

VICE CHANCELLOR’S REPORT

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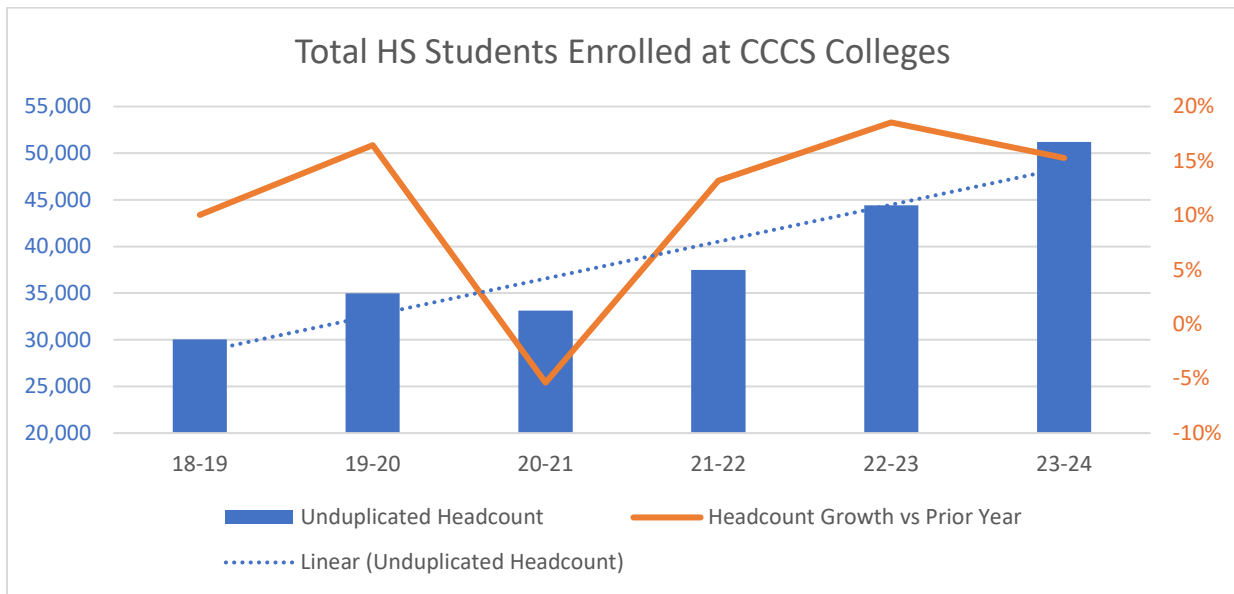
October 9, 2024

This regular written report presents highlights from the Academic and Student Affairs Division.

Academic Affairs & Colorado Online

Concurrent Enrollment (CE)

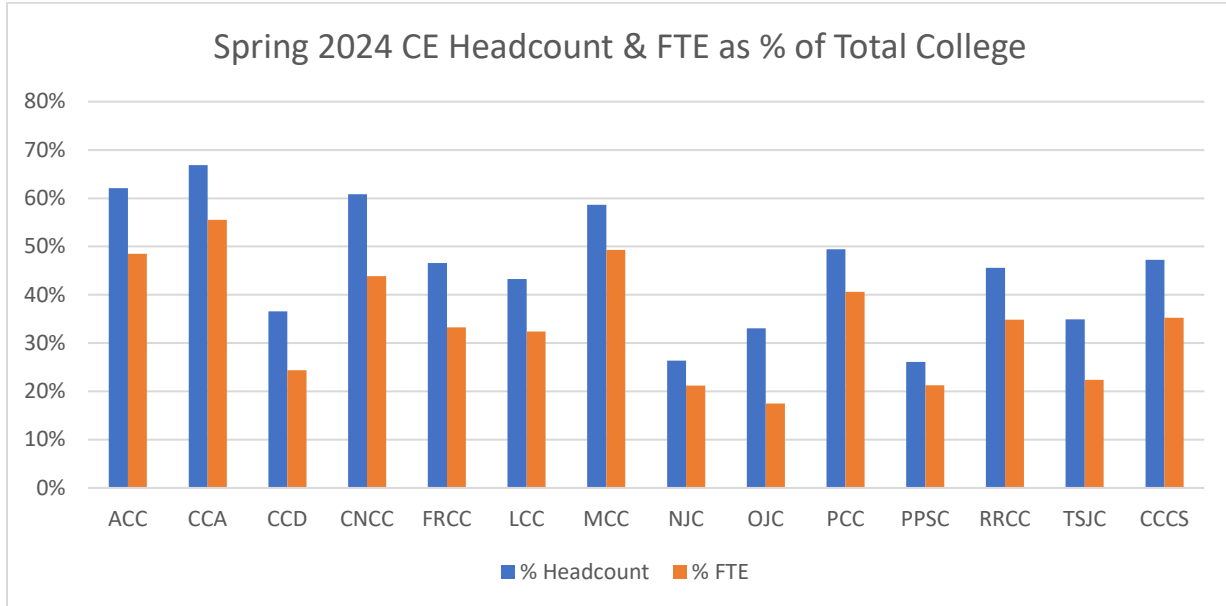
CE programs continue to thrive at CCCS colleges, with 15% growth in student headcount in AY24. We see a resumption of growth along the prior curve, recovering fully from the pandemic dip in AY21 & AY22, and as of AY24 are now serving one in six high school students in Colorado.



High school students attempted 373,527 credit hours in AY23. Extrapolating the 15.3% headcount growth in AY24 to credit hours would forecast the AY24 credit hours in the 430,000 range, representing roughly 14,350 FTE.

At current tuition rates, CE programs saved students and families over \$70 million in tuition costs. Additionally, some school districts go beyond what is required in statute to also cover the cost for books and fees for the fraction (typically <10%) of students who take CE courses on campus or online.

At the same time, the fraction of CCCS student headcount has risen substantially. In the spring of 2024, the last semester we have full-term data for, CE students represented over 47% of CCCS total student headcount and 35% of CCCS total student FTE. These figures are 17.1% and 18.7% increases, respectively, over the prior spring term. In this same period CE at 3 colleges exceeded 60% headcount and several are hovering in the 50% of FTE range.



Figures for Fall 2024 are still coming in but are already showing growth of up to 15% at some colleges and 7% overall, even without 2nd quarter CE classes offered at many high schools.

CE Projects

We have engaged the college CE teams to explore options to streamline our work and strengthen our connections to partner Local Education Providers (school districts, charter schools, etc. or LEPs) and especially to students. We are preparing to move forward with all of the following projects this fall.

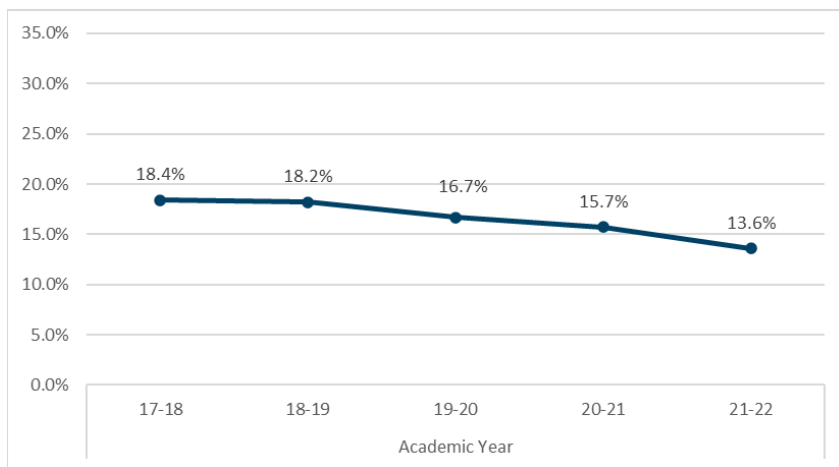
CE Application for Admission – this has been a perennial barrier to participation for some students, particularly first-generation and non-native English speakers, and the current scale of the programs limits availability of CE staff to assist students with these. Presidents, and more recently VP council, have expressed support for a streamlined admissions application that skips questions which do not apply for high school students.

CE Instructor Approval and Hiring - The processes CE teams at the 13 CCCS colleges utilize for identifying high school teachers interested in teaching CE courses, verifying their qualifications, and approving them to teach vary widely. Some colleges have a very informal process that involves circulating resumes or even just an email to a department chair for an initial check, while others have a

more formalized approach. With more LEPs working with multiple colleges following the dissolution of service areas, we need greater consistency. Working with System HR, our project team have drafted a set of recommended best practices for colleges to follow and adapt to local needs, that will ensure we present a consistent face of CCCS for all prospective CE teachers while appropriately documenting each applicant’s approval decision using HR systems.

CE Data Load Banner Job Update – CCCS IT created a Banner job that permits CE teams to upload spreadsheets of student-course registration information to batch register and code students in our student information system. This software has been available for roughly 4-5 years, and CE teams at the colleges who use it have identified a list of needed updates that will further reduce some of the remaining manual processes.

CE Management Software – Even as CE programs have expanded dramatically, the fraction of CE students who matriculate to CCCS colleges after high school has been declining rather than increasing. In the 2021-2022 CE graduate cohort only 13.6% (2,028) of CE students matriculated to any CCCS college (1,750 to the same college where they took CE coursework). Contrast that with the 55.2% who matriculated to a 4-year college or university in that same cohort. CE students are, or should be, our future traditional students in far greater numbers than we’re seeing, and we need to take proactive steps build the kinds of connections and affinity to our colleges that are a step toward reversing this trend.



Matriculation of HS Students to CCCS Colleges over Time

CE teams at the colleges are usually far too busy at the start of each term managing the paperwork (CE Agreement forms for each student each semester, course rosters compiled by school counselors, etc.) to spend meaningful time working with students to build relationships and a connection with the college, a connection that could make a CCCS college their first choice in postsecondary education after high school graduation. We need to change this paradigm.

We need to consider implementing a CRM for CE students that integrates secondary and postsecondary processes, eliminates paperwork and endless email chains, registration via spreadsheet or manual

processes, provides secure access to information in real-time, and enables CE teams to manage the entire CE student lifecycle.

There are several CE-specific software platforms on the market. We don't yet know if our current student CRM, EAB Navigate, can meet our needs. This project team is currently going through a requirements discovery process, determining our needs and wants as prelude to an RFP later this fall.

Career and Technical Education (CTE)

Our CTE team is working with many state stakeholders to understand, align, and create more significant data reporting around work-based learning. These stakeholders include, CWDC, CDE, CDLE, The Attainment Network, Colorado Succeeds, as well as local leaders such as the Arvada Chamber of Commerce.

ACE programming for secondary CTE has grown to include Telluride, Weld County, Strasburg, Pueblo 60 and TACT (Teaching the Autism Community Trades). ACE: Alternative Cooperative Education - a unique to Colorado only CTE program model that serves students inclusive of those identified as Special Populations**. **Special Populations includes: Individuals with Disabilities, Youth in Foster Care, Youth of Military Families, Homeless youth, teen parents, non-traditional career student, economically disadvantaged (Free and Reduced Lunch), Multi-Lingual Language learners.

The Engineering Technology and Media Arts programming area created a new CTE Technical Theatre advisory committee to support alignment for secondary schools, industry, and post-secondary institutions.

The Business, Marketing, Entrepreneurship, and Finance CTE program area held their new teacher fall meeting with 30 new educators in attendance at the Junior Achievement headquarters. Building new connections and offering support to further increase teacher retention at the secondary and postsecondary levels.

CTE programming team attended the Youth Apprenticeship Strategic Planning session with many stakeholders including Apprenticeship Colorado, CDE, CWDC, CDHE.

Student Affairs

Student Affairs

Students seeking disability accommodations have increased 40% since 2020 and put a significant strain on the colleges' Disability and Accessibility Services. As a result, System Student Affairs is hiring for the newly created position of Director of Accessibility Services and running the Request for Proposals process for Accessibility Management Software, both of which will provide severely needed support and increased efficiency to the colleges.

Held an in-person retreat at ACC to help colleges learn from the automated early alerts for Colorado Online pilot group. Pilot will finish throughout the fall, with additional colleges using automated alerts



beginning in the spring. Course shells may need a level of standardization to ensure alerts are issued consistently.

Financial Aid

The Department of Ed has extended the due date for GE/FVT to 1/15/2025. This 3-month extension will allow the colleges and system staff to review the student data and try to ensure our reports are as accurate as possible. Prior to the extension, there would not have been time to review data.

FA continues to work on filling staff vacancies.

Transfer Initiatives

Held meetings with Coppin State University and Fort Lewis College to establish Bridge to Bachelor's Degree data feeds.

Reisher Scholarship Navigators are currently planning trips across the system to recruit 2025-26 Reisher Bridge Scholar cohort. They will attend transfer fairs and hold information sessions to promote Bridges to Bachelor's, Reisher Bridge Scholarship, and Transfer Reisher Scholarship opportunities. 2024-25 Cohort of scholars are actively involved in Reisher Bridge Scholarship programming including attending virtual workshops on transfer process. Workshops for fall include Steps to Transfer I & II and Transfer Scholarships Highlight: Reisher.

Workforce Development

Colorado Skills Institute (CSI)

Integration testing continues. A universal non-credit prefix system has been developed and is being put into use with the CampusCE implementation for CSI and the 6 pilot colleges. Branding and logo design has also been completed so website design, badges and other marketing tools can be updated for launch.

Credit for Prior Learning

The PLA community of practice charter has been finalized and three college-led work groups have launched to update policies and toolkits. Internal and external communications work has started, including building out a SharePoint site for college collaboration and submitting a marketing request to enhance student-facing web-based information. Work continues to build out the CAEL Credit Predictor Pro tool.

Financial Education

The Foundation for Colorado Community Colleges has partnered with the National Endowment for Financial Education (NEFE) to fund studies that enhance personal financial education programming for students, faculty, and staff. The funding period begins July 1, 2024 and extends to June 30, 2026. Nine colleges were awarded over \$300K and projects have begun implementation. Each college has designed



their own programming to best match their needs. The programming ideas vary from: outreach to high school concurrent enrollment students, bringing in speakers, enhancing TRIO programming, expanding tax prep help, establishing a workshop series, implementing a student coaching experience, designing an online intensive, expanding entrepreneurship programming, and many more. In an effort to expand access to financial education programming, CCCS is funding a 1-year membership to the Higher Education Financial Wellness Alliance (HEFWA) for all 13 colleges. This alliance puts on numerous webinars, connects professionals with mentors and offers their own financial education programming free to their members.

Early Childhood Education

Skills Guide Grant with funding through the Buell Foundation, Colorado Gives Foundation, and CO Department of Early Childhood– Summer grant ramp-up was completed and the team successfully launched training cohorts at all 4 colleges (NJC, MCC, ACC, RRCC). The goal was to recruit and train 21 Skills Guides for year 1. The grant team has already surpassed that goal and have recruited and enrolled 27 individuals.

Clean Energy

SPARC (HB21-1149) participating colleges created a spend down plans for the remaining funds. An emerging technologies professional development needs assessment is being evaluated and will be presented at the Dean's Council meeting in October. Subject matter experts are being hired to start creating a Building Science pathway for the Colorado Skills Institute.

Behavioral Health

Four colleges, CCA, CCD, PCC, and PPSC, were approved by the SBCCOE to develop BAS degrees in Behavioral Health. Curriculum development for the BAS is underway, and the programs will be available for students starting in Fall 2025. Behavioral Health microcredential and AAS courses were delivered on time to the colleges offering them for Fall 2024, and student and instructor feedback is being used to improve the courses for future semesters and inform the BAS course development process. As a sample, three colleges report 213 learners enrolled in the four courses in the Qualified Behavioral Health Assistant (QBHA) credential.