VICE CHANCELLOR'S REPORT
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TRANSFORM THE STUDENT EXPERIENCE

1. Enrollment Update
    a. Spring 2022 enrollment at our 13 colleges as of April 20, 2022 and compared to a year ago is down 2.02% (-395.02) in FTE and up 1.02% (+745) in headcount.
    b. Summer 2022 enrollment at our 13 colleges as of April 20, 2022 and compared to a year ago is down 7.91% (-230.83) and down 3.94% (-530) in headcount.
    c. Online Enrollment as of April 20, 2022, is as follows:

4/20/2022	Spring 2022	Spring 2021	2022-2021 Difference	Spring 2020	2022-2020 Difference
CCCOnline	20,466	20,905	-2.10%	19,358	5.72%
Dawson	179	199	-10.05%	178	0.56%
Colleges Online	27,328	26,067	4.84%	20,533	33.09%
4/20/2022	Summer 2022	Summer 2021	2022-2021 Difference	Summer 2020	2022-2020 Difference
CCCOnline	6,425	6,622	-2.97%	7,940	-19.08%
Dawson	19	35	-45.71%	34	-44.12%
Colleges Online	9,330	8,449	10.43%	11,141	-16.26%

1. Academic Affairs and Workforce Development
    a. Convened with CCCS Nursing Directors over a series of conversations to address opportunities and alignment
    b. Continued implementation work for SB21-185
    c. Represented CCCS at the Higher Learning Commission annual conference to discuss and advocate for CCCS
2. Career and Technical Education (CTE)
    a. Six of our seven federally recognized CTSOs (Career Tech Student Organizations) held successful face to face conferences for the first time since 2019. Over 10,000 students participated across the six events. FFA will be in June in Pueblo.
3. CCCOnline
    a. Single LMS Project
    Upon the recommendation from the Colorado Online Project Team, an assessment was performed on whether to stay with each college having a D2L Learning Management System (LMS) instance or moving to a single D2L LMS instance for all colleges. Prioritizing the student experience the highest in the assessment. After assessing the pros and cons with Desire2Learn (D2L), Learning Technology Council, MindWires (higher ed consulting company) and the University of Georgia System, the Online Steering Committee decided to move to a single D2L instance. A significant factor being a student has access to all their courses across colleges, and instruction

for other course modalities (e.g. hybrid, face-to-face, etc.) can operate as today. Other benefits are it brings cost-savings and efficiencies.

The project is underway and in the implementation phase. CCCOnline has acquired D2L consulting services. A project team was formed. The project team will work on migrating to a single D2L instance and consist of the LMS administrators at the colleges and CCCOnline. As the project progresses, stakeholders will be kept up to date on the status and provided essential information about the new D2L environment. The target go-live date is Fall 2022 and faculty/instructors will be given access in early April 2022.

The colleges' LMS administrators and CCCOnline's Academic Technology team had a kick-off meeting to review the project's scope, roles, and schedule. A process has been identified for allowing instructors and faculty to choose which D2L course shells to migrate to the Single D2L instance. Most of the eLearning staff at the colleges have sent communication to their faculty and staff on how to choose the course to migrate.

CCCOnline had a kick-off a meeting with the D2L Program Manager. The D2L Program Manager is an expert with implementing the move to a single D2L instance. As part of working with the D2L Program Manager, she will bring in resources who provide technical, project and change management guidance. CCCOnline and D2L have had discovery sessions to cover roles and permissions, digital integrations and overall change management processs.

The colleges and CCCOnline have identified the digital integrations needed to migrate to the single D2L instance. CCCOnline has implemented 83% of those digital integrations such as Pearson, McGraw Hill, Yuja, Barnes & Noble, etc. The only integrations left are the lesser-used vendors across the system. Before the project started, the deliverable of implementing digital integrations was perceived as complex but it has been a success.

The college LMS adminstrators and CCCOnlie have met to determine the permisions for the D2L admin, instructor, and other functional roles (e.g. supervisor role). The configuration for the roles and permissions will allow for a stable D2L environment while allowing the colleges to operate. Faculty and instructor user accounts have been created. Anyone that taught in the past year will have an account.

Over 10,000 courses have been identified for migration. CCCOnline's Academic Technology is working closely with D2L to migrate these courses in bulk to the the single D2L instance. The next major milestone for the project is to give faculty and instructors access to the MyCourses LMS by early April. It will allow them to prepare their courses for the Fall 2022 semester. The biggest risk to achieving this milestone is the number of courses being migrated (around 10,000) against how many can be imported (around 700 – 1000 per day) in the MyCourses LMS on a daily basis.

A significant milestone has been reached for the project. The colleges are giving all instructors and faculty access to the single LMS instance. Eight colleges plan to allow instructor access on April 18th and the remaining by April 25th. The digital

integrations (e.g. Pearson products, McGraw Hill, Yuja, WebEx, etc.) have been implemented except for three products. Only a few lesser-used products remain to be implemented. This allows instructors to update their courses with these materials for the upcoming fall semester. Over 14,000 course shells have been migrated. While some course shells are still to be migrated, this should give enough instructors their courses to prepare for the fall semester.

The next major milestone for the project is giving students access in August 2022 for the fall semester. CCCOnline and each college eLearning department will begin working on preparing for that milestone.

b. Collaborative Course Design Pilot
The Colorado Online Learning Design Subcommittee is a cross-functional team of learning designers, eLearning staff, faculty, deans, and administrators. The subcommittee is working with members of CCCS faculty to develop a collaborative learning design process for developing Ready-to-Teach online courses the faculty and instructors can use for their online courses if they elect to not develop their own course shell. The process is being developed with input from numerous stakeholder groups as well from CCCS faculty at the Colorado Online Mini-Conference.

This subcommittee is working with faculty in Early Childhood Education and Spanish to pilot Ready-to-Teach courses for the Fall 2022 semester. The collaborative learning design process pilot has finished the first two phases. In Phase 1: Learning Design Academy, the disciplines collaborated to curate course materials, developed a course proposal with rationale for alignment of course outcomes with module/unit outcomes, and curated course content. Additionally, the pilot faculty created a rationale for how the proposed course will meet Colorado Online @ quality standards via the Healthy Course Checklist. In Phase 2: Course Planning, the Lead Subject Matter Expert (SME) for each course in the pilot developed a course map based on the course proposal foundation. After internal review and quality assurance checks, the maps went out to each discipline for review and approval.

All maps have been approved and the pilot has now entered Phase 3: Design and Development. The lead SME for each course is now generating content to flesh out the learning materials, activities, and assessments identified in the course map. The Learning Designer will review and mockup each deliverable in the course shell for review and feedback by the SME, the Online Discipline Coordinator (ODC), and internal Quality Assurance. This iterative process will continue through June culminating in a course shell for each course that is ready for review by the broader discipline in Phase 4: Review and Approval.

c. Online Course Quality Standards
The base standards work group of the Learning Design subcommittee developed a set of Quality Matters Plus (QM+) standards for Colorado Online @ online course designs during the fall 2021 semester. These standards take the Quality Matters rubric as a foundation and represent additional perspectives of both diversity, equity, and inclusion principles and practices and the Universal Design for Learning framework for equitable learning-centered design. The group modified language of 8 QM

standards and generated an additional 24 QM+ standards. During the spring 2022 semester, the work group developed a "Healthy Course Checklist" tool and additional checklist tools based on the QM+ standards. The standards and checklist tools are currently integrated into the Ready to Teach course design process pilot. Additionally, the work group piloted the Healthy Course Checklist (HCC) during March-April 2022 to test usability with faculty, instructors, and administrator staff. There were 33 completers representing 9 CCCS colleges plus CCCOnline, 26 of whom (79%) were faculty/instructors. The feedback received through the HCC pilot informed revisions to the HCC tool as well as the work group's recommendations, which will be presented to the project team at the end of April.

4. Equity & Inclusion
   a. Working with St. Augustine's University, Texas Southern, and Tougaloo College to begin an HBCU transfer program.
5. Student Affairs
   a. Financial Aid
      i. The Department of Education (ED) announced on April 6, 2022 that it will extend the pause on student loan payment and interest accrual past its May 1, 2022 expiration date. Additionally, borrowers who were delinquent on their loan payments or in default prior to the freeze will be given a fresh start upon the resumption of payments.
   b. Student Services
      i. Working on pathway implementation for all colleges to help students stay on-track to graduate on-time without additional credits if they change majors within pathways.

TRANSFORM OUR OWN WORKFORCE EXPERIENCE
1. Academic Affairs
   a. The second annual Excellence Through Equity Minded Teaching Virtual Symposium was held on April 15 and drew more than 300 faculty from across the system who gathered to take part in a day of learning and idea sharing around transforming the student experience in the classroom in ways that promote inclusion while also reducing equity gaps.
2. Career and Technical Education (CTE)
   a. CCCS CTE reviewed current status of the Colorado CTE Gateway with Presidents Council.
   b. CCCS CTE leadership participated in equity training through Advance CTE to model "CTE Without Limits" as the new shared vision of CTE across the United States. This new vision will be cross walked to the Colorado CTE State Plan (2019-2024) to identify places where Colorado CTE needs more stakeholder engagement to speak to goals.
3. CCCOnline
   a. Dr. Tina Parscal, Associate Vice Chancellor for CCCOnline and Academic Affairs, presented "Improving Collaborative Online Initiatives: Building Trust, Improving Communications, and Creating a Culture of Creativity" at UPCEA's Summit for Online Leadership and Adminstration + Roundtable (SOLA+R) on April 11th.

4. Equity & Inclusion
   a. Colleges are completing Land Acknowledgement statements
   b. Pedro Noguera will provide the last Equity U professional development for the Semester April 28th.
5. Student Affairs
   a. Student Services
      i. New graduation SP has been established adding special guidelines for our colleges regarding catalog and registration, as well as a fall back if colleges have omissions in their catalogs.
      ii. Rolled out first Recruit CRM training and working on on-boarding new employees with a Banner orientation at system colleges.

CREATE EDUCATION WITHOUT BARRIERS THROUGH TRANSFORMATIONALPARTNERSHIPS

1. Academic Affairs and Workforce Development
   a. Grants Team
      i. The Grants team convened two "all-grantee" meetings for the CO-HELPS and CO-TECH grants, respectively. These included any IHE with active CO-HELPS and CO-TECH funded programs. Topics revolved around overall strategy and ways to improve performance and spend with these apprenticeship grants. CDHE also introduced new CO-HELPS-funded staff during the CO-HELPS convening. Discussions and planning based on feedback are continuing about action steps moving forward, including requesting a no-cost extension for the CO-HELPS grant and Statement of Work Modifications for both grants.
      ii. CDHE received notice that they (the CO-HELPS grantee) will be monitored by USDOL in July. The grants team has been working collaboratively with CDHE to prepare. CCCS is the subrecipient to CDHE for the CO-HELPS grant.
      iii. The team is working on Q1 grant reporting and has provided technical assistance to partner IHEs throughout the month in preparation for submittal to USDOL.
   b. Workforce Development
      i. With project management leadership in place, collaboration conversations with the Metro-area colleges and project design for the Rapid IT Employment Initiative (RITEI) are progressing. Key milestones include grant management activities with Jobs for the Future, starting the hiring for a centralized student success coach, technical assessment procurement, and starting a communications strategy.
      ii. College and industry stakeholder conversations continue with the Energy Pathways (HB21-1149), including exploration of alignment with the Education Design Lab work in Healthcare and Energy micro-pathways. Additional stackable credential projects continue in the Credential As You Go and Ascendium Project Stackable Credentials Advisory projects.
2. Career and Technical Education (CTE)
   a. CCCS CTE leadership participated in a national convening with JP Morgan Chase for career pathway development for the Denver Metro area with CCD, EGTC, and DPS as well as MSU and CU-Denver to collaborate with Boston, Dallas, Indianapolis, and Nashville. Denver has identified Business, IT, and Nutrition as pathways they would

like to map out for these education institutions for a student to begin in DPS and complete in higher ed.
3. Equity & Inclusion
   a. Collaborating with Global minded to provide 25 free conference registrations to students in the Denver – Metro area for the global equity conference in June.
4. Student Affairs
   a. Veteran's Affairs
      A recent VA Policy Advisory is shared below regarding Section 1020 from the Isakson and Roe Veterans Health Care and Benefits Improvement Act of 2020 (Public Law 116-315) that was issued on April 5, 2022. Congress has mandated the VA strengthen its position when dealing with academic intuitions who violate this law. This section of the law will place a great deal pressure on my team. We will start sharing with all approved programs for veterans' education benefits.

REDEFINE OUR VALUE PROPOSITION THROUGH ACCESSIBILITY, AFFORDABILITY, QUALITY, ACCOUNTABILITY, RESOURCE DEVELOPMENT, AND OPERATIONAL EXCELLENCE

1. Academic Affairs and Workforce Development
   a. Colorado Skills Institute
      i. Project has been approved by VP IT Governance and will move to RFP/IFB. RFP committee named, and initial framework is being developed along with staffing, business, and programming plans.
   b. Legislative Work
      i. Testified on two bills: Behavioral Health Pathways, and Credential attainment advocating for CCCS' role in this legislation and potential opportunities for colleges if bills pass.
2. Career and Technical Education (CTE)
   a. CCCS CTE released the Innovations in CTE sub grant of Perkins. Applicants must align their purchases to occupational areas that are high wage, high skill, and in-demand. Awards are up to $250,000. Projects are submitted in partnership with another school district, college, or business partner and are for approved CTE programs only.
3. CCCOnline
   a. In order to best support all CCCS Open Educatonal Resources/ Zero Textbook Cost (OER/ZTC) efforts, CCCS established a systemwide OER/ZTC Committee In April, we convened the first meeting of representative from all 13 colleges and CCCS. The purpose of the group is to raise awareness of CCCS OER/ZTC efforts, increase collaboration, advocacy, and information dissemination, and to empower the committee to make OER-related recommendations. Members of the committee were nominated by their college leadership.
   b. Una Daly from Community College Consortium for OER (CCCOER) presented to the CCCS OER Committee on Open for Anti-Racism to the CCCS OER Committee on April 19th.
4. Student Affairs
   a. Financial Aid

      i. Course To Program of Study (CPoS) is on track for completion by all colleges prior to the Fall 2022. All but one college will be fully implementing CPoS automation for the Summer enrollment. The final college with be fully implanted by the Fall 2022 term. Implementation of CPoS meets compliance requirements with automation for Title IV aid to cover coursework that directly applies to completion of the student's degree or certificate program.

b. Student Services
      i. Navigate Update:
            1. Working with college leadership teams on re-structuring to focus on student support and success.
            2. Working with college academic leadership teams on using Navigate to help streamline academic scheduling.