



VICE CHANCELLOR’S REPORT

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TRANSFORM THE STUDENT EXPERIENCE

1. Enrollment Update

- a. Summer 2022 enrollment at our 13 colleges as of September 28, 2022 and compared to a year ago is down 226 in headcount (-1.020%) and down 156.44 (-3.568%) in FTE.
- b. Fall 2022 enrollment at our 13 colleges as of September 28, 2022 and compared to a year ago is up 2,674 in headcount (3.537%) and is up 250.52 (1.233%) in FTE.
- c. Online Enrollment as of September 28, 2022 is as follows:

9/28/2022	Summer 2022	Summer 2021	2022-2021 Difference	Summer 2020	2022-2020 Difference
CCCOOnline	10,839	10,369	4.53%	13,918	-22.12%
Dawson	90	86	4.65%	84	7.14%
Colleges Online	13,554	12,232	10.81%	17,706	-23.45%
9/28/2022	Fall 2022	Fall 2021	2022-2021 Difference	Fall 2020	2022-2020 Difference
CCCOOnline	23,835	23,503	1.41%	27,405	-13.03%
Dawson	115	201	-42.79%	172	-33.14%
Colleges Online	30,414	27,211	11.77%	28,070	8.35%

2. Career and Technical Education (CTE)

Colorado Career and Technical Student Organization (CTSO) State Officers participated in leadership training to serve all of their peers and chapters in Brighton. Topics included effective motivation in our pandemic climate, reducing online meeting fatigue, and fostering teamwork electronically. Colorado CTE team members used lessons learned from the student experience to create materials for advisers and teachers across Colorado.

3. CCCOnline / CO 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. Twelve colleges started their semesters on August 22nd. D2L reported that on August 22nd, over 70,000 users logged into the learning management system without impacting the system access or performance. Pikes Peak State College and CCCOnline went live on August 29th. We have already received positive feedback from faculty about all their courses being available in one space and the benefit of it to students. There were some challenges with D2L course shells that did not fully migrate using the D2L migration tool. Parts of those courses did not migrate and had to be rebuilt. Another challenge was that the links to publisher content and other integrated learning technologies had to be rebuilt (which was expected). With the tight turnaround of instructors returning from summer break a week or two before the start of the semester added to the challenge. In the end, the courses were prepared, and all institutions went live with the single D2L instance. D2L reported that on the first day of 12 colleges starting, over 70,000 users logged into the learning management system without impacting the system access or performance.

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.

Three Student and Instructional Support specialist are being hired. One position was recently vacated and is being refilled. The hiring process is currently underway for the vacated position. Applicants will be interviewed in the next few weeks. The other two open support specialist positions will provide extended hour support (evenings and weekends). Those jobs are currently open and accepting applications.

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.

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 worked with members of CCCS faculty and developed a collaborative learning design process for Ready-to-Teach online courses. These courses will be available to any Faculty and Instructors to use in part or in whole but is not mandated.

September was the start of the first development wave outside of the pilot. A cross section of key stakeholders worked through July and August to identify 66 course candidates to go through the Fall 2022 Learning Design Academy. The Colorado Online Learning Design team gathered faculty interest data for all the roles involved in the Academy. Self-nominations for participation were reviewed by the State Discipline Chairs (SDCs) and Discipline Stakeholders to determine Academy members, Subject Matter Experts, and Online Discipline Coordinators. These lists of names/roles were provided to the Learning Design Team to participate in the FA 2022 Learning Design Academy which started September 26, 2022. The academy has approximately 24 disciplines, 37 courses and 115 total faculty participants. These numbers may change after the first week of the Academy starts due to possible changes within teams. The Learning Design Academy will continue through November 4, 2022. Generally, the Academy will be asynchronously provided to participants. However, 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. The purpose of this Academy will build out the course maps, course proposals.

Online Course Quality Standards October Update: The Learning Design subcommittee's base standards work group is following through on its plan to develop training and implementation resources to provide to system colleges. The work group has drafted brief rationales for Quality Matters Plus (QM+) standards to add to the QM+ guidebook and is in the process of creating on-demand Healthy Course Checklist video resources that will be integrated into both the QM+ guidebook and an Introduction to the Healthy Course Checklist (Intro to HCC) informational module that will also be completed by the end of the semester. The work group has had three proposals accepted to the CCCS Education Excellence conference in October and is facilitating the Applying the QM Rubric training on September 29-30 to build QM infrastructure at the colleges.

4. Student Affairs

Working with the Colorado Department of Higher Education (CDHE) and system colleges on improving processes, data sharing, and the CCCS Application to better identify ASSET students based on HB22-1155 which broadened the definition of students who qualify for ASSET.

Working on a new process to make updates based on HB22-1255 which focuses on outcomes for students with disabilities. The new process starts with the standardization of how each college enters student information into Banner and will culminate with adapting the data fields in Banner to allow for greater functionality.

Working with CCCS Colleges on strategy regarding leveraging CDHE's Free App Day\$ and how community colleges can also benefit from CDHE's marketing when our apps are free every day. Also focusing on how we can leverage this event to make transfer easier for our students.

TRANSFORM OUR OWN WORKFORCE EXPERIENCE

1. Academic Affairs and Workforce Development

Hosted Part 1 of the 2022 Faculty 2:2 Conference. Participated and Facilitated the Rural College Summit, VP Council Retreat, and VP Council Meeting.

2. Career and Technical Education (CTE)

Colorado CTE developed a plan to host educators from around Colorado on “Town Hall” meetings to have educators share best practices in transitioning into the 2021-2022 academic year. These meetings will be hosted every month and classroom support webinars will be hosted weekly throughout the fall.

Colorado CTE participated in Opportunity Gap Analysis training by Advance CTE (national organization for CTE leaders) to help local CTE programs review their performance data and making meaningful goals to address equity gaps. After training, the team kicked off our train the trainer model with 25 local districts and colleges for a pilot group to perform root cause analysis on their equity gaps for CTE programs. Local districts and colleges will then use this knowledge to create their spending plans to address gap closure with their federal CTE dollars.

3. Equity & Inclusion

Fall semester line up for Equity University is completed. We are excited to have secured Dr. Frank Harris III, partner of Luke Wood for October.

4. Student Affairs

Advising Directors and Tutoring Directors kicked off their new year and are focusing on professional development strategy for the year including culturally aware advising and tutoring techniques, organizational structure, and best practices.

Engaging EABs research arm to bring more research based professional development to the college directors, deans, and VPs.

Partnering with CCCS IT and Ellucian to coordinate Recruit training via consultation hours, providing introductory to advanced Recruit demonstrations.

CREATE EDUCATION WITHOUT BARRIERS THROUGH TRANSFORMATIONAL PARTNERSHIPS

1. Academic Affairs and Workforce Development

GRANTS TEAM

As part of the CO-TECH grant, ACC and partner CyberUp are co-hosting an Apprenticeship Accelerator September 29, 2022 <https://www.eventbrite.com/e/apprenticeship-accelerator-denver-co-tickets-406419079407>

National Apprenticeship Week is November 14-20, 2022 and CCCS and IHEs are in preparation mode to plan a week of social media and blog posts highlighting the benefits of apprenticeships and apprenticeship success stories.

WORKFORCE DEVELOPMENT

Provided input to the Office of Future of Work on State Apprenticeship Agency development.

Bachelors of Applied Science in Construction Management: Collaboration with colleges, System experts, and Colorado Succeeds to map out BAS development

2. Career and Technical Education (CTE)

Colorado CTE reviewed the list of industry recognized credentials for K12 programs in partnership with Kelly Mitchell, who serves in a shared position between the Colorado Department of Education and the Colorado Workforce Development Council, to better align the industry recognized credentials to industry needs.

3. Equity & Inclusion

CCCS is featured in the book Transformational Change in Community Colleges by Dr. Christine McPhail and Kimberly Beatty. Dr. Ross is mentioned in the acknowledgements and the section on the Equity work in CCCS begins on Page 99.

4. Student Affairs

Kicked off new model for Transfer Initiatives. Working with University partners and college representatives in a very direct and compartmentalized approach to aid in confidentiality and university specific strategy.

Began new bi-months Bridge to Bachelor's Degree forums for College Directors and University Transfer Coordinators to meet and discuss transfer initiatives and strategy.

Financial Aid

CCCS FA Director working on process guidelines for new Colorado funding from governor's COVID funding: Allied Health/22-226/ Care Forward Colorado, Foster Youth /22-008, Path4Ward/ SB 21-106, Teacher Education- does not impact CCCS colleges but covers stipend for student teaching and costs of certification.

Carolee Goldsmith is providing 3 training sessions for new directors and is also working on an individual basis to complete FISAP (Fiscal Operations Report and Application to Participate) that is due on October 1st. The FISAP is used by schools to apply for Campus-Based Program funding for the upcoming award year and to report Campus-Based Program expenditures for the previous award years

Colorado State Approving Agency for Veterans Education and Training

VA Agreement: Chancellor Garcia has signed and approved our contractual agreement with the Department of Veterans Affairs for Fiscal Year 2023.

Risk Based Surveys: Our office will transfer from Compliance Surveys to Risk Based Surveys on October 1, 2022. There have been two influential pieces of legislation that directly impacts Risk-Based surveys.

First, Public Law 115-048, Harry W. Colmery Veterans Educational Assistance Act of 2017, Section 310 - Risk Based Surveys (RBS). Section 310 amended 38 U.S.C. § 3673(d) to allow VA to

utilize the services of a State Approving Agency (SAA) for conducting compliance and risk-based surveys.

Second, the Johnny Isakson and David P. Roe, M.D. Veterans Health Care and Benefits Improvement Act of 2020 (Public Law 116-315), established new requirements for risk-based surveys of educational institutions. Section 1013 amended title 38, United States Code, by inserting 38 USC §3673A that directs the Department of Veterans Affairs to develop, in partnership with State Approving Agencies (SAA), to develop a comprehensive program to conduct risk-based surveys and establish a searchable database.

This transition will increase our workload on the compliance side as we must review more information related to the following areas:

- Rapid increase in veteran enrollment
- Rapid increase in tuition and fees
- Severity of student complaints
- 85/15 Rule violation
- Veteran completion rates
- Financial stability – heightened cash monitoring
- Advertising and recruiting practices
- Federal/State government actions taken against education institution
- Education institution conversion from for-profit to non-profit status or public status
- Accreditor actions
- Trend or continual deficiencies in compliance actions
- 90/10 rule violation

Cannabis Policy: VA Central Office issued an addendum on September 2, 2022, to their current cannabis policy advisory. The VA will allow any veteran or eligible member currently enrolled in a cannabis program be allowed to complete the degree or certificate program. After speaking to all programs approved in Colorado, no current students were enrolled receiving veterans' education benefits. I withdrew these two programs in accordance with VA Central Office guidance.

Our federal fiscal year is ending at the end of September 2022, and our small team has performed extremely well with changes in manpower and meeting legislative changes that have occurred this year.

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

1. Academic Affairs and Workforce Development

GRANTS TEAM

The grants team is working collaboratively with CDHE to respond to the findings USDOL found when monitoring CDHE in July. Staff convened participating IHEs in September to discuss action plans moving forward.

CO-HELPS total spending (at CCCS) through July 2022 is \$2,319,066. CO-HELPS grant ends July 14, 2023 unless a no-cost extension is granted.

CO-TECH total spending through July 2022 is \$591,794. CO-TECH grant ends February 29, 2024 unless a no-cost extension is granted.

WORKFORCE DEVELOPMENT

Collaboration conversations with the Metro-area colleges and project design for the Rapid IT Employment Initiative (RITEI) are progressing.

SPARC: HB 21-1149:

Energy Pathways Program Manager and colleges reviewed and discussed the following:

- The Program Manager drafted a 3-year plan to lay out short and long-term goals for CCCS System on the SPARC project.
- Meeting engagement and partnership development activities:
- Attended meetings with the Markle Foundation, the Alliance Center, and the Wadhvani Foundation
- Met with representatives from CWDC, DHE, and XCEL to discuss job transition options and training options for Colorado's current energy workers.
- Continued work with the Education Design Lab and colleges to aggregate Industry feedback and develop a Clean Energy Micro pathway.

Mobile Learning Labs

Initial review of two applications

2. CCCOnline / CO Online @

Systemwide Zoom License: The Colorado Online Technology Subcommittee recommended to offer Zoom systemwide. Recognizing there are several faculty and instructors in the system who prefer it for instruction. The Board approved the funding for a systemwide Zoom license. The system-wide Zoom license provides every instructor, faculty, staff, and student in the system access to use Zoom for meetings and instruction.

The first milestone of the project was to migrate anyone with an existing Zoom account at the colleges and CCCS to the systemwide Zoom license, so they no longer must pay out of their own

budget (several faculty and instructors were paying for it themselves). The first milestone has been completed for ACC, CNCC, CCA, CCD, FRCC, LCC, MCC, NJC, PPSC and RRCC. PCC and TSC are holding off on migrating. Some colleges have announced that Zoom is now broadly available.

ACC, CCA, FRCC, PPSC, and RRCC were migrated as a subaccount since they use Zoom more broadly and inherently have a more complicated Zoom environment. As a subaccount their environment inherits the systemwide licensing. The next milestone for the schools who were moved as a subaccount is to migrate their users out of the subaccount to the systemwide Zoom environment. Ideally, they are migrated in between the upcoming Fall and Spring semester.

The next milestone for this project is to migrate the college users from ACC, CCA, FRCC, PPSC and RRCC's subaccount to the system-wide Zoom environment. A meeting is being scheduled in early October with the Zoom admins at each college to review the permissions and configuration for the systemwide Zoom environment. Ensure it meets the needs of the colleges' faculty, instructors, and students.

Yuja for CNCC, LCC, OC, TSC: The Colorado Online Technology Subcommittee recommended that the students, faculty, and instructors at CNCC, LCC, OC and TSC have access to Yuja. The same as the other CCCS colleges in the system. To bring equity for those rural colleges and provide a consistent experience with video capturing for students across the Colorado Online consortial courses.

Yuja has been implemented for CNCC, LCC, OC and TSC in the single D2L instance and ready to use. The Learning Technology Council members at those colleges will work with their leadership on announcing it to faculty, instructors, and students.

This project is complete. Yuja is available in D2L for CNCC, LCC, OC and TSC. The LTC member at each college worked on ensuring someone provided training material to the faculty and instructors on how to use Yuja.

3. Student Affairs

Reviewing latest EAB Navigate registration metrics and strategy to drive future registration. Currently system wide 51% of students register using Navigate. For Fall 2022, students using Navigate to register are registering for 1 additional credit hour than those who use Banner Registration.

Thanks to a mini grant from the Lumina Grand received by CCCS, Academic and Student Affairs, the Recruitment Directors functional group, and CDHE will be collaborating on a virtual college fair on October 13, to help Adult Students of Color find a pathway to improved education and careers through the community colleges.

FINANCIAL AID

System colleges have submitted SURDS (Student Unit Record Data System) for 2122. SURDS is a web-based data collection for institutions of higher education to submit student level data to the Department of Higher Education. The data collection year begins with the Summer term and ends with Spring, the following calendar year. The primary purpose of this file is to collect the

most complete data possible about student aid awards for a fiscal year. Include all students who are enrolled with a FAFSA on file and applied for or received aid.