VICE CHANCELLOR'S REPORT
Landon K. Pirius, Ph.D.
Vice Chancellor for Academic and Student Affairs
June 8, 2022

TRANSFORM THE STUDENT EXPERIENCE

1. Enrollment Update
   a. Spring 2022 enrollment at our 13 colleges as of May 18, 2022 and compared to a year ago is up 568 in headcount (+0.776%) and down 441.45 (-2.252%) in FTE.
   b. Summer 2022 enrollment at our 13 colleges as of May 18, 2022 and compared to a year ago is down 790 in headcount (-3.476%) and down 315.50 (-7.032%) in FTE.
   c. Online Enrollment as of May 18, 2022 is as follows:

5/18/2022	Spring 2022	Spring 2021	2022-2021 Difference	Spring 2020	2022-2020 Difference
CCCOnline	20,406	20,884	-2.29%	19,337	5.53%
Dawson	177	193	-8.29%	173	2.31%
Colleges Online	27,270	26,034	4.75%	20,442	33.40%
5/18/2022	**Summer 2022**	**Summer 2021**	**2022-2021 Difference**	**Summer 2020**	**2022-2020 Difference**
CCCOnline	10,551	10,965	-3.78%	14,014	-24.71%
Dawson	42	63	-33.33%	73	-42.47%
Colleges Online	14,281	13,149	8.61%	19,730	-27.62%

1. Career and Technical Education (CTE)
   a. DECA International Leadership Conference in Atlanta had over 250 students representing Colorado Career and Technical Education. The other CTSO National events start in June – July 2022.
2. 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.

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.

The LMS admins and LTC members have met to review and determine the permissions for the student role. The student role permissions are based on how the colleges have configured it over the past years based on feedback from their Academic Affairs and Student Services. To start communicating to students about the upcoming change for Fall 2022, some colleges posted an announcement in D2L. The announcement was a high-level explanation of what to expect. Closer to the start of fall semester, more detailed communication will be sent to students about the changes with the single D2L instance.

The SIS integration between Banner and D2L is complete. As courses in Banner are created, it's created in D2L. New user records for students, faculty and instructors are being created in D2L. Lastly, students, faculty and instructors are being enrolled into their D2L courses after it happens in Banner.

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 June Update:** The base standards work group completed the Healthy Course Checklist (HCC) pilot in mid-April and presented its recommendations to adopt Quality Matters Plus (QM+) standards as well as implementation checklists, including the HCC, to the Colorado Online @ project team at the end of April. A third recommendation was for accessibility support to help fulfill the QM+ standards and HCC criteria. Pending recommendation approval, the work group's next steps are to develop a QM+ guidebook and a training implementation plan. The work group has arranged a directed field experience project collaboration with instructional design doctoral students from Baker University to complete the research and writing for the QM+ guidebook. Additionally, since QM is the foundation of the recommended base standards for Colorado Online @, CCCS was able to provide QM membership to all system colleges starting in May 2022. QM-trained facilitators within CCCS, Amanda Hardman and Erik Richter, provided Applying the QM Rubric training to a cohort of 14 in May, targeting participants from system colleges who are new to QM. More training will be planned for the fall 2022 semester. Further, work group lead Amanda Hardman was accepted to the QM Rubric Committee, tasked with revising the QM standards to generate the 7th edition of the rubric.

3. Student Affairs
    a. Finalized CCD-MSU Navigate Needs Analysis for Transfer Advising and meeting with EAB Leadership. On-going work will drastically improve the transfer process for CCCS students.
    b. Received grant for adult learner college fair to work to dispel myths about community college and work to increase the enrollment of Adult Students of Color.

TRANSFORM OUR OWN WORKFORCE EXPERIENCE
1. Career and Technical Education (CTE)
    a. CCCS CTE leadership participated in a state leaders retreat to review the CTE Without Limits National Vision for CTE and our related Colorado CTE strategies. Colorado was the featured speaker for our work in addressing equity gaps for CTE programs and the work we will be committing to for 22-23 academic year with all local CTE programs.
2. Student Affairs
    a. New Banner On-Boarding has begun with over 90 people attending the first week of training!
    b. Started a new Colorado Opportunity Fund (COF) functional group to help colleges streamline COF processing.
    c. Working on a bid for print and e-diploma services to reduce workload and save time for colleges.

CREATE EDUCATION WITHOUT BARRIERS THROUGH TRANSFORMATIONAL PARTNERSHIPS

1. Academic Affairs and Workforce Development
   a. Skill Advance Colorado
      i. Closing out the FY 2022 Colorado First (CF) and Existing Industry (EI) Programs grant period, $1,612,503 was approved for customized workforce training for 1,686 proposed employees at 41 businesses through Colorado First and Existing Industry Job Training Program grants. Colleges administering these grants include ACC, CCA, CCD, CMU, FRCC (Westminster and Larimer campuses), PCC, and RRCC. This fiscal year was met with multiple challenges, including loss of eleven college representatives due to resignation; retirement, or role changes; lack of program participation by five colleges; loss of training providers due to COVID-19 and moving out of Colorado due to the high cost of living; limited capacity at businesses, hiring difficulties, employee retention issues, and unpredictable business operations due to COVID-19.
      ii. Skill Advance Colorado continued to support US DOL Registered Apprenticeship programs in FY 2022. This year, Arapahoe Community College completed curriculum customization development and Related Technical Instruction (RTI) projects for Apartment Manager and Community Association Manager Registered Apprenticeships, funded at $74,500 and $74,940, respectively.
      iii. Three colleges have pursued funding through the Skill Advance Colorado Workforce Training Innovation Program this year.
         1. FRCC's Contractors Academy project, is underway, with program development and training in progress. This project, a partnership with the Hispanic Contractors of Colorado organization and partnering businesses, was funded at $115, offers fast track business skills training, and exploration of Prior Learning Assessment (PLA) and micro-credentialing (badging) opportunities for employees in construction and contracting companies.
         2. The Community College of Aurora was recently approved for $89,019 for the Hospitality Future-Proof workforce training project, which will entail development and implementation of management, foundational software, and workplace ESL and Spanish training for hotel employees.
         3. Pending approval is Community College of Denver's Innovation grant application for intravenous therapy program development and training implementation to upskill Kaiser Permanente licensed practical nurses.
      iv. Curriculum, assessment, and instructional materials developed under these programs will be made available to all System colleges.
   b. Rapid Information Technology and Employment Initiative
      i. Collaboration conversations with the Metro-area colleges and project design for the Rapid IT Employment Initiative (RITEI) are progressing. Key milestones include the following:
         1. Grant management activities with Jobs for the Future
         2. Hiring process launched for a centralized student success coach
         3. Program development, including creating a marketing and communication plan

c. SPARC: HB 21-1149:
  i. Energy Pathways Program Manager continues research to identify national community college programs of interest to support Colorado's development of Clean Energy workforce training
  ii. Energy Pathways Program Manager is working to ensure cross-collaboration on Energy workforce development between colleges involved in SPARC (ACC,CCA,PCC, NJC) and EDL: Education Design Lab (ACC, CCA,PCC, NJC, CNCC, CCD, LCC)
  iii. Energy Pathways Program Manager and colleges met to review high school career pathways in Energy and ensure alignment with post-secondary work
  iv. PCC and CCA have posted positions for faculty leads in Energy
d. Career Pathways: HB15-1274
  i. Project work is concluding for clean energy, manufacturing, and transportation pathways with a MyColoradoJourney publication date of 6/30.
  ii. Future pathways have been selected for the next two years including the following:
    1. 2022-2023: Agriculture mapping and construction pathways updating
    2. 2023-2024: Aerospace and Criminal Justice/Public Safety mapping
e. CIP/Program Alignment
  i. CIP and Program alignment project is on track and has been presented to the VP Council with the goal of launching a comprehensive program inventory for the system.

2. Student Affairs
a. System assuming temporary leadership for Transfer Initiatives, Career Services, and Residence Life Groups.
b. Working on launching Bridge to Bachelor's with CU Boulder.

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. CSI is fully funded. This includes the software infrastructure to launch the CSI for three years, in addition to funding non-credit enrollment management software at all 13 colleges for nearly three years.
  ii. Program development team launches soon to start developing the 25 courses to be deployed first.
b. Grants (CO-HELPS and CO-TECH)
  i. The Grants team submitted its Quarter 1 2022 reporting to USDOL for CO-HELPS (via CDHE) and CO-TECH grants.
  ii. In CO-TECH, Pueblo Community College reported its first participants in its newly (as of last fall) approved Remote IT Help Desk Apprenticeship and Software Development Apprenticeship. There are also active participants from PCC in Red Rock Community College's Cybersecurity Apprenticeship.
  iii. Also at Pueblo Community College, but under the CO-HELPS grant, PCC has been approved as sponsor of a Medical Assistant Registered Apprenticeship Program by USDOL. Employer partners tentatively will be in both Pueblo and Durango. An inaugural cohort will begin in August 2022. This will be in addition to existing MA

apprenticeship programs at Arapahoe Community College and Front Range Community College.

    iv. A Statement of Work Modification has been submitted to USDOL for the CO-TECH grant to allow greater flexibility and broader reach with the program. The process should take 30-60 days to go through the review and approval process.

    v. The grants team is also continuing to meet and collaborate with new CO-HELPS CDHE staff and strategize movement forward with that grant, including requesting a no-cost extension to USDOL. Currently, the CO-HELPS grant ends July 2023.

2. Career and Technical Education (CTE)
   a. CCCS CTE provided training for required data reporting and communicated supports to 702 unique emails addresses. The team crafted step by step videos to better support the field in their data submission for academic year 21-22.

3. Student Affairs
   a. Started system wide functional group to assist college in Finish What Your Started grant management and student recruitment.