

## **VICE PRESIDENT'S REPORT**

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Vice President for Academic and Student Affairs/Provost

### **Student Access Goal: All Coloradans shall have access to comprehensive community college educational programs.**

#### Key Activities:

- Erin Hoag, Audrey Osswald, and Mark Superka attended several meetings at the Department of Higher Education regarding the allocation of state financial aid dollars. Initially, we were asked to consider proposed cuts of almost \$30M. However, due higher revenues than expected and subsequent restoration by Governor Hickenlooper, the proposed state allocation will be reduced minimally (there is one mandated funding item). The proposed cut to CCCS colleges based on the status quo model, will be a cut of less than 1% as compared to last year.
- The College and Career Navigation Initiative (CCNI), funded by the Colorado Department of Labor and Employment and administered in the CCCS office, continues to roll out with College and Career Navigators providing direct services to out-of-school youth and academically underprepared adults. Partnering colleges include the Community College of Aurora, with a Navigator co-located at the Arapahoe/Douglas Works workforce center, and Northeastern Junior College, partnering with the Sterling Workforce Center. The Navigators are concentrating on recruiting -of-school youth and academically underprepared adults, counseling students and workforce clients on career pathways in career and technical education, and fostering educational success through intensive, one-on-one college transition support. During the past few month, the navigators have received extensive professional develop, including college and career counseling strategies and tools; financial aid; financial literacy; workforce center policies and resources; labor market data; college transition program models; and post-secondary ICAP implementation. Professional development in the spring will include transfer policies and practices. Three additional grant activities will be expanding the college transition tools and resources section of the CCNI web site, developing the Navigator Reference Guide, and conducting an internal project analysis to determine the efficacy of the College and Career Navigation initiative.
- As we continue to work toward State Authorization compliance with state laws and regulations, CCCS is following up with “low barrier” states where it is possible to fill out questionnaires/forms on behalf of colleges. He is working with the contact person designated by each president for state authorization as he submits information on behalf of colleges. The states in which we are currently seeking authorization include GA, KY, MO, NV, OH, WV, WA, IL, ND, KS, & WY. Rhonda Epper has been invited to serve on a WICHE steering committee to develop interstate reciprocity between WICHE states on state authorization of out-of-state providers. The role of the steering committee will be to fashion the standards and organizational structure for states to enter into reciprocity with other states.

**Student Success Goal: The demands of Colorado businesses and communities shall be met through the development of a high skilled work force.**

Key Activities:

- The Manufacturing Cluster Working Group is a pilot for Governor Hickenlooper's statewide economic development strategy that is designed to address the needs, priorities, vision, strengths and weaknesses at local, regional and statewide level. A state team composed of representatives from a dozen agencies and organizations traveled to all regions within Colorado gathering input about how the state should move forward in developing a comprehensive economic development plan. From the input received, the "Colorado Blueprint" for economic development was created. Based on six core objectives developed in the "Blueprint," the working groups will focus on developing business plans for increasing the competitiveness of Colorado's industry clusters. The Office of Economic Development and International Trade (OEDIT) has assembled representatives from the manufacturing industry, education, workforce development, state and federal agencies, nonprofit groups and others to develop the business plan based on the core objectives. The idea of developing a business plan is designed to increase the competitiveness of the manufacturing cluster, develop new manufacturing and provide a well-trained workforce to support industry needs. Colorado was selected as one of seven states to receive technical assistance from the National Governors Association (NGA) to develop a workable business plan.
- All participating community colleges are beginning to redesign developmental education to support the TAA grant targeted energy programs, and seven program colleges are preparing to provide online and hybrid energy programs to connect workers with family sustaining wages and career advancement. CCD, as fiscal agent, has set up MOUs with each college, and contracts with key service providers such as the Colorado Department of Labor and Employment and Rutgers University (project evaluator). Data sharing agreements have been developed among CCCS, CDLE, and Rutgers. Several central project staff positions have been filled, including the COETC Project Manager, Developmental Education Acceleration Specialist, and Administrative Assistant.
- July 1, 2012 marked the beginning of the Colorado First/Existing Industry grant fiscal year. The State of Colorado appropriated \$2,725,022 for Colorado First and Existing Industry customized training grants for FY12. Last year, approximately \$425,000 was returned from unused grants, making a total fund of \$3,150,256 for FY12.
- The CTE Standards Website is now live with the capability of building CTE secondary courses by expected outcomes or lesson topics which have been aligned to the standards outcomes. The website is then able to align these CTE standards in the course or lesson with the identified embedded academic standard as well as identify the CTSO events that are related to these standards. In addition, this information can be exported from the website for transfer to district documents or can be saved on the website for later access. At this recent point in time there are over 317 user accounts (teachers) with over 284 created courses saved.

- CTE Staff have developed Wednesday Webinars to provide an easy resource for important information such as program approval, advisory committees, etc. The Wednesday Webinar list can be found at <http://www.coloradostateplan.com/Webinars.htm>
- Colorado CTE has contracted with Career Pathways Assessment System, known as cPass. The tool will use computer-based tests with innovative item types and performance assessments to help students and states compete in an ever-changing global economy and ensure a capable and effective workforce. Students will use cPass during secondary education to identify their competency in a chosen career pathway. Students also can use cPass to clarify their readiness for a postsecondary program, apprenticeship or entry-level job related to their program of study. cPass will test general skills required for any job such as problem solving and critical thinking, as well as test real-world skills needed in specific career pathways. Currently, nine pathways classified as high wage, high skill, and/or high demand are planned for development: general agriculture, animal systems, plant systems, manufacturing production, manufacturing maintenance, general business, finance, marketing and education/training. However, additional pathways – up to 80 – may be developed as additional states join the collaborative. The general skills assessment portion of cPass is expected to be developed for use as early as Spring 2013. Subsequent pathways assessments will be released starting shortly thereafter with all nine original assessments expected to be accessible by Spring 2014.

**Student Success Goal: Colorado students shall have seamless opportunities to transition from high school into college and from two-year institutions into four-year institutions.**

Key Activities:

- Erin Hoag is meeting with Kaplan University representative regarding a Reverse Transfer Program. Kaplan has already successfully implemented a Reverse Transfer Program with a school in Texas, and we hope to follow a similar plan. Currently, Kaplan has approximately 450 undergraduate students who have transfer work from a CCCS college that could be reviewed for a Reverse Transfer degree or certificate.
- Geri Anderson is working with the University of Colorado Denver regarding a reverse transfer program in Engineering.
- Geri Anderson is serving as co-chair for the legislative interim committee on student success.

**Student Success Goal: Colorado students shall have the opportunity to succeed through high quality, cutting-edge instruction and educational services.**

Key Activities:

- FBLA District Conference will be held during the month of February. Over 5,500 will be attending leadership seminars and competitions throughout the 10 district sites in the state.
- As part of the HIT Grant Secondary and Postsecondary Health Science Instructors will be attending a Health Informatics Training on Friday, February 10<sup>th</sup>. The training will introduce essential key health informatics concepts that can be encompassed in the existing health program curriculum.

- CCCS received \$332,000 in funds from WICHE via the Gates Foundation to build a Remote Web-based Science Lab. The project will benefit students taking Biology, Chemistry, and Physics at all 13 colleges and CCCOnline. The project is underway, with most of the science lab equipment now staged and tested in Rm 104 of Building 758. A faculty discipline panel, including Dan Branan (NANSLO project manager), Kate Lormand (CCCOOnline Biology instructor), Lynette Hoerner (RRCC Physics faculty), Shashi Unnithann (FRCC Chemistry faculty), Sheridan Samano (CCA Biology faculty), three faculty from Colorado School of Mines, and faculty from two and four year institutions in Wyoming, Montana, and British Columbia have had input into the course and experiment design. Dr. Branan has refined and finalized equipment and software requirements for the RWSL, and is currently training faculty to use the CCCS RWSL lab with Physics students during the current semester.
- A proposal was submitted to NSF on January 18 to continue our work on the NANSLO project. The total requested amount was \$1,321,076 over four years. If funded, CCCS will be a sub-awardee with an award of \$479,348. The *NANSLO Pedagogy and Design Project* will inform what is known about how to deliver effective undergraduate physics laboratory experiences using remotely controlled equipment, simulations, and home-based “kits.” Efforts to scale up remote laboratories are still in their infancy and little empirical data exists on the actual costs of providing online laboratory access at scale. In addition, there is a dearth of evidence about the “pedagogical value” provided by remote labs. The lessons learned will also have broad applicability for other science courses. Finding an optimal combination of laboratory resources mapped directly to specific scientific principles and laboratory skills would be an invaluable tool in designing and producing an effective physics course that could be scaled throughout the Colorado Community College System (CCCS), as well as colleges in the Western Interstate Commission for Higher Education (WICHE) region and beyond. The effectiveness of these modalities also has the potential to aid in students’ persistence in science studies if they have positive experiences in introductory-level science courses. This 4-year project will engage physics instructors from multiple institutions currently involved in NANSLO in a Physics Discipline Panel focusing on improvements to introductory online physics courses for majors and non majors. The panel will make recommendations for improvements to the Remote Web-Based Lab experiments currently used in the NANSLO curriculum, as well as recommendations about the most effective use of lab kits and simulations in these courses. An internationally-recognized researcher will conduct a study over the four years to determine the pedagogical value of these modalities and the best combination of them for learner success.
- CCCS received \$50,000 in funding from the Gates Foundation (via WCET) for the Predictive Analytics Reporting (PAR) project. This \$1 million project analyzed student data from six institutions nationally to determine factors that lead to greater retention and persistence in online learning. Jonathan Sherrill and David Chatham from CCCOnline are working closely with Rhonda Epper in carrying out our responsibilities for the grant.
- CCCS was awarded \$27,000 from a Gates-funded initiative through Purdue University to build and scale Analytics capacity among eight higher education institutions across the country. The goal of the grant is to address student retention in “gateway” courses through learner analytics. Rhonda Epper, David Chatham, and Jonathan Sherrill will attend a kick-off meeting in Indianapolis January 29-30, 2012.

- The CCCS Learning Innovation Initiative supports game-based and immersive learning environments in classrooms across all 13 community colleges. The CCCS 21<sup>st</sup> Century Immersive Learning Advisory Group (I-LAG) met for the first time on Dec 2. We discussed professional development strategies and priorities for the “learning challenge” grant RFP. On Dec 9, we held a webinar on Game-based learning strategies, hosted by Barbara Truman from the University of Central Florida. Registration was limited to 75, and it was filled to capacity with a waiting list. The session was recorded so others could review it later. Additional professional development workshops for faculty have been arranged through the nationally recognized Sloan Consortium. CCCS faculty throughout the system may register for online workshops starting in late January through October of this year. The workshops are related to blended and immersive learning strategies for students. We purchased 200 “seats,” which we anticipate will fill to capacity. Rhonda Epper is writing a Research Brief as part of her ECAR Fellowship (EDUCAUSE Center for Applied Research) on the topic of Immersive and Game-based Learning Strategies for institutions.
- CCCS is preparing a proposal for \$1,000,000 over two years to the NGLC Wave 3 program (via Bill & Melinda Gates Foundation). We are partnering with Colorado State University – Global Campus (CSU-GC) to create a seamless articulation, support, and delivery system designed to dramatically improve college readiness and completion, particularly among low-income and rural students. Participating colleges include CNCC, LCC, OJC, PCC, MCC, ACC, CCD, and RRCC. Programs will focus on AAS and/or AGS programs for which articulations have been reached with CSU-GC. Each participating CCCS college will select a High School Concurrent Enrollment partner to participate in the grant, and begin working with students who want to pursue applied/career associates degrees, with the opportunity to continue working towards a bachelor’s degree at CSU-GC. College programs will deploy blended or supported online learning environments to increase personalization, engagement, and efficiency. Supporting tools and technologies include the Individual Career and Academic Plans (ICAPS), Plans of Study, Academic Analytics (via Course Signals), and College/Career Navigators.

**Operational Excellence Goal: The financial stability of the system’s institutions and the physical safety of its students shall be ensured.**

Key Activities:

- Karla Nash, currently the Director of Financial Aid at CCD, has accepted the position of Director of Financial Aid for CCCS. She has approximately 20 years of increasing responsibility in financial aid, and she will be a tremendous asset to the system and to our colleges. Karla will begin her new position on February 15<sup>th</sup>.
- Erin Hoag attended the Title IX Coordinator and Administrator Training being sponsored by the Association of Title IX Administrators and the National Center for Higher Education Risk Management in San Antonio, Texas, on January 23-26. Title IX has had an increase focus in the past few months, and this training is critical with regards to compliance.
- Geri Anderson participated in the NSF two-year to four-year College Summit as the national community college representative.

- Geri Anderson served as the keynote speaker at spring in-service programs for NJC, TSJC, and LCC.