



**VICE CHANCELLOR’S REPORT**

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Vice Chancellor for Academic and Student Affairs

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**TRANSFORM THE STUDENT EXPERIENCE**

1. Enrollment Update

a. Spring 2022 enrollment at our 13 colleges as of January 26, 2022 and compared to a year ago is up 2.77 % (1,909) in headcount and down .44% (-86.85) in FTE.

b. Online Enrollment as of January 26, 2022 is as follows:

<b>1/26/2022</b>	<b>Spring 2022</b>	<b>Spring 2021</b>	<b>2022-2021 Difference</b>	<b>Spring 2020</b>	<b>2022-2020 Difference</b>
CCCOOnline	22,909	23,035	-0.55%	21,884	4.68%
Dawson	156	201	-22.39%	202	-22.77%
Colleges Online	30,257	28,500	6.16%	22,708	33.24%

2. Academic Affairs and Workforce Development

a. Faculty in the computer disciplines approved 28 industry certifications, which students can now use to receive “instant PLA transfer credit” at any of the 13 colleges for the courses corresponding to the certifications. Pending funding from agreements with CDHE, other disciplines will follow suite this spring to deepen the PLA process for the student, all in accordance with statute for HB 20-1002.

b. As PLA is expanding, CCCS must improve its PLA Matrix. A new committee is being formed with the goa to market the new PLA oppourtunities to students and faculty to help identify those who can take advantage of the credit.

3. CCCOnline

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.

b. The project is underway and in the early phases. CCCOnline has acquired D2L consulting services and 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 March 2022.

- c. 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. Over 1000 courses have been identified, have been migrated by CCCOnline's Academic Technology 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.
  - d. 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 processes.
  - e. The colleges and CCCOnline have started identifying the digital integrations needed to migrate to the single D2L instance. CCCOnline has started the implementation of the digital integrations (i.e. TurnItIn has been integrated). The college LMS admins and CCCOnline are meeting to discuss the permissions for the D2L admin. The permissions should allow for a stable D2L environment while allowing the LMS admins to complete on-going work.
4. Equity & Inclusion
    - a. CCCS is one of the cohort two Systems participating in the Community College Growth Engine Fund through the Education Design Lab. Seven schools will be working with the System office and EDL to develop five micro pathways in healthcare and energy over the next two years. Total award of \$268,000.
    - b. CCCS is finalizing an application as the lead applicant for an EDA Good Jobs challenge in partnership with three colleges and multiple nonprofits and businesses.
  5. Student Affairs
    - a. CCCS is one of the cohort two Systems participating in the Community College Growth Engine Fund through the Education Design Lab. Seven schools will be working with the System office and EDL to develop five micro pathways in healthcare and energy over the next two years. Total award of \$268,000.
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#### **Financial Aid**

- c. All system colleges have completed training provided by a consultant to begin implementing the Course to Program of Study (CPoS) module in Banner. When implemented, CPoS will tie financial aid to eligible courses for a degree or certificate.

## **TRANSFORM OUR OWN WORKFORCE EXPERIENCE**

1. Academic Affairs and Workforce Development
  - a. A new Grants Coordinator and began work in December to support the new Grants Director and focus their time on the CO-HELPS and CO-TECH USDOL awards. Focus for this new team will be focused on standardizing and improving processes, collaborating with partner colleges to ensure program goals are met, and overseeing grant compliance and reporting.
2. CCCOnline
  - a. Dr. Tina Parscal, Associate Vice Chancellor for CCCOnline and Academic Affairs, was the invited keynote speaker for the Illinois Community College Online “Growing Online Learning 2022: Quality Online Teaching, Learning, and Support” annual conference in February. Her talk will be From Pivot to Progress: Leveraging Our Momentum of the Pandemic Response. She was also appointed to the HERDI Innovate Advisory Board, renewed for the CHLOE Advisory Panel until 2023.
3. Student Affairs
  - a. A new Trainer has been hired; the initial focus of the trainer will be developing training plans on the use of the Recruit CRM Product. This has been an area of high turnover for our colleges and there are substantial training needs.

## **CREATE EDUCATION WITHOUT BARRIERS THROUGH TRANSFORMATIONAL PARTNERSHIPS**

1. Academic Affairs and Workforce Development

### **Academic Affairs**

- a. CDHE, working on HB 21-1330, are involving the system in its negotiation with four years on how to create associates degrees for students who start at four years. CCCS is advocating and consulting on this work.
- b. Working with MSU Denver, we began a process to identify students who qualify for reverse-transfer at any institution where such student would have 15 credits or more. There are over 500 students from the last five years who are eligible, and MSU is sending messages to them all.

### **Apprenticeship**

- a. With the new hiring and catching up some backlog from the fall, CO-HELPS spending in December had an uptick and was \$401,238.68.
- b. Pueblo Community College executed their agreement to start a new CO-HELPS funded apprenticeship—Medical Assistant. PCC also hired a new Apprenticeship Coordinator who started in January.
- c. Work with the consultant Jobs for the Future (JFF) in CO-TECH is wrapping up with a final report from them submitted this month.
- d. Quarter 4 reporting for CO-HELPS and CO-TECH is in process now and will be submitted to DOL February 15.

### **Workforce Development**

- a. Partnerships and Funding Awards/Opportunities:
- b. EEIC grant contract and scope of work was executed, and faculty leads have been identified to collaborate with postsecondary partners in Early Childhood Education pathways.
- c. CCCS is an active participant in conversations regarding workforce development stimulus dollar investments in early childhood education.
- d. CCCS continues to collaborate with CDLE in the IDEA grant rollout and State Apprenticeship Agency development.

### **Staffing:**

- a. CCCS is completing the hiring process for four industry-specific Program Manager positions in Education (Early Childhood focus), Energy (HB21-1149 implementation), Healthcare (Direct care workforce pathways focus), and IT (JFF RITEI grant short-term credentials project implementation).

### **Career Pathways: HB15-1274:**

- a. Career Pathways summary report focusing on energy pathways was included as Appendix C in the Talent Pipeline Report published in December.
2. CCCOnline
    - a. CCCS has submitted Open4Business II as a systemwide CDHE OER grant. This two-year project will focus on developing approximately 10 essential OER course shells in the emerging core curriculum for a BAS in Business Management, and focuses on a partnership between CCCSO, and CCA, CNCC, OC, CCD, FRCC, and PCC. Notification of award will be in early March.
  3. Student Affairs
    - a. ASA staff are meeting with multiple universities in the state to expand transfer partnerships, including bachelor's completion programs as well as pathways from CTE to bachelor's degrees.
    - b. Student Affairs is working with several colleges and several universities on joint advising program implementation to help ensure students success from the beginning of the student lifecycle.

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

1. Academic Affairs and Workforce Development
  - a. CCCS is one of the cohort two Systems participating in the Community College Growth Engine Fund through the Education Design Lab. Seven schools will be working with the System office and EDL to develop five micro pathways in healthcare and energy over the next two years. Total award of \$268,000.
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2. CCCOnline

- a. As of Fall 2021, CCCOnline’s ZTC program has saved students \$5,117,775.00 since AY18.

Term	Enrollment in ZTC Courses	Student Savings	Cost	Total CCCOnline Enrollment	% of students taking ZTC Course
Summer 2017	2302	\$120,085.00		10,306	22%
Fall 2017	5609	\$280,285.00		20,132	28%
Spring 2018	5872	\$315,986.00		19,532	30%
Summer 2018	3178	\$180,933.00		10,655	30%
Fall 2018	7134	\$371,047.00		19,366	37%
Spring 2019	7051	\$369,490.00		18,722	38%
Summer 2019	4525	\$224,768.00		11422	40%
Fall 2019	9415	\$484,349.00		19813	48%
Spring 2020	9267	\$478,340.00		19345	48%
Summer 2020	7090	\$374,918.37		13917	51%
Fall 2020	13563	\$664,141.70		25,720	53%
Spring 2021	10158	\$521,270.65		21300	48%
Summer 2021	4674	\$244,634.64		10369	45%
Fall 2021	9934	\$487,526.64		21722	46%
	<b>99772</b>	<b>\$5,117,775.00</b>			

3. Student Affairs

**Veterans Services**

- a. Joint Peer Review Board – Joint Board between National Association of State Approving Agencies and VA Central Office met from November 15-19, 2021 to review and evaluate state performance against VA agreement standards. The team received the highest rating assigned “Satisfactory”.
- b. HR 5455 - 117th Congress, 1st Session - passed 12/08/21
- i. This bill extended certain expiring provisions of the law relating to benefits provided under the Department of Veterans Affairs educational assistance programs during COVID-19 pandemic. Public Law 116-140 and Public Law 116-128 extended until June 1, 2022.