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 2023 enrollment at our 13 colleges as of March 29, 2023 and compared to a year ago is up 8.30% (+6117) in headcount and up 6.12% (+1177.53) in FTE.
   b. Summer 2023 enrollment at our 13 colleges as of March 29, 2023 and compared to a year ago is up 66.97% (+3390) in headcount and up 72.37% (+777.31) in FTE.
   c. Online Enrollment as of March 29, 2023 is as follows:

3/29/2023	Spring 2023	Spring 2022	2023-2022 Difference	Spring 2021	2023-2021 Difference
CCCOnline	21,466	20,946	2.48%	21,374	0.43%
Dawson	132	178	-25.84%	172	-23.26%
Colleges Online	27,730	27,376	1.29%	26,133	6.11%
3/29/2023	Summer 2023	Summer 2022	2023-2022 Difference	Summer 2021	2023-2021 Difference
CCCOnline	3,665	2,735	34.00%	3,157	16.09%
Dawson	TBD	TBD	TBD	TBD	TBD
Colleges Online	5,822	3,761	54.80%	4,108	41.72%
Colorado Online @ Enrollment					
			Spring 2023	Summer 2023	Fall 2023
Pooled sections			671	433	167
Home College sections			535	403	1,057
Total			1,206	836	1,224

1. Academic Affairs and Workforce Development
   a. Rapid IT Employment Initiative Project
      i. Learner Data: 70 learners in Google certificates. The CompTIA platform has undergone changes that so far seem to be successful for our learners, including 2 learners starting in March. More learners are choosing Google first to build foundational knowledge then matriculate to CompTIA.
      ii. We are working to implement a test prep group for CompTIA learners and one of our learners that has passed both exams has agreed to help facilitate the class and discuss their experience. Peer group meetings are going well, and they are scheduled on a monthly basis
      iii. CCCS has requested a grant statement of work modification to expand the grant service area to Systemwide and facilitate additional learner participation.

2. CCCOnline / CO Online @
    a. Tier 2 and Extended Support for LMS:
        i. 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. The new LMS support model went live in January 2023. The CCCS Director of Academic Technology met with the college's eLearning department's director or Dean level staff. The workflow for the new LMS support model was covered and discussed.

        The final position for the extended hour LMS support specialist position has been filled. The new hire is a former TSC employee who provided D2L support several years ago. The two extended hour LMS support specialist positions have been filled. The positions needed for the new LMS support model are now fully staffed.

    b. AT Centralized Ticketing System:
        i. The RFP evaluation team has been chosen to select an AT Centralized Ticketing System. There is representation from the college's IT, eLearning department, CCCS-IT, CCCS Learning Design team and CCCS-AT. The RFP process is underway. The RFP document was reviewed by the RFP evaluation team and is currently out for bids. The final down selection of vendors will happen on May 4th, 2023. Then the vendors chosen during the down selection will give a presentation on May 26th, 2023.
3. Student Affairs
    a. Equity & Inclusion/Student Affairs
        i. Changed personal identity policy to a statement and process to support students being identified based on their chosen name and pronouns and working on process of communicating.
    b. Financial Aid
        i. Karla Nash and Carolee Goldsmith have been working on comparisons between the ECAR and the CIP/Name/Credit hour changes for the CIP Alignment project.

TRANSFORM OUR OWN WORKFORCE EXPERIENCE

1. Academic Affairs and Workforce Development
   a. Sean McGuire began as the new Grants Coordinator on February 7th after that position was vacated in October 2022. He will support the CO-HELPS and CO-TECH grants initially.
2. CCCOnline / CO Online @
   a. **Presentations:** Dr. Tina Parscal, AVC for CCCOnline and Academic Affairs, made two presentations for WCET members in March. She served on a panel for the WCET Summit on how institutions are providing flexible avenues to help learners achieve their education and professional goals. She also presented on how CCCS is expanding student access through three consortia for the WCET System and Consortium Leaders special interest group.
   b. **Health Course Checklist Training:** The base standards work group of the Colorado Online Learning Design Subcommittee completed the Introduction to the Healthy Course Checklist (IntroHCC) informational module in December. The work group collaborated with Academic Technology to provide a copy of the module to each CCCS college. To support discipline groups preparing Interim Course Shells for transitioning courses, the work group also generated a central CCCS copy of the IntroHCC module for self-enrollment through the CCCS Training Self-Registration page. As of March, there are 29 participants enrolled in this central section.
3. Equity & Inclusion
   a. Conducting Equity training with ACC leadership team
   b. Having discussion with Eskalera on the possibility of securing their training tool as a long-term ongoing equity training solution with data dashboard
4. Student Affairs
   a. Planning Deans Council retreat with a focus on faculty support for student success and prescriptive scheduling.
   b. Held recruitment directors retreat to focus on SEM strategies.

CREATE EDUCATION WITHOUT BARRIERS THROUGH TRANSFORMATIONAL PARTNERSHIPS

1. Academic Affairs and Workforce Development
   a. Clean Energy:
      i. CCCS is working with SPARC Colleges, the Colorado Department of Energy, and additional stakeholders to identify current and future workforce training needs in weatherization and beneficial electrification. Colleges are investigating various means of adding trainings should this be an area of future need Met with CWDC regarding Weatherization career mapping for MyColoradoJourney.
   b. Two- and four-year partners in Early Childhood Education met to decide if the CDA certificate will be accepted for the same course credits at the four years as at the two years. CCCS colleges voted for this last year, and this will hopefully make this important certificate available for students wherever they decide to go to college.
2. RECH Initiative
   a. 112 people enrolled in the June 1 Chancellor's Summit on Adult Education. We invited many partners to attend this free event, sponsored by the Lumina

Foundation. Among the registered attendees are people from the following organizations: CDHE, CDE, University of Colorado, MSU Denver, Colorado Workforce Development Council, Lumina Foundation, The Attainment Network, Emily Griffith Technical College, DVR-Praxis, Shooting Stars Foundation, WestEd.

   b. The Lumina Foundation will support a second round of grants focusing on adult students of color. The second round will focus on tailored college needs and scaling successful projects from the first round, and it is expected to end in December 2024. The grant will support the Director of Adult Student Success position.

3. Equity & Inclusion
   a. Launching HBCU partnership with St. Augustine's and Texas Southern University

4. Student Affairs
   a. Colorado State Approving Agency for Veterans Education and Training.
      i. Transition from VA Once to Enrollment Manager
         1. As of March 6, 2023, schools are not allowed to use VA Once to submit certifications to the Department of Veterans Affairs (VA). Congress mandated the VA to move to a web-based software system, which the VA has complied with, and schools are working with this new web-based system. The greatest hurdle to date, are all School Certifying Officials must use a federal log in system to access the software. This new system will provide a technological advantage and ease in submitting tuition and fees to the VA.
   b. Risk-Based Surveys:
      i. We have conducted nine Risk-Based surveys from January through March 2023.
         1. Arapahoe Community College (IHL)
         2. Community College of Denver (IHL)
         3. Colorado Academy of Veterinary Technology (IHL)
         4. Colorado School of Trades (NCD)
         5. Colorado Technical University – Online (IHL)
         6. Colorado Technical University – Colorado Springs (IHL)
         7. Colorado Technical University – Aurora (IHL)
         8. IBMC College – Greeley (IHL)
         9. Medical Sales College (NCD)
   c. The following two surveys had significant violations of the law:
      i. Medical Sales College is currently suspended due to providing a commission or bonus to their admissions team. This is a violation of Title 38, U.S. Code 3696. School has agreed to comply with federal law.
      ii. Flatiron School has been referred to the Department of Veterans Affairs for school liability. The system-wide error was due to school lack of oversight. **The VA is currently processing this school liability. Estimated debt at $100,000.00.**

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

1. Academic Affairs and Workforce Development
    a. Rapid IT Employment Initiative Project
        i. Marketing has launched with Google and Facebook Ads up, and video production has been completed. We are seeing great traction in recruitment from these ads and videos. This is being funded by the mini-REACH grant to support and recruit Adult Learners into the RITEI program.
        ii. Exploring the Prior Learning Assessment options for RITEI learners with our partner colleges.
    b. Early Childhood Education
        i. As a representative for GE Council, Danen Jobe and the Education Pathways Program Manager, held a meeting for all 4-year colleges to discuss and ask questions surrounding credit for the Child Development Associate (CDA). All 2-year colleges currently accept the CDA and award students 3 credits toward ECE1011 for its completion. As part of HB20-1002 and the statewide plan for awarding college credit for work-related experience, 4-year colleges accepting the CDA for credit will allow students to receive and transfer CDA credit toward and associate and bachelor's degree throughout the state of Colorado.
        ii. Through a collaborative effort, the CCCS Marketing Team and the Education Pathways Program Manager re-created the Early Childhood Education landing page on the CCCS website. This page highlights and centralizes all CCCS ECE certificates, A.A., and A.A.S. degrees so potential students can easily navigate and identify the program they desire. As we prepare to launch our first ECE specific Credit for Prior Learning (CPL) course, this landing page will also direct students to different learning opportunities such as CPL.
    c. Clean energy:
        i. Worked with internal CCCS System team for initial conversations regarding Badging as a means of providing validation to CCCS non-credit training
    d. USDOL Grants
        i. The CO-HELPS grant reported 1,058 total participants served through December 31, 2022. Of these, there were 562 healthcare apprentices, 339 pre-apprentices and 157 participants. The CO-HELPS grant expires in July 2023, but partners at CDHE are submitting a 12-month no-cost extension to USDOL by April 1. CCCS should know if the grant is extended by June. This will not increase the award amount, but it will give more time to meet deliverables and outcomes if it is approved.
        ii. The CO-TECH grant has served 86 participants in IT apprenticeships or trainings through December 2022. This grant was monitored by USDOL in January, and the grants team is working with our USDOL contact to respond to observations made during the visit. The grants team, along with Front Range CC, Arapahoe, CC, and Pueblo CC attended a national convening of all Closing the Skills Gap (CO-TECH) grantees in Washington, DC, March 13-16 hosted by the Employment and Training Administration of USDOL.

2. CCCOnline / CO Online @
    a. **CCCS Library Implementation:** The online centralization of the CCCS Libraries is moving forward with the following target dates:
        - April 3, 2023: live internally to faculty, instructors, and staff to update Summer 2023 course shells
        - May 1, 2023: live to CCCS
        - May 9-29, 2023: CCCS libraries transition library links and access to centralized library collection
    b. The new centralized online CCCS Library collection and services have been the focus on the 3/22 Colorado Online info series session, and implementation tasks include weekly library implementation meetings, setting up library authentication, collection subscriptions, shared student and faculty services. Assistance for faculty with updating library links in their courses is available from local college libraries or the CCCS Library.
    c. **Open for Business 2 Grant:** The Open for Business grant work to develop the 6 core courses for the BAS Business degrees is progressing, and all courses will be completed by May. CCCS was awarded a second year of funding to develop 5 courses for the Open for Business grant, which will allow the continuation of work on the Bachelor of Applied Science in Business Z degree course work.
    d.
3. Student Affairs
    a. Began implementing aligned course requirements to support cross-institutional course offerings and ensure students have equitable access.
    b. Financial aid is preparing to begin awarding for Summer. Colleges are actively working on cleaning up Pell grant from the fall and Spring semesters to be able to offer the 150% Pell grant and apply the crossover to compare EFCs to determine which aid year benefits the student.