



COLORADO

COMMUNITY COLLEGE SYSTEM

Colorado Online @ Consortial Model Overview

Report by:

Joe Garcia
Chancellor

Landon Pirius
Vice Chancellor for Academic and Student Affairs

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EXECUTIVE SUMMARY

- I.** What are we doing regarding fully online classes?
 - a.** We will move online instruction for fully online classes from CCCOnline to the colleges.
 - b.** We will centralize instructional design (keeping the curriculum in the hands of the faculty), online library resources, academic technology, professional development, consortial marketing, and other online academic and student services in CCCOnline to provide equitable access regardless of home college.
 - c.** We expect the following to be present in the new model:
 - i.** Students will experience seamless registration, financial aid awarding, D2L access, transcripting of courses, etc.
 - ii.** Fully online students will receive student support services, including advising, tutoring, library services, technology support, financial aid, and other support services.
 - iii.** Colleges and CCCOnline will ensure efficiency in course offerings, academic support services, and technology services. Therefore, we will minimize unnecessary duplication.
 - iv.** Students will have clear pathways to complete fully online credentials regardless of home college. In addition, students will have access to fully online pathways to baccalaureate degree options.
 - v.** CCCS will expand online non-credit instruction for state-wide and/or cross service area workforce development opportunities.
 - vi.** CCCS will expand into new markets by serving adult students and those desiring a fully online education. This would include expanding accelerated and differing start date options for credential completion.
 - vii.** CCCS will develop a common course template so that all fully online courses having common learning outcomes, are ADA accessible, and have a common look, feel, and experience.
 - d.** The changes will occur over a 3 year period of time so that by December 2023, the new consortial model will be fully in place.
 - e.** CCCOnline and colleges' online will continue to operate as usual until critical and necessary features and infrastructure of the consortial model are in place.
 - f.** CCCOnline is not closing, but what they do will change. Similarly, the colleges' online operations are not closing, but what they do will change. Some areas of CCCOnline will get smaller while other areas of CCCOnline will grow in order to support all colleges. Likewise, some areas of colleges online will get smaller while other areas of colleges will grow. The exact details will be worked out over the next year, but there will be operational changes at the colleges.

- g.** The tuition differential for a fully online course will not change at this time; however, we will be reviewing the business model and evaluating tuition rates.
 - h.** We are betting on our colleges and our employees to accomplish this. We believe we can make this work together and don't need a 3rd party provider (SNHU, Purdue and Kaplan etc) to do this for us.
- II.** Why are we doing this?
- a.** We must come into compliance with HLC criteria for accreditation.
 - b.** We must respond to the growing student demand for online learning and be able to compete with the growing number of external education providers that seek to serve those students.
 - c.** We must improve efficiency, increase net revenue, and leverage existing state online investments so that we are economically able to serve current and future students.
 - d.** We must reduce internal competition between colleges and CCCOnline.
 - e.** We aim to meet students where they are, recognizing changing student demographics and needs.
 - f.** COVID brought into focus the necessity for increasing online capacity. Online will be an important part of the future for our system, our students, and the communities we serve.
- III.** Goals of the new model
- a.** Grow new online enrollments
 - b.** Develop new online programs and grow new markets
 - c.** Continue to provide outstanding instruction and student support to online students
 - d.** Improve efficiency and increase net revenue
 - e.** Ensure equity of access to online programs and courses
 - f.** Develop a model that better supports student success
 - g.** Leverage the collective strength of Colorado Community College System, CCCOnline, and our thirteen colleges and 40 locations across Colorado
 - h.** Meet Higher Learning Commission accreditation requirements
 - i.** Reduce internal competition/redundancy
 - j.** Proactively address competition from other online providers
 - k.** Increase options for workforce and non-credit students

OVERVIEW

Desired Outcome

By December 2023, Colorado Online@ will be a networked and coordinated enterprise-wide model delivering high quality, economical, student-centered online learning resulting in growing online enrollments, programs, fully online two year and four year degrees, and increasing revenue to the colleges and the system as a result of serving new markets.

Introduction and Rational: A Message from Chancellor Garcia

Two years ago, when the CCCS Board held a retreat to discuss the future strategic direction of our system of 13 colleges, we spent a great deal of time discussing the manner in which we delivered online instruction to our students. We knew that online instruction had been a significant part of our business for over two decades and that demand for it had grown dramatically, as had our ability to deliver it efficiently and effectively while maintaining our high standards of academic rigor. We also knew that demand would continue to grow as more students found that remote instruction provided them with the flexibility and access that they needed. A significant and growing share of our student population demanded online opportunities and, at the same time, more competitors were entering the market and providing alternatives, often at considerably higher tuition rates and without the same focus on student outcomes.

The Board agreed that we needed to review our processes and that we should start by addressing some fundamental questions, such as how we marketed, delivered, and priced our courses and programs. Other questions included whether the current model was working for our current students, and whether it would effectively attract and serve new

students. Had we properly designed our online programs to help students equitably? Did our current model help the system or the colleges and did it treat the colleges equitably? And, finally, the ultimate question--Is there a better way to do this?

Following the Board retreat, I formed a working group to look at all aspects of our online operations. While we did not want to discard what was working, the status quo was creating barriers for students and limiting our potential to grow online enrollments, new programs, and new markets. In addition, as students and colleges everywhere continue to become more proficient with online learning and more aware of the options found elsewhere, we risk losing our own students to a growing number of competitors.

The world we knew at the time of the retreat—in fact, the world we knew less than a year ago, is now very different. While we all hope for a return to normalcy, the more we learn about COVID-19 and this pandemic, the more the overwhelming reality of our “new normal” and its effect on our colleges and communities evolves. All of higher education is looking at the short- and long-term impact of the pandemic and working to find ways to mitigate both the physical and economic effect on students, families, communities,

and institutions. There is no fast or easy answer to what we are going to face in the coming weeks, months, and years. But, we know the Colorado Community College System has always played a critical role in helping individuals, communities, and employers succeed and thrive.

The economic future of higher education in Colorado is challenging. We face significant uncertainty in enrollment over the next year and in the years to come as the supply of recent high school graduates diminishes and the demand for educated workers grows. The more we can do to leverage our resources to serve more students, the stronger each college, our system, and our economy will be. Now is not the time to debate the merits of one online program over another. Now is the time to use all our resources in a way that benefits students, uses scarce dollars wisely, reaches untapped markets, and helps to preserve critical functions and staffing at each of our 13 colleges.

One of the most pressing and significant concerns is that we are facing challenges from our accrediting body, The Higher Learning Commission. That is not something we can ignore. The HLC has raised concerns about the current structure of CCCOnline and, while the Commission has demonstrated some patience as we have asked for time to look at a new approach that will meet HLC standards, we know that we cannot maintain the status quo indefinitely.

In addition, COVID brought into focus the necessity for increasing our online

capacity. Online will be an important part of the future for our system, our students, and the communities we serve. We've been missing out on online growth to others who have scaled up their online offerings and increased their marketing and outreach, often to our own students. Currently, we use CCCO primarily to serve our existing students and not as a tool to seek new online students. For the most part, we do not offer any fully online programs.

CCCOnline is a great asset, and a number of our colleges have equally strong online learning programs. I believe we can capitalize on our 20-year history of online learning to better integrate our work in a high-quality, cost-effective way. In fact, I believe that not only can we do so but that we must do so. Our future viability and our ability to meet our students' needs depends on it.

To that end, I am pleased to share the work of the CCCS Presidents' Council's Online Work Group, which the Presidents' Council supported. I charged the group with evaluating and recommending to Presidents' Council and me a long-term strategy to grow online enrollments, attract new online markets, address significant accreditation concerns, and find ways to better use resources at a lower cost to students, especially marginalized and under-served students. Our ability to amplify the power of thirteen colleges gives us a unique advantage in the higher learning marketplace. Our system of diverse colleges and well qualified faculty are our strength.



Process

In May 2019, Chancellor Garcia formed the Online Working Group consisting of the following people:

- Chancellor, Joe Garcia
- Executive Vice Chancellor, Diane Duffy
- Vice Chancellor for Academic and Student Affairs, Landon Pirius
- Vice Chancellor for Finance and Administration, Mark Superka
- Vice Chancellor for Information Technology, Julie Ouska
- President of Red Rocks Community College, Michele Haney
- President of Arapahoe Community College, Diana Doyle
- President of Colorado Northwestern Community College, Ron Granger
- President of Lamar Community College, Linda Lujan
- President of Front Range Community College, Andy Dorsey

The Online Working Group met monthly to consider a future model for online learning in the Colorado Community College System. The group's work focused on a model for fully online courses and programs, and not courses/programs that utilize other delivery modalities such as hybrid, hi-flex or global classroom. The Online Working Group reviewed models in other states. While there were elements of other states' models that were appealing, there was no one model that could be readily implemented in Colorado.

After much discussion, the Online Working Group removed three options from further consideration. They include:

1. Closing CCCOnline. There have been 20 years of state investment and a number of innovations that should not be discarded.
2. Creating a 14th community college. The cost to create a 14th college would be \$7-10 million and would take a number of years to do. Furthermore, the state allocation to CCCS would not increase, so state dollars would need to be divided between 14 colleges instead of 13.
3. A contractual model. A contractual model only allows students to complete 50% of their program's courses through a contractual partner. Since some colleges do not have their own online classes, there would be students who could not complete their online programs. This would further inequities that exist in the system.

Consequently, the Online Working Group decided to focus on a consortial model where instruction is housed at the colleges and the emphasis is on fully online programs as well as courses.

Goals of the New Model

- Grow new online enrollments
- Develop new online programs and grow new markets
- Continue to provide outstanding instruction and student support to online students
- Ensure equity of access to online programs and courses
- Develop a model that better supports student success
- Leverage the collective strength of Colorado Community College System, CCCOnline, and our thirteen colleges
- Meet Higher Learning Commission accreditation requirements
- Reduce internal competition/redundancy
- Improve efficiency and increase net revenue
- Proactively address competition from other online providers
- Increase options for workforce and non-credit students



ELEMENTS OF THE CONSORTIAL MODEL

Consortium Governance

A consortial model requires collaboration and agreement among all colleges and therefore, will require governance through a Consortium Leadership Team. To the greatest extent possible, we should rely on representation from existing structures and determine Colorado Online@ responsibility and actions for each group. For example, Presidents' Council, chaired by the Chancellor, would have 1-2 special-focus sessions each year that focuses on oversight and high level strategy. When consensus cannot be achieved, the Chancellor is the final decision-maker. Other existing functional groups, led by the Vice Chancellor for Academic and Student Affairs, would play a role in determining various operational business processes including:

Academic Affairs

- Vice Presidents for Academic Affairs
- SFCC
- SFAC
- State faculty discipline committees

Student Affairs

- Vice Presidents of Student Affairs
- Directors of Advising
- Directors of Recruitment/Admissions/Registrars
- Directors of Financial Aid

Library Services

Academic Technology

Marketing and Communications

Learning Technology Council

Information Technology

Finance

Human Resources

Other groups as shared services are identified

Student Experience and Support

- A designated “home” college based on program of study, affinity, geographic location, athletics, residential experience, and/or other factors.
- Seamless ability to register for courses, regardless of course location. This is a significant issue. The vision is NOT for students to be required to go from college to college to college. There are two paths:
 1. Directly through a home college for students already at a college.
 2. Through a system/centralized router for students not yet at a college.
- Online navigators/advisors at each college who are trained in common standards/practices in advising and student support. Each college designates primary navigator, who is the student support liaison/communication link to the consortium.
- Additional training and support to ensure colleges are using Recruit, Navigate, and other tools to help support the overall student experience.
- Transcribing of courses seamlessly at the student’s home college.
- Grievances and appeals handled by the home college.

Fully Online Academic Programs

We need to change our mindset to be thinking about online programs instead of online courses. Therefore, central to the consortial model will be the development of fully online academic programs. In addition, the consortium would strategically develop clear pathways for students to follow in order to complete their online academic programs.

Common programs would facilitate the development of Colorado Online@, while also improving transferability, negotiating transfer and articulation pathways, satisfying local and statewide workforce demand, and sharing resources more effectively and efficiently. While some programs would be shared by all colleges, other programs would only be shared by some colleges or would be unique to one institution.

In addition, the consortium would negotiate fully online transfer pathways with other universities (CSU Global, MSU-Denver, etc.) so students can complete a fully online bachelor’s degree. These transfer pathways would be an extension of the Bridge to Bachelors program – Bridge to Bachelors Online.

Curriculum and Instruction

- The consortium would offer both transfer/general education and Career and Technical Education (CTE).
- Learning outcome assessment would be handled by the individual colleges, but coordinated via curricular outcomes to have some consistency across the system.
- Eventually the consortium could provide non-credit and customized training – including potentially industry credentials, badges, and/or competency-based.
- A robust prior learning assessment policy and process.
- Online courses are filled with students from their home college. However, online faculty from one institution will also have students from other colleges in their online courses.
- Ensure a mixture of term lengths – 6 weeks, 8 weeks, 10 weeks, 15 weeks.
- Common prerequisites.

Academic Support Services

- Instructional design
 1. Centralized instructional designers produce and maintain common course shells and make them available to all colleges.
 2. Centralized instructional designers ensure alignment of learning outcomes to the CCNS for courses, universally accessible courses, and similar look/feel for all online courses. Instructors at the college customize the course content and course materials.
 3. 3. Centralized instructional designers ensure all courses meet ADA and other accessibility standards.
 4. 4. Colleges may have additional instructional designers to provide support to college instructors.
- Online librarians and online library databases.
- OER curation and the learning object repository are maintained by CCCOnline library and instructional design staff. Materials and training are curated in partnership with college personnel will be made available to the colleges.
- Learning Object Repository (LOR).
- Determine how students procure books, materials, and labkits for their online courses. CCCOnline has a mechanism in place already that could be expanded to work in this consortium.
- Tutoring Platform (TutorMe).
- Plagiarism and cheating detection tools.

Technology Services

- 24x7 help desk
- Learning Management System (D2L) maintenance and support
- Support D2L add-ons like ReadSpeaker, SoftChalk, etc.
- Middleware between LMS and SIS (Banner)
- Support web conferencing tools like WebEx and Zoom

Financial Aid Consortium

- Build a financial aid consortium that allows students to access financial aid from their home college while taking online courses through the consortium.
- Eliminate or greatly reduce the paperwork and process students need to follow to have access to aid.

Ability to Refer and Place Students at the Appropriate College

- Develop and provide a tool that routes students to the appropriate college based on their individual preferences. That could include desired academic program, residential experience, athletics, and/or geographic location.
(Note that students can still contact a college directly, but this tool would work for students who contact Colorado Online).

Ability to Efficiently Schedule and Manage Number of Sections (Sectionizer)

- The sectionizer would be used to manage the number of course sections needed across the system. We do not need or want an over-abundance of course sections with small enrollments in each.
- Modify the sectionizer to account for online courses being offered at the college.
- Students at a college should see their home college online courses first.
- Develop and implement a centralized process for determining the number of online sections needed to maximize instructional cost efficiency.

Online Non-Credit and Customized Training

- Grow CCCS's/college's footprint and enrollment in online non-credit, customized training, and continuing education to serve the state's and employers' need for skilled workers.
- Procurement of a system-wide non-credit software application to provide easy access and smooth registration and payment processes.

Professional Development

- Training for online instruction.
- Training for online advisors and navigators.
- Online training modules for new faculty supervisor training, faculty performance review training, accessibility strategies, inclusive excellence training, and culturally responsive pedagogy.
- Organize and host an annual system-wide conference on technology tools for teaching and learning.

Centralized Consortia Marketing

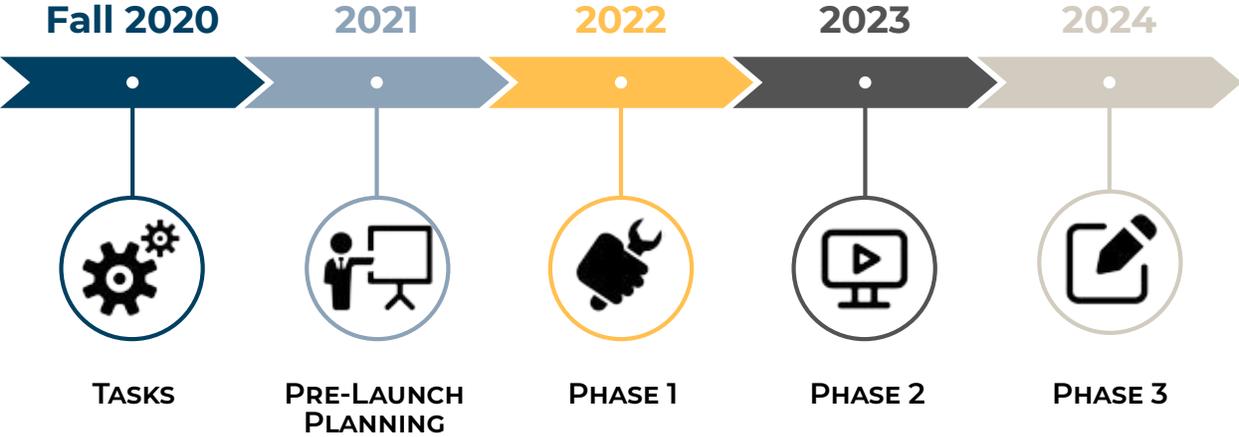
- Marketing of Colorado Online@ to promote online degree/certificate and non-credit offerings
- Targets are students who might otherwise select other online options (e.g. SNHU, CSU-Global, WGU, Grand Canyon, etc)
- Centralized marketing would complement college efforts
- Agreed-upon branding standards for system-wide and college-based marketing

Fiscal Model

- FTE and COF (state funds) remains with the home college
- Tuition is split x% to Colorado Online @ shared services, x% to student's home college, and x% to college delivering instruction
- Reconciliation and reimbursement would occur twice a year
- Course fee consistency across colleges.
- Determine what the online differential will be in this model.



PHASED APPROACH



Fall 2020 Tasks

- Put into place governance structure – identifying scope, roles, and responsibilities for each group
- Identify and resource a project team.
- Identify what could be delivered early (fully online programs, Bridge to Bachelors articulation agreements, some centralized marketing effort).
- Develop a communication plan for college and system employees.
- Board update and approval.
- Develop a first draft of the student experience model – what do we want the student to experience if they enroll directly at a college and if they contact Colorado Online. There may be different student experiences for a student at a college with no native online courses vs a student who enrolls at a college with a robust online offerings.
- Develop an open course template that allows for flexibility for instructors to adapt content.
- Develop a first draft of sectionizer principles – how are online courses assigned if colleges want to offer more courses than students demand; how do we add sections when demand grows
- Clarify other operational principles – e.g. what happens when a student enrolls in a program that is offered only at one college. Should they become a student of that college?
- Consider copyrighting “Colorado Online.”

Pre-Launch Planning – January 2021 through December 2021

- Sectionizer and other technology infrastructure modified by IT to account for online courses taught at the colleges.
- Refine student experience and sectionizer principles
- Identify services that will be shared versus those that will be at the home colleges.
- Identify online CTE programs to pilot in phase 1.
- Identify general education courses to pilot in phase 1.
- Convert pilot courses shells to the Open Course Template.
- Each college identifies a navigator for their college. The navigator assigned for a given college could be at CCCOnline.
- Development of a preliminary fiscal model to accompany the pilot models in phase 1.
- Exploration of a financial aid consortium system-wide.
- Development of project outcomes and Key Performance Metrics (KPMs).
- Develop marketing standards and begin to build excitement for Colorado Online@ (need to put the stake in the ground before others do).
- D2L license is up for renewal in June 2022. We likely do not want to change our LMS during this larger change and should look at extending the D2L contract.
- Procure a non-credit registration and delivery system. Our current D2L license does not cover non-credit online courses.

Phase One – January 2022 through December 2022

- Pilot a limited number of online CTE programs via new model
 1. At least one “shared by all”
 2. At least one “shared by some”
 3. At least one “unique”
- Pilot a limited number of online transfer courses (maybe the top five in enrollments) via new model
- Colleges able to offer the courses they need with the clear expectation that in phase 2, there would be limits based on system-wide needs.
- CCCOnline continues to offer courses with the exception of the pilots identified.
- Standard course shells are modified to be a common design and 100% accessible. Content is determined by the instructor.
- Website developed to route students to the correct college.
- Non-credit and customized training options explored and identified.
- Development of online training models.
- Refinement of the fiscal model.
- Put into place a financial aid consortium model that eliminates or greatly reducing the process students follow to access financial aid through their home college.
- Assess, evaluate, and just the model.

Phase Two – January 2023 through December 2023

- CCCOnline phases out instruction once the student experience is seamless so by August 2023, all online programs and courses are made available by the colleges.
- Identified centralized services are provided as ready. Colleges scale back those services so that by August 2023, all identified central services are only provided centrally.
- Standard course shells are integrated throughout the year so that by August 2023, all online classes use the open course shell.
- Development and deployment of fully online program pathways so that by August 2023, all fully online programs are identified and deployed.
- Development of Bridge to Bachelors Online articulation agreements.
- Deployment of online training modules.
- Further refinement of the fiscal model.
- Assess, evaluate, and just the model.

Phase Three – January 2024 through December 2024

- Assess, evaluate, and adjust the model.

