

# Education Services Council

Minutes  
*April 23, 2010*

Kaplan University	Robert Freebairn presented information regarding the CCCS articulation agreement with Kaplan. The agreement can be found at <a href="http://www.cccs.edu/edservices/Articulation.html">http://www.cccs.edu/edservices/Articulation.html</a> . Students may also contact Kaplan directly at <a href="http://www.cc.kaplan.edu">www.cc.kaplan.edu</a> .
CCCOOnline	<ul style="list-style-type: none"> <li>• CCCOOnline continues to work on student authentication issues; they are looking at some new tools such as browser lockdown systems, encrypted question banks and publishing/raising awareness of policies.</li> </ul>
Delta Initiatives	<ul style="list-style-type: none"> <li>• Delta Initiatives is working with CCCOOnline. Two representatives of Delta Initiatives interviewed Education Services regarding positive and negative aspects of their relationships with CCCOOnline.</li> </ul>
Pearson Test of English Academic	<ul style="list-style-type: none"> <li>• Pearson sales staff members have been contacting college staff with regards to accepting the PTE Academic (Pearson Test of English Academic) which measures English language proficiency for our International Students. Whether a college accepts a certain test or not for language proficiency is a college choice. However, we would like to discuss whether or not, we all want to accept (or not accept) the PTE Academic as a system for consistency/best practices reasons. The group agreed that Erin Hoag should research this further and report back.</li> </ul>
Combined Leadership Academy	<ul style="list-style-type: none"> <li>• A group has been formed who would like to see a Combined Leadership Academy (CLA) that would be composed of all of the community colleges in the System. This CLA would provide opportunities for employees and faculty at all levels from all CCCS colleges to participate in leadership training events based on the American Association of Community Colleges Competencies for Community College Leaders. The group would like to take the idea back to their colleges and come back together at a later time for a discussion. The group did propose additional topics of:             <ul style="list-style-type: none"> <li>○ Data Gathering Methods</li> <li>○ Leadership vs Management</li> <li>○ Dealing with Personnel Issues</li> </ul> </li> </ul>
CCCS Updates	<ul style="list-style-type: none"> <li>• Judy Giacomini of NJC was named Administrator of the Year by SSAC. She was presented the award during the annual Rising Star luncheon.</li> <li>• Region 8 of the Department of Education recently completed a financial aid audit. One significant finding was in regard to moving through approved programs which are not high demand or high wage. High demand/high wage must be validated for every new program approved by the State and by the Higher Learning Commission. All new programs and/or programs with substantial changes must be evaluated by a Substantial Change Evaluator. A</li> </ul>

	<p>complete explanation for this change is located at <a href="http://www.ncahlc.org/2009-2010-annual-institutional-data-update/2009-2010-annual-institutional-data-update.html">http://www.ncahlc.org/2009-2010-annual-institutional-data-update/2009-2010-annual-institutional-data-update.html</a>.</p>
IT updates	<ul style="list-style-type: none"> <li>• Working on implementing the payment gateway—3 institutions are currently piloting the gateway.</li> <li>• Starting academic history conversion from SIS for ACC, CNCC &amp; NJC (data from summer of 1987 to what was originally loaded in Banner.)</li> <li>• Have been looking at load testing software but the cost is not feasible. Sungard is currently partnering with HP to set up a test site to try to do load testing.</li> <li>• May need to go to Banner 8.3 in June or July—if not then it will be in late September or early October.</li> <li>• D2L will upgrade in July.</li> <li>• Please ask your staff to send IT priorities to Erin Hoag rather than sending them directly to IT. This will help us schedule priorities.</li> </ul>
DOC courses	<ul style="list-style-type: none"> <li>• DOC course credits are accepted as prior learning through a SBCCOE policy change. Geri supplied a list of courses—please ensure that your transcript evaluators get this list. DOC courses are transcribed as CPL just as if it were a portfolio.</li> </ul>
2:2 Conference	<ul style="list-style-type: none"> <li>• This year’s conference is scheduled for Friday, Oct 8. Due to the large number of faculty who need to be involved, this year we are breaking the conference into cluster groups. Each cluster group will be hosted at a different college (10 different colleges.) The morning session should be an introduction to a quality program at that institution (both an Instructional and a Student Services program.) The afternoon will be spent in discipline groups.</li> </ul>
Legislative update	<ul style="list-style-type: none"> <li>• The higher education flexibility act was introduced earlier this week.</li> <li>• Transfer legislation and degrees with designation are on the way to the Governor for signature—we don’t anticipate any problems.</li> </ul>
Grants	<ul style="list-style-type: none"> <li>• We are currently partnering with CDHE to write a grant to the Lumina Foundation regarding adult returning students. This grant would be for about \$200,000 per year for 3 years and would be directly connected to CCCS for returning adults in CTE areas.</li> <li>• Department of Labor received a huge energy grant. We have learned that we will have to write mini-grants to request funds for training and energy. Everyone who applies for a mini-grant must be approved as a vendor with DOL. As soon as we have what is required, we will get it out to you.</li> </ul>

**Ed Services Meeting  
Friday, April 23, 2010  
Student Services Minutes**

- **New Student Advising Holds**

A request was made by several advisors that we consider allowing colleges to remove a “new student advising hold” set by another college. There have been numerous occasions whereby a student has applied to one college (1<sup>st</sup> college) but is going to attend another college (2<sup>nd</sup> college). The student shows up for advising and wants to get registered at the 2<sup>nd</sup> college, but either the student or the advisor has to track down someone at the 1st college to remove the New student hold, thereby resulting in frustration and lost time. *The VPS’s approved to allow college advisors to remove a new student advising hold in these cases. This applies to the new student advising hold only and does not apply to any other kind of hold.*

- **Year Round Pell Policy**

As part of the HEOA (Higher Education Opportunity Act) regulations published October 29, 2009, eligible students must be awarded up to two Federal Pell Grants within an award year (Year Round Pell). This legislation is effective for the 2009 – 2010 award year. Additionally, a school must award the Year Round Pell based on the award year (09/10 or 10/11 FAFSA) that “is in the best interest of the student”. However, if colleges have a policy on their website by June 30<sup>th</sup>, they are allowed to follow their published policy as opposed to calculating the “best interest”. As we do not yet have the Banner capabilities to automatically calculate which award year “is in the best interest of the student”, it is recommended that each college develop a policy that works best for their institution (such as College X is awarding summer 2010 Pell based upon the 09/10 FAFSA). A sample policy has been emailed to the FA Directors and can be customized to meet the needs of each institution. However, *all college policies need to be reviewed by Audrey Osswald, CCCS Financial Aid Director, prior to posting, and all policies must be published on the college website by June 30<sup>th</sup>, 2010.*

- **Banner Priorities**

Erin Hoag explained the IT Project Matrix request process for student services and our plan for getting all projects onto one master list. IT is in the process of finishing the Academic History (AH) conversion, and is actively working on the SASID load project, a Financial Aid (FA) patch, and numerous other Student Services Projects.

- **Summer Student Services Conference**

The summer Student Services Conference will be held on Friday, June 18<sup>th</sup>. The system staff has checked with over a dozen venues, and we are having troubles securing a location for 300-350 people. It was recommended that we check with CU Boulder, CSU, and UCCS. Erin Hoag committed to checking these possible locations. The CCCS

Conference Center has been reserved but can only hold 200 people. If a new location cannot be found, we will have to limit the number of attendees from each school. Connie Simpson, Colette Berge, and Judy Giacomini have volunteered to act as a sounding board for the conference planning. A basic agenda has been developed, several speakers have been confirmed, and a call for proposals from college staff will be sent shortly.

- **State Student Advisory Council (SSAC)**

SSAC revised their bylaws and will be requesting one change to SB 4-25. The requested change has been reviewed by legal and is in compliance with state stature. SSAC terms will run from October to September, with officer elections being held in October, in consideration of college elections (mostly April and May) and to maintain some consistency/experience from year to year. More focus will be placed on student development and student input with regards to the meeting schedule, yearlong planning, and budgets.

- **Other Items**

- Matt Gianneschi discussed some of the things that he and his staff are doing at CCA with regards to CE. His staff have developed a shorter (one-page) college application for concurrent students and have developed data-sharing agreements with service area school districts in order to improve the enrollment, placement, and reporting processes. Matt will forward the application and the processes that CCA has developed.

# Documents distributed at the meeting follow

## Pearson Test of English Academic

Pearson sales staff members have been contacting college staff with regards to accepting the PTE Academic (Pearson Test of English Academic) which measures English language proficiency for our International Students. Whether a college accepts a certain test or not for language proficiency is a college choice. However, we would like to discuss whether or not, we all want to accept (or not accept) the PTE Academic as a system for consistency/best practices reasons.

<http://pearsonpte.com/news/Pages/MilestonePressRelease1000institutions.aspx>

### More Than 1,000 Programs Worldwide Now Recognize PTE Academic

03 February 2010

Colleges, Universities and Professional Organizations Accepting PTE Academic Receive More Than 410,000 International Student Applications Annually.

Pearson, the education, technology and services company, announced today that 1,000 programs worldwide now recognize or are in the process of recognizing Pearson Test of English Academic (PTE Academic) to measure the English language proficiency of candidates for admission who are non-native English speakers. These 1,000 programs represent more than 410,000 applications from international students annually.

Launched in October 2009, PTE Academic is a new computer-based test of international academic English, endorsed by the prestigious Graduate Management Admission Council® (GMAC®) as its preferred English language test. The test will be available in a minimum of 37 territories in 2010 including China, India, Japan, the United States, the United Kingdom, Australia, New Zealand, South Korea, Hong Kong, Taiwan and Canada.

PTE Academic meets the needs of universities, other higher education institutions and professional and government organizations requiring a real-life measure of test takers' ability to learn or work in an environment where academic English is the primary means of communication. Colleges and universities with undergraduate, graduate, international, business and multidisciplinary programs accepting PTE Academic scores are located in 20 territories around the world including Australia, Canada, China, France, Spain, the United Kingdom, New Zealand and the United States.

The test is recognized by an increasing number of the world's most renowned colleges, universities and training providers such as Navitas English, Dartmouth's Tuck School of Business, INSEAD, and the University of Edinburgh, and is also accepted by the United Kingdom Border Agency.

"PTE Academic is a great leap forward; it brings testing into the 21st century, in terms of both its multimodal approach and its many novel security features," said Professor Geoffrey Pullum, FBA, Head of Linguistics and English Language, University of Edinburgh.

As the worldwide global leader in publishing and assessment for education, Pearson combined comprehensive field tests involving nearly 11,000 participants, in-depth research and proven, proprietary automated scoring technologies to develop PTE Academic. The test fills a critical gap by

providing a state-of-the-art, accurate measure of the English language speaking, listening, reading and writing abilities of non-native speakers.

“In less than a year since PTE Academic was announced, many of the world’s most prestigious colleges and universities are turning to our test to measure the English language capabilities of international students applying to their programs,” said Mark Anderson, President, Global Strategy and Business Development, Pearson Education International. “As we continue to deliver tests to candidates around the world, we are confident that we are assisting institutions in making more informed admissions decisions by providing comprehensive, consistent and accurate information about test takers’ academic English language abilities.”

**Another Article:** <http://education.tmcnet.com/topics/education/articles/63904-pearson-launches-english-test-international-students.htm>

**STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION**  
**CREDIT FOR PRIOR LEARNING**

BP 9-42

APPROVED: June 14, 1990  
EFFECTIVE: June 14, 1990  
REVISED: June 10, 1999  
REPEALED: September 14, 2000  
READOPTED: August 25, 2001  
REVISED: March 10, 2010

ISSUED BY:  
Nancy J. McCallin, System President

**Policy Statement**

The State Board supports the concept of life-long learning to meet the retraining, upgrading, and personal enrichment needs of students. It is the policy of the Board that a student's experience outside the college classroom shall be evaluated for college credit at the student's request.

**Scope**

This policy applies to the Colorado Community College System community colleges.

**Definition**

The learning addressed in this policy is defined as learning that has been attained outside the sponsorship of accredited post- secondary education institutions.

**Educational Principles**

Through this policy, the Board recognizes the following educational principles:

- Learning occurs both within formal educational settings and in the community at large.
- The criteria for evaluation of such learning should take into consideration the educational goals which are identified by the student, as well as institutional and state system requirements.
- Evaluation of prior learning should provide substantive information about the knowledge, competencies, attitudes, values, and other dimensions of personal development which the individual possesses.

Statewide Minimum Evaluation of credit for learning shall be based on the Standards/ Procedures criteria delineated below:

- The learning has been identified through one of the following methodologies: Portfolio, Institutional Challenge Exam, Standardized Testing, or Published Guide or ***successful completion of an approved Colorado Department of Corrections career and technical education program;***

- The learning is college level;
- The learning has been properly evaluated;
- The credit awarded for prior learning must meet system-wide procedural standards.

With regard to the award of credit through any one of the five credit for prior learning methodologies: grades will not be assigned; credit will be awarded; credit will apply towards the degree requirements, but not toward the core general education curriculum; and transcripting will note credit/no grade. No FTE may be generated for credit under this policy.

The evaluation fee to be charged will be determined by each college, but shall not exceed 50% of the standard tuition rate.

Credit for Prior Learning may not be utilized to fulfill institutional residency requirements.

### **Procedures**

The system president shall promulgate procedures as necessary to implement this policy.

# **Proposal**

## **Combined Leadership Academy for Colorado Community Colleges**

### **Description**

The purpose of the combined Leadership Academy (CLA) is to ensure the Colorado Community College System (CCCS) leaders of today and tomorrow are equipped with the skills necessary to provide an accessible, responsive learning environment that facilitates the achievement of educational, professional, and personal goals by our students and other members of our communities in an atmosphere that embraces academic excellence, diversity, and innovation.

The CLA provides opportunities for employees and faculty at all levels from all CCCS colleges to participate in leadership training events based on the American Association of Community Colleges Competencies for Community College Leaders. The CLA may be all or part of an individual college's leadership project. Each college may send its own leadership cohort to the events and then continue additional training on their campus, if they so desire.

### **Objective**

The object of the CLA is to provide a venue where we can share resources, exchange ideas, and network with other leadership cohorts to increase leadership potential within CCCS.

### **Intended Outcomes**

- ✓ Participants will:
  - Demonstrate an increased level of leadership knowledge.
  - Participate in system wide learning and networking opportunities.
  - Understand the responsibilities and expectation of leadership in CCCS.
- ✓ Efficiencies will be gained through shared resources.
- ✓ Individual colleges will enhance their own leadership development efforts.

The CLA cohort will meet 2-4 times per academic year for an all-day event. Each session may include guest speakers, group work/discussion, networking, and idea exchange. Individual college cohorts may include mentoring, self-discovery, additional leadership training, or other elements as deemed appropriate by to the college.

### **Benefits to college**

- ✓ Enhanced understanding of leadership skills by participants
- ✓ Increased understanding of issues facing Colorado Community Colleges & community colleges nationally

- ✓ Increased opportunities to network with colleagues system wide
- ✓ Minimal financial outlay for leadership development

### **Possible Session Topics**

Budget – micro & macro (Cliff Richardson, CFO)  
Legal issues – Angela Gramse, Barbara McDonald  
Legislative Update – Federal & State (Rhonda Bentz)  
Future of the Community College systems (national speaker?)  
Creating a Vision – being a leader where you are and where you are going

### **Timeline**

Proposal Draft – 03-05-10 (Linda Merkl & Deb Stieneker)  
Proposal Review – 03-11-10 (Invitees for 2-18-10 meeting)  
2<sup>nd</sup> draft – Linda Merkl & Deb Stieneker  
Draft to Geri Anderson  
    Share with Ed Services  
    Determine level of interest  
    Provide feedback to the combined leadership group  
May 18 - meeting of all colleges who are interested  
    Develop schedule for 2010-2011

## Faculty Development Personnel

### Arapahoe CC – Linda Merkl

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### CC Aurora – Jen Dale

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### Colorado Community Colleges On Line

[http://at.ccconline.org/faculty/wiki/Professional\\_Development](http://at.ccconline.org/faculty/wiki/Professional_Development)  
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