates ready to embrace the promise of economic and social mobility for themselves, their families, and their communities.

VIII. Describe how the college technology planning goals support the college strategic priorities. Attach technology plan to this report.

- Our Department of Online and Blended Learning is working in tandem with faculty, facilities, and IT to ensure that we are developing hybrid and hyflex ready classrooms as well as a robust recording studio to produce and facilitate high quality online instruction and resources.

IX. Describe any significant changes to prior year CAP strategic plans (AY23 and beyond)
N/A

Colorado Community College System
Comprehensive Academic Plan Annual Report

Community College of Denver

May 2022
Ruthanne Orihuela, Provost & Vice President for Academic Affairs

I. Summary of Current Academic Year Achievements

- Launching of the following certificates and degrees:
  - Certificate Sterile Processing (stacks to AAS Surgical Technology)
  - AAS Cannabis Business
  - BAS Cannabis Science & Operations
  - AA Public Health
  - BAS Healthcare Informatics (launching Fall 2023)
  - Certificate Personal Trainer (stacks to AAS Nutrition)
- Concurrent enrollment expansion across Denver Public Schools:
  - CCD's concurrent enrollment headcount increased 100% and FTE increased 75% spring over spring. This expansion meant additional students served by CCD in existing and new high school partnerships across DPS and non-DPS schools.
  - CCD expanded the concurrent enrollment course sections offered in our new hybrid model to expand access, with a considerable expansion in offering creative writing via this modality as a great first concurrent enrollment course
  - Three grant-funded navigators began working in DPS high schools this year to build relationship, facilitate application and registration, and promote college going after graduation
  - Abraham Lincoln High School became the second DPS high school with CCD additional location status through HLC
- Preapprenticeship and apprenticeship expansion:
  - Preapprenticeship launched in nurse aide (with ESL CNA cohort)
  - LPN apprenticeship (launching fall 22)
  - Surgical technology apprenticeship launched
  - Vet Tech Assistant preapprenticeship launched
  - CNC Machining Teaching Learning Center offered its first cohort of an engaging Equity Toolkit professional development. TLC (Teaching Learning Center) staff and faculty took the CDHE Toolkit and adapted it to make a CCD professional development that is 1) accessible, and 2) more engaging and hands on apprenticeship launched
- Deepening of CCD's work to erase equity gaps:
  - CUE (Center for Urban Education) cohorts— Faculty and instructors participated in year two of CCD's Center for Urban Education Equity Partnership. Six faculty and staff mentors from year one supported 26 faculty and instructor participants through their first year of equity-minded inquiry into the equity gaps present in their own student outcomes data.
  - ACUE cohorts—The college invested in provision of ACUE's Effective Online Teaching Practices and Effective Teaching Practices courses for faculty and instructors. This year we had two fall and spring cohorts of instructors and faculty move through the courses. Next year we will offer seven cohorts for faculty and instructors and have a target of at

least 75% of our faculty and 50% of instructors moving through one or the other of these courses or an equity-minded micro-credential by the summer of 2023.
    - IELT Next Level Equity: Catalyst for Change cohort—The college's Inclusive Excellence Leadership Team provided a yearlong equity professional development experience called Next Level Equity: Catalyst for Change. This cohort was designed to support faculty, staff, and students committed to equity-mindedness but who desired a deeper dive professional development as opposed to the sometimes surface-level required trainings required annually by CCCS.
    - TLC's Equity Toolkit cohorts—The college's Teaching Learning Center offered its first cohort of an engaging Equity Toolkit professional development. TLC staff and faculty took the CDHE Toolkit and adapted it to make a CCD professional development that is 1) accessible, and 2) more engaging and hands on
    - Grant funded Lead Equity Researcher duties revised and build into general fund Business Intelligence Analyst position
- Community non-credit ESL expansion:
    - Corporate Trainings—The college has built corporate training agreements with the following businesses and organizations:
        - Brightview Landscape
        - Solid Rock Excavating
        - Hispanic Restaurant Association
        - Image First
    - Pre-certificate ESL—The college has built out short term non-credit ESL support for students entering the following programs within one semester:
        - Nurse Aide
        - Early Childhood Education
        - Manufacturing
- National recognition of CCD faculty:
    - Karey James (CCD Paralegal Faculty) was recognized with the designation of Platinum for the Achieving Excellence Program on behalf of the Thompson G and Lucy Marsh Inn of Court. Professor James traveled to Washington D.C. and attended the Celebration of Excellence dinner at the U.S. Supreme Court Great Hall, where Chief Justice Roberts and Justice Sotomayor were in attendance.
    - John O'Leary (CCD English Faculty) was recognized by American Association of Community Colleges with the Dale P. Parnell Distinguished Faculty Award. While John was unable to attend the award ceremony in New York due to his teaching commitments, he was honored at the AACC convening earlier this month.
- Successful academic program portfolio assessment:
    - 11+ programs will be sunset, and currently declared students provided teach out plans
    - Many programs have committed to revisions, including non-credit to credit on-ramps, build out of competency-based learning modules, work-based learning experiences, greater transferability in existing or new articulation agreements, and/or credit for prior learning opportunities. Program chairs will work to build these into their annual goals and those of program faculty this coming year.

II. Upcoming Academic Year Strategic Priorities

- Pathways 2.0—We will continue our evolution into the student-centric Pathways model, which aims to provide programming that creates a seamless transition from student to professional. To

support this journey, we will continue reviewing our portfolio of credit-based certificates and degrees through the lenses of student outcomes, workforce demands, instructional efficiencies, and financial viability. This will help reduce redundancies in our course offerings while ensuring CCD students receive the education foundation they need to either continue their academic pursuits or enter the workforce with the right set of skills to thrive.

- Academic efficiency—We will focus our efforts on building leaner, more learner-centered course schedules, ensuring health enrollment in the sections we offer even as we build our capacity to deliver more programs in accelerated, online, evening, and/or weekend formats.
- Academic renewal—We will move forward with the action plans each program has developed to address the biggest areas of needed improvement that this year's academic program portfolio assessment identified. Addressing these areas of concern—from student enrollment to student success, retention, and completion, to equity gaps to misalignment with workforce needs—will direct our collective energy toward greater outcomes for all students.
- Academic effectiveness—We will continue to look at our disaggregated student success data and provide professional development opportunities and instructional design resources to continuously improve student outcomes.
- Academic equity and inclusion—We will continue to invest in professional development and instructional design support to address identified equity gaps in student experience and outcomes. We commit to ensuring our faculty hiring processes are inclusive so that we continuously increase diversity across our faculty and instructor teams.

III. Connecting Back to the Statewide Master Plan – How does the college academic plan address the four strategic goals outlined by CCHE?

a. Strategic Goal #1: Increase Credential Completion
   - CCD will promote increased credential completion through its efforts to bolster student success and retention. Our efforts to clarify our pathways and strengthen our organizational alignment to these pathways will support student success and belonging in both curricular and co-curricular spaces.
   - Our development of new partnerships with industry and our focus on the buildout of industry credential to CCD course crosswalks will support adult learners in accelerating their time to completion while reducing cost.

b. Strategic Goal #2: Erase Equity Gaps
   - CCD will continue its work to erase equity gaps through regular review of its student enrollment, success, retention, and completion data by program, prefix, and modality, disaggregated by student demographics.
   - CCD will work to ensure at least 75% of full-time faculty and 50% of adjunct instructors have completed ACUE's Effective Teaching Practices, Effective Online Teaching Practices, or a mini credential in Equitable Teaching Practices by the end of AY23.
   - CCD will review its pathway-specific, career-focused First Year Experience program and early disaggregated student success data to consider necessary adaptations in support of greater student success.

c. Strategic Goal #3: Improve Student Success
   - CCD will continue its work to erase equity gaps through regular review of its student enrollment, success, retention, and completion data by program, prefix, and modality, disaggregated by student demographics.

- CCD will work to ensure at least 75% of full-time faculty and 50% of adjunct instructors have completed ACUE's Effective Teaching Practices, Effective Online Teaching Practices, or a mini credential in Equitable Teaching Practices by the end of AY23.
- CCD will review its pathway-specific, career-focused First Year Experience program and early disaggregated student success data to consider necessary adaptations in support of greater student success.

d. Strategic Goal #4: Invest in Affordability and Innovation
   - CCD has made a commitment to significant investment in its people and their professional development for the coming year. The college is able to fund this investment not solely through a 2% tuition increase for non-online courses, but also through its commitment to innovating in the program space. This year's academic program portfolio assessment led to the sunsetting of a number of certificates and degrees and numerous recommendations around program revision and renewal. In AY23, CCD will focus human and fiscal resources on the innovations that department chairs and deans feel will best prepare our students to enter the workforce with the knowledge, skills, and abilities necessary to secure high wage, high demand jobs in careers with growth potential.
   - In the coming year, CCD will continue its efforts to build non-credit to credit on ramps to our academic programs, ensuring CPL is seamless and transparent wherever possible.
   - CCD will explore opportunities to build educational bridges where they do not currently exist. Two areas of innovative focus will be the exploration and development of a 1+1 model for dental assistants to pursue a degree in dental hygiene, as well as continued efforts around the creation of an LPN to BSN bridge for practical nurses looking to upskill and continue their educational pursuits.

IV. Connecting Back to the CCCS Strategic Plan – How does the college academic plan address the four bold solutions outlined by SBCCOE?

a. Transform the Student Experience
   - The college is committed to evolving into a more student-centered institution. Our commitment to the Pathways 2.0 model will help push our organizational structure and operational processes to better support student, faculty, instructor, and staff sense of belonging through association with not only a program of study but also the curricular and co-curricular supports aligned to and fostered within a particular pathway.

b. Transform the Workforce Experience
   - CCD will work with industry partners to become the educational partner of choice for their employees, helping with partners' employee retention and upskilling efforts.
   - CCD will work to update and renew its curriculum and the ways in which it is delivered to meet the needs of our students, our community and industry partners.

c. Create Education without Barriers through Transformational Partnerships
   - CCD will work to strengthen its relationship with Denver Public Schools in order to increase exposure to postsecondary educational opportunities for all students, be that through concurrent enrollment, CPL for work-based learning leading to industry

certifications, or intentional early and regular outreach to students, teachers, counselors, and school administrators via CCD navigators.
- CCD will expand its partnerships with industry to support employee education and training.

d. Redefine our Value Proposition through Accessibility, Affordability, Quality, Accountability, Resource Development, and Operational Excellence
- CCD will continue its focus on building out fully online programs, courses with zero textbook cost for students, programs offered in accelerated format, and programs offered on evenings and/or via weekend college.
- CCD will work to develop clear CPL and PLA guidelines that make credit for prior learning seamless, transparent, and learner centered.
- CCD will continue its assessment of its programs and their ability to prepare students for successful transfer and/or securing high wage, high demand jobs.
- CCD will continue to create articulation agreements with 4-year schools and will work to make those agreements more visible for learners.

V. Updates to Academic Programming

a. New General Education and CTE Programs Under Consideration
- Certificates:
  - Certified Addiction Technician
  - Industrial Maintenance
- Associate Degrees:
  - AES degrees
  - AAS Engineering Technology
  - AAS Behavioral Health
- Bachelor's degrees:
  - BAS Business (Supervision and Leadership emphasis)
  - BAS Behavioral Health

b. Program Closures Under Consideration
- Certificates:
  - Human Services
  - Performance (Theatre)
  - Theatrical Design, Technology, and Management
  - Certified Dietary Manager (convert from credit to non-credit)
- Associate Degrees:
  - AA Public Health (STAA)
  - AA Art History (STAA)
  - AA Studio Art (STAA)
  - AA French (STAA)
  - AA Spanish (STAA)
  - AA Geography (STAA)
  - AAS Computer Aided Drafting and Design
- Bachelor's degrees:
  - None

c. Describe data being used to make these decisions
   - Labor Market Demand Data—the college utilized the Talent Pipeline Report and EMSI data to inform our program portfolio health assessment process this year
   - Student Demand & Outcomes Data—the college utilized disaggregated student enrollment, success, retention, and completion and transfer/VE-135 data to inform our program portfolio health assessment process and recommendations this year.
   - Academic Efficiency Data—the college utilized data on average class size, modality and course scheduling, and faculty to instructor ratio by prefix and program to inform our program portfolio health assessment process and recommendations this year.
   - Financial Viability Data—the college examined direct and indirect program costs to inform our program portfolio health assessment process and recommendations this year.

VI. Commitment to Inclusive Excellence - Describe college academic initiatives and innovations focused on promoting DEI work.

- With CCCs Equity through Teaching Excellence grant funds, CCD has hired a 1.0 FTE Culturally Relevant High Impact Practices Coordinator. This position will work to educate faculty and instructors regarding the value of embedding culturally relevant HIPs into the curriculum and co-curriculum for our programs and pathways. As an expert in equitable instructional design, our CHIPs Coordinator will work with faculty and staff to redesign the learning environment from an equity lens for greater student engagement, improved outcomes, and a closing of existent equity gaps across student racial/ethnic and gender demographics.
- Faculty and instructors participated in year two of CCD's Center for Urban Education Equity Partnership. Six faculty and staff mentors from year one supported 26 faculty and instructor participants through their first year of equity-minded inquiry into the equity gaps present in their own student outcomes data.
- CCD continues to search for an Executive Director for Diversity, Equity, Inclusion and Belonging. The college is conducting its third search.
- The Inclusive Excellence Leadership Team provided a yearlong equity professional development experience called Next Level Equity: Catalyst for Change. This cohort was designed to support faculty, staff, and students committed to equity-mindedness but who desired a deeper dive professional development as opposed to the sometimes surface-level required trainings required annually by CCCS.
- Teaching Learning Center offered its first cohort of an engaging Equity Toolkit professional development. TLC staff and faculty took the CDHE Toolkit and adapted it to make a CCD professional development that is 1) accessible, and 2) more engaging and hands on.

VII. Describe how the college facilities planning goals support the college strategic priorities. Attach facility plan to this report.

- CCD's facility plan includes the renovation of our Boulder Creek building to become our Health Center of Excellence Building. Phases 1 and 2 have received capital funding support and Phase 3 has been recommended for funding this year. Construction has begun on Phase 1 improvements. A timeline and specifics can be found in the attached Facility Plan. Bringing health programs to Auraria Campus will provide greater opportunities for student engagement with main campus student support and engagement resources, and will allow for greater partnership with our four-year partners on the Auraria Campus.

- CCD's facility plan also includes a short-term priority of moving administrative functions from the Administration Building on the Auraria Campus into the CCD neighborhood. This spring the college moved Human Resources offices out of the Administration Building to the King Center, a shared building in the campus' core. The college is currently relocating the CCD IT Helpdesk from the Administration Building into the first floor of Cherry Creek classroom building in the CCD neighborhood and is working to renovate the Clear Creek building in the CCD neighborhood to support additional administrative offices on its first and second floors. These moves will facilitate greater accessibility to the support services students, faculty, and staff need to best support student learning and success.

VIII. Describe how the college technology planning goals support the college strategic priorities. Attach technology plan to this report.

- Updates to classroom and building technology to support student, faculty, instructor, and staff connectivity and learning regardless of modality. These upgrades support both student access and success priorities.
- Move the CCD IT Helpdesk to the first floor of Cherry Creek classroom building on the Auraria Campus, giving the helpdesk a customer-facing location for the first time. This move supports both student access and success priorities.

IX. Describe any significant changes to prior year CAP strategic plans **(AY23 and beyond)**

Colorado Community College System
Comprehensive Academic Plan Annual Report

Front Range Community College

May, 2022
Rebecca Woulfe, PhD
Vice President for Academic Affairs and Online Learning

I. Summary of Current Academic Year Achievements

New Programs

New degree: FRCC was the first community college in Colorado to introduce the Associate of Engineering Science (AES) degree. This is a new transfer degree that will transfer into CSU, CU, and Colorado School of Mines (CSM).

New CTE degrees: Two new CTE degrees are slated to launch next year. An AAS in Machining Technology and an AAS Optics Technology.

New Transfer degrees: FRCC has developed 3 new concentrations this year for students intending to transfer. We now have an AA in Hospitality that transfers to CSU, an AA in ASL and Deaf Studies that transfers to UNC, and an AS in Nutrition and Dietetics that transfers to MSU-Denver.

Bachelor of Applied Science (BAS) progress: A FRCC team has been working on preparing the Board proposal for a BAS in Business for Creative Industries. This degree will give students in AAS programs such as MGD, IND and Records Arts Technology the opportunity to take 2 more years with FRCC and complete a bachelor's degree. A system-wide team with FRCC representatives is working on a Cybersecurity BAS degree to create a path for students completing an AAS in Computer Technology. More details to come!

Degree closure: Interest in the AA Theatre (DwD) has waned over the years and our full-time faculty member in Theatre is retiring. After reviewing the data, it was decided to close this DwD, although several Theatre (THE) courses will still be offered for students to explore this art form as part of the Arts & Humanities requirement and electives options.

Online and Real Time Remote Updates

The FRCC Online Learning department was ranked in the top 100 programs based on a Newsweek survey. The survey included 2-year and 4-year institutions. FRCC Online ranked in the top 10 of 2-year institutions. Online Student Affairs team adopted BetterMynd, an online mental health service to support students struggling with mental health issues. Additionally, faculty from across all three campuses and online came together to collaboratively determine a college-wide schedule for Real Time Remote courses. A new Campus code was created and now students have increased access to Real Time Remote courses.

Equity and Inclusion

Equity and inclusion were a top priority for instruction this year. Academic leadership, faculty, and instructors participated in the in inaugural Equity, Inclusion, and Diversity Celebration. This event was a day long, college wide celebration of equity and inclusion with a keynote, breakout sessions, and an awards ceremony to celebrate individuals and departments who are making a difference. Additionally, 24

faculty members participated in the Equity Academy for Instruction. Faculty explored elements of equity and inclusion and then redesigned a course to integrate what they had learned.

II. Upcoming Academic Year Strategic Priorities

FRCC is in the process of developing our next Strategic Plan. The plan will be finalized once a new president is on board (8/1/22). The draft strategic directions include:

- Deliver adaptive and responsive programming to increase access to education
- Enhance and deliver innovative learner-centered experiences to improve student outcomes and success
- Create and sustain a college environment that supports diversity, equity, and inclusion
- Develop an efficient, progressive organizational culture to support employee engagement.

Academic Affairs will be instrumental in all of these strategic priorities. Some specific examples of key objectives (draft) include:

- Develop and implement a student-centric college-wide scheduling philosophy and process
- Expand teaching excellence by investing in programs that foster a holistic approach to inclusive, active learning, student engagement, meaningful assessment, and equitable student outcomes.
- Evaluate and enhance courses, programs, and practices to ensure alignment with student needs/
- Partner with industry to expand non-credit training and development programs through a more focused college-owned curriculum, additional open-access training, and creative partnerships.
- Expand intentional concurrent enrollment program pathways to matriculation which are supported by more standardized and streamlined processes.
- Invest in online learning to realize the full potential of Colorado Online @ and provide equitable access to students.

III. Connecting Back to the Statewide Master Plan – How does the college academic plan address the four strategic goals outlined by CCHE?

a. Strategic Goal #1: Increase Credential Completion

FRCC has worked on the following initiatives this year to increase credential completion:

- PTECH – 1st year of the RaptorTech (cybersecurity) with Silver Creek High School
- PTECH – new one with Adams 14 and Poudre – An Architectural and Construction
- PTECH – new one with Longmont High School in Business
- Shortened MA and Phlebotomy programs to shorten time to completion
- Highway Maintenance Management (HWY) program – all courses accelerated and online

b. Strategic Goal #2: Erase Equity Gaps

DEI work is a top priority for FRCC. The following initiatives supported this work:

- Equity Academy for Instruction
- TRiO, CCAMPS (Child Care Access Means Parents in Schools)
- COSI grants
- Hispanic Serving Institution (HSI) Task Force

c. Strategic Goal #3: Improve Student Success
FRCC Academic Affairs contributed to improving student success through:
- Increase scheduling strategies to address adult learners
- OER work, awarded an OER grant and redesigned several courses. All ENG 121 courses are now OER, most of ECE, and several Biology courses to list a few examples.

d. Strategic Goal #4: Invest in Affordability and Innovation
To support affordability and innovation:
- OER Work (see above)
- Apprenticeships in Health Care and Technology. FRCC leads the system in health care apprenticeships and continues to work toward more apprenticeships in technology fields.

IV. Connecting Back to the CCCS Strategic Plan – How does the college academic plan address the four bold solutions outlined by SBCCOE?

a. Transform the Student Experience
Providing faculty with tools and information has a significant impact on the student experience in the classroom. FRCC offers a series of professional development for faculty and instructors:

- Teaching with Purpose (TwP) – a year long academy that is required for all new full time faculty and an optional program for instructors
- Student Learning Institute (SLI) – another year long academy that is required for new full time faculty in their second year. Faculty learn about action research, data collection and analysis and conduct a research project in one of their courses.
- Active Learning Institute (ALI) – an optional, but highly popular, 1 semester academy that shifts the classroom emphasis to the student and student learning to engage them in the learning process.
- Equity Academy for Instruction (EAI) – a robust 1 semester academy to engage in the DEI work. Begins with self-reflection and includes reassign time and pay to re-develop a course and integrate what participants have learned.
- Online Essentials – a one year program to provide tools and guidance on how to teach effectively online. First semester is professional development and second semester is a practicum in which faculty and instructors have a coach to support their teaching of an online course (required course for anyone wanting to teach online)
- Coaching – each campus has an instructional coach who offers specific workshops and is available for one-on-one coaching as well.

b. Transform the Workforce Experience
To continue to transform the workplace for faculty on instructors, FRCC is working on the following:

- Faculty Time on Campus task force. Created a revised guideline for the amount time faculty need to be on campus to provide more flexibility
- Improved Tier Pay process for instructors. Formalized the process for moving from tier to tier to include improved communication and notice of completion.
- Instructional Coaching (see above)
- Robust professional development (see above)
- Sabbatical Task Force – dean led, faculty supported task force to write a Sabbatical guideline
- Load Banking – new guideline to allow faculty to bank load to be used in the future

c. Create Education without Barriers through Transformational Partnerships

FRCC maintains significant partnerships with several partners:

- K-12 district partnerships continue to improve
- Apprenticeships continue to expand
- Amazon Career Choice institution

d. Redefine our Value Proposition through Accessibility, Affordability, Quality, Accountability, Resource Development, and Operational Excellence

FRCC addresses this strategic direction with the following:

- Accountability and ensuring quality of programs:
  - CTE Academy,
  - Assessment Fellows
- Operational Excellence:
  - Strategic scheduling to increase average course sizes
- Accessibility:
  - Increases accessibility with campus wide Real Time Remote
  - PTECH and Concurrent Enrollment

V. Updates to Academic Programming

a. New General Education and CTE Programs under Consideration

- Dental Hygiene
- BAS Business for Creative Industries
- BAS Cybersecurity

b. Program Closures Under Consideration

- Fermentation Science DwD

c. Describe data being used to make these decisions

Labor market data, FTE, Enrollment, Completion, Transfer, Placement, Livable Wage, Community Contribution, Student Demand

VI. Commitment to Inclusive Excellence - Describe college academic initiatives and innovations focused on promoting DEI work.

- Involvement in Teaching Excellence Program
- Equity Academy for Instruction
- Primer Initiatives—NSF grant to help undergraduate STEM instructors move toward more learner-centered instruction
- HSI Task Force
- NAPE (National Alliance for Partnerships in Equity) training through Perkins

VII. Describe how the college facilities planning goals support the college strategic priorities. Attach facility plan to this report.

The pandemic has accelerated the increase in demand for online courses. The FRCC facility plans illustrate the need for additional office space to accommodate online learning staff. Additionally, the new Health Care building at Larimer Campus (Grays Peak) aligns with increased emphasis on health care field programs.

VIII. Describe how the college technology planning goals support the college strategic priorities. Attach technology plan to this report.

The College IT Plan aligns with the strategic plan and focuses on the following Key Objectives:

- Embrace Organizational Excellence: Review, implement and continually improve standard processes and procedures across the OneIT department to improve the customer experience, reduce waste, and grow our ability to deliver quality services to the FRCC Community
- Embrace Organizational Excellence: Become a trusted partner and advisor across all areas of the FRCC community to better align IT services with the college's needs, reduce duplication of or unnecessary spending
- Embrace Organizational Excellence: Improve operational support model across all areas of IT to reduce lead times and improve the customer experience

Several metrics are in place to support these key objectives (attached)

IX. Describe any significant changes to prior year CAP strategic plans **(AY23 and beyond)**

N/A for AY22

MORGAN COMMUNITY COLLEGE

Colorado Community College System

Comprehensive Academic Plan
AY 22 Annual Report

Morgan Community College

May, 2022

Completed by Kathleen Frisbie, Vice President of Instruction

MORGAN COMMUNITY COLLEGE

I. Summary of Current Academic Year Achievements

Morgan Community College (MCC) has celebrated the following successful achievements for Academic Year 2021-2022 include:

a. Fall 2021, MCC received official notification that the baccalaureate degree in nursing program earned full accreditation without compliance concerns through the Commission on Collegiate Nursing Education for five years, extending to December 31, 2026.
b. Hosted a successful re-accreditation visit for the Associate of Applied Science in Nursing Program from the Accreditation Commission for Education in Nursing in February 2022. Preliminary feedback was very positive. Official results are expected in Fall 2022.
c. Successfully graduated 20 Associate of Applied Science in Nursing students and 4 Bachelor of Science in Nursing in May 2022. Considering the difficult conditions in healthcare today, this is very positive.
d. Fall 2021, MCC successfully launched a reinvigorated GED and ESL program despite lack of outside funding for this critical program.
e. Launched a new certificate program funded through a National Science Foundation grant- Industrial Controls and Telematics.
f. Through close collaboration with Brush HS, Culinary Arts courses were offered through concurrent enrollment.
g. Revised the instruction organizational chart to include four Division Chair positions (General Education, CTE, Health, and most recently Business). These additional duty assignments provide leadership opportunities and additional support for faculty.
h. Significant progress was made on developing academic guided pathways.
i. Significant work is being done on a master two-year schedule.
j. October 2021, received notification of a Title III STEM grant. This grant provides significant support for outreach activities and support services for STEM students. This funding will have a positive impact on STEM enrollments and success of diverse STEM students.
k. Implemented the CTE Immersion Program, with ten students participating this first year (Funding provided through CTE Innovation Grant).
l. Participated in the Rural Consortium remote course offerings with MCC offering several courses and having students enrolled in courses offered by sister colleges.
m. Increased concurrent enrollment FTE, which is 52% of overall enrollment.
n. Faculty taskforce revised new Annual Work Plan to align with new SP3-30.
o. Completed HLC Assurance Argument in June 2021. Instruction has taken over as the lead on HLC work with the VPI and Dean of General Education now serving as Co-ALOs.
p. Revitalized the Tutoring Center. Applied for College Reading & Learning Association (CRLA) Certification for the Tutoring Center. Anticipate results in fall 2022.
q. Offering a summer bridge program for first time students.
r. Received a HB 1254HB21-1264 grant award for the Industrial Electrical Mechanical Maintenance program for $1,100,000. This funding will be put towards a building for the program. The program has outgrown its current space on campus.

II. Upcoming Academic Year Strategic Priorities

a. Plan to launch Weekend College Fall 2022. Offer courses leading to AA, Early Childhood Education Assistant certificate, Early Childhood Education Teacher certificate, Nurse Aide certificate, and courses in Adobe Photoshop/Adobe Illustrator. Provide support services (advising, tutoring, college store) on weekend as well as the courses.
b. Develop evening Business Program geared towards adult learners.
c. Complete work on academic guided pathways along with a master two-year schedule.
d. Implement modifications to the structure at the Regional Centers to foster focus on adult learners.
e. Evaluate program review process. Conduct at least three program reviews.
f. Continue the CTE Immersion Program. Further develop methods of identifying students for program and further develop the curriculum plans to allow completion of HS diploma and CTE certificate or degree simultaneously
g. Develop method of effectively assessing students for the need of English language development and expand support services to serve those students.
h. Work with CCCS taskforce group on the BAS in Technology Education and a BAS in Elementary Education. Estimated Launch 2024.

III. How does the college academic plan address the four strategic goals outlined by CCHE?

a. Strategic Goal#1: Increase Credential Completion

There are three main academic initiatives that address the goal of increasing credential completion.

One is offering Weekend College. Offering weekend courses is not new to MCC, however, having a specific plan to offer full programs with available support services is a new initiative. Hopefully, adult learners will find the scheduling more convenient, and the result will be increased completion of credentials.

The second initiative is the plan to continue the CTE Immersion program. This program is designed to identify students at risk for failure or high school drop out. By having students fulltime at the College with support services while working towards a CTE credential is a strategy to foster success and completion of a CTE credential, along with a high school diploma.

The third initiative is the development of the academic pathways and master two-year schedule. This should help students and advisors develop a plan for completion.

The work being done through the Title III HESI STEM grant also aligns with the strategic goal outlined by CCHE. As stated in CCHE Master Plan, "*Colorado has a higher demand for STEM-educated workers than the national average; to meet the needs of employers, we must increase credential production in these areas.*" A few of the objectives of the grant include improving the percentage of Hispanic HS students who come to MCC for a STEM related area of study, improve the retention rate of all STEM students and improve the graduation rate of Hispanic STEM students. To summarize, the critical strategies supported by this grant include increased availability of tutoring services, holding a summer bridge program, implementing Success Coach model, and hiring ProMentors and ProTutors. Together these strategies will hopefully improve credential completion.

b. Strategic Goal #2: Erase Equity Gaps

MCC is fortunate to be the recipient of two major grants, Title V and Title III grants, that provide funds for a wide range of success strategies to improve the equity gap for students. Implementing Success Coach models to provide additional wrap around services is the foundation of both grants. Funding from Title V has been used to hire additional tutors, a ProTutor and fund online tutoring. These services have improved access to additional help for students.

Diversity, Equity and Inclusion training was made possible through funds from the Title V grant. All faculty participated in professional development in both fall and spring semesters. Faculty are working on embracing inclusive pedagogy.

Another planned project is to develop a plan to effectively assess students to determine if they would benefit from English language development. The second step to the project is to develop a plan to meet the needs of the students who are identified as needing English language support/development.

MCC relaunched the pre-collegiate ESL program in Fall 2021. This program has the potential of increasing the pipeline to postsecondary enrollments, particularly with Hispanic and Somali students. MCC has recently received news of being awarded AELA funding which will allow the ESL and GED programs to continue. By increasing the pipeline, we can improve credential completion.

As previously stated, both the Title III and Title V grants have allowed MCC to implement strategies that directly address equity gaps in the student population.

c. Strategic Goal #3: Improve Student Success

As stated in the CCHE Master Plan, evidence shows that students who earn college credit while in high school are more likely to succeed in college. 52% of the overall FTE at MCC comes from Concurrent Enrollment.

The revitalization of the Tutoring Center has a positive impact on student success. Increasing the availability of tutoring, offering tutoring in a variety of subjects, and hiring ProTutors has enhanced the overall operation of the center. Proper training of tutors is one component to the revitalization. Developing processes and guidelines was also part of the revitalization. An application for College Reading & Learning Association (CRLA) certification was submitted late fall. The result of the application is expected in early fall.

The summer bridge program is designed to foster success for students. Providing detailed orientation to available resources and establishing early connections to faculty, staff and peers is helpful to the success of students.

Professional development on Diversity, Equity and Inclusivity has brought a focus on inclusive pedagogy. As faculty embrace inclusive pedagogy, student success will increase.

d. Strategic Goal #4: Invest in Affordability and Innovation

One of the main strategies utilized to invest in affordability is to increase focus on retention. MCC has implemented a Success Coach model designed to improve retention and increase student success. There are six Success Coach positions at MCC. Through intrusive advising, students get extra support and guidance. The goal is to increase retention.

Another strategy is to follow the course to program of study. Through effective advising students will be on track to complete a program in the designated timeframe. This prevents wasting money on courses that do not apply towards credential achievement.

IV. How does the college academic plan address the four bold solutions outlined by SBCCOE?

a. Transform the Student Experience

i. Expand educational offerings to include weekends and evenings. This will improve access for students. There will be support services available during these timeframes as well (advising, financial aide, tutoring, college store).
ii. Conduct program reviews to ensure programs are relevant, efficient, and current to today's workforce.
iii. Explore new programming. Use labor statistics to identify opportunities to add new programs.
iv. Promote additional extracurricular opportunities for students throughout the service area. Research shows that the more students are engaged and active, the more likely they are to be satisfied with their experience and be more successful.
v. Further develop the student *Navigate* experience with Guided Pathways and a master two-year schedule.
vi. Continue to offer hyflex courses to meet the dynamic needs of students.

b. Transform Our Own Workforce Experience

i. Further develop the role of the Division Chairs to provide an avenue for individual growth and leadership responsibilities for faculty.
ii. Continue to support professional development opportunities for faculty, instructors, and staff.
iii. Continue to share stories of successful nontraditional students and graduates to attract a more diverse student body and workforce.
iv. Employ recruitment and marketing efforts targeted to underrepresented populations within the community.

c. Create Education without Barriers through Transformational Partnerships

i. Restructure the Regional Center model to focus more on business partnerships and increase adult learner enrollments.
ii. Leverage the work from the Title III and Title V grants to provide effective support services to underrepresented students.
iii. Strengthen University partnerships to increase transfers.
iv. Continue to use state of the art technology to deliver instruction to service area.

d. Redefine our Value Proposition through Accessibility, Affordability, Quality, Accountability, Resource Development, and Operational Excellence

i. Continue to develop the CTE Immersion program serving academically disengaged students.
ii. Partner with marketing department to enhance recruitment efforts.
iii. Analyze the efficacy of programs and schedules. Revise as indicated by data.

V. Updates to Academic Programming

a. New General Education and CTE Programs Under Consideration

i. Digital Marketing Certificate
ii. Viticulture and Enology Certificates
iii. Culinary Arts certificate (concurrent enrollment with Brush HS)
iv. Solar Energy certificate
v. HVAC certificate
vi. Paralegal certificate
vii. BAS in Technology Education
viii. BAS in Elementary Education
ix. BAS in Business

b. Program closures Under Consideration

i. Phlebotomy

c. Describe data being used to make these decisions

i. Enrollment data trends, input from advisory committees, industry partners, students, and data from labor market analyses.

VI. Commitment to Inclusive Excellence- Describe college academic initiatives and innovations focused on promoting DEI work

a. MCC is very committed to Inclusive Excellence. Faculty and instructors participated in professional development training throughout the academic year 21-22. With the knowledge gained from the professional development, an inclusive pedagogy task group is planned for AY 22-23. This group will work closely with the faculty group to brainstorm, share resources and support each other through the analysis of current pedagogy and the implementation of best practice inclusive pedagogy strategies.
b. Title III and Title V grants are focused on continued improvement for a diverse, equitable and inclusive institution.
c. ACCESS (*Advancing a College Culture of Equity for Student Success*) is a standing college committee that is focused on building an equitable and inclusive institution. The work of this committee is focused on promoting DEI work across the institution.

VII. Describe how the college facilities planning goals support the college strategic priorities. Attach facility plan to this report.

The College reviews existing facilities to identify future needs that align with the development of new programs and shifting populations. This is a major component of the MCC's Master Facility Plan, which is completed every 5 to 7 years. The College's plan was last completed in 2018. The college annually completes comprehensive annual facility plan documents. As areas of need are identified through these processes, the College works to align facility planning and funding

requests with the needs identified. MCC is currently finalizing plans for a new Skilled Trades and Technology Building and has started initial project plans and funding requests for a new Science and Technology Building. Additional areas that have been identified are space needs for a Viticulture and Enology Program, and an Ag Incubator project. Additionally, the College is making modifications to the hours and days facilities are available to accommodate the launch of a Weekend College.

The College strives to provide a well-maintained and safe campus to deliver the ultimate learning experience for all students. Annual maintenance projects are completed, and new plans and area improvements are completed as budget allows. MCC leases facilities at our Centers to serve students in their communities.

MCC Master Facilities Plan attached to this report

VIII. Describe how the college technology planning goals support the college strategic priorities. Attach technology plan to this report.

The Master Academic Technology Plan supports much of the work being done by academics. Defining how to offer instruction in this "*new normal post COVID*" is a challenge. MCC recognizes that the needs of students are diverse and dynamic. Therefore, we strive to offer flexible course offerings across the service area. The hybrid delivery modality offers students the option of in-person learning or remote synchronous learning. This requires the classroom equipment to be up to date as well as faculty and instructors to be trained on remote delivery of instruction. Meeting the diverse dynamic needs of students and maintaining efficiency can be challenging. The Master Academic Technology Plan is scheduled for review and update this next year.

Aligned with this master plan is the technology support being offered as a result of the Title V grant. It has provided funding for equipment for students and technology support.

MCC Academic Technology Plan attached to this report.

IX. Describe any significant changes to prior year CAP strategic plans (AY23 and beyond)

The major change is actually taking the time to document a Comprehensive Academic Plan! In previous years, the academic plan was integrated into the institution's annual work plan.
A major focus is on DEI initiatives and support services for students. With the grant funding MCC has been fortunate enough to secure, there is an increased emphasis on providing wrap around services to students. This is a combined effort between student services and academics.

Colorado Community College System
Comprehensive Academic Plan Annual Report

Northeastern Junior College

May 2022
Linda Merkl, Vice President of Academic Affairs

I. Summary of Current Academic Year Achievements

The 2021-2022 academic year was a challenge for NJC due to a change in leadership and a very tight budget. Our outgoing President, Jay Lee, left in December of 2021 and his replacement, Mike White, arrived in late January of 2022. With new leadership, we hope to develop strategies that will allow us the financial maneuverability to adjust current programs and increase academic offerings in critical areas. Our focus this year has been on budget neutral projects that address the needs of our service area.

The teacher shortage in Colorado in general, and Northeast Colorado specifically, has long been recognized. In an effort to create opportunities for students to complete a bachelor's degree in their home community, NJC has partnered with CU-Denver to develop 2+2 degrees in Early Childhood, Special Education, and Elementary Education. Response from the community has been overwhelming and, as of now, the program will launch in the fall of 2022. At this time there are over 38 students who are actively involved in applying for or who have been accepted to the program. This is almost twice the number of students targeted for the first year of the program.

In January of 2022 we were awarded a $1.9 million RISE grant from the Governor's office. The academic goals of this grant and our current status are outlined below.

1. Goal 2: Spanish language bilingual program for adult basic education to aid students in matriculating into our nursing and energy programs.

   We have fulfilled this goal by creating a bi-lingual bridge course for students matriculating into the Nursing Assistant (CNA) course. Early results suggest that this has been successful and we should meet our target number of students before the end of the grant. We are still working on a bridge for the energy programs but an offshoot of this project, based on student demand, has been a significant increase of students matriculating into the welding program. Our Adult and Community Education and Welding program are working closely to develop the support structure bi-lingual students need to be successful in this program.

2. Goal 3: Expand CNA offerings to local high school students through concurrent enrollment (CE). This year we have doubled the number of concurrent enrollment students participating in the CNA program. CE students have received additional financial support to pay for costs not covered by CE legislation. This includes transportation costs, childcare expenses (if applicable), and required equipment and healthcare related costs (immunizations, etc.)

II. Upcoming Academic Year Strategic Priorities

During the 2022-2023 academic year we will focus on the following strategies

- Increase offerings in our Business programs and develop specific courses to provide students the current industry skills needed to be successful. This will include developing an Associate of Applied Science in IT program. To pilot these efforts, we will offer courses in social media marketing and information technology (IT) starting in the Summer of 2022.
- Prepare to leverage the Applied Technology Campus (ATC) expansion. This will include efforts to add new certificates in clean energy and industrial maintenance, expand offerings in automotive and diesel powered mechanics to include a focus on hybrid and electric vehicles, and double the number of students in the welding program.
- At our Yuma campus, we will offer an electrical course for community and CE students. This course is a part of wind, solar, and industrial maintenance programs and offers students an introduction into these careers delivered locally at our satellite campus.
- Expand 2+2 programs to include Colorado Christian University and new opportunities with Colorado State University to allow students to remain in rural Colorado while completing a bachelor's degree.
- Rebuild our partnership with Sterling Correctional Facility, offering courses to residents to improve their skills and reduce recidivism

III. Connecting Back to the Statewide Master Plan – How does the college academic plan address the four strategic goals outlined by CCHE?

a. Strategic Goal #1: Increase Credential Completion
   - Increase capacity in welding, auto/diesel, and wind/solar programs providing students more access to the certificates in these programs.
   - Increase matriculation of our ESL/GED students into college level courses
   - Leverage the REACH initiative to develop more opportunities for PLA and high demand workforce programs.

b. Strategic Goal #2: Erase Equity Gaps
   - Implement and offer Finish What You Started grant for qualified students.
   - With RISE funding, continue to refine our comprehensive barrier reduction strategy to encourage larger numbers of non-traditional students to matriculate to our program and participate in work-based learning.

c. Strategic Goal #3: Improve Student Success

- Student mental health issues have increased tremendously at NJC and we are engaged with a mental health counseling subscription and app to provide students with better access to confidential mental health counseling. Additionally, we currently subscribe to TalkCampus which is an online monitored app that allows students to connect with other students throughout world and talk about a variety of subjects. These subjects may range from soccer to anxiety, suicide, or stress.
- Beginning in the Spring we developed a plan to re-vitalize the use of Navigate among faculty. At NJC, faculty members have a dual role as instructors and as Academic Advisors. However, there has been a fair amount of resistance to use Navigate in general and more specifically, using Navigate for registration. We have conducted a survey in order to better understand the issues and will use these results to inform our next steps.

d. Strategic Goal #4: Invest in Affordability and Innovation

NJC continues to grow the number of courses using Online Educational Resources (OER) to reduce student costs and broaden the spectrum of educational materials used in our courses. This effort has been productive and popular with both students and faculty.

Given the low dormitory loading due to the pandemic, students were offered the opportunity to live in a single room at a higher rate. Many elected that option, helping us cover the cost of the dormitories in this unusual time.

IV. Connecting Back to the CCCS Strategic Plan – How does the college academic plan address the four bold solutions outlined by SBCCOE?

a. Transform the Student Experience

- Piloting new courses to include social media marketing and IT in response to student interest
- Prepare to leverage the ATC expansion – Solar/Electrical/Welding growth
- Offer electrician course with mobile lab at the Yuma campus

b. Transform the Workforce Experience
    - Implement Flex and Remote work policies to provide more options for employees.
    - Leverage virtual conferences and courses to offer additional professional development opportunities
    - Pay raise of at least 3% commensurate with our enrollment and operating budget projections.

c. Create Education without Barriers through Transformational Partnerships
    - Grow 2+2 programs to include Colorado Christian University and new opportunities with CSU (accounting) to allow students to remain in rural Colorado while completing a bachelor's degree.
    - Rebuild partnership with Sterling Correctional Facility, offering courses to residents to improve their skills and reduce recidivism
    - Implement the T-Prep program with CU-Denver

d. Redefine our Value Proposition through Accessibility, Affordability, Quality, Accountability, Resource Development, and Operational Excellence
    - Updated strategic direction from new President and Vice President of Academic Affairs (focus on sustainability and growth opportunities)
    - Work with Sterling community and United States Air Force on major site overhaul plan to ensure we provide needed skilled workers in our community.
    - Effectively use Stage 1 state funding to extend RISE initiatives to better serve our low income students and students of color.

V. Updates to Academic Programming

a. New General Education and CTE Programs Under Consideration

    - NJC is currently working to develop the financial maneuverability to allow for implementing new programs. Smaller projects that we are currently pursuing include a focus on non-credit to credit pathways through our Adult and Community Education center and developing entry level certificates in the clean energy sector.

b. Program Closures Under Consideration

    - At this time NJC has not considered any program closures. Recent changes in leadership have revitalized efforts to developing the metrics necessary to assist in this decision process.

c. Describe data being used to make these decisions

    - N/A

VI. Commitment to Inclusive Excellence - Describe college academic initiatives and innovations focused on promoting DEI work.

NJC has taken several steps to improve our culture and increase access and success for diverse students with a focus on Latinx students through the following efforts:

- Our Director of Academic Excellence has developed a DEI course to be used by all faculty and staff to further awareness and understanding of diverse students and to aid in developing cultural competence.
- Through the RISE grant we have:
    - Increased efforts to gain input from diverse populations through surveys and one-on-one interviews and will use this data inform our practice.
    - Increase support for bi-lingual students in our ESL/GED program and develop a bi-lingual support bridge to the CNA and Welding program. This pilot will inform our efforts as we continue to build bridges for all bi-lingual students matriculating into college level programs at NJC.

VII. Describe how the college facilities planning goals support the college strategic priorities. Attach facility plan to this report.

As part of our Facilities Master Plan, the Joint Budget Committee has awarded NJC $11.5 million to upgrade and add to our Applied Technology Campus (ATC). This will double the number of students we can accept into the welding program and significantly increase our ability to provide state-of-the-art education for automotive, diesel mechanics, wind technology, and industrial maintenance students. Although not part of the expansion, the ATC is also planning an outdoor solar lab using donated solar panels for our Wind Technology and Industrial Maintenance students.

VIII. Describe how the college technology planning goals support the college strategic priorities. Attach technology plan to this report.

- Through the Joint Technology Committee, NJC has been awarded approximately $2 million dollars to upgrade our aging technology infrastructure.
- Through the RCC-RISE grant, NJC was awarded approximately $64,000 to provide eight high schools with distance learning classrooms.
- From our general fund, we have upgraded distance learning technology in eleven of our classrooms on campus that will allow us to run more HyFlex courses.

IX. Describe any significant changes to prior year CAP strategic plans (AY23 and beyond)

No significant changes.

Colorado Community College System
Comprehensive Academic Plan Annual Report

Otero College

May 2022
Rana Brown, Vice President of Academic and Student Affairs

I. Summary of Current Academic Year Achievements

- Completed HLC Year 4 Assurance Review
- Completed 5-year Strategic Plan: Transformation 2027
- Hired a Mental Health Counselor and solidified CARE Team processes
- Provided extensive professional development programming for faculty on topics related to DEI
- Worked on Grant Projects (Title V, OER)
- Obtained grant funding (Nursing Simulation Center, Teaching Excellence, Finish What You Started)
- Enhanced student engagement programming

II. Upcoming Academic Year Strategic Priorities

- Expand course scheduling and delivery options, as well as non-credit offerings, that attract adult learners
- Incorporate career-readiness activities in classrooms; increase experiential learning activities, research opportunities, and internships
- Create learning spaces that are intentional and align with student needs
- Explore programs and partnerships that are accessible to all students, including bachelor's degrees
- Increase remote delivery options that also accommodates concurrent enrollment

III. Connecting Back to the Statewide Master Plan – How does the college academic plan address the four strategic goals outlined by CCHE?

a. Strategic Goal #1: Increase Credential Completion
   - Explore innovative course scheduling and delivery options that accelerate completion (i.e., block schedules, compressed courses, evenings, weekends, online)
   - Utilize advising tools (i.e., Navigate and Degree works) and ensure advising processes are proactive in keeping students on track for timely credential completion
   - Expand experiential learning opportunities and market Credit for Prior Learning options more intentionally
   - Continue to encourage, support, and increase concurrent enrollment offerings
   - Build partnerships, develop articulation agreements, and utilize shared resources (i.e., Rural Consortium, Colorado Online) to improve course, program, and degree accessibility to all students

b. Strategic Goal #2: Erase Equity Gaps
   - Strengthen support for adult learners by offering an array of course delivery modalities and scheduling options
   - Encourage ways to offer college credit for life and professional experience
   - Continue to provide wrap-around support services including tutoring, mental health, case management, and mentoring to meet needs of diverse population

c. Strategic Goal #3: Improve Student Success
   - Define success
   - Ensure adequate study rooms, tutors, and peer tutors on staff to meet student needs
   - Utilize concepts of Universal Design for Learning to increase student engagement in the classroom
   - Create a vibrant student life program with activities for all students; encourage involvement in student clubs, student government, community, and other organizations
   - Improve student onboarding processes through innovative, mandatory new student orientation
   - Connect students with work-study opportunities and career counseling
   - Create intentional spaces where students can gather and become part of a learning community
   - Provide a solid educational foundation for high school students through concurrent enrollment
   - Provide socioemotional support through case management and mental health services

d. Strategic Goal #4: Invest in Affordability and Innovation
   - Rethink scholarship models to consider a tiered, merit-based institutional scholarship for all students and seek grant funding that can alleviate barriers to students
   - Support concurrent enrollment initiatives to lesson costs for students

IV. Connecting Back to the CCCS Strategic Plan – How does the college academic plan address the four bold solutions outlined by SBCCOE?

a. Transform the Student Experience
   - Create a vibrant student life program with activities for all students; encourage involvement in student clubs, student government, community, and other organizations
   - Improve student onboarding processes through innovative, mandatory new student orientation
   - Connect students with work-study opportunities and career counseling
   - Create intentional spaces where students can gather and become part of a learning community
   - Ensure adequate study rooms, tutors, and peer tutors on staff to meet student needs
   - Utilize concepts of Universal Design for Learning to increase student engagement in the classroom

b. Transform the Workforce Experience

- Maintain commitment to developing a workforce that reflects student population
- Market positions in a way that highlights the benefits of rural living (i.e., outdoor recreation, cost of living, close community, small class size)
- Ensure employees are paid fairly and equitably based on education, skills and work experience
- Improve employee onboarding through mentoring and training
- Offer alternative work schedules that align with other colleges
- Support employees through professional development funding, advancement and growth opportunities, and enhanced campus communication
- Reward employee performance and innovation through recognition programs and compensation
- Establish a formal definition and process of shared governance on campus

c. Create Education without Barriers through Transformational Partnerships

- Deepen industry partnerships that lead to experiential learning opportunities and workforce internships or apprenticeships; connect students with work-study opportunities and career counseling
- Continue to support K-12 school districts in the area through teacher preparation program(s) and concurrent enrollment
- RISE grant funding provided audio/visual technology to allow remote delivery options between college and high school classrooms

d. Redefine our Value Proposition through Accessibility, Affordability, Quality, Accountability, Resource Development, and Operational Excellence

- Revised mission, vision and value statements to more accurately reflect our student population
- Aligned strategic plan with system and state initiatives
- Employed data-informed decision making through institutional and instructional research, i.e., cohort groups, gender, ethnicity, race
- Obtained grant funding (Title V, RISE, Teaching Excellence, Finish What You Started, CO-AMP, etc.) and pursuit of additional system funding (REACH) to allow investment in student scholarships, and physical and technological resources to support learning
- Rebranding has provided the opportunity to re-envision marketing efforts to include more visual media and target specific population groups and engage community through intentional outreach events

V. Updates to Academic Programming

a. New General Education and CTE Programs Under Consideration
- Increase non-credit, online options aimed at career development and personal/professional growth
- Barbering certificate program
- Construction certificate program

b. Program Closures Under Consideration – None

c. Describe data being used to make these decisions
- Adult Education Summit
- Strategic Planning External Analysis, surveys and focus groups
- Community Feedback
- CTE Regional Needs Assessment

VI. Commitment to Inclusive Excellence - Describe college academic initiatives and innovations focused on promoting DEI work.

- Faculty Professional Development (Title V Grant)
- Teaching Excellence Grant (UDL)
- OER Grant
- RISE Grant
- LEA Curriculum Redevelopment
- Adhere to Otero's Equity, Diversity and Inclusion Strategic plan 2020-2025

VII. Describe how the college facilities planning goals support the college strategic priorities. Attach facility plan to this report.

College facility plan is under development (no attachment)

VIII. Describe how the college technology planning goals support the college strategic priorities. Attach technology plan to this report.

- Upgrade of audio/video systems in classrooms to increase remote instruction options including concurrent enrollment
- Provide support to all users and continue to collaborate on Rural Consortium and Colorado Online initiatives

IX. Describe any significant changes to prior year CAP strategic plans (AY23 and beyond)

This Comprehensive Academic Plan has been developed with State and System initiatives considered and replaces any previous plans that are significantly outdated.

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Colorado Community College System
Comprehensive Academic Plan Annual Report

PIKES PEAK COMMUNITY COLLEGE

May 2022

Jacquelyn Gaiters-Jordan, Vice President for Instructional Services

I. Summary of Current Academic Year Achievements

Pikes Peak Community College is becoming Pikes Peak State College!

- The bill allowing Pikes Peak Community College to change its name was signed by Gov. Jared Polis on Friday, April 22. The college will officially launch its new name, Pikes Peak State College, in the fall.

- Pikes Peak Community College launched a Growth Model approach to scheduling courses which has allowed for more efficient and cost-effective course delivery and class scheduling.

- PPCC hired a Director of Prior Learning Assessment to better serve military-affiliated students as well as adult learners.

- PPCC partnered with Slingshot to offer free required textbooks for all degree and certificate seeking students.

- PPCC has received several grants to include COSI's Finish What you Started and Back to Work grants.

- Expanding Dental Program offerings to include a Dental Hygienist Program

II. Upcoming Academic Year Strategic Priorities

- Meet the requirements to become a Hispanic Serving Institution (HSI). Hispanic students have increased from 20.99% to 24.41%. Based on current enrollment data, PPSC is in a solid position as an Emerging HSI.

- Review current programs and begin teach-out process for historically low enrollment programs.

- Explore the possibility of space-focused courses.

- Implement an Adult Learner Taskforce.

- Apply for the Adult Learners Grant.

- Offer additional BAS (Bachelor of Applied Science) degrees

III. Connecting Back to the Statewide Master Plan – How does the college academic plan address the four strategic goals outlined by CCHE?

Strategic Goal #1: Increase Credential Completion

Pikes Peak Community College is involved in the Racial Equity for Adult Credentials in Higher Education (REACH) collaborative and identified the following areas to focus on as pathways to achieve at least a 2% increase in credential attainment among adult learners of color age 25-64.

Nursing

- Registered Nurse-BSN
- Registered Nurse-AAS with Licensed Practical Nurse Exit Option AAS
- LPN Advanced Placement Option-AAS
- Nursing Assistant-Certificate
- Nursing APB LPN to AND-Associates
- LPN Refresher Certificate-Certificates (Credit Bearing)
- LPN-RN Bridge Advanced Placement-Associates
- Nursing Practice
- Dental
- Dental Assisting-AAS
- Dental Assisting -Certificate

Cyber Security

- Cyber Security-AAS
- Cyber Security-Certificate
- Cisco Certified Network Associate Certificate-Certificate
- Cyber/Computer Forensics and Counterterrorism

Accounting

- Accounting-AAS
- Accounting-Certificate
- Accounting Tech/Technology & Bookkeeping - Associates
- Accounting Tech/Technology & Bookkeeping - Certificates (Credit Bearing)
- Accounting and Finance

Strategic Goal #2: Erase Equity Gaps

- Implement a campus-wide equity framework based on the National Association of Diversity Officers in Higher Education (NADHOE) - *A Framework for Advancing Anti-Racism Strategy on Campus*
- New Faculty Orientation - onboarding hiring, faculty members are introduced to culturally responsive pedagogy and inclusive teaching practices.
- New Faculty Academy (NFA)
- Center for Excellence in Teaching and Learning (CETL): CETL consistently offers professional development workshops on diversity, equity, and inclusion topics.

- Promoting Advancement and Growth for Educators (PAGE) Program: PAGE is a self-paced program that encourages part-time instructors to participate in professional development sessions focused on DEI
- High Impact Practices (HIPs): Over 80% of faculty and instructors at PPCC use HIPs in their courses. HIPs have been shown to be beneficial for college students from many backgrounds, especially historically underserved students.
- The Equity Project (TEP): This project enables a cohort of faculty and instructors to use the process of critical inquiry and disaggregated data to develop a race conscious lens and improve instructional equity for students of color.

Strategic Goal #3: Improve Student Success

- Individualized enrollment – Personal outreach is provided to students at each stage of the enrollment process if they fail to complete any element of the process.
- Academic Coaching – Student success coaches are available to students identified as needing additional support.
- Increase the modalities of course instruction – Technological upgrades and training for faculty was provided so more Hyflex courses could be offered.

Strategic Goal #4: Invest in Affordability and Innovation

- Funds have been used for debt forgiveness of overdue student accounts.
- PPCC continues to increase the amount of Open Educational Resources (OER) material used. These resources include full courses of academic programs and learning materials such as textbooks, lessons, lectures, assessments, and tests.

IV. Connecting Back to the CCCS Strategic Plan – How does the college academic plan address the four bold solutions outlined by SBCCOE?

Transform the Student Experience

Pikes Peak Community College is committed to increasing the enrollment, persistence, and completion rates of all students. Some initiatives include:

- An on-line orientation to enhance student access and enrollment.
- Increased staffing to broaden student access to advising, enrollment & intentional career services and academic support --- student success coaches who are available to students identified as needing additional support.
- Faculty engagement, support, and professional development via The Equity Project (TEP). TEP aims to close the achievement gap between disadvantaged students and their higher-income peers and is currently funded by the college and focuses on providing students from low-income families with equal access as a means of achieving educational equity.
- Increased the modalities of course instruction with technological upgrades and training for faculty to improve course options --- courses are delivered both in-person and online to provide greater flexibility and student choice.
- Access and college processes continuous improvement to streamline the process for students and to increase enrollment to include targeted outreach.

Transform the Workforce Experience

Pikes Peak Community College has an Associate Vice President of Strategic Partnerships, and we are exploring strategies to:

- Increase non-credit options
- Partner with local industry partners to provide trainings that lead to PLA opportunities
- Implement more badging and micro credentialing opportunities
- Increased internships and apprenticeship opportunities.

Create Education without Barriers through Transformational Partnerships and Community Outreach

- Pikes Peak Community College has partnered with a local school district, Harrison School District 2, the Dakota Foundation and Legacy Institute to offer a Promise Program to graduating seniors in Harrison School District who may not otherwise consider attending college. This Promise program provides financial assistance as well as academic coaching.

- Pikes Peak Community College has partnered with Amazon to help frontline employees grow their skills for career success at Amazon or elsewhere. Amazon's Career Choice program will provide full tuition to employees seeking a degree or certificate from PPCC.

Pikes Peak Community College has funding allocated to focus on closing equity/attainment gaps specifically among low income, underserved, and BIPOC students.

- PPCC was awarded $93,000 per year (for three years) to support The Equity Project (TEP) which seeks to improve persistence and completion rates among students of color.
- In FY2021/22, PPCC received $ 1million from the Strengthening Institution Programs (SIP) grant (Title III).
- Over the next two years, a total of $200,000 of SIP funding will be allocated to the Office of Equity and Inclusion ($100,000 per year)
- General funding $35,000
- Inclusive messaging marketing funds $15,000

V. Updates to Academic Programming

New General Education and CTE (Career and Technical Education) Programs Under Consideration

- Associate of Engineering Science Degree (AES)
- BAS in Advance Paramedic Practitioners
- Physical Therapy Tech - candidacy for Accreditation approved

Program Closures Under Consideration

A program review will begin fall 2022 to determine programs that need to be considered for closure. Historically data on enrollment as well as current job demands and prospects for employment will be used to determine if a program should be closed.

VI. Commitment to Inclusive Excellence - Describe college academic initiatives and innovations focused on promoting DEI work.

- New Faculty Orientation - onboarding hiring, faculty members are introduced to culturally responsive pedagogy and inclusive teaching practices.
- New Faculty Academy (NFA)
- Center for Excellence in Teaching and Learning (CETL): CETL consistently offers professional development workshops on diversity, equity, and inclusion topics.
- Promoting Advancement and Growth for Educators (PAGE) Program: PAGE is a self-paced program that encourages part-time instructors to participate in professional development sessions focused on DEI
- High Impact Practices (HIPs): Over 80% of faculty and instructors at PPCC use HIPs in their courses. HIPs have been shown to be beneficial for college students from many backgrounds, especially historically underserved students.
- The Equity Project (TEP): This project enables a cohort of faculty and instructors to use the process of critical inquiry and disaggregated data to develop a race conscious lens and improve instructional equity for students of color.

VII. Describe how the college facilities planning goals support the college strategic priorities. Attach facility plan to this report.

Pikes Peak Community College has three distinct campuses: the Centennial Campus (CC), the Downtown Studio Campus (DTSC) and the Rampart Campus. Each campus provides support and resources for all students enrolled at PPCC; however, each campus has its own distinct culture. The Centennial campus is located on the southern end of Colorado Springs closest to Fort Carson. This campus supports many military affiliated students and is home to PPCC's Military and Veterans Program (MVP). This campus also offers on-site childcare services and a staffed and stocked food pantry. The Downtown Studio campus houses our newly opened Studio West art gallery and supports many of our art, dance, theater, and music programs. The Rampart campus is located near The Classical Academy which offers many high school students the opportunity to take college classes.
The most current facility plan for each campus is linked below.

https://www.ppcc.edu/about/office-president/strategic-plan/_uploads-strategic-plans/FMP-Centennial-Campus-April-2018.pdf#search=master%20plan

https://www.ppcc.edu/about/office-president/strategic-plan/_uploads-strategic-plans/FMP-Downtown-Campus-April-2018.pdf#search=master%20plan

https://www.ppcc.edu/about/office-president/strategic-plan/_uploads-strategic-plans/FMP-Rampart-Range-Campus-April-2018.pdf#search=master%20plan

Complete Construction Projects on time and on budget:

a. Downtown Learning Commons – renovations in progress
b. Medical Campus – Phase II in progress

VIII. Describe how the college technology planning goals support the college strategic priorities. Attach technology plan to this report.

Pikes Peak Community College annually reviews the technology plan to assure it is in line with the strategic priorities. The most current technology plans are listed below:

1)Improve collaboration at all levels (faculty-faculty, faculty-students, students-students, staff-faculty, staff-staff)

- Move personal and shared files/directories to Microsoft 365 OneDrive and SharePoint to facilitate faculty and staff access, as well as sharing/collaboration.
- Merge students and faculty Microsoft tenants to ease collaboration.

2)Operational Excellence:
Look at Cloud first options when it is time to replace on-premises infrastructure.
Tactics:

- Migrate Exchange from on-premises to Exchange Online and offer a much-improved experience for Outlook Web Access
- Migrate server and virtual desktops to Microsoft Cloud

3)Modernize the computing and instructional experience:

- Replace faculty / staff workstations with laptops so that they can work from anywhere.
- Leverage more cloud services to improve the student learning experience and be able to connect over the internet to their applications (e.g Cybersecurity instruction, Machine Learning).
- Continue equipping more classrooms with HyFlex equipment
- Leverage and expand our technology pool to make more student services remotely accessible (e.g., video chat with your advisor).

4)Analytics/reporting

- Investigate the new tools available via our Microsoft subscription such as Power Bi and Dynamics 365 for the development of live dashboard with meaningful and actionable data.

IX. Describe any significant changes to prior year CAP strategic plans (AY23 and beyond)

N/A

Colorado Community College System
Comprehensive Academic Plan Annual Report

Pueblo Community College

May 2022
Mark Peacock, Executive Dean, PCC – Fremont Campus

I. Summary of Current Academic Year Achievements

A. The COVID-19 Pandemic presented a host of challenges as well as opportunities for Pueblo Community College. During the 2021-22 academic year, PCC built on its achievements in delivering classes virtually using our PCC FLEX technology, was awarded numerous grant opportunities, and developed a number of new programs and initiatives.

B. Most notably, PCC's academic programs achieved the following successes and improvements:
   1. PCC has been awarded 66 grants with a multi-year total of $51 million – these grants greatly expand opportunities for students and assist in responding to the needs of industry and workforce.
   2. PCC awarded 2,100 degrees, certificates and mini certificates to our spring 2022 graduates.
   3. Despite the pandemic, PCC was able to expand its cybersecurity programs, launch an eSports program, an agribusiness program, begin an apprenticeship in medical coding program, and start a manufacturing work-study program. Each program decision was made in alignment with the college mission and the needs of PCC's community partners.

C. Additional achievements:
   1. **Destination 2027** – A broad cross section of the College met throughout Fall 2021 to construct goals, strategies and key performance indicators. All stakeholders were mindful of the direction set forth by the Colorado Community College System, the Colorado Department of Higher Education the Higher Learning Commission, and the institution's internal diversity, equity and inclusion framework.
   2. Awarded permission to participate in the **Second Chance Pell** experiment which will provide PCC the opportunity to expand our academic offerings to justice-involved individuals.

II. Upcoming Academic Year Strategic Priorities

A. **TLC Center at St. Mary Corwin** enables PCC to expand our allied health program offerings, providing more student opportunities, while teaching in state of the art labs and classrooms. While many program moved to St. Mary Corwin this academic year, our allied health programs will all be moved to the Center beginning Fall 2022.

B. **COSI "Back to Work" Grant** will allow for the equipping of CIS labs on both the Fremont and SW Campuses, providing expanded opportunities to serve those who were economically impacted by the COVID pandemic.

C. **COSI "Finish What you Started" Grant** builds on the tremendous success of PCC's innovative "Return to Earn" program, enabling scholarships for students who have taken a break in their pursuit of degrees or certificates.

D. PCC will fully implement the **Title V grant** with the goal of increasing PCC's student retention and overall graduation rate while decrease average student debt.

E. **Adult Learner Strategies** – In addition to the above programs and grants, PCC is strategically reaching out to adult learners through a number of specific programs, initiatives and partnerships.

F. Additional Programs planned for 2022-23 Academic Year:
1) Construction NCCER core training (SW)
2) AEMT – Advanced Emergency Medical Technician cert/degree
3) (2) 2+2 for ECE (AA & AAS)
4) 2+2 for EDU
5) 2+3 Engineering Program (BS)
6) Cloud administration (certificate)
7) Business Ownership (AAS and Certificate)
8) Business Management Degree (AAS) emphasis in entrepreneurship
9) Entry level driver training (CDL) all sites (non-credit so FA not applicable)
10) Heavy equipment operator (non-credit so FA not applicable)

III. Connecting Back to the Statewide Master Plan – How does the college academic plan address the four strategic goals outlined by CCHE?

A. Strategic Goal #1: Increase Credential Completion

1. PCC awarded 2,107 degrees, certificates and mini certificates to its spring 2021 graduates. Among the graduates 1,811 received a degree or certificate in a career and technical education program; 296 received a transfer degree; 34 earned a bachelor's degree; and 36 high school students who took part in PCC's concurrent enrollment program received an associate degree. PCC awarded 2,100 degrees, certificates and mini-certificates to its spring 2022 graduates.
2. **Overall completions**: Despite the challenges presented by the COVID pandemic, completions are up at PCC from 2017. In 2017, we had 2,263 completions and in 2021 we awarded 2,600 degrees and certificates. Completions for students of color in this time frame also increased from 961 to 1,083.
    1) **First generation** completion increased from 1,231 in 2017 to 1,528 in 2021.
    2) Among **Pell Eligible** students, completions increased from 802 to 856 during this time frame.
3. PCC's completion rate benefit and are impacted by a number of key programs and initiatives, including:
    1) **Return-to-Earn** engages students who started their college journey, but unexpectedly left PCC prior to completion. The COSI-Finish What you Started grant awarded a $1.4 million to supplement PCC's successful Return-to-Earn scholarship program.
    2) **Intensive advising/wrap-around services** – PCC Success Coaches work with students to remove barriers that might prevent persistence
    3) **Use of Cares/HEERF to support student completion** and help ensure students were able to focus on their educational goals by assisting with various life needs - food, transportation, utilities, and technology – by meeting with a Success Coach to better understand their needs and also identify community resources for more sustainable solutions.

B. Strategic Goal #2: Erase Equity Gaps

1. **Title III HSI Grant** – A $5 million federal Title III grant from the Fund for the Improvement of Postsecondary Education in the U.S. Department of Education is going to the STEM EDGE (Excellence in Development, student Growth and Equity) project to develop and carry out activities to improve and expand PCC's capacity to serve Hispanic and low-income students. PCC is a Hispanic-Serving Institution, which means at least 25 percent of its full-time student body is Hispanic. The college is collaborating with Colorado State University Pueblo for the project.

2. **Title V Grant** – A $2.9 million federal Title V grant will help create Onboarding Practices and Teaching to Implement Cultural Awareness (OPTICA), a program to help new students adjust to life at PCC. The goal is to increase PCC's student retention and overall graduation rate and decrease average student debt. The college also will create a faculty learning lab for professional development with a goal of increasing the percentage of PCC courses that use culturally relevant teaching methods.
3. **HEERF** PCC received $7,795,587 under ARP (American Rescue Plan) to assist students with emergency costs or cost of attendance that arise due to COVID. Students met with Success Coaches to discuss needs and to complete application in order to provide an opportunity to discuss additional resources that the student can access throughout the semester and beyond. The ultimate goal is to help the student sustain their needs through the use of college and community resources beyond the HEERF funding.
4. **Teaching excellence grant** – PCC is proud to have received the teaching excellence grant. This grant initiative is aimed at closing equity gaps through teaching excellence and building inclusive classroom environments.
5. **Conquering Dreams** - Through funds provided by the Pueblo County Board of Commissioners, PCC is able to assist students with unanticipated costs that could affect their ability to continue working towards their educational goals. Students access these funds by meeting with a Success Coach, describing their situation and how funds can assist them in stabilizing their personal situation. The funds assist students with items such as utility bills, technology and internet access, food and housing, and transportation. Success Coaches also work to connect the student with resources to sustain the student's needs. Students can request up to $1,000.00.
6. **Three on Me** - The Three on Me Scholarship program provides multiple opportunities for all potential students to experience or take a college course with no or little financial risk to them and continuing students to add another course to their current academic schedule. The program is a tangible commitment for students to access in order to get a step ahead, pick up a new skill or experience a new program. The value of this program is $460.00.
7. **Learn With Me** initiative builds upon a Spring 2021 initiative which gave graduating High school students the opportunity to take advantage of a $1000 scholarship. The
   Learn with Me initiative continues the $1000 scholarship to graduating seniors and will add the opportunity to bring up to 2 family members to PCC with an additional $1000 scholarship each (possible $3000 in scholarships for one family). There are a number of pathways open to family members and is focused on short certificates which will provide 'ready to work' opportunities for participants in fields paying a living wage, though other options are available (GE courses, GED, etc...). This effort is modeled after a similar initiative at Paul Quinn College.

C. Strategic Goal #3: Improve Student Success

1. **Success Coaches / Link model** - PCC's Link Success Coaches provided invaluable support and assistance to students who are experiencing challenges both in and out of the classroom. Success Coaches work to connect the student to resources on and off campus that mitigate obstacles that may be preventing the student from being
   successful in the classroom.
2. **Online NSO** A new online NSO platform will be launched for the Fall 2022 semester. This new platform will help facilitate student onboarding more effectively by connecting students to PCC resources and becoming acquainted with the culture of the college. A recent study at PCC indicates

that students who complete NSO are 10% more likely to retain into the following year compared to students that do not complete NSO.

3. **Course Program of Study Initiative** – Through the diligent efforts of PCC's DegreeWorks Scribe team, PCC passed CCCS' Ellucian consultant's Course Program of Study (CPoS) Readiness Assessment with only minor recommendations to streamline practices. CPoS is currently running in production, with PCC staff monitoring the output daily to identify financial aid-eligible students who are not in compliance with CPoS. A targeted communication plan offering immediate connection to these students' Success Teams has been deployed to ensure that students stay on track in their program pathway plans toward graduation.
4. The newly redesigned **PCC Website** includes clearly defined pathways and integrated career and industry information to assist students in their understanding of academic opportunities.

D. Strategic Goal #4: Invest in Affordability and Innovation

1. **HEERF** - PCC received $7,795,587 under ARP (American Rescue Plan) to assist students with emergency costs or cost of attendance that arise due to COVID. Students met with Success Coaches with the ultimate goal of helping the student persist in their educational endeavors.
2. **Three on Me** - Three on Me provides a free three credit hour class to new students taking classes at PCC and demonstrates our belief that everyone can achieve success at PCC.
3. **COSI Grants: Back to Work** – A $1.2 million grant from the Colorado Opportunity Scholarship Initiative will assist the health information technology and computer information systems programs at PCC's Fremont and Southwest campuses. The money will help with financial aid, program promotion, enrollment assistance, academic and social support, and employment assistance.
4. **COSI: Finish What You Started Grant** – The Colorado Opportunity Scholarship Initiative awarded a $1.4 million Finish What You Started grant to supplement PCC's successful **Return to Earn scholarship** program. RTE is for those who left PCC with fewer than 30 credits needed to graduate. The program provides multiple levels of support to help these students return and complete their degree.

IV. Connecting Back to the CCCS Strategic Plan – How does the college academic plan address the four bold solutions outlined by SBCCOE?

A. Transform the Student Experience

1. The implementation of the **PCC Flex** program made it possible for students to attend classes remotely, enabling students to stay on track toward graduation, which benefits PCC's students and, ultimately, the communities we serve.
2. As part of our focus on recruiting and retaining adult learners, as well as better serving our traditional students, PCC has embarked on reimagining how classes, programs and services are delivered. For instance, we've reassessed how classes are scheduled – investigating ways to **meet students 'where they are at'** utilizing weekends, nights, accelerated, online, hyflex courses modalities and sharing courses through the Rural Consortium. Additionally, students are able to reach out to academic advisors, success coaches, disability services, testing and tutoring virtually.
3. As students are looking to return to work quickly after the pandemic, PCC recognized the importance of marketing its certificates and shorter-term programs through an effort dubbed **"Career in a Year."** This effort highlighted the many academic certificates and programs which can render a student career ready in as little as one or two semesters. This innovative approach appeals to adult learns who might otherwise find the prospect of a two or four year degree program

daunting.

4. **Co-curricular and civic engagement opportunities** such as club projects and on-campus events were severely limited or eliminated altogether during the worst of the pandemic in order to ensure everyone's safety. During the fall 2021 semester, the college was able to resume some community activities including guest speakers from industry, DEI events, PCC student involvement in the ethics summit, student involvement in PCC's new eSports and National Cyber defense League, and other student events.

B. Transform the Workforce Experience

1. PCC has adjusted **minimum qualifications** on job descriptions to expand the applicant pool size in an effort to increase employee diversity.
2. PCC has also added specific language to **job descriptions** regarding PCC's commitment to DEI. PCC also engaged the services of Academic Search, Inc., a national search firm dedicated to higher education recruiting in order to identify high quality, diverse candidates for key leadership positions that resulted in the hiring of two diverse candidates for the VP of Academic Support and Dean of Medical and Behavioral Health.
3. Each year, PCC recognizes four **Employees of the Year**, one for each of the following categories: APT, Classified, Faculty and Part-Time Instructors. Nominations are submitted by PCC staff, faculty and students.
4. All employees are encouraged to submit a **"Panther Praise"** whenever they feel a fellow PCC Panther has accomplished something noteworthy or has gone above and beyond in serving students or the College.
5. **Employee trainings** are available on our online platform and through the PCC Portal. Canopy trainings, DEI and IT Security trainings are offered each year through the system office. Additional trainings re: FERPA, performance management, web accessibility, online certification, and various soft skills trainings are also available via the PCC Portal.
6. **New employee orientation trainings** are available in a hybrid fashion with much of the orientation being presented online via the PCC Portal as well as in-person or live virtual sessions. New employee orientation is conducted every month and by Human Resources staff.
7. **Additional programs include** the **CCCS Leadership Academy**, **Professional development days**, and professional development through the Title V grant.

C. Create Education without Barriers through Transformational Partnerships

1. PCC maintained and developed new partnerships to benefit students and stakeholders and help meet the need of our communities. We continue to provide education to justice involved individuals within Colorado Department of Corrections and Federal Bureau of Prisons. We also provide GED instruction in the Pueblo County Jail. We were awarded approval to being the federal Second Chance Pell Experiment. We serve tribal communities in the Southwest. We continue to develop our P-TECH partnership with Canon City High School and TechStart, and the effort expanded to a regional initiative this year which invited two other districts into the agreement.
2. PCC also partnered with numerous government, industry and non profits to better serve our communities. PCC is the host for the Southern Colorado Small Business Development Center and through active engagement, the center is ranked in the top three performing centers in the state. We partnered with various stakeholders to write and administer many grants. Examples include:
    1) Partnered on and received sub-recipient award to develop and deliver 60-hour construction/solar training through the **CWDC Upskilling, Reskilling and Future Skilling** (CO-RUN) grant

2) Oversaw the submission of 6 **ARPA applications** and supported work to the award of 4 grants through the City of Pueblo
3) Funded **Grow with Google** project
4) Partnered with Southern Colorado Economic Development District and became a spoke for the **Community Navigator Pilot Project (CNPP)**
5) Participating in the Community College Growth Engine **Education Design Lab Micro-Pathway Project**
6) Participated in the collaborative grant application (lead applicant CCCS) on the **Good Jobs Challenge** Grant to develop and support a Statewide Green Energy Sector Partnership
7) Applied for and was awarded a 3 year grant project through the **Colorado Partnership for Education and Rural Revitalization (COPERR)** program. (Attorney Generals Office)
8) Continued work on the **NSF Project Puente** cybersecurity grant in partnership with CSU-Pueblo
9) **Fremont Multidistrict Initiative** comprises the three secondary districts in Fremont County in conjunction with PCC. This effort has been successful in expanding PTECH county-wide, obtaining various grants and expanding opportunities for students to participate in programs through county-wide sharing of programs and resources.

D. Redefine our Value Proposition through Accessibility, Affordability, Quality, Accountability, Resource Development, and Operational Excellence

1. PCC works tirelessly to secure outside resources from public and private sources by increasing private **fundraising** to support student opportunities and achievement. Examples include:
    1) $51 million dollars in grants currently
    2) $1 million in Pueblo County scholarships from the excise tax
    3) $4 million in scholarship funds from a private donor
    4) This past academic year, the PCC Foundation awarded nearly $530,000 in scholarships to worthy recipients.
2. The PCC Marketing Department created online marketing campaigns for 8 major areas for fall enrollment (including Late Start): Think PCC, Health Professions, Career in a Year, Flex, This is College, eSports, Fall Late Start and Lookalike Campaigns that were launched July – October 2021. The campaign included search (ad words), online display ads, and social media ads that ran July-October, 2021 with targeted messaging, content and photography directing them to specific landing pages for each campaign. The messaging also included content regarding the value of PCC and the access to grants and financial aid. The 2021 Fall marketing campaigns had the following results: 3252 enrollments and an average ROI of 12,501.86%.
3. PCC ran a smaller overall campaign with similar value messaging and promoting our **"3 on Me"** (one free class) in these areas: This is College, Career in a Year, Transfer and Flex options, BAS degrees, Concurrent Enrollment and Late Start. These campaigns helped enroll 3414 students for the semester with a 10,014.98% ROI. The enrollment breakdown is as follows: This is College, Career in a Year, Transfer and Flex options, BAS degrees, Concurrent Enrollment and Late Start.
4. **PRIN Process** - In addition to PCC's regular process of evaluating courses through Student Evaluations of Instructors and our regular instructor observations, PCC also utilizes a process known as PRIN to collect data and track our progress as an institution toward achieving our Strategic Initiatives.

V. Updates to Academic Programming

A. New General Education and CTE Programs under Consideration
   1. AAS Robotics and automation in manufacturing
   2. Data Analytics, Artificial Intelligence Pathways
   3. Game design
   4. Drone technology certificate
   5. Welding – non-destructive testing
   6. Electric Vehicle pathway in Automotive Technology
   7. Creating new micropathways in energy and healthcare
   8. BAS Business

B. Program Closures Under Consideration
   1. None

C. Describe data being used to make these decisions
   1. **PCC Protocol 609** provides that the following data is to be used in making program closure decisions:
      1) Complete Program Review
      2) Performance Statistics (i.e. Enrollment, Completers, Placement Rates).
      3) Community Needs – including advisory input and workforce projections, Salary/Living Wage Data
      4) Financial Overview - 5 years (or less if program is new), program costs
      5) Expenditure connected with phase-out

VI. Commitment to Inclusive Excellence - Describe college academic initiatives and innovations focused on promoting DEI work.

A. Among all PCC campuses and sites, 34% of students are Hispanic, 45% are minorities, 61% are first-generation students, 61% qualify for federal financial aid, 52% are age 25 or younger, and 72% attend PCC part-time. The college is a Hispanic-Serving Institution.

B. PCC created a **three-year strategic framework** to address the importance of diversity, equity, and inclusion as part of the college mission, which includes four goals:
   1. Increase knowledge and awareness of diversity, equity, and inclusion.
   2. Build capacity for faculty involvement and leadership in diversity, equity, and inclusion initiatives.
   3. Increase student engagement and awareness in diversity, equity, and inclusion.
   4. Build capacity for institutional support and administrative leadership in diversity, equity, and inclusion.

C. PCC has an active **Inclusivity, Diversity, Equity and Accessibility (IDEA) Committee**, formerly known as the Diversity Activities Committee. The IDEA mission is "to foster and promote a sense of belonging among intersectional identities that values and respects the talents, beliefs, backgrounds, and ways of living in our world." The committee promotes college, community and Colorado Community College System events related to its mission and produces an email newsletter for the PCC community and its external stakeholders. The newsletter updates the college on important topics such as Black History Month and Gender Roles, best practices, classroom tips, and professional development resources.

D. Additional programs and initiatives furthering the work of DEI:
   1. Provided additional training, reviewed program applications, requested faculty make one performance goal relate to DEI commitment, adjusted job description minimums to expand applicant pools, included specific DEI language in job descriptions and provided safe zone training to employees.

2. Teaching Excellence Grant – PCC is using the Teaching Excellence Grant to identify equity gaps and develop goals specific to minimizing those gaps. This past year tremendous progress was made in the redesign of ENG 121 in terms of accessible content and pedagogy. Efforts were undertaken to identify best practices, to understand equity gaps within each of our campuses, collecting DEI resources and sharing these discoveries throughout divisions and campuses.

VII. Describe how the college facilities planning goals support the college strategic priorities. Attach facility plan to this report.

A. Our most current comprehensive facilities plans are from 2012 and are available upon request. New planning documents for our facilities and operations are scheduled Fall 2022 and will take 6-9 months to complete. The facilities plan supports the College's strategic plan in the following areas:
   1. Providing operational effectiveness and stewardship in the framework of continuous improvement.
   2. Aligning resources to support initiatives and foster further innovation and responsiveness.

B. As a result of the COVID pandemic, PCC made numerous changes to accommodate safety and social distancing requirements. Among the changes that will permanently benefit our campuses are
   1. Installation of **conferencing technology** in nearly every classroom across our service area.
   2. Installation of **air filtration and purification systems** throughout all facilities

C. Additional facilities projects which were finalized during the 2021-22 academic year:
   1. Completion of our **EPC (Energy Performance Contract)** Project with replaced outdated and inefficient lighting with energy efficient LED fixtures, as well as the replacement of inefficient HVAC units with energy-saving equipment.
   2. Completion of the installation of our **door swipe systems** throughout the three campuses, greatly improving safety and security.
   3. Completion of renovation and expansion of the **Pueblo welding lab**.

D. Perhaps the greatest change in PCC's facilities in decades is the creation of the **Nursing and Allied Health Teaching and Learning Center (TLC)**. When completed in fall 2022, this facility – housed in one tower of Pueblo's St. Mary-Corwin Medical Center – will enable the college to award an additional 265 degrees and certificates each year in crucial health care programs. Students will benefit from learning within the setting of a functioning hospital. PCC began collaborating in 2019 with Centura Health, which owns St. Mary-Corwin, to repurpose more than 58,000 square feet of vacant space. PCC's simulation lab, Human Anatomy Learning Center, and surgical technician program already operate within the space. The TLC project enables the college to expand its allied health offerings to address the critical shortage of health care workers in essential, high-paying careers.

VIII. Describe how the college technology planning goals support the college strategic priorities. Attach technology plan to this report.

A. The Information Technology Master Plan for PCC ensures that the technology on all PCC campus locations currently meets and will evolve to meet the needs of students, faculty, and staff now and in the future.

B. To meet students' needs during the COVID-19 pandemic, the PCC IT team installed **conferencing technology** in 130 classrooms and auditoriums throughout our service area, trained instructors on instructional best practices, and made significant upgrades to the initial installation based on faculty and student feedback.

C. In 2021, PCC received a **$2 million RISE Grant** to install our Flex Technology in nine of our rural high schools, to enable high school teachers to receive scholarships to earn masters credits to become credentialed for concurrent courses, and to provide training in remote instruction. The installation of this technology in our

secondary partner high schools has allowed for course sharing and further collaboration between PCC and participating high schools.

D. During the pandemic, our IT services expanded availability of **virtual IT helpdesk services** and expanded hours to better serve evening students.

E. PCC in a good position to respond to the challenges presented by Covid Pandemic because of two important initiatives:

1. **"Bring your own device"** - this program not only saved the college money, it also encouraged students to use their financial aid wisely to obtain devises that will support their education now and into the future. PCC installed laptop kiosks in our libraries which give students without their own laptops the ability to utilize a laptop while on campus.
2. In 2019, PCC began a **Leasing Program** which insures that all employees and students have access to up to date technology at all times. As a part of this initiative, PCC's IT team continually analyzes computer and printer usage on campus, which has allowed the college to decrease the number of devices dramatically across our campuses. In all, 880 minimally used computers were not replaced, saving the institution $1.24m.

F. As technology is moving to web and cloud-based platforms, PCC's IT Department is working to ensure that all systems and technology meet the needs of the PCC for the future.

IX. Describe any significant changes to prior year CAP strategic plans (AY23 and beyond)

A. Not applicable.

Colorado Community College System

Comprehensive Academic Plan Annual Report

Red Rocks Community College

May 2022

Dr. Beverly Clark III, Vice President of Academic Affairs/Chief Academic Officer

I. Summary of Current Academic Year Achievements

- Implementation of joint RRCC/Jefferson County Public Schools Concurrent Enrollment Strategic Plan (currently in Year 1).
- Successful launch of Jeffco Remote Programming. RRCC and Jefferson County Public Schools partnered to offer synchronous remote courses to Concurrent Enrollment students in Jefferson County, taught by college instructors.
- RRCC applied for and received a one-year CCCS Teaching Excellence Grant that was increased by the grantor from the requested amount of $100,000 to $243,747 based on the quality of the initiative. RRCC has committed to an additional $31,714 of in-kind contribution.
- The PA (Physician Assistant) program received the five-year Primary Care Training and Enhancement (PCTE): Physician Assistant Rural Training Program Grant for $951,247 by the Health Resources and Services Administration (HRSA).
- The Radiology Technology program was awarded 7-year programmatic accreditation by JRCERT (Joint Review Committee on Education in Radiologic Technology).
- STEM department received the Colorado Space Grant, which included $24,000 to support student undergraduate research.
- Trefny Honors Program sponsored the Undergraduate Student Research Symposium in both Fall and Spring semesters, with over 100 participants presenting their work.
- Dr. Sally Cirincione was chosen for sabbatical through the 2022-2023 Sabbatical Review Process
- Collaborated with Arapaho Community College to form a student team that has built and tested an experiment to be launched on a sub-orbital rocket in August at Wallops Flight Facility. This builds on the successful 360VR camera mission last year, funded by NASA and Colorado Space Grant.
- Martha Stevens, Math faculty, selected as Faculty of the Year
- Toni Nicholas, History faculty, chosen as the Endowed Teaching Chair
- PA student, Marissa Backaus, received a National Health Service Corp Scholarship to work in rural/underserved areas for full tuition.
- Four faculty at the college received the Albinsson Grant through the Foundation (totaling $8,620) for professional development. The faculty are Christa Dobbs, Tom Kazutomi, Eleanor Camann, and Lynne Albert.
- Sustainability Project of the Year Award, Jefferson County Economic Development Corporation
- RRCC received approximately $300,000 to provide wrap-around services to underserved STEM students.

II. Upcoming Academic Year Strategic Priorities

- Improving College's ILearn and Course and Program Assessment Processes
- Adult Learners and expanding academic and student services that support degree and certificate completion
- Increasing Concurrent Enrollment (by 10% over the next three years)
- Continuation of Diversity, Equity, and Inclusion efforts institutionally and in the classroom
- Implementation of EAB Moonshot for Equity
- Continue development of BAS degrees and programs (Cyber, Construction, Water Quality Management) and the investigation of additional degrees needed in RRCC service region
- Faculty and Staff Professional Development (Teaching and Learning Center and increased efforts to implement high impact practices)

III. Connecting Back to the Statewide Master Plan – How does the college academic plan address the four strategic goals outlined by CCHE?

a. Strategic Goal #1: Increase Credential Completion

Goal 1 of the RRCC Strategic Plan is to engage students through high quality, impactful educational programs. In alignment with the strategic plan, RRCC's academic plan has increased focus on credential completion by focusing on Adult Learners and addressing specific needs of students twenty-four years of age and up, including groups like veterans, full-time employees, and students needing childcare, and first-generation students. Pathways are continuously reviewed, updated and used by Navigators to guide students from registration through degree completion. Wrap-around services are not only provided to students in-person but are also offered virtually to allow equitable access of vital services to all students. With the Finish What You Started Grant, RRCC will be recruiting individuals who have completed 30 credit hours but have not completed a degree or certificate. Scholarships will be provided to participants and a Navigator will provide support to ensure students successfully complete their degrees and/or certificates.

b. Strategic Goal #2: Erase Equity Gaps

- The academic plan to address equity gaps includes increased focus on equity in the classroom through curriculum revisions and updates to ensure accessibility, increased college support and use of Open Educational Resources (in part funded by CDHE Open Educational Resources Grant) and low-cost texts to minimize financial impact of texts on students. The Teaching and Learning Center partners with faculty to implement training and programming related to reducing equity gaps. In the 2021-2022 academic year, RRCC was awarded the CCCS Teaching Excellence in Equity grant totaling $243,747 to assist with addressing equity gaps. Additionally, RRCC will implement EAB Moonshot for Equity initiatives starting June 2022 which will provide guidance to the institution in monitoring and measuring equity efforts across the institution.

- RRCC Fire Science Technology program partnered with West Metro Fire Protection District and was awarded a Perkins Innovation Grant for $249,480. The project purchased supplies and equipment that will properly fit cadets of smaller stature. RRCC is actively working to diversify firefighting student cohorts, which requires training equipment that fits students of all sizes. The need to provide safe and efficient firefighting protective gear is paramount in creating a safe learning environment within controlled scenarios. Protective gear that meets the modern standards of protection not only allows the student to train in realistic environments but provides

them with the know-how to use tools that could save their lives. The outcomes of this project will be presented by John Padgett at the Colorado Association for Career and Technical Education (CACTE) Career Tech Summit in July 2022.

c. Strategic Goal #3: Improve Student Success

- As mentioned in section III-b, RRCC will implement EAB Moonshot for Equity initiatives starting June 2022. This comprehensive program will be a five-year commitment examining RRCC data, identifying equity gaps across the college and developing strategies to eliminate those gaps. EAB mentors will provide guidance in monitoring and measuring equity efforts across the institution for continuous improvement.

- Student Opinion of Instruction: Red Rocks Community College is committed to ensuring an environment the fosters diversity, equity, and inclusion. As part of our continual improvement process, questions were integrated into the overall Student Opinions of Instruction process which was led by a faculty committee. The following questions are part of the (SOIs) process each semester and delivered to all students completing course work at Red Rocks Community College.
  1. [Instructor Name] respected all students in the class without bias.
  2. [instructor Name] taught and encouraged diverse and inclusive perspectives.

  For the Spring 2022 semester, Red Rocks had a 70.71% response rate for the Spring 2022 semester Student Opinions of Instruction Process. For the Spring 2022 semester, approximately 89.9% of students either strongly agreed or agreed with the statement, "[My] Instructor respected all students in the class without bias." Furthermore, over 91% of student respondents strongly agreed or agreed with the statement, "[My] Instructor taught and encouraged diverse and include perspectives."

d. Strategic Goal #4: Invest in Affordability and Innovation

- Library services has continued efforts to expand the use of Open Educational Resources and low-cost texts to assist students with textbook affordability and access to equitable learning resources. For the past few years, Red Rocks Open Educational resources development has been supported by funding through CDHE.

- RRCC has also worked with our bookstore vendor to reduce costs. Several of our programs have been utilizing our First Day access program. This program typically reduces the cost of textbooks 50%-60%. We have also looked at the opportunity to broaden this program to First Day Complete, which would provide all textbooks as a single fee however, we have chosen to postpone this due to the new "Colorado Online @" program.

- Our on-site Children's Center, on our Lakewood campus, has provided an additional opportunity to assist students with small children. Qualified students can receive funding via the Child Care Access Means Parents in School (CCAMPIS) program. This program provides funding to support the cost of childcare, which is also supported by our Center to provide additional flexibility to our students.

- Innovation is being expanded through the integration of Hy-flex technology into classrooms and learning spaces. The goal is to have consistent instructional Hy-flex classroom configurations for both the Lakewood and Arvada campuses. In addition to providing more opportunities for traditional students, it will allow us to explore innovative course delivery with high schools in our concurrent enrollment service area.

- The pandemic required RRCC to examine more flexible options for how students receive services. RRCC invested in TutorMe which is a 24/7 online tutoring service which proved to be very popular with students as they had a wait time of under two minutes to be connected to a tutor on any number of subjects. RRCC will continue to utilize TutorMe since it provides greater access for students at any time of the day or night.

IV. Connecting Back to the CCCS Strategic Plan – How does the college academic plan address the four bold solutions outlined by SBCCOE?

a. Transform the Student Experience

- The college's academic plan addresses transforming the student experience by providing a number of high impact educational practices that enhance the students' experience outside the classroom and encourage student creativity and innovation. Examples of these high impact educational practices are undergraduate research, honors programming, IDEA Lab, and the HUB. RRCC has moved from academic advisors who were generalists to now Pathway Advisors who focus on one of our eight pathways which are groupings of majors. This philosophy of guided pathways has proven to increase student retention and program completion by getting students into their academic pathway earlier in their college journey reducing unneeded courses and helping students stay on track. Pathway Advisors know the academic programs in their pathway and work closely with students to monitor progress and assist with any questions related to pathways and degree completion.

- Mines Academy at Red Rocks is a new partnership that will transform and enhance educational experiences for STEM students looking to complete engineering degrees. Through this partnership, Red Rocks students will not only receive high quality educational experiences, but will also be provided guaranteed acceptance into Colorado School of Mines.

- RRCC is reorganizing the Workforce Services department to focus more on adult learner needs, community engagement, provide short-term training opportunities for local businesses, increase non-credit offerings, and improve the success of outreach and retention efforts. The Workforce RMEC provides trainings throughout the academic year for employees and businesses needing skills updates in occupational safety and health. Additionally, Workforce is partnering with academic programs to create non-credit course offerings that support and encourage students to seek additional education through for-credit opportunities. Institutional Research is assisting in developing metrics by which RRCC can measure the institutional effectiveness of workforce initiatives and efforts.

b. Transform the Workforce Experience

- RRCC has recently developed a Teaching and Learning Center (TLC) that will take the lead in providing professional development and training to faculty. Topics for training include diversity, equity and inclusion, high impact practices, instructional pedagogy, course and program assessment, and other topics inspired by the needs of faculty. The Teaching and Learning Center conducted a need analysis using surveys and focus groups, coordinated PLCs, hosted six professional development sessions, provided a mentoring program for new and recently hired faculty, helped revise the New Instructor Orientation, and presented on writing an effective syllabus to Concurrent Enrollment instructors.

- RRCC hosts a Summer Institute for with Technology which is a two-day conference featuring sessions on pedagogy, technology, leadership, and equity. It provides a forum to discuss, share, and unleash innovative ideas with the Red Rocks campus community. A major goal of the summer institute is to provide training and professional development to the campus on all topics related to teaching with technology, including Diversity, Equity, and Inclusion best practices.

- Equity Teaching Excellence Grant has provided funding for training to faculty and staff on diversity and inclusion. Faculty and Staff can register with Cornell University to complete a certificate in diversity and inclusion.

- Development Day activities in Fall and Spring Semesters provided training for DEI and for course and program assessment. The spring development day session was titled "Assessment Day", and training was held on institutional assessment and bridging the gaps between course and program assessments and institutional assessment.

- Quality Matters (QM) Training: RRCC is a leader in the Colorado Community College System with faculty, instructors, and staff completing QM Training. As of Spring 2022, over 141 QM course trainings have been completed by faculty, staff, and instructors. A total of 6 faculty have completed multiple QM trainings to achieve the QM Peer Reviewer status. The Quality Matters Rubric is a set of 8 general standards and 43 specific standards used to evaluate the design of online and hybrid (blended) courses.

- In addition to the TLC training, professional development is provided to faculty and adjuncts through Instructional Technology on the following:
  -Online Teaching Certification: Fundamentals of Online Course Design and Delivery
  -D2L Essentials
  -Accessibility 101

c. Create Education without Barriers through Transformational Partnerships

- RRCC is doing the following to grow and improve concurrent enrollment efforts:

-Implementation of joint RRCC/Jefferson County Public Schools Concurrent Enrollment Strategic Plan (currently in Year 1). Through close collaboration with our biggest secondary education partner, the plan will focus on supporting students and enriching the Concurrent Enrollment program.
-19% increase in Concurrent Enrollment headcount from 202130. The Concurrent Enrollment program continues to grow and evolve with the support of college and secondary education partner leadership.
-Stanley Lake High School established HLC Second Site Status. This additional location will allow for more Concurrent Enrollment course offerings and higher education opportunities.
-Successful launch of Jeffco Remote Programming. RRCC and Jefferson County Public Schools partnered to offer synchronous remote courses to Concurrent Enrollment students in Jefferson County, taught by college instructors. The pilot/grant funded program included First Year Experience content during the first week of the semester to promote and ensure student success.
In Spring 2022, six remote courses(19 credits) were offered in ECO, ENG, HIS, MAT, PSY, and SOC. Eighty Concurrent Enrollment students participated, and we achieved an 86% pass rate.

- Red Rocks has developed partnerships with high schools through the IDEA Lab and innovative STEM programming that included collaboration with Jeffco 4H STEM to develop and deliver STEM

activities to 30 middle school students and collaboration with Vertical Skills Academy to develop and deliver robotics and water science modules for K-8 youth with dyslexia.

- The institution has increased transfer and MOU opportunities for students to provide more opportunities for Red Rocks students to continue their educational goals. New transfer and MOUs were established with Western Colorado University and Colorado School of Mines.

d. Redefine our Value Proposition through Accessibility, Affordability, Quality, Accountability, Resource Development, and Operational Excellence

- The Red Rocks Community College Strategic Plan was intentionally aligned with the CCCS Strategic Plan. Most strategies within the plan have been aligned with CCCS Key Performance Indicators. A standard process was implemented in the past year to collect and report progress on Strategic Plan strategies and tactical actions. In AY2023, this reporting process will be tied in with the System Key Performance Measures as well as institutional data to provide a clear picture of best practices and opportunities for improvement. This activity is overseen by the RRCC Collaboration Council which is the formal mechanism of shared governance and is comprised of representatives from constituent groups of faculty, staff, and students.
- The RRCC Institutional Research office has developed a series of dashboards in Cognos to support data-informed decision-making. These tools empower administrators and staff to manipulate data to answer the most important questions related to their goals. Users can slice data across multiple dimensions like demographics, programs of study, and success indicators. Currently, dashboards have been created to address typical enrollment goals as well as success goals like pass rates, retention, and graduation. In the next 1-2 years, there are goals to add data points related to post-graduation employment, four-year transfer, and community workforce indicators.

V. Updates to Academic Programming

a. New General Education and CTE Programs Under Consideration

- BAS Cybersecurity (Under Consideration)
- BAS Construction Management (Under Consideration)
- AAS Cardiac Sonography Program (Under Consideration)
- Cinematography and Film/Video Production (approved March 2022)
  Visual Media Production & Talent Certificate
- Music Technology (Approved March 2022)
  Music Audio Production

b. Program Closures Under Consideration

Power Equipment & Powersports Vehicle Technology recently requested temporary inactive status starting July 1, 2022. RRCC plans to evaluate efficacy of this program, along with our ability to maintain enrollment. RMEC OSHA program will become inactive starting July 1, 2022 and will not offer OSHA certified trainings through the Department of Labor.
Currently there are no additional programs under consideration for closure. In the 2022-2023 academic year, the institution will perform a comprehensive academic program review. This information will be used to inform on any needed program closures.

c. Describe data being used to make these decisions

The data that will be used to make these decisions will include:

-program enrollment (headcount and FTE)
-program cost per FTE
-completion and retention rates
-tuition, COF, and student fees impact
-job placement and employment viability
-Colorado Talent Pipeline classifications
-Cognos data
-O-Net job data, Statewide feasibility, VE-135, and other data.

VI. Commitment to Inclusive Excellence - Describe college academic initiatives and innovations focused on promoting DEI work.

- FY21 Perkins funding focused on removing barriers that prohibit students from accessing high quality programming. One project funded a lending library for iPads so MGD students can do their homework at home and access powerful campus-based computers for class projects. This lending library negated the need to be on campus, therefore eliminating barriers specific to childcare and transportation ($133,057). Another project funded lending libraries for camera and videography equipment. This lending library negated the need for students to purchase very expensive cameras and lenses for course assignments ($67,552). Lastly, WQM and MOT created textbook lending libraries to help students with course costs ($21,081).

- RRCC has developed a partnership with Colorado School of Mines called "Mines Academy at Red Rocks" that will create a seamless and affordable path to an engineering degree at Mines through coordinated advising and guaranteed admissions.

- RRCC applied for and received a one-year CCCS Teaching Excellence Grant that was increased by the grantor from the requested amount of $100,000 to $243,747 based on the quality of the initiative. RRCC has committed to an additional $31,714 of in-kind contribution.
  The goal of the grant is "bridging theory & practice for equitable teaching strategies." The faculty driven project started by creating an Inclusive Teaching Council (ITC) consisting of 13 faculty members and 3 instructors who were willing to participate in professional development, participate in the Center for Urban Education Equity Scorecard process, and develop equity-focused learning modules to pilot. In addition to the grant program, this academic year RRCC had five equity-focused Professional Learning Communities (PLC) with a total of 35 participants (6 administrators/staff, 23 faculty, 6 instructors).

- The English Department, in collaboration with Student Life and the Office of Diversity and Inclusion, offered two poetry talks: a virtual talk and reading by U.S. Poet Laureate Joy Harjo, and an in-person reading by local poet Suzi Q Smith.

- The History Department hosted a talk entitled, "Ravensbruck Concentration Camp for Women: A Story of Courage & Hope" by Judy Winnick.

- EAB Moonshot for Equity is a five-year program that takes a deep dive into campus culture and campus procedures/systems to erase identified equity gaps. The following areas will be examined: student sense of belonging and college wide equity-focused professional development and training for campus leaders in effective change management. The ultimate goal is to help

more underrepresented students of color and other historically underserved populations graduate from college.

VII. Describe how the college facilities planning goals support the college strategic priorities. Attach facility plan to this report.

Red Rocks Community College complies with the State Board for Community Colleges and Occupational Education board policy BP 16-10, which requires each College within the Colorado Community College System to have a facilities master plan that has been approved by the Board. The plan must conform to the Colorado Commission on Higher Education and be consistent with the RRCC Academic Plan.

The priority of the plan is to meet the Mission of CCCS in support of educational, professional and personal goals. By doing so, we are focused on providing academic spaces that meet the demands of student enrollment and increasing the quality of delivery. Recent projects include the formation of new Recording Studio, Photography Studio and Art Studio utilized by our Visual, Audio & Media Arts. We also created a new space for our Learning Commons and provided a refresh to our Library.

Link to Facilities Master Plan

VIII. Describe how the college technology planning goals support the college strategic priorities. Attach technology plan to this report.

Information Technology Services developed a five-year technology plan for Red Rocks Community College (2022-2026). Utilizing a collaborative development process, the ITS five-year technology plan provides the foundation for a reliable and secure technology infrastructure which will support our diverse learning platforms and technologies. This five-year plan focuses on the following pillars of success: (1) Learning & Technology, (2) Customer Service, (3) Technology Infrastructure, and (4) IT Governance.

The goal of the framework is to ensure a collaborative and consistent approach to continuous improvement for our dynamic and evolving campus technology infrastructure. This framework focuses on providing an established and documented roadmap to ensure Information Technology Services continues to provide a high level of collaboration, communication, innovation, and engagement for Red Rocks Community College.

- Learning and Technology Pillar: Promoting innovation and collaborative opportunities, by providing open policies to meet with all faculty and staff and meet monthly with Deans, Directors and the Vice President of Academic Affairs on the instructional side, and managers, Vice President of Student Affairs and Business Services on the administrative side.

Learning and Technology Goals:

-Work with Instruction, ITAC and key academic stakeholders to identify strategies for enriching student and faculty opportunities and teaching using emerging technologies.
-Work with Instruction, ITAC and key academic stakeholders to identify strategies for implementing online initiatives to enhance and support learning experiences.
-Work with Instruction, ITAC, Accessibility Services, and Web Accessibility Committee (WAC) in supporting a barrier-free environment.

- Customer Service Pillar: Creating a culture of service excellence. The increased use of technology, in support of the academic and administrative needs on campus and at home has placed a premium on services and support. Our ability to provide quality services requires continued focus, training and organization.

Customer Service Goals:

-Further develop and enhance the physical, phone, and now the virtual customer experience for faculty, staff and students of RRCC community in order to continuously improve their use of technology supporting learning and teaching.

-Develop and implement a well-articulated service and support model based on industry standards.

-Collaborate with Academic Affairs, Student and Business Services with the purpose of generating actionable improvements in services.

- Infrastructure Pillar: Ensuring current and future computing and network opportunities are realized to the best of our abilities. As the needs for technology continues to change, our ability to provide a technology infrastructure that is reliable, scalable, and flexible is of paramount importance. An adaptable, agile, and cost-effective infrastructure upon which RRCC Pedagogy can be delivered will ensure the ability to meet growing student, faculty, and staff needs and support the college.

Infrastructure Goals:

-Implement CCCS and other modern identity access management systems.

-Upgraded network infrastructure will increase network speed and provide more wireless capabilities both internal and outside the campus.

-Connecting to Front Range GigaPoP will provide access to other schools increasing the opportunities for RRCC to complete learning and teaching objectives in instruction.

- IT Governance Pillar: Definition of IT Governance is a set of direction through prioritization, decision making and monitoring of overall IT performance. Governance sets the vision and approval process and procedures for Red Rocks Community College.

IT Governance Goals:

-Review and re-prioritize all the current governances

IX. Describe any significant changes to prior year CAP strategic plans (AY23 and beyond)

N/A

Colorado Community College System
Comprehensive Academic Plan Annual Report

Trinidad State College

May 2022
Lynette Bates, Vice President of Academic Affairs

I. Summary of Current Academic Year Achievements

- Addition of Concurrent Enrollment Coordinator to support secondary districts; expand course offerings; increase collaboration between secondary and post-secondary instructors.
- Ongoing collaboration with the VERA Institute, Department of Corrections, and Justice Involved Individuals workgroups to develop and improve onboarding and exiting strategies for this student population.
- HLC approval for CIS and Construction Technology programs.

II. Upcoming Academic Year Strategic Priorities

- Build enrollments in new academic programs: Trail building, Construction Technology, Technical Theatre, Computer Information Systems, and Unmanned Aviation Systems.
- Prepare for Bachelor of Applied Science degree in Business, plan for BAS in Cybersecurity.
- Strengthen Second Chance Pell program with integration of LMS.
- Expand of T-PREP program to include Secondary Math/Science option.
- Stabilize Academic Affairs after recent RIFs and retirements.

III. Connecting Back to the Statewide Master Plan – How does the college academic plan address the four strategic goals outlined by CCHE?

a. Strategic Goal #1: Increase Credential Completion
   - TSC Centennial Goal #1-Increase enrollment by 20%
   - TSC Centennial Goal #2-Increase graduation rate to 50%
   - TSC Centennial Goal #4-Eliminate the equity gap

b. Strategic Goal #2: Erase Equity Gaps
   - TSC Centennial Goal #4-Eliminate the equity gap
     - Raise Higher Education aspirations within service area
     - Create culture of belonging
     - Provide disaggregated course-level data to faculty

c. Strategic Goal #3: Improve Student Success
   - TSC Centennial Goal #1-Increase enrollment by 20%
     - Clarify/communicate course offerings
     - Improve customer service

- TSC Centennial Goal #2-Increase graduation rate to 50%
  - Increase student check-in/touch points each semester
  - Increase "success advising"
- TSC Centennial Goal #3-Double our transfer rate
  - Target new agreements with transfer partners (Adams State, CSU-Pueblo, CU Denver, UCCS)
  - Develop strong New Mexico four-year partnership
  - Promote transfer—including statewide articulation agreements (DwDs)
  - Increase communication between students and college administration
- TSC Centennial Goal #4-Eliminate the equity gap
  - Create Culture of Belonging
  - Provide disaggregated course-level data to faculty

d. Strategic Goal #4: Invest in Affordability and Innovation

- TSC Centennial Goal #1-Increase enrollment by 20%
  - Improve Customer Service- Integrate Foundation and Institutional Scholarship Application
- TSC Centennial Goal #2-Increase graduation rate to 50%
  - Conversation with every student to compare their credit accumulation vs. graduation goals
  - Every student declares program of study before 2nd semester
  - Implement default registration in programs where possible
- TSC Centennial Goal #3-Double our transfer rate
  - Target new agreements with transfer partners (Adams State, CSU-Pueblo, CU Denver, UCCS)
  - Develop strong New Mexico four-year partnership
  - Promote transfer—including statewide articulation agreements (DwDs)

IV. Connecting Back to the CCCS Strategic Plan – How does the college academic plan address the four bold solutions outlined by SBCCOE?

a. Transform the Student Experience

- TSC Centennial Goal #1-Increase enrollment by 20%
  - Clarify/communicate course offerings
  - Improve customer service
- TSC Centennial Goal #3-Double our transfer rate
  - Target new agreements with transfer partners (Adams State, CSU-Pueblo, CU Denver, UCCS)
  - Develop strong New Mexico four-year partnership
  - Promote transfer—including statewide articulation agreements (DwDs)
  - Increase communication between students and college administration
- TSC Centennial Goal #4-Eliminate the equity gap
  - Hire new position to focus on concurrent enrollment
  - Invite local families to campus for "Open Houses" with tour of program classrooms/facilities and student testimonials
  - Educate families on value of college for their children and future generations

b. Transform the Workforce Experience
   - TSC Centennial Goal #2-Increase graduation rate to 50%
     - Increase student check-in/touch points each semester
     - Increase "success advising"

c. Create Education without Barriers through Transformational Partnerships
   - TSC Centennial Goal #3-Double our transfer rate
     - Target new agreements with transfer partners (Adams State, CSU-Pueblo, CU Denver, UCCS)
     - Develop strong New Mexico four-year partnership
     - Promote transfer—including statewide articulation agreements (DwDs)
   - Addition of Concurrent Enrollment Coordinator to support secondary districts; expand course offerings; increase collaboration between secondary and post-secondary instructors.
   - Ongoing collaboration with the VERA Institute, Department of Corrections, and Justice Involved Individuals workgroups to develop and improve onboarding and exiting strategies for this student population.

d. Redefine our Value Proposition through Accessibility, Affordability, Quality, Accountability, Resource Development, and Operational Excellence
   - TSC Centennial Goal #1-Increase enrollment by 20%
   - TSC Centennial Goal #2-Increase graduation rate to 50%
   - TSC Centennial Goal #3- Double our transfer rate
   - TSC Centennial Goal #4-Eliminate the equity gap

V. Updates to Academic Programming

a. New General Education and CTE Programs Under Consideration
   - BAS in Business

b. Program Closures Under Consideration
   - Programs closed by May 2022: Heavy Equipment and Diesel Technology, Occupational Safety and Health

c. Describe data being used to make these decisions
   - Ten-year enrollment trends, program budget sheets

VI. Commitment to Inclusive Excellence - Describe college academic initiatives and innovations focused on promoting DEI work.
   - Increase overall enrollment from 1160 to 1400 FTE
   - Close the completion rate gap between Hispanic Students (32.5%) and overall students (45.1%)
   - Increase the graduation rate from 45 to 50%
   - Double the number of transfers to four-year institutions

GOAL #1 (D: Diversity): Increase the representation of diverse students, faculty, staff, and community partners at all levels of the college.

- Recruitment of diverse faculty and identification regions that mirror our service areas
- Implementation ongoing unconscious bias training for staff and faculty.
- Implementation of salary equity across campuses and review workloads for equity
- Identification of how advancement opportunities are communicated across campuses and departments

GOAL #2 (I: Inclusion): Create an inclusive and welcoming environment for all.

- Development of campaign to increase student ID cards so faculty and staff have visual aids (D2L, Banner) to learn student names
- Increased technology access (example: electrical outlets to allow student grouping and collaboration or social distancing)
- Identification of visual areas which could contribute to perceived bias in classrooms, offices, residence halls, student centers and, website
- Assessment of signage across campuses
- Defining what Students First means to our campuses and development of customer service campaign to reflect this value
- Established protocol for individuals on hiring committees
- Expanded onboarding protocol
- Increased performance evaluation trainings

GOAL #3 (A: Achievement): Facilitate access to achievement, success, and recognition for under-represented students, faculty, staff, and alumni.

- Support for student recognition at year-end, including graduation student highlights
- Expansion of student awards events, including TRiO student recognition awards

GOAL #4 (L: Leadership): Leadership will prioritize and incorporate diversity, equity, and inclusion in plans and actions.

- Support to Staff Alliance
- Participation in Bilingual group through CCCS
- Creation of onboarding team
- Support to personnel who are furthering their education that includes Diversity, Equity, and Inclusion focus

GOAL #5 (E: Equity): Leadership will prioritize understanding the difference needs of all stakeholders and ensure each has an equitable experience and access on campus.

- Disaggregated college data by race/ethnicity, gender, etc. for assessment of needs and creation of priorities
- Developed student forums between Administration and student groups
- Increasing tutoring services in subject areas difficult to find support
- Expanding onboarding to assist (all) students of color on how to navigate and network within higher education
- Integration of TSC Equity and Inclusion Committee in sponsorship of student clubs and mentoring and appropriate decision making

GOAL #6 (D: Development): Leadership will prioritize a comprehensive professional development plan that increase the community understanding of and commitment to Diversity, Equity, and Inclusion.

- Provided streaming documentaries on social justice and facilitated discussions afterward; one show per month and outreach to community
- Created a calendar of ethnic events on TSJC website.
- Provided guest speakers from varying backgrounds and demographics and facilitated topics difficult to discuss
- Created book or movie club, expanded lunch and learns, and created cultural/historic displays

VII. Describe how the college facilities planning goals support the college strategic priorities. Attach facility plan to this report.

Virtual presentation of the TSC Facilities Master Plan was presented on December 6 and 7th. Links provided to virtual presentations per the following links:

Volume 1 Trinidad Campus:
https://www.dropbox.com/s/5jt5mzud0bj53ax/TSC%20FMP%20FINAL%20DRAFT%20Vol%201%20Trinidad%20Campus_11-30-2021.pdf?dl=0

Volume 2 Valley Campus:
https://www.dropbox.com/s/pieqsumaubmuelm/TSC%20FMP%20FINAL%20DRAFT%20Vol%202%20Valley%20Campus_11-30-2021.pdf?dl=0

VIII. Describe how the college technology planning goals support the college strategic priorities. Attach technology plan to this report.

In conjunction with CCCS IT specialists, a comprehensive evaluation was conducted to assess the current state of information technology services at the Rural Community Colleges. With recently approved appropriations by SBCCOE, the Colleges' technology needs will begin updates in the next fiscal year.

The following includes portions of that assessment:

Executive Summary
Rural College Technology Visits

Over the past several months a team from CCCS-IT visited Trinidad State Junior College, Lamar Community College, Colorado Northwestern Community College, Morgan Community College, Otero Junior College and Northeastern Junior College. The purpose of these visits was to assess the current state of Information technology services at each college's campuses. During the visits CCCS-IT looked at the network switch and cable infrastructure, IT staffing, hardware and computer-related facilities and overall college technology resources. During these visits the issues and needs at each college varied greatly but there were many items in common with all or most of the colleges. This executive summary

highlights the issues that were identified and provides overall budgetary cost estimates to remedy the issues found. A separate and more detailed report was prepared for each college.

Staffing

Adequate staffing was an issue at all of the rural colleges. All colleges lacked sufficient staff to support the broad range of technologies at each college and also often lacked the training to support those technologies in the manner that their constituency expects. Each of the rural colleges would benefit from an additional position whose focus was to provide desktop and classroom technology support for faculty and staff, at a minimum, and potentially students, in order for those individuals to make good and effective use of the technology that is in place today.

Network Infrastructure

The lack of a quality network infrastructure was significant all of the colleges except OJC. A high speed, stable network infrastructure is critical to the operation of the college, both administratively and academically. The colleges had aging network hardware that was often off of maintenance and/or no longer supported by the vendor. This results in slow access speeds for systems such as Banner and Desire2Learn (D2L), internet access in general and results in user frustration overall with technology. In addition to aging hardware, often the fiber or copper wiring is insufficient or the wrong mode for today's bandwidth requirements. The bandwidth is present to the college but unable to be used because of old wiring and/or switches. Unfortunately, cabling is a significant expense but is critical for these colleges.

Server Infrastructure

Server infrastructure was equally outdated at most of the colleges and if not outdated, was not appropriately managed and patched with updates leaving server vulnerable to cyber-attacks and other issues. This is where the lack of staffing and specific expertise is very evident. However, rather than replace server hardware or train staff on technical complex tasks that are not used on a frequent basis, it was agreed for CNCC, LCC and TSJC specifically, that CCCS-IT would transfer their servers to our data centers in a virtualized environment and provide server management, patching and backups. Because CCCS-IT does this work all the time for our enterprise systems, it is not a huge effort to do this for the three colleges and easy to manage in a virtualized environment. This consolidation is allowing these three colleges to focus their IT staff on supporting the student facing technology at the campuses. The cost savings to these three colleges is substantial and will save them a combined $830K over the next 5 years by not having to replace and maintain local servers and backup systems.

Computer Room Facilities

Another area of concern identified by CCCS-IT was physical security to network equipment and local data center resources where data is currently stored. These locations should be secured using multifactor access, for example the scanning of a key card and a pin number. There should be video surveillance cameras installed to monitor the physical access for unauthorized entry. The majority of these locations on the campuses still were using physical keys with a many staff having access to shared rooms where IT equipment was installed. Rooms that must be shared should have equipment cabinets installed that are locked and prevent unauthorized access. Other facility related issues included external doors that let in dirt or weather into rooms with computer equipment, water pipes running through computer room facilities and neglected or insufficient cooling and backup power.

Standardization of Technology

The rural colleges would be well served to standardize on office and classroom technology including laptops, printers, video units, phones, as well as network technology such as switches and routers. Specifically, for office and classroom technology, it would allow staff to help one another across the rural colleges with their technology and/or training, even if they can't add staff as suggested. This would also facilitate plans by the rural college consortium to teach classes via web and video from one rural college to the other rural colleges. Keeping office and classroom technology current with a proper replacement policy of four years would also help greatly. Often limited staff time is wasted having staff work on outdated equipment which is time consuming and often not successful. Using the same network technology as the system office and the other colleges also allows CCCS-IT to assist in the event of a serious problem. LCC and OJC acquired network technology from a vendor not used by CCCS-IT or any of the other colleges. When LCC had a catastrophic failure at the start of the Fall semester, CCCS-IT worked with the manufacturer and got LCC back up and operational but it was very difficult because it is not a technology that CCCS-IT knows and can support easily.

Conclusion

The five rural colleges could significantly benefit from an organized and systemic upgrade of their technology. Not having current and properly functioning technology is damaging to the institution in terms of staff being able to do their jobs, faculty being able to teach appropriately with technology and students being able to learn. OJC is a good situation today, but if their practice of ongoing replacement and upgrading falters, they will be in the same situation as the other five colleges.

Category	CNCC	LCC	MCC	NJC	OJC	TSJC	
Network Switching and Wireless	$400,000	$0	$625,000	$850,000	$0	$900,000	$2,775,000
Computers/Laptops	$450,000	$425,000	$0	$675,000	$0	$700,000	$2,250,000
Network Cabling/Fiber	$300,000	$260,000	$85,000	$140,000	$0	$125,000	$910,000
Contingency	$115,000	$68,500	$71,000	$166,500	$150,000	$172,500	$743,500
Classroom Technology	$256,000	$320,000	$304,000	$240,000	$0	$960,000	$2,080,000
Totals	**$1,521,000**	**$1,073,500**	**$1,085,000**	**$2,071,500**	**$150,000**	**$2,857,500**	**$8,758,500**

IX. Describe any significant changes to prior year CAP strategic plans (AY23 and beyond)

Recent downsizing has impacted multiple programs:

- Occupational Safety and Health (RIF)
- Heavy Equipment Technology (RIF)
- Diesel Technology (RIF)
- Anthropology (RIF)
- Graphic Design (Retirement)
- Automotive (RIF for 1 faculty member)
- English-resignation
- Nursing-resignation
- Massage Therapy and Aquaculture (teach outs in AY 20 and 21)

We will be operating with smaller, more focused faculty cohort.