



VICE CHANCELLOR’S REPORT

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TRANSFORM THE STUDENT EXPERIENCE

1. Enrollment Update

- a. Fall 2021 enrollment at our 13 colleges as of November 17, 2021 and compared to a year ago is up 0.292% (221) in headcount and down 2.317% (-478.68) in FTE.
- b. Spring 2022 enrollment at our 13 colleges as of November 17, 2021 and compared to a year ago is down 3.312% (-746) in headcount and down 3.374% (-241.16) in FTE.
- c. Online Enrollment as of November 17, 2021 is as follows:

11/17/2021	Fall 2021	Fall 2020	2021-2020 Difference	Fall 2019	2021-2019 Difference
CCCOnline	21,885	25,773	-15.09%	19,814	10.45%
Dawson	183	178	2.81%	169	8.28%
Colleges Online	26,416	27,416	-3.65%	19,832	33.20%
11/17/2021	Spring 2022	Spring 2021	2022-2021 Difference	Spring 2020	2022-2020 Difference
CCCOnline	5,832	6,778	-13.96%	7,586	-23.12%
Dawson	N/A	N/A	N/A	N/A	N/A
Colleges Online	10,522	11,099	-5.20%	10,904	-3.50%

1. Academic Affairs and Workforce Development

- a. Work continues in collaboration with CDHE to implement HB20-1002 and enhance prior learning assessment opportunities for students.

2. Career and Technical Education (CTE)

- a. Colorado CTE at CCCS held a virtual fall leadership summit for CTE learners across Colorado who wanted to increase their leadership skills. There were 515 participants who were lead through activities by our Colorado CTE at CCCS team in regards to volunteer engagement, strategic planning, and leading meetings.

3. CCCOnline and Colorado Online @

- a. 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 early phases. Currently, CCCOnline is working with D2L to acquire 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 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. The eLearning staff at the colleges should be sending communication to their faculty and staff in the next few weeks with instructions and how choose the course to migrate. After courses are identified, they will be migrated by CCCOnline's Academic Technology in bulk to the single D2L instance so the process can be handled at scale. The process could slightly vary from college to college. Generally speaking, instead of moving every D2L course section, a master course should be migrated to the single D2L instance. A master course is a D2L course shell that best represents the course content for each section. The master course's content includes assignments, exams, link, navigation, and etc. Some colleges have started identifying which courses to migrate to a single D2L instance.

CCCOonline 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. Next steps are to have discovery sessions with the D2L program Manager to help D2L understand the project's scope and decision points.

4. Equity & Inclusion
 - a. Finalized course learning outcome changes for the Law Enforcement Academy curriculum reform project funded by the Colorado Health Foundation.
 - b. Conducted two professional development sessions through Equity University and Courageous Conversations: Topic – Critical Race Theory
 - c. Working with Aspen Institute and CCA on Two generational education engagement initiative.
5. Student Affairs
 - a. Continued policy work which now includes emotional support animals and service animals.
 - b. Working on transfer and articulations pathways and joint advising with university partners as well as strengthening Bridge to Bachelor's Degree partnerships now that we are in our second year.
 - c. Karla Nash is the Two-Year Representative on the Colorado Association of Financial Aid Administrators (CAFAA) for the 2021-2022 Year.

TRANSFORM OUR OWN WORKFORCE EXPERIENCE

1. Academic Affairs and Workforce Development
 - a. The VP Workforce Advisory group and Workforce Development Committee (WDC) continue conversations on workforce strategic goals.
 - b. The Apprenticeship Community of Practice (ACOP) and Healthcare subgroup continue to meet monthly, with the November meeting focusing on sustainability in apprenticeship.
 - c. Academic Affairs conducted semi-annual Faculty Supervisor and Discipline Chair Training
2. Career and Technical Education (CTE)
 - a. Colorado CTE at CCCS presented our approach and Regional Comprehensive Local Needs Assessment (CLNA) process (as required by Perkins V legislation) at the Advance CTE Fall Meeting for state agency leaders across the US.
3. CCCOnline
 - a. Dr. Kai Savi, Associate Dean for Sciences, completed the Online Learning Consortium's (OLC) Institute for Emerging Leaders in Online Learning (IELOL). Dr. Tina Parscal, Associate Vice Chancellor for CCCOnline and Academic Affairs, was one of the nine international leaders in online learning selected by OLC to serve as faculty for the institute.
4. Student Affairs
 - a. Developed a project plan for implementing federal Department of Education requirements related to Course to Program of Study (CPoS).

CREATE EDUCATION WITHOUT BARRIERS THROUGH TRANSFORMATIONAL PARTNERSHIPS

1. Academic Affairs and Workforce Development

Skill Advance Colorado:

 - a. The Skill Advance Colorado annual appropriation was restored to \$4,500,000 for FY 2022 with program advocacy by the Colorado Office of Economic Development and International Trade (OEDIT) and support by CCCS.
 - b. To date, \$604,497 has been approved for customized workforce training for 657 proposed employees at 11 businesses through Colorado First and Existing Industry Job Training Program grants. An additional \$596,826 is pending approval for 680 proposed employees in 9 businesses. Colleges administering these grants include ACC, CCA, CCD FRCC (Westminster and Larimer campuses), PCC, and RRCC.
 - c. Skill Advance Colorado continues to support US DOL Registered Apprenticeship programs in FY 2022.
 - d. Arapahoe Community College's Community Association Manager Registered Apprenticeship (\$74,940) is currently in progress, supported with \$74,940 funding for curriculum customization and Related Technical Instruction (RTI).
 - e. And FRCC was recently awarded \$105,000 to develop a Contractors Academy in conjunction with the Hispanic Contractors of Colorado organization and partnering businesses – the first project approved under the Skill Advance Colorado Workforce Training Innovation Program. This project includes curriculum development/customization, fast track business skills training, and exploration of Prior Learning Assessment (PLA) and micro-credentialing (badging) opportunities for employees in construction and contracting companies.

Apprenticeship Grants:

- a. Megan Ellis has been hired as the new Grants Director. An offer is pending for the Grants Coordinator role.
- b. Quarter three reporting to the USDOL has been completed for the CO-HELPS and CO-TECH grants.
- c. This quarter, we saw a 31.9% overall increase in healthcare apprentices, moving from 317 to 418 apprentices. We also added 130 participants, reporting a total participant count of 548, an overall growth of 72.9%. We hope to continue this rate of growth moving forward into future quarters in CO-HELPS.
- d. In CO-TECH, Front Range Community College has hired a CO-TECH program manager and Pueblo Community College recently registered two new IT occupations with the USDOL: IT Remote Help Desk occupation (based on the CompTIA Tech Support Specialist National Guideline Standards) and Software Developer.

Partnerships and Funding Awards/Opportunities:

- a. CCCS has signed a letter of support partnering with Amazon Web Services (AWS) to leverage their Academy program to increase faculty and staff training in cloud computing. Outreach to the colleges for implementation is ongoing. Conversations for coordinated business engagement are beginning.
- b. Work has launched for the early childhood education EEIC grant in collaboration with CU Denver and university partners.
- c. CCCS is an active participant in conversations regarding workforce development stimulus dollar investments in early childhood education.

Career Pathways: HB15-1274

- a. Initial pathway map drafts have been created for career pathways work in Transportation and Advanced Manufacturing.
 - b. Work is underway to add occupations to the existing Energy pathways in alignment with the HB21-1149 legislation.
 - c. Project scoping conversations for Agriculture are forthcoming.
2. Career and Technical Education (CTE)
 - a. Colorado CTE at CCCS collaborated with the Colorado Department of Education and Colorado Workforce Development Council and the Colorado Education Initiative to approve the "Top 10" industry credentials in Colorado by demand to be elevated in the CDIP (Career Development Incentive Program) List of approved industry recognized credentials as outlined in SB21-119.
3. Student Affairs
 - a. Dr. Ross presented to HS seniors on Community College Opportunities.
 - a. Veteran's Affairs met with Colorado State Department of Labor staff quarterly to discuss how our office approves apprenticeship programs for the Department of Veterans Affairs.
 - b. Veteran's Affairs met and coordinated approval actions with the Colorado Division of Private Occupational Schools regarding technical issues with state and federal laws.
 - b. The Colorado State Approving Agency for Veterans Education and Training met all of the VA's agreement requirements for Fiscal Year 2021 as outlined in this assessment with the exception of the two-year review of programs. Staff completed 64 out of 89

full revision that fell into this category, were able to complete 72 percent of the two-year program reviews, and will continue into Fiscal Year 2022 to ensure performance measure is achieved.

- c. The Colorado State Approving Agency for Veterans Education and Training has been assigned a “satisfactory” rating by our VA Education Liaison Representative for Fiscal Year 2021. This is the highest rating a State Approving Agency can receive. The Joint Peer Review Group will meet in Washington, D.C. the week of November 15th to complete final review of our annual performance.

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

1. Academic Affairs and Workforce Development
 - a. CCCS testified in front of the Statewide Health Care Review Committee about CO-HELPS and the promise of healthcare apprenticeships to help solve healthcare worker shortages.
 - b. CCCS attended the HLC State Agencies meeting in Chicago, IL.
2. Career and Technical Education (CTE)
 - a. Colorado CTE at CCCS review applications for the implementation of HB21-1264 for approved post-secondary CTE programs to request equipment, facility, or instructional capacity support. The available amount is \$10,000,000. There were approximately \$22.2 million dollars total outlined in the applications for CTE equipment, facilities, and instructional support like faculty time.
 - b. Colorado CTE at CCCS supported all Perkins eligible agencies (BOCES, school districts, and colleges) through the Comprehensive Local Needs Assessment (CLNA) process as required by Perkins V legislation. The CLNA process reviewed needs of stakeholders as well as Colorado Labor Market Data to ensure our CTE programs across Colorado are meeting the needs of their communities and learners. Colorado CTE at CCCS facilitated 11 of the 14 Economic Development Regional conversations in the months of November and October. PCC facilitated two of the regions independently.
 - c. CCCS offered a statewide Concurrent Enrollment Summit focused on matriculation and equity reviews of data to ensure all learners have access to Concurrent Enrollment and to build better partnerships between higher ed and k12 partners.
3. CCCOnline
 - a. In Academic Year 2021, the average online course section size at CCCOnline was 19.7, up from 18.1 in the previous year. This resulted in a \$755,367 savings in instructional costs, year-over-year.