



VICE CHANCELLOR'S REPORT

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TRANSFORM THE STUDENT EXPERIENCE

Enrollment Update

- a. Fall 2022 enrollment at our 13 colleges as of November 30, 2022 and compared to a year ago is up 4.372% (3,320) in headcount and up 1.801% (363.46) in FTE.
- b. Spring 2023 enrollment at our 13 colleges as of November 30, 2022 and compared to a year ago is down 0.609% (-183) in headcount and down 0.249% (-23.13) in FTE.
- c. Online Enrollment as of November 30, 2022 is as follows:

11/30/2022	Fall 2022	Fall 2021	2022-2021 Difference	Fall 2020	2022-2020 Difference
CCOnline	21,904	21,865	0.18%	25,757	-14.96%
Dawson	111	178	-37.64%	173	-35.84%
Colleges Online	29,427	26,407	11.44%	27,130	8.47%
11/30/2022	Spring 2023	Spring 2022	2023-2022 Difference	Spring 2021	2023-2021 Difference
CCOnline	8,047	8,041	0.07%	9,000	-10.59%
Dawson	0	0		0	
Colleges Online	15,920	14,240	11.80%	14,568	9.28%

TRANSFORM THE STUDENT EXPERIENCE

1. Academic Affairs and Workforce Development

- a. Rapid Information Technology Employment Initiative Project:
 - i. Revamped learner intake process to be more efficient and assess both technical and career readiness skills
 - ii. Learner Data: Google 25 learners. CompTIA cohorts have decreased due to the holidays with 12 starting in November. More learners are choosing Google first to build foundational knowledge then matriculate to CompTIA. We have our first 2 completers, 1 in Google IT Support and 1 in CompTIA A+.

2. Career and Technical Education (CTE)

Colorado CTE submitted 2 student candidates for the "National CTE Presidential Scholar" to the Colorado Department of Education for consideration for the national program.

3. CCCOnline / Colorado Online@

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 single D2L instance has gone live with the start of the Fall 2022 semester. With the semester well underway, migrating to a single D2L instance is mostly done. The only major milestone remaining is archiving the data from the “older” D2L instances. A meeting has been scheduled with D2L consultants to discuss the best approach. The goal is to archive 5 years of D2L data for accrediting and academic program assessment purposes.

Tier 2 and Extended Support for LMS: The Colorado Online Technology subcommittee recommended a new support model for handling LMS technical issues. The support model ensures a baseline level of support is available across colleges and support is provided outside of normal working hours when online students, faculty and instructors may need assistance. All students should contact the 24x7 Support Desk as the first contact. When the 24x7 Support Desk can't resolve a student's support request (it requires more advanced troubleshooting), it is escalated to CCCS Academic Technology (AT) for tier 2 support. For faculty and instructors, each college will decide if they want to be the first contact for support or use CCCS AT as first contact. During evenings, 5pm – 9pm, and weekends, 8am – 5pm, CCCS AT will provide support to all students, faculty, and instructors. One of the vacant support specialist positions has been filled. Soma Ghosh who provided student and D2L support at ACC has been hired. One of the support specialist positions will provide extended hour support (evenings and weekends) and has been hired and will start on December 7th. We currently accepting applicants for the last remaining open extended hour support position and the job posting closes on December 21st.

AT Centralized Ticketing System: An RFP for a AT Centralized Ticketing System will be posted before the end of the year. The ticketing system will have an integral role in ensuring the support groups involved with the new support model are working together more seamlessly. The RFP evaluation team is currently being formed and RFP process should start in several weeks.

Collaborative Course Design: The Learning Design Academy is the first phase in the Collaborative Course Design Process to create Ready-to-Teach course materials for Colorado Online @ Consortium. The first Learning Design Academy, outside of the pilot, was completed on November 4th. Both stipend information and contracts were sent out the second week of November to pay the Academy participants their stipends, and to provide contracts to the Academy Online Discipline Chairs (ODCs) and Subject Matter Experts (SMEs) that will continue their work. The Academy has now entered the second phase of development (course mapping) and we are working with our course development partner Symbiosis, in providing learning design assistance with the 24 disciplines and 37 courses that completed the Academy process. We have also learned that out of the 10 sciences, 5 of the science courses are moving forward with the current timeline to complete their courses and 5 are now moving on a longer timeline that will complete at the start of Fall 2024. This longer

timeline will repeat next fall for science and (possibly) math courses that need longer periods to select and curate their lab materials. We have been recently provided the list for courses for the Spring 2023 courses and sent out the request for self-nominations for participation in the Spring Academy. This request will be out until November 30th and will go back out to the State Discipline Chairs (SDCs) and Discipline Stakeholders to determine Academy members, Subject Matter Experts, and Online Discipline Coordinators. Once decisions have been made for the groups to participate in the Spring Academy, we will send a message back out to those chosen prior to the break in December. The Learning Design team can support approximately 50 courses and 150 -175 participants for the Spring 2023 Learning Design Academy. As with the last Academy there will be meetings during the coming weeks that are synchronous sessions that provides orientations for roles, kick-offs for all participants, and flexible virtual office hours. Again, the purpose of this Academy is to generate course proposals that will be the foundation for the later development work: course maps and a complete course shell.

Online Course Quality Standards: The Learning Design subcommittee's base standards work group completed on-demand Healthy Course Checklist video resources that are available on the CCCS QM+ Standards Guidebook. The work group also completed a draft of the Introduction to the Healthy Course Checklist (Intro to HCC) informational module and shared with faculty and instructor stakeholders in SFAC and OFIAC for feedback. Additionally, the module was shared with college Quality Matters (QM) Coordinators, and the work group is seeking to present to VPAA's and eLearning directors who would make the decision to integrate the module into new or existing trainings at CCCS colleges. The work group is revising a proposal for a long-range plan to support quality assurance professional development and QM course reviews at CCCS colleges and is facilitating the Applying the QM Rubric training on November 29-30 to build QM infrastructure at the colleges.

Colorado Online@ Pilot Implementation Group: A Colorado Online @ Pilot Implementation Group has been formed to help manage the initial delivery of Colorado Online @ course sections for the Spring 2023 semester. The group is composed of members from CCCOnline Student Affairs, Academic Technology, the Colorado Online @ Project Director, representatives from the Colorado Online @ Project Academic Affairs team, Business Services Team, and representatives from the CCCS Registrar's and course schedulers functional groups. Currently, all seven pilot courses are open for registration in banner through the Consortium, or "Pooled", sections and we are working with the college representatives to ensure the correct teaching sections are established. We will be meeting with academic representatives and faculty from the teaching colleges on December 6 to review procedures for managing these sections during the spring semester.

4. Equity & Inclusion

The Equity and Inclusion Committee completed the Gender Assignment project for submission to the VP IT governance group. The project was pulled due to the project priority focus of the system. This project will likely have to wait 18 months.

5. Student Affairs

Working to align course requirements (prerequisites, corequisites, and test scores) across colleges in order to reduce inequities and remove student barriers.

TRANSFORM OUR OWN WORKFORCE EXPERIENCE

1. Academic Affairs and Workforce Development

Sierra DiMarco started Nov. 7th as the Education Pathways Program Manager. The first thirty days are focused on onboarding and meeting early childhood education stakeholders.

2. Career and Technical Education (CTE)

The Career and Technical Education Team at CCCS conducted a strategic planning session to align CTE priorities to CCCS strategic priorities and other initiatives around Colorado in anticipation of the release of new federal legislation (Strengthening Career and Technical Education Act – Perkins V) planning guides from the US Department of Education, Office for Career Technical and Adult Education.

The Career and Technical Education Team at CCCS participated in Advance CTE's Brave Dialogues training to assist the team in facilitating conversations with colleges and districts about gaps in data, specifically systemic racial gaps in high wage, high skill, in-demand career areas.

3. CCCOnline / Colorado Online @

Dr. Tina Parscal, AVC for CCCOnline and Academic Affairs, was awarded WCET's Dick Jonsen & Mollie McGill Award. This award is given each year to an individual who has made a significant contribution to the higher education digital learning community and WCET during their career. Selection criteria for the annual award include a long-standing willingness to nurture and assist others in the eLearning community, a significant contribution to the field, and innovative service to digital learning students.

Members of the Colorado Online @ Learning Design and Technology project sub-committees presented about the Colorado Online @ Consortium learning design, online course standards, and academic technology infrastructure in a session called "Colorado Community Colleges Reimagine Online Learning" at the 2022 WCET Conference.

Amanda Hardman, Senior Learning Designer, and Dr. Tina Parscal, AVC for CCCOnline and Academic Affairs, presented on "Ensuring Healthy Courses with QM 'Plus': Supporting Equitable Online Course Design" at the Quality Matters™ Connect Conference.

4. Equity & Inclusion

Equity University picks back up with our second training of the year on Bias in December. Annual Equity Report has been completed is under review with the E and I Council. The Office of E and I are exploring a train the trainer model to implement some ongoing Equity development at each college.

5. Student Affairs

Creating training courses to support staff training needs in CRM Recruit and Banner. Training courses are housed in D2L with helpful videos and guides. Banner Modules include: Banner, Navigation, Setting Up Shortcuts, Common Banner Screens

CRM Recruit Modules include: Login and Navigation, Advanced Finds, Communication Plans, Term Management, Territory Management

Foundational work has been completed for the new Student Affairs Trainer to continue work once they start.

CREATE EDUCATION WITHOUT BARRIERS THROUGH TRANSFORMATIONAL PARTNERSHIPS

1. Academic Affairs and Workforce Development

- a. RITEI is exploring partnerships with workforce centers and other community organizations to build work-based learning opportunities.
- b. Colleges and CCCS System Staff attended the in person all-day Education Design Lab (EDL) Convening on Micro pathways for Colorado. The SPARC Colleges (ACC, CCA, NJC, PCC) are focusing on two Renewable Energy Pathway projects. The first is focused on a basic Renewable Energy Entry credential and the second is focused on Solar Energy Installation Technician. The first pilot micro credential will launch in January. It will be led by Pueblo Community College. Colleges are also designing pathways in Behavioral Health through the EDL collaboration.
- c. Energy Pathways Program Manager continues to build both college and community facing partnerships to extend opportunities in clean energy, including meeting with Roberto Montoya, Colorado Department of Higher Education Chief Educational Equity Officer on potential areas for collaboration and support of DEI activities, as well as meetings with the Markle Foundation, Alliance Center, RANGE (Rocky Mountain Alliance for Next Generation Energy)
- d. Collaborated with four-year institutions from Colorado and Wyoming to draft a NSF Engine proposal.
- e. Collaborated with multiple industry associations and IHE's on Construction Management pathway project (non-credit to Bachelors)
- f. Represented CCCS at the Colorado Department of Early Childhood launch with Governor Polis.

2. Career and Technical Education (CTE)

The Career and Technical Education Team at CCCS partnered with the Colorado School Counselors Association (association for high school counselors) to deliver professional development in which participants drafted five year plans and goals around concurrent enrollment, career and technical education programming in the high schools and colleges, and program review as well as ways to partner with their local college.

The Career and Technical Education Team at CCCS hosted the HB22-1215 Taskforce and helped scaffold recommendations for advance education programs such as Concurrent Enrollment, PTECH, and ASCENT.

The Career and Technical Education Team at CCCS assisted in the creation of the Career Development Incentive Program (CDIP) “Top 10 List” for the top 10 industry recognized credentials for learners across Colorado. This list provides a supply and demand approach to the credentials embedded in all CTE programs in Colorado as well as a funding opportunity through the Colorado Department of Education.

3. Student Affairs

Working with CDHE and participating universities to award degrees to students through the Reverse Transfer agreement.

Met with multiple university partners to discuss the future of transfer and how CCCS and Universities can better support each other.

Financial Aid

Rhonda Martinez and Mike Pearce led a three-day training of the Ellucian Banner new year roll process for the 2023-2024 aid year. The New Year set up is required to roll selected aid year information from one aid year to the new aid year. All colleges were represented with at least one director. Although some individuals had some knowledge in the process, the training approach was to start with the basics and a zero-knowledge baseline. This approach proved to be successful with all participants gaining some knowledge. It was also a time to review what’s working and what needs improvement in current best practices, policies, procedures and processes.

Karla Nash and Carolee Goldsmith are working on a process guideline for awarding and reporting of pell grant funds to students eligible for Second Chance Pell. Second chance pell is an experimental program funded by the Department of Education to provide pell grants to incarcerated students in Federal or State penal institutions. Currently, Trinidad State College is participating in the program and Pueblo Community College will follow for Spring 2023.

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

1. Academic Affairs and Workforce Development

- a. RITEI marketing is launching with Google Ads and has recruited 2 learners thus far. Video production is underway. This is being funded through a REACH mini-grant to support and recruit Adult Learners into the RITEI program.
- b. CO-HELPS (Colorado Healthcare Experiential Pathways to Success) reported 945 participants cumulative participants through September 2022. This includes 564 apprentices and 381 participants (anyone who has received a grant-funded service, whether or not they matriculated into an apprenticeship). This is a 126.1% increase from Q3 2021 and a 600% increase from Q3 2020.
- c. Arapahoe Community College was awarded \$703,721 CO-HELPS funding to develop a Medical Assistant-Remote Apprenticeship program. The employer partner is Centura

Health, with plans to scale this fully remote program across multiple partners in more remote areas.

- d. Emily Griffith Technical College was awarded \$33,000 to develop its Nurse Assistant Apprenticeship Program. The employer partner is HealthOne/HCA, and EGTC will be the sponsor of the apprenticeship.
- e. USDOL Nursing Expansion Grant (FOA ETA-22-26) was published last month and the ASA Grants team reviewed this opportunity as part of its pre-award grant coordination process (go/no-go grant application decision process). The team coordinated meetings with multiple internal and external stakeholders in order to gather data and determine who/what/where/when would apply for funding and the capacity level of stakeholders, including interested IHEs. The application is due to USDOL January 6, 2023, and CCCS is still determining if and for how much we would apply for funding.
- f. The REACH collaboration held two 2-hour workshops focusing on messaging to those who did not choose higher education or dropped out. The workshop was based on Indiana's Commission for Higher Education's leading 2022 research findings and messaging strategy. It includes specific messaging recommendations for adult learners and high schoolers, based on 11 focus groups and an online survey (n=1,675) of high school graduates ages 18-30 who decided not to go to college or stopped out. Representatives from seven colleges – FRCC, MCC, NJC, PPSC, ACC, PCC, and RRCC – as well as from CCCS attended these workshops.

2. CCCOnline / Colorado Online @

CCCS Library Update: Fall 2022: The CCCS Library continues to make progress towards a single online library with a proposed online collection, the hiring of Marcus Elmore (CCCS Access Services Librarian) to begin setting up the library authentication systems and website and standing up the CCCS Library Research and Instruction Services Committee chaired by Julia Bordeaux (RRCC Instruction Librarian) to determine system-wide online library research and library instruction services.

CCOnline Zero Textbook Cost (ZTC) Savings Update: Fall 2022

Term	Enrollment in ZTC Courses	Cost Savings to Students	Total CCCOnline Enrollment	% of students taking ZTC Course
Summer 2017	2302	\$120,085	10,306	22%
Fall 2017	5609	\$280,285	20,132	28%
Spring 2018	5872	\$315,986	19,532	30%
Summer 2018	3178	\$180,933	10,655	30%
Fall 2018	7134	\$371,047	19,366	37%
Spring 2019	7051	\$369,490	18,722	38%
Summer 2019	4525	\$224,768	11,422	40%
Fall 2019	9415	\$484,349	19,813	48%
Spring 2020	9267	\$478,340	19,345	48%
Summer 2020	7090	\$374,918	13,917	51%
Fall 2020	13563	\$664,142	25,720	53%
Spring 2021	10158	\$521,271	20,870	49%
Summer 2021	4674	\$244,635	10,372	45%
Fall 2021	9934	\$487,527	23,066	43%
Spring 2022	10004	\$486,921	20,348	49%
Summer 2022	4986	\$247,707	10,839	46%
Totals	114,762	\$5,852,403		

3. Student Affairs

Financial Aid

System colleges have requested the year-to-date ISIR file to begin loading 2023-2024 FAFSA applications which is planned for after the Thanksgiving break.