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STATE BOARD FOR COMMUNITY COLLEGES
AND OCCUPATIONAL EDUCATION

Meeting Minutes
February 12, 2020

Colorado Community College System
9101 E. Lowry Blvd. Denver, CO 80230

I. CALL TO ORDER

Dr. Byron McClenny, Chair, called the State Board for Community Colleges and
Occupational Education (SBCCOE) to order at 10:46 a.m. MST, at which time a
quorum of the board members were present.

A. Pledge of Allegiance
B. Roll Call

Members Present:
Pres Askew
Giugi Carminati
Rollie Heath (Vice-Chair) - telephonically
Dr. Landon Mascarenaz
Dr. Byron McClenny (Chair)
Terrance McWilliams

Dr. Russ Meyer
Hanna Skandera
Daniel Villanueva - telephonically
Emanuel Walker (SSAC)
Kelly O’Dell (SFAC)

Members Absent:
None

C. Recognition of Dr. Byron McClenny, State Board for Community Colleges and
Occupational Education

The State Board for Community Colleges and Occupational Education recognized Dr.
Byron McClenny and expressed its sincere gratitude for his years of service to the
State Board and to the Colorado Community College System. A signed copy of the
resolution was presented to Dr. McClenny with the respect and gratitude of the
members of the Board and the Chancellor of the Colorado Community College
System.

II. GENERAL BUSINESS

A. Approval of Minutes

Terrance McWilliams made a motion to approve the December 11, 2019 regular
session meeting minutes. Dr. Russ Meyer seconded the motion. The motion
passed unanimously.
B. Approval of Agenda

Pres Askew made a motion to accept the agenda for the February 12, 2020 regular session. Dr. Landon Mascareñaz seconded the motion. The motion passed unanimously.

III. CONSENT AGENDA ITEMS

Chair McClenney asked the board members if, after having had a full discussion of all the consent agenda items in the work session, there were any other comments to add. There were no comments.

A. Request Approval of Community College of Denver Advisory Council Nominees: Dewey Brigham for Appointment to a Full Term, Commencing April 1, 2020 and ending March 31, 2024

B. Request Approval of Community College of Denver Advisory Council Nominees: Karl Sona for Appointment to a Full Term, Commencing April 1, 2020 and ending March 31, 2024

C. Request Approval of Otero Junior College Advisory Council Nominee: Margaret Grasmick for Appointment to a Full Term, Commencing February 13, 2020 and ending February 12, 2024

D. Request Approval of Trinidad State Junior College Advisory Council Nominee: Cy Michaels for Appointment to a Full Term, Commencing March 1, 2020 and ending February 29, 2024

Pres Askew made a motion to approve the Consent Agenda. Dr. Russ Meyer seconded the motion. The motion passed unanimously.

IV. REPORTS

A. Dr. Byron McClenney, Board Chair, reported on the following item:
   • Dr. McClenney thanked everyone for the recognition and said it has been his pleasure to serve on the State Board for Community Colleges and Occupational Education (SBCCOE).

B. Emanuel Walker, State Student Advisory Council (SSAC) Representative, reported on the following items:
   • Thanked Community College of Denver for hosting the last SSAC meeting.
   • SSAC members are finalizing their meetings with legislators for the time they will be in Washington DC.
   • SSAC members have been meeting with high school groups across the state to discuss Concurrent Enrollment and Community College education.

C. Kelly O’Dell, Faculty Representative, reported on the following items:
   • A change in leadership of SFAC has occurred. An interim SFAC Chair will be elected. Kelly will fill in as the SBCCOE Representative until the end of FY2020 in June.
   • Due to inclement weather, the State Faculty Advisory Committee (SFAC) was not able to meet as planned on February 7, 2020. A few members participated in a web conference to discuss the Teaching Excellence with
Equity Grant process and Faculty Evaluations (SP 3-31) with Dr. Landon Pirius.

D. Joseph Garcia, Chancellor, reported on the following items:

- Welcomed new SBCCOE member, Richard Garcia. Richard will likely be confirmed in March.
- Thanked the SBCCOE members who attended the CDHE Governing Boards Training on January 6, 2020. Governor Polis addressed the group noting his priority of “affordability.”
- Testified before the Joint Budget Committee, Capital Budget Committee, Joint Technology Committee, and the Education Committee since the last SBCCOE meeting in December, 2019.
- Announced that CCCS Day at the Capitol went well and thanked Fiona Lytle for organizing the entire day. Appreciates the SBCCOE members who could attend. The group met with Governor Polis and his key education policy staffer, Executive Director Paccione, and had introductions on the Senate and House floors. Senator Nancy Todd was honored with a Lifetime Achievement Award at a luncheon. Legislators in attendance were seeking out the Presidents and students from their districts.
- Participated with the Department of Higher Education at an event with John King, Jr., former US Secretary of Education and current president of the Education Trust, in a community conversation about higher education’s role in advancing equity.
- Equity is one of the Board’s top priorities. This year Dr. Ryan Ross has worked with our Presidents to hold equity events on their respective campuses. He has attended several CEO Action Pledge signing events and looks forward to attending events at the remaining colleges over the next several months.
- Reported that Dr. Johnson-McPhail spoke at the Presidents’ Council meeting about the role of Executive Leadership for equitable outcomes.
- Announced the following Foundation gifts
  - In December, the Stone Family Foundation gave a gift $400,000. This is the largest single gift from the Stone family and brings their endowment to nearly $2 million. The Chancellor and Adam Cermak had the opportunity to visit with the Stones last fall and found them to be deeply committed to our work.
  - The Anschutz Foundation has awarded $120,000 to provide scholarships to students at our six urban colleges. This funding requires a match of $20,000 from each of the colleges.
  - The Foundation closed a gift of $31,500 from a new donor, Taylor Merritt. It will be matched dollar for dollar by COSI. This funding will provide scholarships for students studying welding, machining and/or manufacturing at any of our colleges.
• The Credit Union of Colorado provided a gift of $20,000 to sponsor our upcoming Student Excellence Awards ceremony in April.

• Just this morning, JP Morgan announced a significant philanthropic investment in career pathways. In Denver, the effort is being led by the Denver Educational Attainment Network (DEAN).

• Purchased a table for the Latin American Education Foundation Gala (LAEF) on March 14, 2020. Please let us know if you are able to attend.

• Attended the Annual Complete College America Convening in December, 2019 and presented a session with Dr. Landon Pirius on “Development Ed Redesign: A System-Wide Approach with Significant Results.” Also participated in the Complete College America Board meetings.

• Reported on the student debt presentation by Dr. Sandy Baum that was attended by many people from the state higher education institutions.

• Reported that the registerednursing.com group has named Pikes Peak Community College (PPCC), Front Range Community College (FRCC), Trinidad State Junior College (TSJC), and Arapahoe Community College (ACC) as the top four in their list of the 2020 top nursing programs in Colorado.

• Presented a guest lecture to a Harvard graduate class and will present a guest lecture to a class at the University of Denver (DU).

E. Presidents’ Reports

• Dr. Diana Doyle, President, Arapahoe Community College (ACC), reported on the following item:

  • ACC is a recipient of a League for Innovation in the Community College award for “Freshman Year Experience.” This award is based on work that ACC is doing with orientation and continued programs and services. They will present in March at the League for Innovation conference.

• Dr. Everette Freeman, President, Community College of Denver (CCD), reported on the following item:

  • Dr. Freeman thanked Chairman Dr. Byron McClenney for his leadership, especially while at CCD.

• Dr. Patricia Erjavec, President, Pueblo Community College (PCC), reported on the following item:

  • The PCC site in Bayfield, CO has hit their target numbers and been given the approval to operate a Certified Nursing Assistant (CNA) Lab. They are filling seats with high school students and community members. This is the first academic year that the southwest corner of the state has been able to hold their own and will break even. President Erjavec reported that we are moving in the right direction in a very rural area that is difficult to service.
PUBLIC COMMENTS

- Mr. Sam Jarris addressed to Board on the topic of system-wide inequity in disability services and budgets for those services.
- Mr. Michael Neil also addressed the Board as a follow-up to the presentation by Mr. Sam Jarris. His presentation also focused on inequities for disabled services in the four-year system.

V. DISCUSSION AND ACTION ITEMS
A. CCD Request for Exception for Associate of Science Degree Requirements
Dr. Landon Mascareñaz made a motion to approve the Exception for Associate of Science Degree Requirements. Terrance Mc Williams seconded the motion. The motion passed unanimously.

B. ACC Request to Name Spaces at the ACC Sturm Collaboration Campus-Castle Rock
Pres Askew made a motion to approve the Request to Name Spaces at the ACC Sturm Collaboration Campus-Castle Rock. Dr. Russ Meyer seconded the motion. The motion passed unanimously.

C. FRCC - Naming of the Larimer Campus New Health Care Careers Center Building
Rollie Heath made a motion to approve the Naming of the Larimer Campus New Health Care Careers Center Building. Terrance McWilliams seconded the motion. The motion passed unanimously.

D. Cengage Learning, Inc. Contract
Dr. Russ Meyer made a motion to approve the Cengage Learning, Inc. Contract. Pres Askew seconded the motion. The motion passed unanimously.

VI. EXECUTIVE SESSION
Dr. Russ Meyer made a motion to enter into Executive Session pursuant to Colorado Revised Statutes sections 24-6-402(3)(a)(I), 24-6-402(3)(a)(II), 24-6-402(3)(b)(I), and 24-6-402(3)(a)(IV) to discuss the purchase of property for public purposes, to confer with the Board’s attorney for the purpose of receiving legal advice, to discuss personnel matters, and to discuss specialized details of security arrangements. Terrance McWilliams seconded the motion. The motion passed unanimously.

Dr. Russ Meyer made a motion to allow Richard Garcia to attend the Executive Session. Pres Askew seconded the motion. The motion passed unanimously.

VII. ADJOURNMENT

There being no further business to discuss in Executive Session, Terrance McWilliams made a motion to exit the Executive Session and Hanna Skandera seconded the motion. The motion passed unanimously.

There being no further business to bring before the Board, Pres Askew made a motion to adjourn the State Board for Community Colleges and Occupational Education meeting. Terrance McWilliams seconded the motion. The motion passed unanimously. The meeting adjourned at 12:53 p.m. MST.
SBCCCOE

Meeting Agenda
STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION
Work and Regular Session Agenda
March 11, 2020

Colorado Community College System Lowry Campus
9101 E Lowry Blvd, Denver, CO - Board Room

8:30am-11:45am – Work and Regular Sessions
All times are approximate

WORK SESSION

I. Welcome

II. Discussion Items

A. Legislative Report
   Fiona Lytle, Chief Communications Officer, and CCCS Lobbyists: Moira Cullen, The Capstone Group, Jason Hopfer, JLH Public Affairs, and Mary Alice Mandarich
   (8:35-8:50am)  Work Session II.A. Page 1

B. Veterans Presentation: History and Role of the State Approving Agency
   Michael Roberts, Director, Colorado Office of Veterans and Dr. Ryan Ross, Associate Vice Chancellor for Student Affairs
   (8:50-9:10am)  Work Session II.B. Page 27

C. Tuition-Setting Considerations
   Mark Superka, Vice Chancellor for Finance & Administration
   (9:10-9:40am)  Work Session II.C. Page 47

D. Pikes Peak Community College Center for Health Education and Simulation – Phase 2 Renovations: Approval of the Guaranteed Maximum Price for GH Phipps Construction Companies and Total Spending Authority for Phase 2
   Dr. Lance Bolton, President, PPCC
   (9:40-9:55am)  Work Session II.D., Discussion & Action, VII.A. Page 58

E. Board Policy 9-30, Approval of Academic Programs; Board Policy 9-40 Associate Degree and Program Designations and Standards
   Dr. Landon Pirius, Vice Chancellor for Academic & Student Affairs
   (9:55-10:10am)  Work Session II.E., Discussion & Action, VII.B. Page 61

F. Front Range Community College – Proposal to Name the Simulation Suite in the Health Care Career Center (Grays Peak Building)
   Andy Dorsey, President, FRCC
   (10:10-10:15am)  Work Session II.F., Discussion & Action, VII.C. Page 86

BREAK (10:15-10:25am)
REGULAR SESSION

III. CALL TO ORDER (10:25-10:30am)
   A. Pledge of Allegiance
   B. Roll Call

IV. GENERAL BUSINESS (10:30-10:35am)
   A. Approval of Minutes, Regular Meeting of February 12, 2020
   B. Approval of Agenda, Regular Meeting of March 11, 2020

V. REPORTS (10:35-11:00am)
   A. Chairman’s Report, Rollie Heath
      i. Interim Vice-Chair Appointment
      ii. Audit Committee Appointment
      iii. Nominating Committee Appointments
   B. Audit Report, Danny Villanueva
   C. Student Representative (SSAC), Emanuel Walker
   D. Faculty Representative (SFAC), Kelly O’Dell
   E. Chancellor’s Report, Chancellor Joe Garcia
   F. Presidents’ Reports, Presidents wishing to address the Board

VI. PUBLIC COMMENTS
Members of the public are invited to address the Board at this time regarding any issue not on the agenda. The time allotted for remarks may be limited by the Chair to accommodate the Board’s schedule.

VII. DISCUSSION AND ACTION ITEMS (11:00am-11:10pm)
   A. Pikes Peak Community College Center for Health Education and Simulation – Phase 2 Renovations: Approval of the Guaranteed Maximum Price Page 58
   B. Board Policy 9-30, Approval of Academic Programs; Board Policy 9-40 Associate Degree and Program Designations and Standards Page 61
   C. Front Range Community College – Proposal to Name the Simulation Suite in the Health Care Career Center (Grays Peak Building) Page 86

VIII. WRITTEN REPORTS
   A. Procurements over $200,000 Written Rpts - 1
IX. EXECUTIVE SESSION (11:10-11:45am)

The Board may convene in Executive Session pursuant to Colorado Revised Statutes sections 24-6-402(3)(a)(II) and 24-6-402(3)(b)(I), to confer with the Board’s attorney for the purpose of receiving legal advice and to discuss personnel matters.

X. ADJOURNMENT (Approx. 11:45am)

11:45am-12:30pm
Lunch – Presidents’ Conference Room

12:30pm
Depart for Governor’s Mansion

1:00-4:00pm
Commitment to Excellence Awards

- 1:00-1:30pm – Reception (Heavy hors d’oeuvres and beverages available.)
- 1:30-3:30pm – Awards Recognition Ceremony
- 3:30-4:00pm – Reception continues
SBCCCOE

Agenda Items
TOCIP: 2020 Legislative Session Report

PRESENTED BY: Fiona Lytle, Chief Communications Officer, Legislative Liaison; Moira Cullen, The Capstone Group; Jason Hopfer, JLH Public Affairs; and Mary Alice Mandarich

EXPLANATION:

The legislative session opened on January 8, 2020 and will adjourn on May 6, 2020. There were two CCCS legislative priorities approved by the Board at the November 2019 meeting.

At this time, CCCS is also monitoring over thirty bills that may affect community colleges and career technical education.

CCCS lobbyists will give the Board a brief summary of activities occurring at the Capitol and a preview of issues on the horizon that affect higher education.

Below are CCCS-initiated legislative priorities:

1. In-State Tuition for Military and Their Dependents
   a. CCCS seeks to allow in-state tuition to all military and their direct dependents.

   b. Bill introduced on 2/3 in House – Assigned to Education: HB20-1275 In-state Tuition At Community College For Military

2. Title Cleanup
   a. Resolve Statutory Ambiguity Governing CNCC’s Junior College Districts. Allow the ownership and transfer of certain real estate held by Colorado Northwestern Community College’s two Junior College Districts: Moffat County Affiliated Junior College District (MCAJCD) and the Rangely Junior College District (RJCD).

   b. Bill introduced on 1/8 in In House - Assigned to Rural Affairs & Agriculture: HB20-1067 ‘Management Of Property Held By Certain Junior College Districts.’
Below are bills that CCCS is monitoring (as of February 26, 2020):

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<th>#</th>
<th>Bill No. w/ link to most recent bill</th>
<th>Bill Title w/ link to General Assembly bill page</th>
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<td>HB20-1002</td>
<td>College Credit For Work Experience</td>
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<td>HB20-1007</td>
<td>Diverse Kindergarten Through 12th Grade Educator Workforce Report</td>
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<td>HB20-1015</td>
<td>Future Educator Pathways Grant Program</td>
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<td>Supports For Early Childhood Educator Workforce</td>
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<td>Management Of Property Held By Certain Junior College Districts</td>
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<td>Tax Credit Employer Contributions To Employee 529s</td>
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<td>HB20-1110</td>
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<td>Sunset Continue Nurse Practice Act</td>
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<td>13</td>
<td>HB20-1231</td>
<td>Amend Programs Addressing Educator Shortages</td>
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<td>HB20-1233</td>
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<td>Early College Programs And P-tech School Expansion</td>
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<td>HB20-1275</td>
<td>In-state Tuition At Community College For Military</td>
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<td>HB20-1276</td>
<td>Individualized Student Degree Programs</td>
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<td>HB20-1280</td>
<td>CDHE Data For Student Return On Investment Metrics</td>
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<td>HB20-1287</td>
<td>Colorado Rights Act</td>
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<td>SB20-004</td>
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<td>Amend Colorado Opportunity Scholarship Initiative</td>
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<td>SB20-009</td>
<td>Expand Adult Education Grant Program</td>
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<td>25</td>
<td>SB20-020</td>
<td>Reduce The State Income Tax Rate</td>
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Below are bill descriptions and status (as of February 26, 2020):

1. **HB20-1002 College Credit For Work Experience**  
   Sponsors: B. McLachlan | M. Baisley / R. Zenzinger | T. Story

Summary: Making Higher Education Attainable Interim Study Committee. The bill requires an existing council charged with looking at general education courses (council) to implement a plan for determining and awarding academic credit for postsecondary education based on work-related experience. Furthermore, state institutions of higher education (institutions) are required to evaluate student learning from work-related experience and award appropriate academic credit for the experience. Also, institutions shall accept and transfer academic credit awarded for work-related experience as courses with guaranteed-transfer designation, unless the council creates a plan concerning awarding and transferring academic credit for work-related experience for courses with guaranteed-transfer designation.

Status:
- 1/28/2020 House Committee on Education Refer Amended to Appropriations
2. HB20-1007 Diverse Kindergarten Through 12th Grade Educator Workforce Report
   Sponsors: J. Coleman / R. Fields

Summary: The bill directs the department of higher education and the department of education to convene a workgroup on diversity in the educator workforce (workgroup). The department of higher education and the department of education shall select the members of the workgroup, which shall include but are not limited to those agencies, persons, and organizations specified in the bill. The workgroup shall investigate barriers to the preparation, retention, and recruitment of a diverse educator workforce and shall consider strategies to increase diversity in the educator workforce. The bill includes specific issues for the workgroup to consider. The workgroup shall submit a written report of its findings and recommendations to the education committees of the general assembly no later than September 30, 2021. The workgroup may submit interim findings and recommendations during the 2021 legislative session.

Under current law, the department of higher education reports annually concerning educator preparation programs, including enrollment, graduation rates, outcomes of graduates, and performance on assessments administered for licensure. The bill requires the department to include the required information disaggregated by the candidates' or graduates' gender, race, and ethnicity. Further, the information contained in the annual report must be posted on the department of higher education's and the department of education's websites.

Status:
   • 2/21/2020 Introduced In Senate – Assigned to Education

3. HB20-1015 Future Educator Pathways Grant Program
   Sponsors: B. Buentello / J. Bridges

Summary: The bill creates the future educator pathways grant program (grant program) in the department of education (department) to provide grants to local education providers, as defined in the bill, to create future educator pathways programs. The department shall administer the grant program, and the state board of education (state board) shall promulgate necessary rules for the grant program.

Future educator pathways programs prepare future educators, including future educators in early childhood education, by providing students with opportunities for concurrent enrollment and apprenticeships that lead to college credit toward degrees and credentials as educators. The state board, after consultation with the department of labor and employment and the department of higher education, shall promulgate rules establishing requirements for apprenticeship programs.

The bill specifies the dates by which an eligible local education provider must apply to the department for grant money and the information required in the grant program.
application. The state board shall award grants to one or more qualified local education providers by dates specified in the bill. A local education provider that receives a grant is required to use the grant money for specified purposes in connection with apprenticeship programs and concurrent enrollment. To receive a grant, a local education provider shall commit to match state grant money with local money equal to 25% of the grant award.

The bill specifies that the state board is required to ensure that grants are awarded to geographically diverse local education providers and to a mix of rural, urban, and suburban local education providers. In addition, the state board shall award at least 20% of the total amount awarded in grants to eligible rural local education providers, as defined in the bill, and at least 70% of the total amount awarded in grants to future educator pathways programs that provide apprenticeships.

The bill creates the future educator pathways fund (fund) in the state treasury and requires the state treasurer to transfer an amount of money specified in the bill from the general fund to the fund in the 2020-21, 2021-22, and 2022-23 state fiscal years. The state board may award grant program grants in a fourth year of the program if money remains in the fund after the third grant cycle.

The department is required to submit an annual report on the grant program to the governor and the house and senate education committees that includes specified information, including a final report.

Status:
- 1/28/2020 | House Committee on Education Refer Amended to Appropriations

4. HB20-1053 Supports For Early Childhood Educator Workforce
   Sponsors: E. Sirota | J. Wilson / T. Story

Summary: Early Childhood and School Readiness Legislative Commission. The bill directs the state board of human services (state board) in the department of human services (DHS) to establish licensing standards that will allow an early care and education program to be licensed for a period of time determined by the state board if one or more early childhood educators have pursued DHS-approved early childhood credentials but have not yet completed the credential and other state-board-determined quality, safety, and supervision conditions are met. The state board shall also promulgate rules allowing an early childhood educator to earn points toward an early childhood credential based on the candidate's prior experience and demonstrated competency.

The bill directs DHS and the department of education (CDE) to streamline and align the early childhood professional credential, child care program licensing, and educator licensing to make requirements clear and consistent and to reduce the administrative burden and paperwork burden relating to credentialing and licensing of early childhood educators.
The bill directs DHS to analyze and prepare a written report every 2 years on the gap between Colorado's current supply of early childhood educators and the current and future need for early childhood educators in the state. The report will be posted on DHS’s website.

The bill directs DHS and CDE to direct resources to support concurrent enrollment opportunities and career pathways for high school students and other nontraditional students interested in earning college credit toward becoming an early childhood educator.

The bill creates the early care and education recruitment and retention grant and scholarship program in DHS (grant and scholarship program). DHS shall administer the program directly or by contract. The state board shall establish an application process for the grant and scholarship program, and DHS shall award grants and scholarships to eligible individuals or entities for the purposes of increasing the number of individuals qualified as early childhood educators to teach in a program serving children 5 years of age or younger and to retain early childhood educators teaching in those programs.

Individuals and entities eligible for a grant or scholarship include individuals pursuing a career in early childhood education, nonprofit entities that administer scholarship programs aligned with the purposes of the grant and scholarship program, licensed early care and education programs, and institutions of higher education that administer scholarship programs aligned with the purposes of the grant and scholarship program.

The bill includes a list of eligible expenditures of the grant or scholarship money, including, among others, payment of tuition and other expenses for courses that lead to a degree or credential as an early childhood educator or a higher degree or qualification that results in retention of an educator; payment for the costs of coaching, mentoring, professional development, and other costs and programs that lead to credentialing; payments to licensed providers; and money for programs, schools, and institutions of higher education to establish "grow-your-own" programs to support individuals completing qualifications to become early childhood educators.

The bill creates a fund for the grant and scholarship program and requires DHS to report on the grant and scholarship program at least every 2 years and post the report on its website.

The bill creates the early childhood educator apprenticeship program (apprenticeship program) in the division of employment and training (division) in the department of labor and employment (CDLE). The division shall administer the apprenticeship program. The executive director of CDLE shall establish program standards relating to eligibility criteria for local entities, including workforce development programs, nonprofit organizations, institutions of higher education, and early childhood councils, to receive money to support existing apprenticeship programs and to implement new apprenticeship programs for early childhood educators. The bill includes the approved
uses of funding provided through the apprenticeship program. The bill creates a fund for the apprenticeship program.

Status:
- 2/4/2020 | House Committee on Education Refer Amended to Appropriations

5. **HB20-1067 Management Of Property Held By Certain Junior College Districts**
   Sponsors: D. Roberts | P. Will / T. Story | R. Fields

Summary: Capital Development Committee. Current law includes ambiguities regarding the existence and powers of the Moffat County Affiliated Junior College District (MCAJCD) and the Rangely Junior College District (RJCD). The statutes do not allow the ownership or transfer of certain real estate held by the MCAJCD and the RJCD. Prior statutes that granted the MCAJCD and the RJCD broad authority, including the authority to own and convey real estate, were inadvertently repealed in 2009.

The bill allows the MCAJCD to hold and sell its current real estate holdings, provided:

The sale is for fair market value as determined by an independent appraiser; and
The proceeds are used for the benefit of the Colorado Northwestern Community College (CNCC).

The bill authorizes the transfer of the Rangely and Craig campuses of CNCC to the state board for community colleges and occupational education consistent with the original plan and statutory authority of the RJCD and the MCAJCD prior to the inadvertent repeal of statutes.

Status:
- 2/26/2020 Senate Third Reading Passed – No Amendments

6. **HB20-1109 Tax Credit Employer Contributions To Employee 529s**
   Sponsors: K. Van Winkle | A. Garnett / B. Gardner

Summary: The bill extends the income tax credit for employer contributions to employee 529 qualified state tuition programs for an additional 10 years.

Status:
- 2/21/2020 Introduced to Senate- Assigned to Finance

7. **HB20-1110 Higher Education Student Emergency Assistance Grants**
   Sponsors: B. McLachlan | T. Exum

Summary: The bill creates the emergency completion and retention grant program (grant program) in the department of higher education (department). The department implements the grant program by annually distributing an amount to each state institution of higher education (institution) to use in awarding emergency assistance
grants to eligible students who are experiencing qualifying financial emergencies. The bill describes minimum procedures an institution shall adopt for the financial aid director at the institution to award the emergency assistance grants. The department is required to include in the annual financial aid report submitted to the joint budget committee a summary of the implementation of the grant program and an evaluation of its effect in increasing the retention and completion rates at institutions.

Status:
- 2/6/2020 | House Committee on Education Refer Unamended to Appropriations

8. HB20-1138 Public Real Property Index
   Sponsors: J. Coleman | C. Larson / J. Bridges | B. Gardner

Summary: Not later than December 31, 2020, the bill requires each state agency, state institution of higher education, and political subdivision of the state to submit to the office of the state architect (office) a list of all usable real property owned by or under the control of the agency, institution, or political subdivision of the state. This list must include, if applicable:

   The address where the real property is located;
   The size of the real property;
   How the real property is zoned;
   Contact information for the state agency, institution, or political subdivision of the state that owns or controls the real property;
   The plan, if one is available, for the use, development, or sale of the real property; and
   A description that includes the condition of the real property and a measurement of total area of the real property that is vacant, unused, or underdeveloped.

Not later than December 31 of each subsequent year, each state agency, state institution, and political subdivision of the state must submit to the office any updates to the information the agency, institution, or political subdivision of the state originally submitted to the office about the usable real property the agency, institution, or political subdivision of the state owns or controls.

Beginning July 1, 2021, whenever any state agency, state institution of higher education, or political subdivision of the state plans to offer any usable real property for sale, or otherwise plans to solicit any offer to purchase real property, the agency, institution, or political subdivision of the state shall notify the office.

Not later than July 1, 2021, the office must establish and maintain a current database that includes the information listed above. This database must be available free of charge to the public on the office's website.

Status:
- 2/19/2020 House Committee on Transportation & Local Government Refer Amended to Appropriations
Summary: The bill creates the "Colorado Partnership for Quality Jobs and Services Act" to facilitate the creation of formal labor-management partnership agreements between state employees in the state personnel system and the executive branch of state government. The bill specifies that certain employees in the state personnel system, due to the nature and responsibilities of their jobs, are not able to participate in partnership agreements. State employees who are allowed to participate in partnership agreements are designated covered employees.

Partnership units: The bill specifies that there is one partnership unit in the state that consists of all covered employees. Any partnership units established pursuant to the existing Colorado executive order that authorizes partnership agreements (executive order) will be merged into the single partnership unit created in the bill. Covered employees in a partnership unit that was created by the executive order and that are represented by an employee organization that the partnership unit chose to exclusively represent it (certified employee organization), will continue to be represented by the existing certified employee organization.

Certified employee organizations: An employee organization that wants to represent an unrepresented partnership unit may file a petition with the division of labor standards and statistics (division) in the department of labor and employment requesting that it hold an election to determine whether covered employees want to be represented by an employee organization (representation election). An employee organization requesting a representation election is required to submit a petition to the division signed by at least 30% of the covered employees in the partnership unit. The division is required to certify as the certified employee organization, the employee organization that receives the majority of votes cast by the covered employees.

The bill specifies circumstances under which the division is not allowed to hold a representation election. The bill also specifies that a covered employee or an employee organization may initiate a process to decertify a certified employee organization for a partnership unit.

Rights of covered employees and certified employee organizations: A covered employee has the right to work with an employee organization and communicate with other covered employees to form a partnership agreement or to discuss other work-related issues. A covered employee has the right to refrain from any activities in connection with employee organizations and the partnership process. A covered employee may also opt not to have the state provide certain personal information to a certified employee organization.

Certified employee organizations have the right to reasonable access to covered employees at work, through e-mail, and through other forms of communication.
Duties of the certified employee organization: A certified employee organization is required to represent the interests of all covered employees, regardless of membership in the employee organization, in the negotiation of a partnership agreement. A certified employee organization is not required to represent covered employees in certain personnel actions. In addition, a certified employee organization is prohibited from threatening, facilitating, supporting, or causing a strike, work stoppage, work slowdown, group sickout, or any other action that would disrupt the daily functioning of the state or any of its agencies or departments. An employee who engages in such activities may be subject to disciplinary action.

Executive and management rights: The bill specifies that nothing contained in the employee partnership process impairs the ability of the state to determine, carry out, and administer specified existing duties and rights of the state.

Duties of the state: The bill specifies that the state is required to:

- Make payroll deductions for membership dues and other payments that covered employees authorize to be made to the certified employee organization;
- Provide specified information about every covered employee to a certified employee organization on a monthly basis;
- Allow a certified employee organization to meet with a newly hired covered employee;
- Allow a certified employee organization to attend orientations for new covered employees;
- After the state and the certified employee organization reach a partnership agreement, submit a request to the general assembly for sufficient appropriations to implement terms of the partnership agreement requiring the expenditure of money; and
- Engage in good faith in all aspects of the partnership process.

The bill specifies that not engaging in such duties constitutes an unfair labor practice that can be subject to review by the division.

Partnership agreements: A certified employee organization and the state are required to discuss and cooperatively draft mutually agreed upon written partnership agreements, which are binding on the state, the certified employee organization, and covered employees. The parties are required to bargain over wages, hours, and terms and conditions of employment. All other subjects are permissive and may be addressed by mutual agreement.

A partnership agreement is required to provide a grievance procedure to resolve disputes over the interpretation, application, and enforcement of any provision of the partnership agreement. Meetings held to negotiate a partnership agreement and grievance and arbitration proceedings are not open meetings as defined in law. In addition, records prepared or exchanged prior to submission of a final partnership agreement are not subject to the "Colorado Open Records Act".

Dispute resolution: If disputes arise during the formation of a partnership agreement, the certified employee organization and the state are required to engage in the dispute
resolution process established by the bill or in a mutually agreed upon alternate procedure. The bill specifies how mediators will be selected. If the parties do not reach an agreement on outstanding issues within 30 days of commencing mediation, the mediator is required to issue a recommendation on all of the outstanding issues. Either party may make the mediator's recommendation public.

Any controversy concerning unfair labor practices of the state or a certified employee organization may be submitted to the division for review.

Judicial review: The state or the certified employee organization may seek judicial review of decisions or orders on representation or decertification petitions, unfair labor practice charges, rules or regulations issued by the division, or an arbitrator's decision.

The bill makes the following changes to the state personnel system:

Eliminates the account dedicated to each department in the state employee reserve fund and requires that the money in the fund be used to provide merit pay to employees in a manner consistent with current law;
Repeals the limit on the number of senior executive service employees in the state; and
When considering a disciplinary action against an employee in the state personnel system for engaging in or threatening violent behavior against another person while on duty, requires the appointing authority to give predominant weight to the safety of the other person over the interests of the employee. If the appointing authority finds that the employee has engaged in or threatened violent behavior, the appointing authority is authorized to take disciplinary action as deemed appropriate by the appointing authority.
In addition, the bill modifies the "Colorado Open Records Act" to specify that records created in compliance with the requirements of a partnership agreement and documents created in connection with the dispute resolution process for a partnership agreement are not public records.

Status:
- 2/20/2020 Introduced to Senate – Assigned to State, Veterans, & Military Affairs + Appropriations

10. HB20-1019 Prison Population Reduction And Management
Sponsors: L. Herod / J. Gonzales

Summary: Prison Population Management Interim Study Committee. Under current law, the Centennial south campus of the Centennial correctional facility is only able to house inmates under limited circumstances. The bill would open the facility for up to 650 close custody inmates.

The bill states that out-of-state prisoners are not allowed in private prisons in the state unless the executive director of the department of corrections (department), in consultation with the governor, determines that exigent circumstances require that inmates be housed in private prisons in order to protect public, health, or safety.
The bill directs the department to study the impact on ending the use of private prisons. The department will solicit input from local communities and other interested parties or issue experts, including but not limited to public safety experts, victim's advocates, prosecutors, defense attorneys, and community reentry providers. The department shall consult with county commissioners of the counties in which private prisons are located. The study must include:

Evidence-based strategies to stop using private prisons and move individuals into alternative facilities or programs;

An analysis of the economic impacts on affected communities, including the loss of local tax revenue;

An analysis of the impact that reducing private prison beds would have on local governments and community-based providers;

A utilization analysis of all state-operated facilities and all other facilities that can be used for housing inmates;

An analysis of what state-operated facilities and programs may be utilized to keep pace with demand;

An analysis of the best practices and programs that are necessary for successful reintegration of offenders, alternatives to incarceration, and recidivism reduction strategies consistent with public safety;

An analysis of the feasibility of the department to obtain private prison facilities in Colorado; and

An analysis of the resources necessary to accomplish the strategies required to transition the state away from private prisons if the decision is made to transition the state away from private prisons.

The bill adds to the list of achievements that allow an inmate to receive earned time showing exemplary leadership through mentoring, community service, and distinguished actions benefiting the health, safety, environment, and culture for staff and other inmates.

Under current law, an offender is not entitled to an evidentiary hearing for resentencing when the offender is rejected for placement in a community corrections program. The bill requires the sentencing court to provide the offender with a new sentencing hearing for any termination from a community corrections program.

The bill amends the escape statutes to exclude direct sentences, transitioning from the department to a community corrections program, participating in a work release or
home detention program, intensive supervision program or any other similar authorized supervised or unsupervised absence from a detention facility, being housed in a staff secure facility, or placement in an intensive supervision parole program from the concepts of custody or confinement for purposes of escape. The bill creates a new crime of unauthorized absence if the person is serving a supervised sentence outside of a prison and:

Leaves or fails to return to his or her residential or facility location without permission of the supervising agency and in violation of the terms and conditions of supervision; or

Removes or tampers with an electronic monitoring device required by the supervising agency to be worn by the person in order to monitor his or her location without permission and with the intent to avoid arrest, prosecution, monitoring, or other legal processes.

The bill appropriates $250,000 from the general fund for the study required by the bill.

Status:
• 2/24/2020 Senate Third Reading Passed – No Amendments

11. HB20-1089 Employee Protection Lawful Off-duty Activities
Sponsors: J. Melton

Summary: The bill prohibits an employer from terminating an employee for the employee’s lawful off-duty activities that are lawful under state law even if those activities are not lawful under federal law.

Status:
• 2/19/2020 House Committee on Education Refer Amended to Appropriations

12. HB20-1216 Sunset Continue Nurse Practice Project
Sponsors: K. Mullica / J. Ginal

Summary: The bill implements the recommendations of the department of regulatory agencies in its sunset review and report on the "Nurse Practice Act" (act), under which nurses are regulated by the state board of nursing (board).

Status:
• 2/11/2020 House Committee on Health & Insurance Refer Amended to Finance

13. HB20-1231 Amend Programs Addressing Educator Shortages
Sponsors: J. Wilson / N. Todd

Summary: The bill amends and repeals, in part, the existing grow your own educator program to authorize local education providers, including school districts, charter schools, and boards of cooperative services, to establish local grow your own educator
programs that give high school students the opportunity to participate in a teacher preparation pathway in which high school students can receive college credit for course work that leads to an education or related degree or credential at a 2- or 4-year institution of higher education. The department of education, in consultation with the department of higher education, shall create a framework for local grow your own educator programs, including the accumulation of transferable postsecondary credit.

As part of the grow your own educator program, the bill creates a grow your own educator scholarship to award $5,000 to students in higher education preparation programs who have completed not less than the final 24 credit hours required for an education or related degree or credential and agree to work as an educator in a Colorado public school upon completion of the degree or credential. In awarding scholarships, the state board shall prioritize students who participated in a local education provider's grow your own educator program while in high school and who complete their final field work in a school of the local education provider. Next, the state board shall prioritize scholarships to students who participated in a local education provider's grow your own educator program while in high school and who commit to teaching in a content shortage area or in a rural area.

The bill amends the teacher of record license to apply to students participating in a Colorado-approved program of preparation and who will be employed with a local education provider experiencing a critical teacher shortage, without the need to show that no other licensed applicant has applied. The bill removes references to the grow your own educator program that no longer apply.

The bill amends the teacher of record program to remove the requirement that a teacher participating in the program must fill a position for which no other licensed applicant has applied.

The bill directs the Colorado commission on higher education, in collaboration with the governing boards and the higher education council, to negotiate statewide degree transfer agreements so that statewide degree transfer agreements are in place no later than 2022 for educator preparation programs, including but not limited to elementary and secondary education; early childhood education; special education; speech and language pathology; occupational therapy; world languages; mathematics; science; and STEM, as defined in statute. Credits accumulated pursuant to a statewide degree transfer agreement apply to the transfer of course work, regardless of whether the course work was successfully completed at a 2-year or 4-year state institution of higher education and regardless of whether the credit is being transferred to a 2-year or 4-year state institution of higher education.

Status:
- 1/31/2020 Introduced In House - Assigned to Education + Appropriations

14. HB20-1233 Basic Life Functions In Public Spaces
   Sponsors: J. Melton / A. Benavidez
Summary: The bill prohibits the state and any city, county, city and county, municipality, or other political subdivision (government entity) from restricting any person from:

Conducting basic life functions in a public space unless the government entity can offer alternative adequate shelter to the person and the person denies the alternative adequate shelter; and

Occupying a motor vehicle, provided that the motor vehicle is legally parked on public property or parked on private property with the permission of the property owner.

Status:
- 1/31/2020 Introduced In House - Assigned to Transportation & Local Government

15. HB20-1240 Early College Program And P-tech School Expansion
   Sponsors: J. McCluskie | P. Will / K. Donovan | B. Rankin

Summary: The bill creates the early college policy development advisory group (advisory group) to design and recommend policies and changes to law to support the statewide development of and funding for early college programs and p-tech schools. The bill specifies the membership of the advisory group, which is appointed by the governor and must include members of the education leadership council, and the specific duties of the advisory group. In completing its duties, the advisory group must coordinate with the education leadership council. The advisory group must prepare an interim report and a final report of its findings and recommendations, and submit the reports by December 1, 2020, and December 1, 2021, respectively, to the governor, the education leadership council, the state board of education (state board), the Colorado commission on higher education (CCHE), and the education committees of the general assembly. The bill creates a legislative advisory council to provide advice and comment to the advisory group.

   The bill expands the existing concurrent enrollment expansion and innovation grant program to include grants for specified purposes related to providing opportunities for students to simultaneously enroll in postsecondary courses or engage in work-based learning opportunities while enrolled in high school.

   The bill extends for 2 additional budget years funding for students who enroll in an early college program that was approved before June 6, 2018, and who enroll in postsecondary courses in the fifth or sixth year of high school.

   The bill authorizes the distribution of state financial assistance to students who enroll in postsecondary courses while still enrolled in high school.

Status:
- 1/31/2020 Introduced In House - Assigned to Education + Appropriations
16. HB20-1247 Department of Higher Education Supplemental  
Sponsors: D. Esgar (D) / D. Moreno (D)

Summary: Supplemental appropriations are made to the department of higher education.

Status:
- 2/13/2020 Senate Third Reading Reconsidered - No Amendments

17. HB20-1259 Capital Construction Supplemental  
Sponsors: D. Esgar (D) / D. Moreno (D)

Summary: Supplemental appropriations are made for capital construction projects.

Status:
- 2/13/2020 | Senate Third Reading Passed - No Amendments

18. HB20-1275 In-state Tuition At Community College For Military  
Sponsors: B. Buentello / D. Hisey

Summary: The bill allows an active or honorably discharged member of the armed forces of the United States or a dependent of said member eligibility for in-state tuition status at a community college regardless of whether the person satisfies Colorado domicile or residency status.

Status:
- 2/24/2020 House Third Reading Laid Over Daily - No Amendments

19. HB20-1276 Individualized Student Degree Programs  
Sponsors: T. Geitner

Summary: The bill creates the Colorado individualized combined degree pilot program (pilot program) that the department of higher education must administer, working with the department of education. The pilot program is designed to assist school districts and charter schools in providing individualized degree programs that enable a participating student to design and complete an educational program that is unique to the student and results in the simultaneous completion of a high school diploma and a baccalaureate degree during the 4 years in which the student is enrolled in high school.

A school district or charter school may apply to participate in the pilot program by submitting an application to the department of higher education, which shall select up to 10 participants. Each participating school district and charter school must establish a local individualized combined degree program (local program), which must meet specified requirements. Each participating school district or charter school must transfer a specified percentage of per pupil revenue to the individualized degree account.
created for each participating student that is enrolled in the school district or charter school.

The bill specifies that each student who participates in a local program must, with the student's parents, select individuals to serve as an advisory board to help the student design and complete the student's individualized degree program. The student's individualized degree program may be an existing baccalaureate degree program at an institution of higher education or may be designed specifically to meet the student's unique educational and career goals. A uniquely designed degree program must meet specified requirements and is subject to approval by the Colorado commission on higher education. Each participating student must apply for federal and state student financial assistance. A portion of the money annually appropriated for state student financial assistance must be distributed to students participating in local programs based on each student's demonstrated financial need.

Each participating student must create an individual degree account with collegeinvest. The money that the student receives from the school district or charter school and the state and federal financial assistance that the student receives must be credited to the account. The student, with the approval of the student's parent and advisory board, must use the money in the student's account only to pay for the costs incurred in obtaining the student's baccalaureate degree.

On or before January 15, 2024, and annually thereafter through 2030, the department of higher education, working with the department of education, shall prepare a report concerning the effectiveness of the pilot program and submit the report to the governor, the Colorado commission on higher education, the state board of education, and the education committees of the general assembly. The pilot program is repealed, July 1, 2030.

Status:
- 2/3/2020 Introduced In House - Assigned to Education + Appropriations

20. HB20-1280 CDHE Data For Student Return On Investment Metrics
   Sponsors: C. Kipp | C. Larson / J. Bridges | J. Smallwood

Summary: The bill authorizes the department of higher education (department) to collect the data necessary to calculate return on investment metrics similar to the student cost and employment outcome information for certain higher education institutions not currently covered in the department's annual return on investment report. The department may include the information collected in its annual return on investment report.

Status:
- 2/25/2020 | House Second Reading Laid Over Daily - No Amendments

21. HB20-1287 Colorado Rights Act
   Sponsors: M. Soper / V. Marble | P. Lee
Summary: The bill allows a person who has a right, privilege, or immunity secured by the Colorado constitution that is infringed upon to bring a civil action for the violation. The attorney general can also bring an action under the same circumstances. A plaintiff who prevails in the lawsuit is entitled to reasonable attorney fees, and a defendant in an individual suit is entitled to reasonable attorney fees for defending any frivolous claims. Qualified immunity and a defendant's good faith but erroneous belief in the lawfulness of his or her conduct are not defenses to the civil action. The civil action has a two-year statute of limitations. The bill requires a public entity to indemnify its public employees in a claim unless the employee is convicted of a crime related to the claim.

Status:
- 2/4/2020 Introduced In House - Assigned to Judiciary + Appropriations

22. SB20-004 Postsecondary Education Loan Repayment Assistance

Sponsors: S. Fenberg / L. Herod | J. McCluskie
Summary: The bill creates the "Get on Your Feet Student Loan Repayment Assistance Program" to provide no more than 24 monthly payments on a qualified loan on behalf of a qualified recipient.

A qualified recipient is required to satisfy eligibility and program participation requirements.

The department of higher education is required to administer the program pursuant to guidelines promulgated by the commission on higher education.

A person who received a program award but did not satisfy all eligibility and program participation requirements may be required to fully or partially reimburse the state.

Status:
- 2/13/2020 | Senate Committee on Finance Refer Amended to Appropriations

23. SB20-006 Amend Colorado Opportunity Scholarship Initiative

Sponsors: R. Zenzinger | T. Story / C. Kipp | M. Baisley
Summary: Making Higher Education Attainable Interim Study Committee. The bill amends provisions relating to the Colorado opportunity scholarship initiative, including:

- Removing the definition of "tuition assistance" and replacing it with a definition for "financial assistance" that is tied to cost of attendance, as defined in the bill, and making amendments throughout to reflect the changed terms;
- Removing the statutory restriction that not more than 10% of money in the fund in any fiscal year may be awarded to state agencies and nonprofit organizations for student success and support services and for other services, and the requirement that a certain percentage of the money awarded for student success and support services and for other services be awarded to nongovernmental entities;
- Removing the requirement that the initiative be administered from existing personnel;
Changing the current provision that, to the extent practicable, scholarships must be equally distributed between students who are eligible for federal PELL grants and students within a certain range of income. Instead, the bill requires scholarships to be equitably distributed between students with an expected family contribution, as defined in the bill, of less than 100% of the annual federal PELL grant award and students with an expected family contribution between 100% and 250% of the annual federal PELL grant award. Removing references to obsolete reports and requirements.

The bill amends provisions relating to the payment of administrative expenses by authorizing the department of higher education to spend from the Colorado opportunity scholarship initiative fund an amount equal to a certain percentage of total expenditures from the fund for the prior fiscal year unless the general assembly modifies the percentage in the annual budget bill.

Status:
- 2/14/2020 Introduced In House – Assigned to Education

24. SB20-009 Expand Adult Education Grant Program
   Sponsors: R. Zenzinger | B. Rankin / B. McLachlan

Summary: Under existing law, the adult education and literacy grant program (grant program) is focused on workforce development partnerships to provide adult education that leads to increased levels of employment. The bill recognizes that, in addition to increasing employment, adult education is necessary to ensure an adult population that is better prepared to support the educational attainment of the next generation and actively participate as citizens in a democratic society.

The bill expands the grant program to provide grants to adult education providers that enter into an education attainment partnership with elementary and secondary education providers or higher education providers to assist adults in attaining basic literacy and numeracy skills that lead to additional skill acquisition, that may lead to postsecondary credentials and employment, and that assist adults in providing academic support to their own children or to children for whom they provide care. The bill allows the state board of education, in awarding grants, to give preference to adult education programs that serve populations that are underserved by federal funding.

Status:
- 1/29/2020 Senate Committee on Education Refer Amended to Appropriations

25. SB20-020 Reduce The State Income Tax Rate
   Sponsors: J. Sonnenberg / R. Pelton | R. Holtorf

Summary: For income tax years commencing on and after January 1, 2020, the bill:

Reduces both the individual and the corporate state income tax rate from 4.63% to 4.49%; and
Reduces the state alternative minimum tax by 0.14%.

Status:
  • 1/22/2020 | Senate Committee on State, Veterans, & Military Affairs Postpone Indefinitely

26. SB20-031 Improve Student Success Innovation Pilot
   Sponsors: T. Story / C. Kipp

Summary: Making Higher Education Attainable Interim Study Committee. The bill creates the improve student success innovation pilot program (pilot program) in the department of higher education (department) to implement a program designed to incentivize collaboration among multiple institutions of higher education to improve student success and increase the number of students who complete postsecondary education.

When selecting a program or programs for the pilot program, the department and commission on higher education (commission) shall prioritize program proposals that address common barriers to student success and the completion of postsecondary education, as well as other factors.

The department and commission shall submit an annual report to the joint budget committee of the general assembly and the education committees of the house of representatives and the senate regarding the efficacy of the program.

The general assembly shall appropriate $20 million each year for the 2020-21, 2021-22, and 2022-23 fiscal years, from the general fund to the department to distribute to the state institutions of higher education selected to implement their projects.

The pilot program repeals on July 1, 2024.

Status:
  • 2/25/2020 | Signed by the President of the Senate

27. SB20-039 Update Accessibility Signage State-owned Facility
   Sponsors: R. Fields | T. Story / A. Valdez | D. Roberts

Summary: Capital Development Committee. The bill requires any state-owned facility constructed, renovated, or remodeled and any state-owned facility acquired to use updated accessibility signage that depicts an accessible icon with a more dynamic character who leans forward in the wheelchair and who shows a sense of movement.

Status:
  • 2/4/2020 Introduced In House - Assigned to State, Veterans, & Military Affairs

28. SB20-081 School Information For Apprenticeship Directory
Sponsors: J. Danielson | J. Bridges / T. Sullivan | C. Larson

Summary: The bill requires the department of labor and employment to collaborate with the department of education to include in the Colorado state apprenticeship resource directory the name and contact information for at least one designated apprenticeship training program contact for every public high school and school district.

Status:
- 2/13/2020 Introduced In House - Assigned to Education

29. SB20-089 Educator Pay Raise Fund
   Sponsors: J. Danielson | L. Garcia / S. Gonzales-Gutierrez

Summary: The bill creates the educator pay raise program (program) to provide funding to school districts and charter schools to assist them in increasing their minimum teacher salaries to the district required minimum teacher salary amount specified in the bill and the minimum hourly wage paid to other employees to the district required minimum hourly wage amount specified in the bill. A school district or charter school that seeks to participate in the program must submit an application to the department of education (department) that meets the requirements specified in the bill. A school district or charter school may choose to participate to increase minimum teacher salaries or the minimum hourly wage, or both. The department shall review the applications and recommend to the state board of education (state board) those applicants that should be selected to participate in the program. In selecting program participants, the department and the state board must prioritize those applicants that demonstrate the greatest financial need. The bill specifies criteria to apply in determining the prioritization. As a condition of participating in the program, each participant seeking to increase teacher salaries must increase its minimum teacher salary to the district required minimum teacher salary amount and each participant seeking to increase the hourly wage must increase its minimum hourly wage to the district required minimum hourly wage amount. In the first year in which a school district or charter school participates, the amount required for the increases is paid through the program. In the second and subsequent years of participation, each program participant is required to contribute an increasing amount of matching money while the amount that the program participant receives is decreased over time. The department determines the amount of matching money and the amount that a program participant receives based on schedules for increasing teacher salaries and schedules for increasing the hourly wage adopted by rule of the state board. A program participant may continue participating in the program so long as the participant meets the matching money requirement and continues to qualify for the program. A program participant no longer qualifies for the program when the department determines that the participant has sufficient resources to pay the district required minimum teacher salary amount or the district required minimum hourly wage amount or both, as applicable, without assistance.
The bill creates the educator pay raise fund (fund), which consists of the greater of 10% or $15 million of the gross income annually earned on the public school lands and any other money that the general assembly may appropriate or transfer to the fund.

Beginning in the 2022 regular legislative session, the department shall include in its annual report to the joint education committee information concerning implementation of the program.

Status:
- 1/29/2020 Senate Committee on Education Refer Amended to Appropriations

30. SB20-095 Middle School Students Concurrent Enrollment Information
   Sponsors: C. Holbert | L. Garcia / R. Bockenfeld

Summary: The bill directs the community college system to work with school districts and charter schools to provide information to the parents of students enrolled in grades 6 through 8 concerning concurrent enrollment opportunities available in grades 9 through 12.

Status:
- 2/6/2020 | Senate Committee on Education Refer Amended to Appropriations

31. SB20-112 College Trust Scholarship For Early Graduation
   Sponsors: K. Priola / B. Buentello

Summary: The bill creates the college trust scholarship program (scholarship program) in the department of higher education (department) to disburse scholarship awards to institutions of higher education, as defined in the bill, on behalf of eligible graduates who are awarded a high school diploma from a Colorado public high school prior to enrolling in the fourth year of high school.

The savings to the state due to the student graduating high school early is used for the scholarship award and to add money to the state education fund to eliminate the budget stabilization factor applied to total program funding under the public school finance formula.

The scholarship award is equal to the greater of a portion of the average state share amount of the statewide average per pupil funding for public elementary and secondary schools or $3,000. The scholarship award is disbursed to the postsecondary program on behalf of the eligible graduate and may be used for the eligible graduate's cost of attendance for the postsecondary program, as determined by the department.

An eligible graduate must enroll in a postsecondary program by the eligible graduate's twenty-first birthday or the eligible graduate forfeits the award; except that the department has the ability to waive this requirement in exceptional or unforeseen circumstances. An eligible graduate may continue to use any unused portion of the
scholarship award until the eligible graduate's twenty-sixth birthday, at which time the unused portion of the scholarship award is forfeited. Forfeited scholarship awards are transferred to the state education fund to be used first to eliminate the budget stabilization factor in the public school finance formula.

The bill requires the department to report annually to certain committees of the general assembly certain information relating to the scholarship program.

The bill creates the college trust scholarship fund and specifies the characteristics of the fund. Interest and income from the fund and any money from forfeited scholarships is transferred to the state education fund.

Status:
- 2/13/2020 Senate Committee on Finance Postpone Indefinitely

32. SB20-120 Apprentice Examinations And Professional Licenses
   Sponsors: J. Danielson

Summary: The bill requires electrician apprentices and plumbing apprentices who have been registered with their respective boards for at least 6 years to take a license examination on a periodic basis until the apprentice passes the examination.

The bill requires an employer, an apprenticeship program registered with the United States department of labor's employment and training administration, and a state apprenticeship council recognized by the United States department of labor that employs an apprentice in Colorado to track the number of practical training hours and, for electrician apprentices, the classroom hours of each apprentice and provide the information to the state electrical board or the state plumbing board, as applicable. The boards must provide the reported information to the department of regulatory agencies' online apprenticeship directory.

Status:
- 2/26/2020 Senate Third Reading Passed - No Amendments

33. SB20-123 Compensation And Representation Of Student Athletes
   Sponsors: R. Fields | J. Bridges / J. Coleman | L. Herod

Summary: The bill states that, except as may be required by an athletic association, conference, or other group or organization with authority over intercollegiate athletics (association), including the National Collegiate Athletic Association, an institution of higher education (institution) shall not uphold any rule, requirement, standard, or other limitation that prevents a student athlete of the institution from earning compensation from the use of the student athlete's name, image, or likeness (compensation). A student athlete's earning of compensation may not affect the student's scholarship eligibility. An association shall neither prevent a student athlete from earning
compensation nor prevent an institution from participating in intercollegiate athletics because a student athlete receives compensation.

Status
• 2/13/2020 | Introduced In House - Assigned to Education

34. SB20-131 Reimbursement To P-tech Schools For College Costs
   Sponsors: M. Foote | C. Holbert / K. Mullica | M. Soper

Summary: Beginning in the 2020-21 budget year, the bill allows a school district, a board of cooperative services, a charter school, or the state charter school institute (local education provider) that operates a pathways in technology early college high school (p-tech school) to apply to the department of education (department) for reimbursement for the amount of tuition and fees and the costs of books and materials incurred in enrolling p-tech school students in postsecondary courses. The amount of the reimbursement is based on the average of the in-state tuition for local district colleges or community colleges, depending on the type of institution that provides the course, and is payable only for each successfully completed course credit hour. The state board of education must promulgate rules to implement the reimbursements. For the 2020-21 budget year and each budget year thereafter, the general assembly is directed to appropriate at least $2 million for the amount of the reimbursements. As part of the annual budget preparation process, the department will report the actual amount reimbursed and the amount expected to be reimbursed in the current and future budget years.

Status:
• 2/12/2020 Senate Committee on Education Refer Unamended to Appropriations

35. SB20-143 Funding Higher Education Student Transition Program
   Sponsors: T. Story / M. Young

Summary: The bill establishes the higher education student transition pilot program in the department of higher education to provide grants to partnering 2-year and 4-year institutions of higher education that establish a transition program that allows students to enroll in courses and access student services at both of the partnering institutions. Grants are awarded for one year and are renewed annually if the partnering institutions continue to operate a transition program. The pilot program is repealed, effective June 30, 2026.

Status:
• 2/13/2020 Senate Committee on Education Refer Unamended to Appropriations

36. SB20-158 Professional Training For Educators
   Sponsors: N. Todd / B. McLachlan | J. Wilson
Summary: The bill makes changes to the assistance programs that are designed to increase the number of educators within the state, especially in rural school districts.

Status:
- 2/13/2020 Senate Committee on Education Refer Amended to Appropriations

37. SB20-159 Global Warming Potential For Public Project Materials
   Sponsors: C. Hansen

Summary: The department of personnel (department) is required to establish a maximum acceptable global warming potential for each category of eligible materials used in a public project. The bill specifies which building materials are eligible materials.

The department is required to set the maximum acceptable global warming potential at the industry average of facility-specific global warming potential emissions for that material and to express it as a number that states the maximum acceptable facility-specific global warming potential for each category of eligible materials.

The department is required to submit a report to the general assembly regarding the method it used to develop the maximum global warming potential for each category of eligible materials and may make periodic downward adjustments to the number to reflect industry improvements.

For invitations for bid for public projects issued after a certain date, the contractor that is awarded the contract is required to submit to the contracting agency of government a current facility-specific environmental product declaration for each eligible material proposed to be used in the public project.

A contracting agency of government is required to include in a specification for bids for a public project that the facility-specific global warming potential for any eligible material that will be used in the project shall not exceed the maximum acceptable global warming potential for that material determined by the department.

A contractor that is awarded a contract for a public project is prohibited from installing any eligible material on the project until the contractor submits a facility-specific environmental product declaration for that material.

The bill specifies that in administering the requirements of the bill, an agency of government is required to strive to achieve a continuous reduction of greenhouse gas emissions over time. The department is required to submit a report to the general assembly regarding the implementation of the bill.

The bill includes the facility-specific global warming potential for each eligible material that will be used in the project and the cost of avoided emissions for the project in the factors to be considered when making an award determination for a competitive sealed best value bid.
38. SB20-183 Definition Of State Agency For SIPA Statewide Internet Portal Authority Services
Sponsors: J. Tate | N. Todd / M. Baisley | B. Titone

Summary: When the statewide internet portal authority (SIPA) was created, it was charged with offering information technology products and services to local governments and "state agencies". At that time, SIPA's statute defined "state agency" to have the same meaning as the term was defined in the statute that governed the former office of innovation and technology. That definition defined "state agency" to mean every state office, whether legislative, executive, or judicial, and all of its respective offices, departments, divisions, commissions, boards, bureaus, and institutions, excepting only state-supported institutions of higher education, the department of higher education, the Colorado commission on higher education, or other instrumentality thereof.

Subsequent to SIPA's creation, the statutes that governed the former office of innovation and technology were amended to create the office of information technology (OIT), and the definition of "state agency" was narrowed to cover only the agencies to be served by OIT. The statute now excludes the legislative and judicial departments, the departments of law, state, and treasury, state-supported institutions of higher education, and the department of education. The changes to the OIT definition of "state agency" have inadvertently excluded these agencies from the scope of state agencies that may obtain services from SIPA.

The bill restores the definition of "state agency" in SIPA's statutes to its original scope and also includes higher education institutions and agencies, as the practice has been for SIPA to serve all state agencies, including higher education institutions and agencies.

Status:
- 2/20/2020 Senate Committee on Transportation & Energy Refer Amended to Appropriations
- 2/24/2020 Introduced In Senate - Assigned to Business, Labor, & Technology
TOPIC: History and Role of the State Approving Agency

PRESENTED BY: Michael Roberts, Director, Colorado State Approving Agency for Veterans Education and Training and Dr. Ryan Ross, Associate Vice Chancellor for Student Affairs

RELATIONSHIP TO THE STRATEGIC PLAN: Create Education Without Barriers Through Transformational Partnerships

EXPLANATION: We will provide quick presentation and overview of the history and function of our office.

RECOMMENDATION: This agenda item is for information purposes and does not require any State Board action.

ATTACHMENT(S):
History and Role of the State Approving Agencies – Powerpoint Presentation
History and Role of the State Approving Agencies

Michael Roberts
Director
Colorado State Approving Agency for Veterans Education and Training
History

- 1944  President Roosevelt signs **GI Bill of Rights**
- 1945  Congress recognizes responsibility of **States** to determine education of their citizens
- Late 1940’s **State Approving Agencies (SAA)** created; overseen by Governor but funded by the Department of Veterans Affairs (VA) (Title 38 U.S.C 3671(a))
- 1948  State Approving Agencies met to form an organization, the **National Association of State Approving Agencies (NASAA)**.
- 1984  Montgomery GI Bill
- 2008  Post 9/11 GI Bill
- 2017  Forever GI Bill
- Today  A cooperative and successful **combined federal-state program**!
Mission Statement

The National Association of State Approving Agencies works in cooperation with its partners:

(1) to facilitate the efforts of the state approving agencies to promote and safeguard quality education and training programs for all Veterans and other eligible persons;

(2) to ensure greater education and training opportunities that meet the changing needs of Veterans; and

(3) to protect the GI Bill resources available for those programs.
The Players

• The “Triad”
  ➢ Department of Veterans Affairs
  ➢ State Approving Agencies
  ➢ Institutions and VA School Certifying Officials

• Other Players
  ➢ Department of Education
  ➢ Department of Labor
  ➢ Federal Aviation Administration
  ➢ Accrediting Agencies
  ➢ State Licensure and Certification Agencies

And of course -- Veterans and Eligible Family Members
### The Team

**VA**

**VA Central Office (VACO)**

**Regional Processing Office (RPO)**

**Education Liaison Rep (ELR)**

**State Approving Agency (SAA)**

**School Certifying Official (SCO)**

- **SAA & VA collaborate to assist Veterans**
  - **Interpret** laws and regulations
  - **Maintain integrity** of programs
  - **Train** SCOs
  - **Encourage** greater use of VA benefits
  - **Help** institutions better serve GI Bill® beneficiaries
Responsibilities

• Approval and inspection of education and training programs for the State of Colorado

• Determining the approval for programs according to Title 38, CFR, Part 21

• Determine if education and training programs are in compliance with established guidelines and federal regulations
Colorado State Approving Agency for Veterans Education and Training

Role

- Assist our customers with the approval, certifying and documentation process to ensure compliance with federal regulations.
- Act as a Veteran’s and eligible family members advocate to ensure they are provided with quality education and training programs.
- Act as a Veteran’s and eligible family members advocate to ensure they are.
- Determine approvals for the U.S. Department of Veterans Affairs through annual agreement that Chancellor Garcia signs in September.
Core Functions

- Program Approval
  - Initial Approval
  - Revised Approval
- Visits to Facilities
  - Compliance Survey to audit and assure facility meet federal regulations
  - Inspection Visits to ensure facility has the capability to provide education or training programs
- Other Visits
  - VA Request
  - Facility Request
  - Investigate Complaint
Core Functions - Continued

- Technical Assistance
- Outreach Activities
- Types of Outreach Activity
- Liaison Activity
- Agreement Management
Education Programs

• Institutions of Higher Learning (IHL)
  ➢ Public and Private
  ➢ Associate Degree through Doctorate
  ➢ Accredited and Non-accredited Programs

• Non-College Degree (NCD)
  ➢ Public and Private
  ➢ Any institution/school that provides education not leading to a standard college degree
  ➢ Accredited and Non-accredited Programs
On-The-Job Training Programs

• On-The-Job Training
  ➢ Must be six months and not more than two years in length
  ➢ Private and public employers are eligible

• Apprenticeship Training
  ➢ Must be two years or longer
  ➢ Must be listed by the U.S. Department of Labor as an apprentice occupation
  ➢ Can be registered or non-registered
  ➢ Registered program – approved by the U.S. Department of Labor
Licensing and Certification (LACAS)

- Must be eligible to receive and have GI Bill® entitlement for education benefits
- VA will pay up to $2000.00 for examination fee for license or certification
- Government and non-government entities may be approved
Approved Schools or Programs

- Institutions of Higher Learning: 106
- Non-College Degree Programs: 133
- Flight Schools: 5
- Correspondence Schools: 2
- License and Certification: 30
- On-The-Job Training: 113
- Apprenticeship Programs: 98
- Total Schools: 487
Approved Degrees, Certificates, Flight and OJT/Apprenticeship

- Associate Degree 1424
- Bachelor Degree 2013
- Masters Degree 1425
- Doctorate Degree 497
- NCD Certificates 1153
- Flight 43
- On-The-Job Training 199
- Apprenticeship 134

Total 6888
Compliance Surveys for Fiscal Year 2020

- Institutions of Higher Learning 19
- Non-College Degree Programs 10
- Flight Schools 1
- On-The-Job Training 3
- Apprenticeship Programs 3

Total 36
## Colorado GI Bill® Statistics from Fiscal Year 2018

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Public</th>
<th>Private Non Profit</th>
<th>For Profit</th>
<th>Flight</th>
<th>Correspondence</th>
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<tbody>
<tr>
<td>Total GI Bill Students</td>
<td>28,762</td>
<td>16,595</td>
<td>2,603</td>
<td>9,486</td>
<td>51</td>
<td>27</td>
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<tr>
<td>Post 9/11 Students</td>
<td>23,151</td>
<td>12,413</td>
<td>2,248</td>
<td>8,425</td>
<td>41</td>
<td>24</td>
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<tr>
<td>Post 9/11 Tuition/Fees</td>
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<td>$84,673,972</td>
<td>$22,799,316</td>
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<td>$194,410</td>
<td>$16,770</td>
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</tbody>
</table>
### Colorado Community College System Statistics from Fiscal Year 2017

<table>
<thead>
<tr>
<th>School</th>
<th>Beneficiaries</th>
<th>GI Bill Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arapahoe Community College</td>
<td>362</td>
<td>$996,460.00</td>
</tr>
<tr>
<td>Northwestern Community College</td>
<td>26</td>
<td>$217,105.00</td>
</tr>
<tr>
<td>Community College of Aurora</td>
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</tr>
<tr>
<td>Community College of Denver</td>
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</tr>
<tr>
<td>Front Range Community College</td>
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<tr>
<td>Lamar Community College</td>
<td>8</td>
<td>$6,199.00</td>
</tr>
<tr>
<td>Morgan Community College</td>
<td>19</td>
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</tr>
<tr>
<td>Northeastern Junior College</td>
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<tr>
<td>Otero Junior College</td>
<td>333</td>
<td>$64,748.00</td>
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<td>Pikes Peak Community College</td>
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<tr>
<td>Pueblo Community College</td>
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<tr>
<td>Red Rocks Community College</td>
<td>456</td>
<td>$1,085,030.00</td>
</tr>
<tr>
<td>Trinidad State Junior College</td>
<td>59</td>
<td>$259,754.00</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>6284</strong></td>
<td><strong>$13,344,532.00</strong></td>
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</table>
## Colorado Community College System Statistics from Fiscal Year 2018

<table>
<thead>
<tr>
<th>School</th>
<th>Beneficiaries</th>
<th>GI Bill Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arapahoe Community College</td>
<td>255</td>
<td>$869,752.00</td>
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<tr>
<td>Colorado Northwestern Community College</td>
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<td>Community College of Denver</td>
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<td>Morgan Community College</td>
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<td>Otero Junior College</td>
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<td>Pikes Peak Community College</td>
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<td>Pueblo Community College</td>
<td>270</td>
<td>$1,157,092.00</td>
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<tr>
<td><strong>Red Rocks Community College</strong></td>
<td>456</td>
<td>$1,085,030.00</td>
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<tr>
<td>Trinidad State Junior College</td>
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<td>$169,157.00</td>
</tr>
<tr>
<td>Total</td>
<td>4582</td>
<td>$16,310,365.00</td>
</tr>
</tbody>
</table>
One Final Thought ~ If all key stakeholders are working together, then our Veterans and family members have a greater chance at success and achieving a better life for themselves and their families.

Contact Information

Michael Roberts
Phone: 720-858-2329
Email: Michael.Roberts@cccs.edu
TOPIC: Tuition-Setting Considerations

PRESENTED BY: Mark Superka, Vice Chancellor for Finance and Administration

RELATIONSHIP TO THE STRATEGIC PLAN: Redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence

EXPLANATION:

During the month of April, the Board sets tuition levels for the subsequent fiscal year—in this case, for FY 2020-21. In an effort to provide Board members with useful information in preparation for the April meeting, the following agenda item provides the latest update at the General Assembly and the Colorado Commission on Higher Education on tuition-setting authority and outlines some of the most-often asked questions regarding tuition-setting decision making. Please note that due to timing and the fluid nature of legislative activity, some of the information provided in this agenda item will need to be updated during April (and possibly in subsequent months), but this hopefully will provide reasonable context going into next month’s Board meeting.

Background

As you are aware, over the past several fiscal years the Department of Higher Education and the Joint Budget Committee (JBC) have taken various approaches with resident undergraduate tuition increases. These approaches have ranged from a hard cap in statute of 6% on all governing boards in FY 2014-15 and FY 2015-16 to varying non-statutory caps set by the JBC through footnotes for each governing board in FY 2017-18 and FY 2018-19.

Through the FY 2019-20 figure-setting process, CCCS and the other governing boards were required to keep resident undergraduate tuition flat due to the amount of additional General Fund the governing boards received (13.0%). The Board kept the actual FY 2019-20 resident tuition rate flat from FY 2018-19.

In his FY 2020-21 budget request, the Governor recommended a 3.0% resident tuition increase cap for all governing boards to the JBC. The JBC is conducting initial figure-
setting for higher education on March 10th, so we will have a better idea of what JBC staff will be recommending after that meeting is complete.

However, it is certainly possible that final decisions on allowable rate levels will not be made by the JBC until after the March forecast. Staff will continue to follow this process and hopefully bring more clearly defined guidance on the Board’s resident tuition setting parameters to the April Board meeting.

Please keep in mind that the above discussion only relates to resident tuition authority. The amount of the non-resident rate increase is not limited in statute or in policy. As a result, the Board’s discretion is not limited in the setting of non-resident tuition rates. However, the Department of Higher Education has built a 5% non-resident tuition increase assumption into its cash funds submission for FY 2020-21 request for all higher education governing boards, including CCCS.

Common Questions

What are the key factors other states use in setting tuition levels?

If one looks at State Higher Education Executive Officers (SHEEO) data, the most influential (by a significant margin) factor used in setting public resident tuition rates across the country is the level of state General Fund appropriations. In 78% of the states that responded to the most recent survey available, this factor was identified as a significant and/or controlling influence in setting undergraduate resident tuition levels for two-year institutions—and was the top ranked overall factor in the survey. Needless to say, there is an inverse relationship between General Fund availability and tuition rate increases. The other key factors used by other states in making tuition decisions are the previous year’s tuition increase level, the institutional mission of the college, tuition levels charged by peers, and the availability of financial aid.

What is the outlook for the level of General Fund appropriations for CCCS in FY 2020-21?

In FY 2019-20, CCCS was appropriated $189.9 million in General Fund operating through the funding allocation formula, with all governing boards receiving a total $850.3 million. As part of the statutorily required 5-year review of the higher education funding formula, the Governor submitted a new funding formula for higher education for FY 2020-21. However, that funding formula was not very well received by the JBC staff, so the higher education institutions have been working on an alternative funding formula that is still being finalized, but the initial drafts have been received well by the Governor's Office and the JBC staff.
The Governor’s FY 2020-21 budget request recommends a $21.3 million (or 2.5%) increase for higher education governing boards, which equates to a $5.2 million (or 2.72%) increase under the Governor’s recommended funding formula model for CCCS. However, the higher education funding formula being developed by the higher education governing boards includes a 7.0% increase for the governing boards, which equates to a $14.1 million (or 7.4%) increase for CCCS under the funding formula. The Joint Budget Committee will do initial figure-setting on General Fund allocations to governing boards on March 10th. As is usually the case during figure-setting, JBC staff is anticipated to provide legislators with potential options to consider—some of which may change the total amount of General Fund allocated to higher education and/or may change the formula allocation among governing boards. At this point, it is difficult to predict what the JBC will do, but we are hopeful that the most likely outcome is the funding formula being developed by the higher education governing boards.

**What is the outlook for the level of Amendment 50 monies for CCCS in FY 2020-21?**

In FY 2019-20, CCCS revenues allocated from Amendment 50 were $11.6 million (remember, FY 2019-20 revenues were actually earned in FY 2018-19)—a reflection of more robust economic activity in Colorado during FY 2018-19. This economic activity has slowed some in FY 2019-20 with gaming tax revenue receipts to date reflecting a slight decline. Through December 2019, adjusted gross proceeds (AGP) are down by 1.6% over the same time period and tax revenues are down 3.3% over the same time period. For perspective, AGP and tax revenues were up 0.8% and 0.5% respectively during the first six months of FY 2018-19 compared to the first six months of FY 2017-18. As a result, our internal gaming revenue forecasts, which include modeling on the gaming allocation formula and projections of off-the top Gaming Division cost increases, have a current forecast range of $11.0 million to $11.5 million.

**What have previous years’ tuition increases been for CCCS?**

Table 1 below outlines the history of base resident tuition rates at CCCS since 1995-96.
Table 1: History of CCCS Base Resident Tuition Rates
(FY 1995-96 through FY 2019-20)

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Resident Tuition Rate (per credit hour)</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 95-96</td>
<td>$52.25</td>
<td>2.5%</td>
</tr>
<tr>
<td>FY 96-97</td>
<td>$53.50</td>
<td>2.4%</td>
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<tr>
<td>FY 97-98</td>
<td>$54.30</td>
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<td>FY 98-99</td>
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<td>FY 01-02</td>
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<td>FY 02-03</td>
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<td>FY 03-04</td>
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<td>FY 04-05</td>
<td>$66.80</td>
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<td>$72.75</td>
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<td>$74.55</td>
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<td>$77.15</td>
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<td>FY 13-14</td>
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<td>6.0%</td>
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<td>FY 14-15</td>
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<td>4.5%</td>
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<td>FY 15-16</td>
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<td>FY 18-19</td>
<td>$148.90</td>
<td>3.0%</td>
</tr>
<tr>
<td>FY 19-20</td>
<td>$148.90</td>
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</tr>
<tr>
<td>Average Annual Change</td>
<td>$4.03</td>
<td>4.4%</td>
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</table>

Table 2 below shows the history of non-resident tuition rates (without dorms) since FY 1995-96.
Table 2: History of CCCS Base Non-Resident Tuition Rates (FY 1995-96 through FY 2019-20)

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Non-resident Tuition Rate (w/o dorms) (per Credit Hour)</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 95-96</td>
<td>$233.80</td>
<td>4.4%</td>
</tr>
<tr>
<td>FY 96-97</td>
<td>$243.75</td>
<td>4.3%</td>
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<tr>
<td>FY 97-98</td>
<td>$252.25</td>
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<tr>
<td>FY 98-99</td>
<td>$260.55</td>
<td>3.3%</td>
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<tr>
<td>FY 99-00</td>
<td>$266.80</td>
<td>2.4%</td>
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<td>FY 00-01</td>
<td>$277.45</td>
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<td>FY 01-02</td>
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<td>FY 04-05</td>
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<tr>
<td>FY 05-06</td>
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<tr>
<td>FY 06-07</td>
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<td>0.0%</td>
</tr>
<tr>
<td>FY 07-08</td>
<td>$357.25</td>
<td>3.5%</td>
</tr>
<tr>
<td>FY 08-09</td>
<td>$375.15</td>
<td>5.0%</td>
</tr>
<tr>
<td>FY 09-10</td>
<td>$393.90</td>
<td>5.0%</td>
</tr>
<tr>
<td>FY 10-11</td>
<td>$413.60</td>
<td>5.0%</td>
</tr>
<tr>
<td>FY 11-12</td>
<td>$434.30</td>
<td>5.0%</td>
</tr>
<tr>
<td>FY 12-13</td>
<td>$462.55</td>
<td>6.5%</td>
</tr>
<tr>
<td>FY 13-14</td>
<td>$490.30</td>
<td>6.0%</td>
</tr>
<tr>
<td>FY 14-15</td>
<td>$512.35</td>
<td>4.5%</td>
</tr>
<tr>
<td>FY 15-16</td>
<td>$535.40</td>
<td>4.5%</td>
</tr>
<tr>
<td>FY 16-17</td>
<td>$561.65</td>
<td>4.9%</td>
</tr>
<tr>
<td>FY 17-18</td>
<td>$593.10</td>
<td>5.6%</td>
</tr>
<tr>
<td>FY 18-19</td>
<td>$610.90</td>
<td>3.0%</td>
</tr>
<tr>
<td>FY 19-20</td>
<td>$610.90</td>
<td>0.0%</td>
</tr>
<tr>
<td>Average Annual Change</td>
<td>$15.71</td>
<td>4.1%</td>
</tr>
</tbody>
</table>

Please note that due to the relatively high non-resident tuition rates compared to Colorado’s border states and the desire to keep residence halls full, several years ago the Board implemented a pilot set of rates for rural colleges that wanted to participate. For FY 2019-20, this pilot rate is $248.20.
How do CCCS resident tuition and fees compare to public 4-year colleges and universities in Colorado?

Table 3 outlines the FY 2019-20 base resident tuition and fee rates (for 30 credit hours) for 4-year colleges and universities in the State compared to CCCS.

<table>
<thead>
<tr>
<th>Institution</th>
<th>FY 2019-20 Tuition</th>
<th>FY 2019-20 Fees</th>
<th>FY 2019-20 Tuition and Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colorado School of Mines</td>
<td>$16,650</td>
<td>$2,412</td>
<td>$19,062</td>
</tr>
<tr>
<td>University of Colorado--Boulder</td>
<td>$10,728</td>
<td>$1,772</td>
<td>$12,500</td>
</tr>
<tr>
<td>University of Colorado--Denver</td>
<td>$9,900</td>
<td>$1,547</td>
<td>$11,447</td>
</tr>
<tr>
<td>Colorado State University--Ft. Collins</td>
<td>$9,426</td>
<td>$2,475</td>
<td>$11,902</td>
</tr>
<tr>
<td>University of Colorado--Colorado Springs</td>
<td>$8,850</td>
<td>$1,613</td>
<td>$10,463</td>
</tr>
<tr>
<td>Colorado Mesa University</td>
<td>$8,343</td>
<td>$963</td>
<td>$9,306</td>
</tr>
<tr>
<td>Colorado State University--Pueblo</td>
<td>$7,936</td>
<td>$2,509</td>
<td>$10,445</td>
</tr>
<tr>
<td>University of Northern Colorado</td>
<td>$7,596</td>
<td>$2,391</td>
<td>$9,987</td>
</tr>
<tr>
<td>Metropolitan State University of Denver</td>
<td>$7,236</td>
<td>$1,914</td>
<td>$9,150</td>
</tr>
<tr>
<td>Fort Lewis College</td>
<td>$7,056</td>
<td>$1,815</td>
<td>$8,871</td>
</tr>
<tr>
<td>Western State Colorado University</td>
<td>$6,624</td>
<td>$3,813</td>
<td>$10,437</td>
</tr>
<tr>
<td>Adams State University</td>
<td>$5,736</td>
<td>$3,704</td>
<td>$9,440</td>
</tr>
<tr>
<td>Colorado Community College System*</td>
<td>$4,467</td>
<td>$504</td>
<td>$4,971</td>
</tr>
</tbody>
</table>

*Fees for CCCS are an unweighted average of all 13 colleges in system

The Governor has requested to cap resident tuition increases at 3.0%, but it is too early to gauge what the other governing boards are planning for FY 2020-21.

What is the recent history of full-time (30 credit hour) tuition and mandatory fees increases for CCCS?

Appendix A outlines the last five years of tuition and fee history for CCCS, on a full-time 30 credit-hour basis.

How does CCCS compare to other states’ community colleges in terms of resident tuition and fee levels?

The short answer is: moderately above average compared to the most recent national data. In the most recent College Board report released in 2019, Colorado’s base resident community college tuition and fee levels for 2019-20 are about 19.8% higher than the weighted national average for public two-year colleges (please note that this
comparison does not include California, which historically has had a very low community college tuition rates and, given its enrollment levels, can skew the weighted national data).

However, please keep in mind due to tuition discounting, relative levels of state operating funding, availability of state financial aid, and the difference between in-district tuition categories (of which the College Board report is measuring) and out-of-district resident tuition categories, it can be difficult methodologically to accurately compare our colleges to community colleges in other states.

**How much revenue does a 1% increase in tuition rate raise system-wide?**

At currently projected FY 2020-21 enrollment levels, a 1% increase in resident tuition rates would raise approximately $2.5 million system-wide. A 1% increase in non-resident tuition rates would raise approximately $350,000 system-wide.

**How much of a tuition increase does it take to cover a 1% salary increase system-wide?**

Staffing is the single largest expense item in the CCCS budget. At FY 2019-20 staffing levels, a 1% increase in salary (including PERA, AED, and SAED) across the system would cost approximately $3.0 million. As a result, for every 1% in salary increase, it would take an estimated 1.1% resident and non-resident tuition increase to cover this additional cost. In his FY 2020-21 budget, the Governor requested a 2.0% salary increase for state employees. During initial figure-setting, the Joint Budget Committee set the salary increase at 3.0% across the board.

**Do increases (especially large increases) in tuition rates impact enrollment?**

They can, but it is difficult to gauge the true impact since other factors play a significant role as well. One study indicated that every 10% increase in tuition above inflation will reduce enrollment by 1.9% at community colleges—which would signal reasonably high sensitivity to tuition rate increases. Also, a number of studies have concluded that low-income students are more sensitive than middle/upper class students to tuition increases. Moreover, enrollments in community colleges tend to be more price responsive than enrollments at four-year institutions, though much of this effect is likely to be due to the disproportionate share of lower-income students enrolled in community colleges.

However, the overall economic and financial aid environment also plays a significant role. From FY 2009-10 to FY 2010-11, resident tuition was increased by 9% in each fiscal year (against what turned out to be very low inflation) and enrollment growth in our
system increased dramatically. Increases to federal financial aid and access to higher education tax credits may have (especially for students in the lowest income brackets) played a larger factor than sensitivity to tuition increases during this timeframe. Also, the overall economic environment (including the necessity to get training and/or additional education in the current job marketplace) may have trumped traditional pricing concerns over tuition increases during this period of dramatic enrollment growth and been a significantly more important factor in the enrollment equation.

For the last several fiscal years, our resident and non-resident enrollment relative to the previous fiscal years has decreased or been flat. As we discussed during last year’s discussion on tuition setting, the movement toward economic recovery coupled with flat (or, in the best likely case, very slow growing) federal financial aid award grants in the future are likely to place us in a more traditional tuition price sensitivity environment as we move forward. Also, because our colleges are more dependent on tuition revenue than in the past, changes to enrollment can mean more significant swings in revenue.

**Are there any other potential significant considerations in the coming years that could impact tuition setting?**

The most significant consideration on the near-term horizon would be related to the various PERA changes from S.B. 18-200. That legislation included automatic triggers involving increases to employer and employee contributions depending on the solvency of the PERA fund. Because of the swings in the stock market at the end of calendar year 2018, the PERA fund did not meet its target growth rate, which will trigger automatic contribution adjustments. For FY 2020-21, the PERA employer contribution rate is increasing by 0.5%. This is in addition to changes made in FY 2019-20 to require employers to pay PERA on sick leave payouts as well as on any employee benefits for employees hired after July 1, 2019. These statutory changes equate to an additional cost for CCCS of over $2.2 million in FY 2020-21. Typically, higher education governing boards do not receive specific appropriations (unlike other state agencies) for changes to PERA, so the Board would have to weigh how to manage the increase in costs—and whether tuition would need to be a component in that process. In addition, the PERA employee contribution rate is going up 1.25% in FY 2020-21, which will offset any salary increase for employees.

**What is available to students to help offset tuition increases?**

The primary vehicles that help students offset tuition increases are financial aid (both state and federal) and tax credits. There are also scholarship and grant programs, as well as the favorable tax treatment that student loans receive, that will factor into the ability of a student to afford tuition. However, the response below focuses on the primary factors.
**State Financial Aid.** For community college students, state financial aid consists of need-based aid, merit aid, and work study funds. The Governor recommended an increase in need-based financial aid for FY 2020-21 that is in line with the operating funds request increase, as required per statute. Based on the allocation models being considered by the Department for FY 2020-21, CCCS could see an estimated decrease of $0.9 million to an increase of $1.8 million (on a base of $44.4 million) in need-based financial aid. The wide range is due to the uncertainty around the General Fund operating appropriations for FY 2020-21, of which increases to need-based aid are pegged. At this point, work study and merit aid allocations are not anticipated to change compared to FY 2019-20 levels.

**Federal Financial Aid.** At the federal level, Pell grants (the eligibility of which is based on adjusted gross family incomes less than $50,000, among other things) are the primary source of financial aid for community college students. In FY 2019-20, the Pell maximum amount is $6,195—a $100 increase over the prior fiscal year—which given the 0.0% resident CCCS tuition increase provides additional money for our most needy students. For FY 2020-21, the Pell maximum is $6,345—a $150 increase over the prior fiscal year.

**Federal Tax Credits.** The American Opportunity Tax Credit is a refundable tax credit for undergraduate college education expenses. This credit provides up to $2,500 in tax credits on the first $4,000 in qualifying educational expenses (100% of the first $2,000 and 25% of the next $2,000 in expenses). To qualify for the tax credit, your adjusted gross income must be less than $80,000 if you are single or $160,000 if married filing jointly. The size of the credit starts to phase out at $80,000 for singles and $160,000 for couples filing jointly. The credit is not available at $90,000 for singles and $180,000 for couples filing jointly. The tax credit expired at the end of calendar year 2017 but was recently made permanent through the Tax Cuts and Jobs Act.

The Lifetime Learning Credit is a tax credit for any person who takes college classes. It provides a tax credit up to $2,000 on the first $10,000 of college tuition and fees. The student does not need to be enrolled at least half-time. Students and families are eligible for the full $2,000 up to $58,000 adjusted gross income for single filers and $116,000 for married joint filers. The credit phases out up to $68,000 adjusted gross income for single filers and $136,000 for married joint filers. Students and families with adjusted incomes above those income thresholds are not eligible for this tax credit. This tax credit expired at the end of calendar year 2016 but was recently made permanent through the Tax Cuts and Jobs Act.

The Tuition and Fees Deduction is available to any person who paid tuition and required fees for attending college (the amount of the deduction is $4,000). It is also available to
parents whose dependents attend college as long as the parents can claim the student as a dependent on their tax return. This provision was originally scheduled to be phased out after the 2011 calendar year but has been extended multiple times. The most current extension calls for an expiration date of December 31, 2020.

**RECOMMENDATION:** This agenda item is for information and discussion purposes and does not require any State Board action.

**ATTACHMENTS:**

Appendix A - CCCS Base Resident Tuition and Fees (30 Credit hours)
## CCCS Base Resident Tuition and Fees (30 Credit hours)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
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<tr>
<td>ACC</td>
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<td>FRCC</td>
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<td>$4,259</td>
<td>$4,694</td>
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<td>$4,846</td>
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<td>LCC</td>
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</tr>
<tr>
<td>MCC</td>
<td>$3,915</td>
<td>$4,097</td>
<td>$4,291</td>
<td>$4,523</td>
<td>$4,612</td>
</tr>
<tr>
<td>NLC</td>
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<td>$4,710</td>
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<td>OJC</td>
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<td>$4,209</td>
<td>$4,404</td>
<td>$4,738</td>
<td>$4,893</td>
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<td>PCC</td>
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<td>$4,479</td>
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</tr>
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<td>TSIC</td>
<td>$3,915</td>
<td>$4,350</td>
<td>$4,546</td>
<td>$4,833</td>
<td>$4,986</td>
</tr>
</tbody>
</table>
STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

March 11, 2019

TOPIC: Pikes Peak Community College
Center for Health Education and Simulation – Phase 2 Renovations
Approval of the Guaranteed Maximum Price for GH Phipps
Construction Companies and Total Spending Authority for Phase 2

PRESENTED BY: Dr. Lance Bolton, President

RELATIONSHIP TO THE STRATEGIC PLAN:

- Transform the student experience.
- Redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence.

EXPLANATION: At the December 2019 Board meeting, Pikes Peak Community College (College) received Board approval to enter into a Construction Management/General Contractor (CM/GC) agreement with GH Phipps Construction Companies (GH Phipps) to serve as the contractor for Phase 2 renovations to the Center for Health Education and Simulation (CHES) Building.

The College entered into a CM/GC agreement with GH Phipps in January 2020. Since getting GH Phipps under contract, they have worked with College staff and FBT Architects to determine the Guaranteed Maximum Price (GMP) for Phase 2 renovations. The GMP submitted by GH Phipps is $8,891,607.

The College estimates it will spend $2,000,000 for equipment, furnishing, computer hardware and software, and professional services, such as code review and inspections, as well as cost for participation in the Office of State Architect’s High Performance Certification Program. In addition, we estimate our required contingency at $1,260,965.

The College is requesting spending authority in the amount of $12,152,572 to complete Phase 2 renovation of CHES. The College estimates its total investment in CHES will be approximately $23 million, which consists of the building purchase, architectural services, construction services, equipment, and other miscellaneous services.

Phase 2 renovations will consist of renovating approximately 50,000 square feet and will house dental assisting, the remainder of emergency medical services, medical assisting, pharmacy technician, surgical technology, additional classrooms, and administrative/office space.
The College is aware that it will also need to seek approval from the Colorado Department of Higher Education (CDHE) and the Capital Development Committee (CDC) as the total project cost will exceed ten million dollars. The College will work with System Office staff to coordinate meeting dates with CDHE and CDC.

**PPCC RESERVES:**

The College's total operating expenses are approximately $86.5 million. At June 30, 2019, College reserves were $33.9 million or 39% of total operating expenses. Reduction from reserves include the following:

<table>
<thead>
<tr>
<th>Unrestricted Net Asset Reserves</th>
<th>Notes</th>
<th>$ Reserves</th>
<th>% Net Expense</th>
</tr>
</thead>
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<tr>
<td>FY19 Ending Balance</td>
<td></td>
<td>33,900,000</td>
<td>39%</td>
</tr>
<tr>
<td>Less Approved Prior Year Projects</td>
<td>1</td>
<td>(5,600,000)</td>
<td></td>
</tr>
<tr>
<td>Less CHES Phase 2</td>
<td>2, 3, 4</td>
<td>(3,400,000)</td>
<td></td>
</tr>
<tr>
<td>FY 20 Projected Ending Balance</td>
<td></td>
<td>24,900,000</td>
<td>29%</td>
</tr>
<tr>
<td>Less CHES Phase 2</td>
<td>4</td>
<td>(9,200,000)</td>
<td></td>
</tr>
<tr>
<td>FY21 Projected Ending Balance</td>
<td></td>
<td>15,700,000</td>
<td>18%</td>
</tr>
</tbody>
</table>

Note 1 – Projects consist of renovation of the CHES Phase 1 ($2.7 million), renovation of Studio West ($2.3 million), and the Aspen Building remodel ($0.6 million).

Note 2 – CHES Phase 2 total projected expenses are $12,609,653 and will be incurred over fiscal years 2020 and 2021. The College anticipates the majority of the total Phase 2 cost will be incurred in fiscal year 2021 as that is when most of the renovations will be completed. The cost break out for Phase 2 is as follows: FBT Architects ($979,043), GH Phipps’s Construction Management Fee ($739,003) {these expenses have been previously approved by the Board and are not included in this spending authorization request}, GH Phipps’s GMP ($8,891,607), and equipment, furnishing, computer hardware/software, and other soft costs ($2,000,000).

Note 3 – The contingency of $1,260,965 has not been factored into the above calculations.

Note 4 – Of the $12,609,653, the College estimates that it will incur approximately $3,426,686 in fiscal year 2020, with the remaining $9,182,968 million to be incurred in fiscal year 2021. The fiscal year 2020 expense is calculated by taking 75% of FTB’s architecture fee, 50% of GH Phipps’ Construction Management Fee, 25% of GH Phipps'
GMP, and 5% of the equipment, furnishing, computer hardware/software, and other soft costs.

Projected FY20 ending reserves are estimated at $24.9 million or 29% of total operating expenses. Assuming the College incurs the $9.2 million in expenses for Phase 2 during fiscal year 2021, and assumes no increases to reserves for fiscal years 2020 and 2021, ending reserves for fiscal year 2021 would be approximately $15.7 million or 18% of total operating expenses.

RECOMMENDATION:

Staff recommends that the Board approve the Guaranteed Maximum Price submitted by GH Phipps for Phase 2 renovations, amend the CM/GC agreement to include the Guaranteed Maximum Price of $8,891,607, approve total spending authority of $12,152,572 to complete Phase 2 renovation of CHES, and delegate signature authority of the Board to the System Vice Chancellor of Finance and Administration on the condition that all Board and State processes are followed.
TOPIC: Board Policy 9-30, Approval of Academic Programs; Board Policy 9-40 Associate Degree and Program Designations and Standards

PRESENTED BY: Landon K. Pirius, Ph.D., Vice Chancellor for Academic and Student Affairs

RELATIONSHIP TO THE STRATEGIC PLAN: Transform the Student Experience

EXPLANATION: The System recently reviewed both Board Policy (BP) and System Procedure (SP) 9-30, Approval of Academic Programs, as well as BP 9-40 Associate Degree and Program Designations and Standards. While SP 9-30 was revised in 2018, BP 9-30 was last revised in 2001 and BP 9-40 was last revised in 2004. Our desire was to bring the policies and procedure up to date and to conduct a holistic review of present and future program approval processes.

Board Policy and System Procedure 9-30 were renamed from Approval of Educational Programs to Approval of Academic Programs. In addition, BP 9-40 would be repealed and converted to a System Procedure. Furthermore, SP 9-30 would have two procedures, one for associate’s degrees (SP 9-30a) and one for bachelor’s degrees (SP 9-30b). This restructure provides more clarity about how various degree programs are to be approved.

RECOMMENDATION: CCCS Staff recommends the Board approve the revisions made to BP 9-30 and the conversion of BP 9-40 to SP 9-30a.

ATTACHMENT(S):
- BP 9-30Rev031120 REDLINE
- BP 9-30Rev031120
- SP 9-30aRev031120 REDLINE
- SP 9-30aRev031120
- SP 9-30bRev031120 REDLINE
- SP 9-30bRev031120
- BP 9-40 Repealed
STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

Approval of Academic Programs

BP 9-30

APPROVED: September 14, 1989
EFFECTIVE: January 2, 1990
REVISED: March 11, 2020

REFERENCES:
- C.R.S. 23-8-102 & 103 (a.k.a. State Assistance for Career and Technical Education Act)
- C.R.S. 23-60-202
- Title 20 USC 2301 et seq.
- CCHE Policy
- CVA Rules

APPROVED:

The Honorable S.R. Heath, Jr., Chair

Policy Statement

All post-secondary certificate programs and all degree programs offered at the Colorado Community College System, including its Colleges (CCCS or System) must have the approval of the Board.

In addition, all secondary career and technical education programs must have the approval of the Board, in order to receive federal and state career and technical education funding.

Scope

This policy applies to 1) all educational entities within the purview of the Board pursuant to state and federal statute and/or the policy of the Colorado Commission on Higher Education, and 2) all programs that the Board approves pursuant to its statutory authority.

Procedures

The Chancellor shall promulgate such procedures as may be needed to implement this policy.
STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

Approval of Academic Programs

BP 9-30

APPROVED: September 14, 1989
EFFECTIVE: January 2, 1990
RETITLED: September 14, 2000
REVISED: March 11, 2020

REFERENCES:
  C.R.S. 23-8-102 & 103 (a.k.a. State Assistance for Career and Technical Education Act)
  C.R.S. 23-60-202
  Title 20 USC 2301 et seq.
  CCHE Policy
  CVA Rules

APPROVED:

The Honorable S.R. Heath, Jr., Chair

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Scope
This policy applies to 1) all educational entities within the purview of the Board pursuant to state and federal statute and/or the policy of the Colorado Commission on Higher Education, and 2) all programs that the Board approves pursuant to its statutory authority.

Procedures
The Chancellor shall promulgate such procedures as may be needed to implement this policy.
This procedure applies to all associate degree programs approved by the Board pursuant to Board Policy (BP) 9-30 Approval of Academic Programs. An associate degree program reflects the larger goals of educational attainment the institution holds for its students. The associate degree indicates that the holder has developed proficiencies sufficient to prepare for upper-division collegiate work, or to enter directly into a specific occupation or to meet individual career goals. An associate degree is awarded only for completion of a coherent program of study designed for a specific purpose. This procedure defines the associate degrees, program designations, and minimum standards as they have been approved by the State Board for Community Colleges and Occupational Education (SBCCOE).

Degrees with Designation

Degrees with designation are those associate degrees that have been approved by the Colorado Department of Higher Education (CDHE) for statewide guaranteed transfer to four-year institutions. CCCS offers the following degrees with designation:

### Associate of Arts Degree (A.A.)
- A two-year academic degree designed to transfer to a four-year degree program, limited to 60 credits.
1. An Associate of Arts without designation is designed to transfer into liberal arts and related degree programs.

2. An Associate of Arts degree with a program designation is designed to transfer into a specific four-year program aligned with a Statewide Articulation Agreement.

**Associate of Science Degree (A.S.)**
A two-year academic degree designed to transfer to a four-year degree program, limited to 60 credits.

1. An Associate of Science without designation is designed to transfer into math, science and related degree programs.

2. An Associate of Science degree with a program designation is designed to transfer into a specific four-year program aligned with a Statewide Articulation Agreement.

**Other Associate Degrees**
The Board has approved the following associate degrees that are not designated for statewide guaranteed transfer by CDHE, but may be fully or partially transferable through individual agreements with four-year institutions.

**Associate of Fine Arts Degree (A.F.A.)**
A two-year academic degree designed to transfer to a four-year degree program. An Associate of Fine Arts degree with a program concentration is designed to transfer into a specific four-year Bachelor of Fine Arts program.

**Associate of General Studies Degree (A.G.S.)**
There are two types of A.G.S. degrees:

1. This first type of A.G.S. degree is designed to meet individual career goals with no intent of transferring to baccalaureate degree programs. It consists of a broad program of both career and traditional transfer courses without the constraints of specialization. Transferability of this customized degree program depends upon the courses taken and the receiving institution. The A.G.S. degree is limited to 60 credits, and requires at least 30 semester hours of general education. Fifteen (15) of these semester hours must be in prescribed general education courses labeled as those accepted in the State Guaranteed General Education Transfer and designated as such in the college catalogue.

2. The second type of the A.G.S. degree is used as a technical transfer degree with a major field specified, and is designed for students to transfer into a baccalaureate degree program with junior standing, based on a written articulation agreement with one or more designated institutions. The course of study for the various fields of specialization must be outlined in the college catalogue as well as the identification of the baccalaureate institution(s) that have agreed to accept the program in transfer. The A.G.S. degree is limited to 60 credits, and requires at least 30 semester hours of general education. The other hours will be subject to the terms of the agreement with the baccalaureate institution(s).
Associate of Applied Science Degree (A.A.S.)

This degree (with the occupational field specified) is intended to prepare individuals to enter skilled and/or paraprofessional occupations or to upgrade/stabilize their employment. These programs may not be intended for transfer to baccalaureate degree programs, or may be designed to transfer to a corresponding bachelor degree. The range of semester credit hours is 60 (minimum) to 75 (maximum). Exceptions to the A.A.S. degree maximum of 75 semester credit hours may be granted in those fields which demonstrate need that requires additional course work. The general education component of the A.A.S. is 15 semester credit hours. The general education and occupational content must be consistent with the role and mission of the College.

Other Academic Associate Degrees

Colleges may establish, with the approval of the Vice Chancellor for Academic and Student Affairs, other two-year academic degrees that are not designated for guaranteed statewide transfer, but may be designed to transfer to a four-year degree program through individual agreements.

General Education Requirements

Definition of General Education — General education is 'general' in several clearly identifiable ways: It is not directly related to a student's formal technical, vocational or professional preparation; it is a part of every student's course of study, regardless of the student's area of emphasis; and it is intended to impart common knowledge, intellectual concepts, and attitudes which every educated person should possess. The Vice Chancellor for Academic and Student Affairs shall develop a process for the development of, changes to, and exceptions to the General Education Core Curriculum for both the A.A. and A.S. degrees. All CCCS Colleges must include the General Education Core Curriculum into each A.A. and A.S. degree.

Transcripts

For all associate degrees, the transcript of a student should reveal the exact nature of the program completed. A grade of "C" or better is required in each course applied to the degree in order to be accepted for guaranteed transfer as described in the Colorado Commission on Higher Education (CCHE) Transfer Policy.

State Guaranteed Transfer Courses

The State Guaranteed General Education Transfer Courses (GT Pathways) are designated by CCHE as those whose transfer to Colorado public higher education institutions is guaranteed. The Community College core includes at least the appropriate courses and their distribution to meet the State Guarantee program. The Community College core will fulfill lower-division general education requirements for the Associate of Arts and the Associate of Science degrees at all community/junior colleges in Colorado. When the required general education courses have been completed satisfactorily, they fulfill the lower-division general education requirements of most liberal arts and sciences baccalaureates in Colorado public higher education institutions as described in the CCHE Transfer Policy. Once a student has been certified by a
community college on the official transcript as having completed satisfactorily its general 
education core curriculum, regardless of whether the associate degree is conferred, no 
other state university or community/junior college to which he or she may transfer shall 
require any further such lower-division general education courses. When a student has 
not completed the guaranteed transfer courses prior to transfer, the receiving institutions 
will review and accept courses on a course-by-course basis in relation to college or 
university requirements. All change/renewal efforts in the degree program will follow a 
process approved by the Vice Chancellor for Academic and Student Affairs.

Transferability of General Education Credits
Any equivalent general education course from an accredited Colorado educational 
institution may be transferred to CCCS Colleges to fulfill the general education 
requirements in a comparable degree program.

Credit for Prior College Level Learning
Individual Colleges may award credit for prior learning in accordance with Board Policy 
and System Procedure.

Revising this Procedure
CCCS reserves the right to change any provision or requirement of this procedure at 
any time and the change shall become effective immediately.

Deleted: BP
Deleted: 40
Deleted: /junior
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Deleted: President
Deleted: Educational Services
Deleted: state system community/junior colleges
Deleted: colleges
Deleted: SBCCOE
Deleted: Other Standards for AAS Degrees
In the case of an Associate of Applied Science degree, the general education and occupational content must 
meet the appropriate guidelines established by the System staff.
The program must be consistent with the role and 
mission of the institution.
Approval of Degree Programs
A new associate degree program must be submitted 
and approved according to policies and procedures established by the Colorado Commission on Higher 
Education and Board policy.

Procedures
The system president shall promulgate procedures as 
necessary to implement this policy.
COLORADO COMMUNITY COLLEGE SYSTEM

SYSTEM PROCEDURE

Associate Degrees

SP 9-30a

APPROVED: December 8, 1988
EFFECTIVE: Beginning of school year 1989-90
REVISED: July 13, 1995
REVISED: December 9, 1999
REPEALED: September 14, 2000
READOPTED: August 25, 2001
REVISED: December 8, 2004
REVISED: March 11, 2020

REFERENCE(S): Board Policy (BP) 9-30, Approval of Academic Programs; CRS 23-60-202(1)(f)

APPROVED:

__________________________
Joseph A. Garcia, Chancellor

Application
This procedure applies to all associate degree programs approved by the Board pursuant to Board Policy (BP) 9-30 Approval of Academic Programs. An associate degree program reflects the larger goals of educational attainment the institution holds for its students. The associate degree indicates that the holder has developed proficiencies sufficient to prepare for upper-division collegiate work, or to enter directly into a specific occupation or to meet individual career goals. An associate degree is awarded only for completion of a coherent program of study designed for a specific purpose. This procedure defines the associate degrees, program designations, and minimum standards as they have been approved by the State Board for Community Colleges and Occupational Education (SBCCOE).

Degrees with Designation
Degrees with designation are those associate degrees that have been approved by the Colorado Department of Higher Education (CDHE) for statewide guaranteed transfer to four-year institutions. CCCS offers the following degrees with designation:

*Associate of Arts Degree (A.A.)*
A two-year academic degree designed to transfer to a four-year degree program, limited to 60 credits.
1. An Associate of Arts without designation is designed to transfer into liberal arts and related degree programs.
2. An Associate of Arts degree with a program designation is designed to transfer into a specific four-year program aligned with a Statewide Articulation Agreement.

**Associate of Science Degree (A.S.)**
A two-year academic degree designed to transfer to a four-year degree program, limited to 60 credits.
1. An Associate of Science without designation is designed to transfer into math, science and related degree programs.
2. An Associate of Science degree with a program designation is designed to transfer into a specific four-year program aligned with a Statewide Articulation Agreement.

**Other Associate Degrees**
The Board has approved the following associate degrees that are not designated for statewide guaranteed transfer by CDHE, but may be fully or partially transferable through individual agreements with four-year institutions.

**Associate of Fine Arts Degree (A.F.A.)**
A two-year academic degree designed to transfer to a four-year degree program. An Associate of Fine Arts degree with a program concentration is designed to transfer into a specific four-year Bachelor of Fine Arts program.

**Associate of General Studies Degree (A.G.S.)**
There are two types of A.G.S. degrees:
1. This first type of A.G.S. degree is designed to meet individual career goals with no intent of transferring to baccalaureate degree programs. It consists of a broad program of both career and traditional transfer courses without the constraints of specialization. Transferability of this customized degree program depends upon the courses taken and the receiving institution. The A.G.S. degree is limited to 60 credits, and requires at least 30 semester hours of general education. Fifteen (15) of these semester hours must be in prescribed general education courses labeled as those accepted in the State Guaranteed General Education Transfer and designated as such in the college catalog.
2. The second type of the A.G.S. degree is used as a technical transfer degree with a major field specified, and is designed for students to transfer into a baccalaureate degree program with junior standing, based on a written articulation agreement with one or more designated institutions. The course of study for the various fields of specialization must be outlined in the college catalog as well as the identification of the baccalaureate institution(s) that have agreed to accept the program in transfer. The A.G.S. degree is limited to 60 credits and requires at least 30 semester hours of general education. The other hours will be subject to the terms of the agreement with the baccalaureate institution(s).
Associate of Applied Science Degree (A.A.S.)

This degree (with the occupational field specified) is intended to prepare individuals to enter skilled and/or paraprofessional occupations or to upgrade/stabilize their employment. These programs may not be intended for transfer to baccalaureate degree programs or may be designed to transfer to a corresponding bachelor degree. The range of semester credit hours is 60 (minimum) to 75 (maximum). Exceptions to the A.A.S. degree maximum of 75 semester credit hours may be granted in those fields which demonstrate need that requires additional course work. The general education component of the A.A.S. is 15 semester credit hours. The general education and occupational content must be consistent with the role and mission of the College.

Other Academic Associate Degrees

Colleges may establish, with the approval of the Vice Chancellor for Academic and Student Affairs, other two-year academic degrees that are not designated for guaranteed statewide transfer, but may be designed to transfer to a four-year degree program through individual agreements.

General Education Requirements

Definition of General Education – General education is 'general' in several clearly identifiable ways: It is not directly related to a student's formal technical, vocational or professional preparation; it is a part of every student's course of study, regardless of the student's area of emphasis; and it is intended to impart common knowledge, intellectual concepts, and attitudes which every educated person should possess. The Vice Chancellor for Academic and Student Affairs shall develop a process for the development of, changes to, and exceptions to the General Education Core Curriculum for both the A.A. and A.S. degrees. All CCCS Colleges must include the General Education Core Curriculum into each A.A. and A.S. degree.

Transcripts

For all associate degrees, the transcript of a student should reveal the exact nature of the program completed. A grade of "C" or better is required in each course applied to the degree in order to be accepted for guaranteed transfer as described in the Colorado Commission on Higher Education (CCHE) Transfer Policy.

State Guaranteed Transfer Courses

The State Guaranteed General Education Transfer Courses (GT Pathways) are designated by CCHE as those whose transfer to Colorado public higher education institutions is guaranteed. The Community College core includes at least the appropriate courses and their distribution to meet the State Guarantee program. The Community College core will fulfill lower-division general education requirements for the Associate of Arts and the Associate of Science degrees at all community/junior colleges in Colorado. When the required general education courses have been completed satisfactorily, they fulfill the lower-division general education requirements of most liberal arts and sciences baccalaureates in Colorado public higher education institutions as described in the CCHE Transfer Policy. Once a student has been certified by a
community college on the official transcript as having completed satisfactorily its general education core curriculum, regardless of whether the associate degree is conferred, no other state university or community/junior college to which he or she may transfer shall require any further such lower-division general education courses. When a student has not completed the guaranteed transfer courses prior to transfer, the receiving institutions will review and accept courses on a course-by-course basis in relation to college or university requirements. All change/renewal efforts in the degree program will follow a process approved by the Vice Chancellor for Academic and Student Affairs.

Transferability of General Education Credits
Any equivalent general education course from an accredited Colorado educational institution may be transferred to CCCS Colleges to fulfill the general education requirements in a comparable degree program.

Credit for Prior College Level Learning
Individual Colleges may award credit for prior learning in accordance with Board Policy and System Procedure.

Revising this Procedure
CCCS reserves the right to change any provision or requirement of this procedure at any time and the change shall become effective immediately.
COLORADO COMMUNITY COLLEGE SYSTEM

SYSTEM PROCEDURE

Bachelor Degrees

SP 9-30b

EFFECTIVE: April 26, 2016
REVISED: June 29, 2018
REVISED: March 11, 2020

REFERENCES: Board Policy (BP) 9-30, Approval of Academic Programs; C.R.S. 23-60-201; C.R.S. 23-60-211; and C.R.S. 23-1-133

APPROVED:

__________________________
Joseph A. Garcia, Chancellor

Application
This procedure applies to Bachelor of Applied Science and Bachelor of Science in Nursing degrees offered by the Colleges within the Colorado Community College System (CCCS or System). This procedure defines the bachelor degrees, approval process, program designations, and minimum standards as they have been approved by the State Board for Community Colleges and Occupational Education (SBCCOE).

Bachelor Degrees
The Board has approved the following bachelor degrees:

Bachelor of Applied Science Degree (B.A.S.)
A Bachelor of Applied Science (B.A.S.) degree is generally a career-oriented degree that is typically designed to build on the Associate of Applied Science (A.A.S.) that provides workplace skills. The B.A.S. degree focuses on providing hands-on experiences and incorporating job-related skills into the classroom, and is offered as a focused approach to give students real-world skills and applicable concepts geared toward their specifically chosen career paths.

Bachelor of Science in Nursing Degree (B.S.N.)
A four-year academic degree designed to build on the Associate of Science in Nursing (A.S.N.). It is limited to 120 credits.  
1. A Registered Nursing degree without designation is designed to transfer into nursing degree programs.
2. A Registered Nursing degree with a program designation is designed to transfer into a specific four-year program aligned with a Statewide Articulation Agreement.

Program Principles

Bachelor degrees within CCCS should be developed and implemented based on the following principles:

1. New **bachelor degree** program requests are to be submitted using the Request for Degree Approval and Substantive Change Application form developed for the Higher Learning Commission and CCCS.

2. Colleges will require that a minimum of **31** of the 120 credits for the **bachelor** degree be credits earned at the institution itself, through arrangements with other accredited institutions, or through contractual relationships approved by the Higher Learning Commission. The **bachelor degree program will incorporate the core course requirements unless a waiver has been granted by CCHE**.

3. Additional general education courses that are required will be selected from the System's existing course inventory.

4. General education requirements will be consistent with the State Faculty Curriculum Committee **Style Guide**.

   Existing faculty load and salary guidelines will apply to faculty teaching upper-division **bachelor degree courses unless otherwise approved by the Vice Chancellor of Academic and Student Affairs**.

5. **Bachelor degrees should be designed as a stackable credential, with the intent that students first complete their **associate** degree or certificate prior to enrolling in the **bachelor** degree program. It is understood that there may be exceptions to this practice, primarily due to students who transfer from other institutions or other programs outside CCCS**.

6. Evidence demonstrating projected student interest and employer demand for graduates will be documented and based on valid, reliable and comprehensive data.

7. Program tuition for upper-division courses will be established for each new degree program and based on the additional costs incurred to operate the new program. A rationale will be developed for the tuition rate. The **State Board for Community Colleges and Occupational Education (SBCCOE)** must approve upper-level tuition rates.

Revising this Procedure

CCCS reserves the right to change any provision or requirement of this procedure at any time and the change shall become effective immediately.

ATTACHMENTS

A. Bachelor of Applied Science Degree Application Checklist
B. Bachelor of Science in Nursing Degree Application Checklist
ATTACHMENT A

Bachelor of Applied Science Degree Application Checklist

Completion of the attached materials and documentation will provide the needed information required of all the Boards and agencies that will be reviewing and approving Bachelor of Applied Science (B.A.S.) degrees.

Prior to completing the application materials, it is highly recommended that the institution review the Higher Learning Commission’s (HLC) guidance, “Two-Year Institutions Seeking to Offer the Baccalaureate Degree: Considerations of Readiness” found on the HLC website.

Pre-approvals should be obtained from the College President and the Colorado Community College System (CCCS) Vice Chancellor of Academic and Student Affairs. Once all items have been completed on the checklist below, the application materials should be submitted to the CCCS Vice Chancellor of Academic and Student Affairs Office, in order to begin the official approval process.

Note: The key below indicates whether the requirement is System, State or accreditation (Higher Learning Commission).

<table>
<thead>
<tr>
<th>Key</th>
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<tbody>
<tr>
<td>1</td>
<td>System Requirement</td>
</tr>
<tr>
<td>2</td>
<td>State Requirement (SBCCOE and CCHE)</td>
</tr>
<tr>
<td>3</td>
<td>HLC Requirement</td>
</tr>
</tbody>
</table>

Pre-Approvals Needed:
- Pre-Approval from College President
- Pre-Approval from System Vice Chancellor of Academic and Student Affairs

List of Approvals Needed before B.A.S Degrees can be Offered:
- Approval by college Curriculum Committee
- Approval of new courses by State Faculty Curriculum Committee and Educational Services Vice Presidents
- Approval from System Office
- Approval by State Board for Community Colleges and Occupational Education (SBCCOE)  \(^1\) Reference Colorado Senate Bill (SB) 14-004
- Approval by Colorado Department of Higher Education (CDHE) and Colorado Commission on Higher Education (CCHE)  \(^2\) Reference SB 14-004
- Approval by Higher Learning Commission (HLC)  \(^3\) Reference HLC Guidelines for Two-Year Institutions Seeking to Offer the Baccalaureate Degree: Considerations of Readiness
- Approval by U.S. Department of Higher Education
- Approval by U.S. Department of Veterans Administration
Program Accreditation Approval (if necessary, Reference HLC Guidelines)

Estimated Timeline for Approval

This process takes approximately 13-16 months to complete. It breaks down as follows:

<table>
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<th>Step</th>
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<td>System Pre-Approval - Early Stages</td>
<td>1 month</td>
</tr>
<tr>
<td>College Assessment / Curriculum Planning</td>
<td>College to determine length of time needed</td>
</tr>
<tr>
<td>State Faculty Curriculum Committee Approval (new courses)</td>
<td>1 month</td>
</tr>
<tr>
<td>System Review</td>
<td>1 month</td>
</tr>
<tr>
<td>SBCCOE Approval</td>
<td>1 month</td>
</tr>
<tr>
<td>CDHE Review</td>
<td>1 month</td>
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<td>1 month</td>
</tr>
<tr>
<td>HLC Approval</td>
<td>6-9 months</td>
</tr>
</tbody>
</table>

Document Requirements:

- Complete the HLC Substantive Change Application for Colorado Community College System B.A.S Degrees. Please request copy of the application form from the CCCS Vice Chancellor of Academic and Student Affairs.

Key Assessments to be included or attached to the HLC Substantive Change Application:

- Assessment to ensure program is cost-effective for students 2,3
- Evidence that the proposed degree does not compete with programs offered at Colorado public four-year institutions 2
- The program’s projected budget, including estimated revenues and expenses associated with the program 2,3
- The program’s projected facility and equipment costs, including estimated licensing, and maintenance costs, if applicable 2,3
- The effect of the proposed program on existing programs in terms of finances, enrollment, and staffing 3
- Employer Needs Assessment 2,3
- Student Interest Assessment 2,3
- Faculty and staffing needs analysis 3
- Analysis of student support services, including library resources 3
- Other assessments, as appropriate
ATTACHMENT B

Bachelor of Science in Nursing Degree Application Checklist

Pre-Approvals Needed:
- Pre-Approval from College President
- Pre-Approval from System Vice Chancellor of Academic and Student Affairs

Notices Required:
At least 90 days prior to requesting SBCCOE approval, the College must provide notice to the CCHE and all state public and non-public institutions of higher education.

List of Approvals Needed before B.S.N. Degrees can be Offered:
- Approval by college Curriculum Committee
- Approval of new courses by State Faculty Curriculum Committee and Educational Services Vice Presidents
- Approval from System Office
- Approval by State Board for Community Colleges and Occupational Education (SBCCOE)
- Program Accreditation Approval

Document Requirements:
- Complete the form(s) required by the Vice Chancellor of Academic and Student Affairs and include data regarding current partnerships with existing B.S.N. programs and plans to continue such partnerships.

SBCCOE Considerations for Approving a B.S.N. Degree
- Student and workforce demand
- Cost effectiveness for students
- Accreditation requirements
- Licensing requirements
COLORADO COMMUNITY COLLEGE SYSTEM

SYSTEM PROCEDURE

Bachelor Degrees

SP 9-30b

EFFECTIVE: April 26, 2016
REVISED: June 29, 2018
REVISED: March 11, 2020

REFERENCES: Board Policy (BP) 9-30, Approval of Academic Programs; C.R.S. 23-60-201; C.R.S. 23-60-211; and C.R.S. 23-1-133

APPROVED:

__________________________
Joseph A. Garcia, Chancellor

Application

This procedure applies to Bachelor of Applied Science and Bachelor of Science in Nursing degrees offered by the Colleges within the Colorado Community College System (CCCS or System). This procedure defines the bachelor degrees, approval process, program designations, and minimum standards as they have been approved by the State Board for Community Colleges and Occupational Education (SBCCOE).

Bachelor Degrees

The Board has approved the following bachelor degrees:

Bachelor of Applied Science Degree (B.A.S.)
A Bachelor of Applied Science (B.A.S.) degree is generally a career-oriented degree that is typically designed to build on the Associate of Applied Science (A.A.S.) that provides workplace skills. The B.A.S. degree focuses on providing hands-on experiences and incorporating job-related skills into the classroom, and is offered as a focused approach to give students real-world skills and applicable concepts geared toward their specifically chosen career paths.

Bachelor of Science in Nursing Degree (B.S.N.)
A four-year academic degree designed to build on the Associate of Science in Nursing (A.S.N.). It is limited to 120 credits.
1. A Registered Nursing degree without designation is designed to transfer into nursing degree programs.
2. A Registered Nursing degree with a program designation is designed to transfer into a specific four-year program aligned with a Statewide Articulation Agreement.

Program Principles
Bachelor degrees within CCCS should be developed and implemented based on the following principles:

1. New bachelor degree program requests are to be submitted using the Request for Degree Approval and Substantive Change Application form developed for the Higher Learning Commission and CCCS.
2. Colleges will require that a minimum of 31 of the 120 credits for the bachelor degree be credits earned at the institution itself, through arrangements with other accredited institutions, or through contractual relationships approved by the Higher Learning Commission. The bachelor degree program will incorporate the core course requirements unless a waiver has been granted by CCHE.
3. Additional general education courses that are required will be selected from the System's existing course inventory.
4. General education requirements will be consistent with the State Faculty Curriculum Committee Style Guide.
5. Existing faculty load and salary guidelines will apply to faculty teaching upper-division bachelor degree courses unless otherwise approved by the Vice Chancellor of Academic and Student Affairs.
6. Bachelor degrees should be designed as a stackable credential, with the intent that students first complete their associate degree or certificate prior to enrolling in the bachelor degree program. It is understood that there may be exceptions to this practice, primarily due to students who transfer from other institutions or other programs outside CCCS.
7. Evidence demonstrating projected student interest and employer demand for graduates will be documented and based on valid, reliable and comprehensive data.
8. Program tuition for upper-division courses will be established for each new degree program and based on the additional costs incurred to operate the new program. A rationale will be developed for the tuition rate. The State Board for Community Colleges and Occupational Education (SBCCOE) must approve upper-level tuition rates.

Revising this Procedure
CCCS reserves the right to change any provision or requirement of this procedure at any time and the change shall become effective immediately.

ATTACHMENTS
A. Bachelor of Applied Science Degree Application Checklist
B. Bachelor of Science in Nursing Degree Application Checklist
ATTACHMENT A

Bachelor of Applied Science Degree Application Checklist

Completion of the attached materials and documentation will provide the needed information required of all the Boards and agencies that will be reviewing and approving Bachelor of Applied Science (B.A.S.) degrees.

Prior to completing the application materials, it is highly recommended that the institution review the Higher Learning Commission’s (HLC) guidance, “Two-Year Institutions Seeking to Offer the Baccalaureate Degree: Considerations of Readiness” found on the HLC website.

Pre-approvals should be obtained from the College President and the Colorado Community College System (CCCS) Vice Chancellor of Academic and Student Affairs. Once all items have been completed on the checklist below, the application materials should be submitted to the CCCS Vice Chancellor of Academic and Student Affairs Office, in order to begin the official approval process.

Note: The key below indicates whether the requirement is System, State or accreditation (Higher Learning Commission).

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Pre-Approvals Needed:

- Pre-Approval from College President ¹
- Pre-Approval from System Vice Chancellor of Academic and Student Affairs ¹

List of Approvals Needed before B.A.S Degrees can be Offered:

- Approval by college Curriculum Committee
- Approval of new courses by State Faculty Curriculum Committee and Educational Services Vice Presidents ¹
- Approval from System Office ¹
- Approval by State Board for Community Colleges and Occupational Education (SBCCOE) ² Reference Colorado Senate Bill (SB) 14-004
- Approval by Colorado Department of Higher Education (CDHE) and Colorado Commission on Higher Education (CCHE) ²

Reference SB 14-004
- Approval by Higher Learning Commission (HLC) ³

Reference HLC Guidelines for Two-Year Institutions Seeking to Offer the Baccalaureate Degree: Considerations of Readiness.
- Approval by U.S. Department of Higher Education
- Approval by U.S. Department of Veterans Administration
Program Accreditation Approval (if necessary, Reference HLC Guidelines)

**Estimated Timeline for Approval**

This process takes approximately 13-16 months to complete. It breaks down as follows:

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**Document Requirements:**

- Complete the HLC Substantive Change Application for Colorado Community College System B.A.S Degrees. Please request copy of the application form from the CCCS Vice Chancellor of Academic and Student Affairs.

**Key Assessments to be included or attached to the HLC Substantive Change Application:**

- Assessment to ensure program is cost-effective for students
- Evidence that the proposed degree does not compete with programs offered at Colorado public four-year institutions
- The program’s projected budget, including estimated revenues and expenses associated with the program
- The program’s projected facility and equipment costs, including estimated licensing, and maintenance costs, if applicable
- The effect of the proposed program on existing programs in terms of finances, enrollment, and staffing
- Employer Needs Assessment
- Student Interest Assessment
- Faculty and staffing needs analysis
- Analysis of student support services, including library resources
- Other assessments, as appropriate
ATTACHMENT B

Bachelor of Science in Nursing Degree Application Checklist

Pre-Approvals Needed:
- Pre-Approval from College President
- Pre-Approval from System Vice Chancellor of Academic and Student Affairs

Notices Required:
At least 90 days prior to requesting SBCCOE approval, the College must provide notice to the CCHE and all state public and non-public institutions of higher education.

List of Approvals Needed before B.S.N. Degrees can be Offered:
- Approval by college Curriculum Committee
- Approval of new courses by State Faculty Curriculum Committee and Educational Services Vice Presidents
- Approval from System Office
- Approval by State Board for Community Colleges and Occupational Education (SBCCOE)
- Program Accreditation Approval

Document Requirements:
- Complete the form(s) required by the Vice Chancellor of Academic and Student Affairs and include data regarding current partnerships with existing B.S.N. programs and plans to continue such partnerships.

SBCCOE Considerations for Approving a B.S.N. Degree
- Student and workforce demand
- Cost effectiveness for students
- Accreditation requirements
- Licensing requirements
Policy Statement
An associate degree program reflects the larger goals of educational attainment the institution holds for its students. The associate degree indicates that the holder has developed proficiencies sufficient to prepare for upper-division collegiate work, or to enter directly into a specific occupation or to meet individual career goals. An associate degree is awarded only for completion of a coherent program of study designed for a specific purpose. This policy defines the associate degrees, program designations, and minimum standards.

Scope
This policy applies to all programs that the Board approves pursuant to C.R.S. 23-60-202(1)(f).

Degree Designations and Standards
Associate of Arts Degree (AA)

A two-year academic degree designed to transfer to a four-year degree program, limited to 60 credits.

1. An Associate of Arts without designation is designed to transfer into liberal arts programs.
2. An Associate of Arts degree with a program designation is designed to transfer into a specific four-year program aligned with a Statewide Articulation Agreement.

Associate of Science Degree (AS)

A two-year academic degree designed to transfer to a four-year degree program, limited to 60 credits.

1. An Associate of Science without designation is designed to transfer into math and science degree programs.
2. An Associate of Science degree with a program designation is designed to transfer into a specific four-year program aligned with a Statewide Articulation Agreement.

Associate of General Studies Degree (AGS)

There are two types of AGS degrees:

1. This first type of the AGS degree is designed to meet individual career goals with no intent of transferring to baccalaureate degree programs. It consists of a broad program of both career and traditional transfer courses without the constraints of specialization. Transferability of this customized degree program depends upon the courses taken and the receiving institution. The AGS Degree is limited to 60 credits, and requires at least 30 semester hours of general education. Fifteen of these semester hours must be in prescribed general education courses labeled as those accepted in the State Guaranteed General Education Transfer and designated as such in the college catalogue.
2. The second type of the AGS degree is used as a technical pre-professional transfer degree with a major field specified, is designed for students to transfer into a baccalaureate degree program with junior standing, based on a written articulation agreement with one or more designated institutions. The course of study for the various fields of specialization must be outlined in the college catalogue as well as the identification of the baccalaureate institution(s) that have agreed to accept the program in transfer. The AGS Degree is limited to 60 credits, and requires at least 30 semester hours of general education. The other hours will be subject to the terms of the agreement with the baccalaureate institution(s).

Associate of Applied Science (AAS)

This degree (with the occupational field specified) is intended to prepare individuals to enter skilled and/or paraprofessional occupations or to upgrade/stabilize their employment. These programs are not intended for transfer to baccalaureate degree programs; however, certain courses may be accepted toward a bachelor's degree at some senior institutions. The range of semester credit hours is 60 (minimum) to 75 (maximum). Exceptions to the AAS degree maximum of 75 semester credit hours may
be granted in those fields in which there is a demonstrated need that requires additional course work. The general education component of the AAS is 15 semester credit hours.

**General Education Requirements**

Definition of General Education - General education is 'general' in several clearly identifiable ways: it is not directly related to a student's formal technical, vocational or professional preparation; it is a part of every student's course of study, regardless of his or her area of emphasis; and it is intended to impart common knowledge, intellectual concepts, and attitudes which every educated person should possess.

**Transcripts**

For all associate degrees, the transcript of a student should reveal the exact nature of the program completed. A grade of "C" or better is required in each course applied to the AA/AS/AGS degree in order to be accepted for guaranteed transfer as described in CCHE Transfer Policy.

**State Guaranteed Transfer Courses**

The State Guaranteed General Education Transfer Courses (GT-Pathways) are designated by CCHE as those whose transfer to Colorado public higher education institutions is guaranteed. The Community College core includes at least the appropriate courses and their distribution to meet the State Guarantee program. The Community College core will fulfill lower-division general education requirements for the Associate of Arts and the Associate of Science degrees at all community/junior colleges in Colorado. When the required general education courses have been completed satisfactorily, they fulfill the lower-division general education requirements of most liberal arts and sciences baccalaureates in Colorado public higher education institutions as described in the Commission on Higher Education's Transfer Policy. Once a student has been certified by a community/junior college on the official transcript as having completed satisfactorily its general education core curriculum, regardless of whether the associate degree is conferred, no other state university or community/junior college to which he or she may transfer shall require any further such lower-division general education courses. When a student has not completed the guaranteed transfer courses prior to transfer, the receiving institutions will review and accept courses on a course-by-course basis in relation to college or university requirements. All renewal/change efforts in the degree program will follow a process approved by the Vice President for Educational Services.

**Transferability of General Education Credits**

Any equivalent general education course from an accredited Colorado educational institution may be transferred to state system community/junior colleges to fulfill the general education requirements in a comparable degree program.

**Credit for Prior College Level Learning**

Individual colleges may award credit for prior learning in accordance with SBCCOE Policy.

**Other Standards for AAS Degrees**
In the case of an Associate of Applied Science degree, the general education and occupational content must meet the appropriate guidelines established by the System staff.

The program must be consistent with the role and mission of the institution.

Approval of Degree Programs
A new associate degree program must be submitted and approved according to policies and procedures established by the Colorado Commission on Higher Education and Board policy.

Procedures
The system president shall promulgate procedures as necessary to implement this policy.
STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

March 11, 2020

TOPIC: Front Range Community College – Proposal to Name the Simulation Suite in the Health Care Career Center (Grays Peak Building)

PRESENTED BY: Andy Dorsey, President, Front Range Community College

Relationship to the Strategic Plan: Transform our own Workforce Experience

EXPLANATION AND JUSTIFICATION:

Front Range Community College has been actively seeking funding support for the Health Care Careers Center at our Larimer Campus. In the process of our fundraising campaign, we have had requests from several donors to name portions of the building in honor of the donor or a related person. We are requesting SBCCOE approval, per Board Policy 16-50, to name the first floor nursing simulation suite in honor of Noel Barrett "Barry" Shuler in recognition of a donation from his family foundation.

BACKGROUND:
Through our engagement with prospective donors in the Fort Collins community, FRCC was invited to submit a proposal to a new family foundation, the Noel Barrett Shuler Foundation. Following our presentation, the family foundation has committed to donate $500,000 to the HCCC. They have requested the naming of the simulation suite in honor of the donation.

ABOUT THE SIMULATION SUITE:
Located centrally on the first floor, the nursing simulation suite includes simulated hospital rooms equipped with high- and mid-fidelity mannequins for use by nursing and other health career students, allowing much needed interdisciplinary collaboration. This new suite also provides high quality audio-video recording equipment for post-simulation review and reflection and practice rooms available for individual or small group student skills practice. (The first floor suite is one of two simulation suites in the facility. A similar suite on the second floor will be used mostly by other health care programs, like medical assisting and licensed practical nursing.)

ABOUT THE HONOREE:
Dr. Barry Shuler was a successful agriculturist, businessperson and community leader. He was born November 30, 1930 in Davenport, Iowa. He was raised in the Davenport area and graduated from the Culver Military Academy, Culver, Indiana. He attended Colorado A&M College (now Colorado State University) in Fort Collins, CO and graduated in 1954 with a degree in Animal Science. He continued his education at Colorado A&M and graduated in 1958 as a Doctor of Veterinary Medicine.
After graduation, Dr. Shuler moved his family back to Davenport and worked in his father's business, the Shuler Coal Company for nine years. He then worked for a year at the John Deere Company in the Business Systems Department in Moline, Ill. In 1968, Dr. Shuler and his family returned to Ft. Collins. Dr. Shuler opened his own business, the McMurtry Seed & Fertilizer Company, which he owned and operated for fifteen years. He then sold that business.

In 1980, Dr. Shuler purchased the Rito Oso Ranch in southern Colorado. He was able to use his veterinary education in practical ways to build a successful cattle ranch.

Dr. Shuler was a director of the Rock Island Millwork Company, the Moline Water Power Company, and St. Catherine's School. He served as a Board member and Chairman of the Board of Denkmann Interests in Louisiana, Mississippi and Texas for over 30 years.

Before his passing, Dr. Shuler created the Noel Barrett Shuler Foundation, which grants financial assistance to organizations and individuals who excel in the Fort Collins community.

The System Chancellor has reviewed this request and has approved this request.

System Presidents Procedure 16-50 outlines criteria for naming spaces. This request meets the criteria in that procedure.

**RECOMMENDATION:**

CCCS staff recommends the SBCCOE approve the name specified in this agenda item.
TOPIC: Procurements over $200,000

PRESENTED BY: Mark Superka, Vice President for Finance and Administration

EXPLANATION:

Per Board policy BP 8-60 the System President shall inform the board of executed contracts which have a value in excess of $200,000. The following contracts have been completed since the last board meeting.

- Colorado Community College System (CCCS) contract with ANSR Source Content US, LLC for course development services pursuant to the State’s Request for Proposal #20-004. Total of $270,000.

- Colorado Community College System (CCCS) contract with Symbiosis Educational Consultants for course development services pursuant to the State’s Request for Proposal #20-004. Total of $270,000.

- Pikes Peak Community College (PPCC) contract with Laerdal Medical Corporation for equipment for the Nursing Program pursuant to bid #IFB-2035. Total of $233,944.

RECOMMENDATION:

No action is required.
SBCCOE

College Reports

ACC  LCC  PCC
CCA  MCC  PPCC
CCD  NJC  RRCC
CNCC  OJC  TSJC
FRCC
TRANFORM THE STUDENT EXPERIENCE.

• INCLUSIVE BY DESIGN COURSE

ACC’s Center for Professional Enrichment designed a new course for faculty. The course, Inclusive by Design, is a 10-week online course that helps faculty build an inclusive class environment, develop cultural competence, and maintain an inclusive classroom culture. Moving forward, all new faculty will take this course when they begin teaching full-time at ACC.

• ACC CELEBRATES BLACK HISTORY MONTH.

ACC celebrated Black History Month with a series of events. Activities included an art collage workshop with Denver artist Adri Norris, a trip to the Colorado Symphony with a performance by Cynthia Erivo, a film showing of Black Lives Black Lungs, and a book club reading of Becoming by Michelle Obama. The month concluded with a Black Excellence community engagement reception.

1. Denver Artist Adri Norris poses with ACC students and their collage art at the Parker Campus.

• JOHNSON NAMED STUDENT FELLOW.

ACC student, Kim Johnson, was selected to be a Campus Election Engagement Project (CEEP) Student Fellow. She will be working with CEEP and the Student Life Office, in collaboration with the ALL IN Campus Democracy Challenge, to help host a Colorado Student Voting Summit at ACC on April 24th.
ACC HOSTS “ACC”OPOLY STUDENT ENGAGEMENT FAIR.

The ACC Student Engagement Fair drew crowds of students where they could explore various clubs and on-campus activities by moving around the monopoly-style board. Social engagement increased by the use of creative “Chance” and “Community Chest” cards.

ACC students and staff attend the monopoly themed student engagement fair.

TRANSFORM OUR OWN WORKFORCE EXPERIENCE.

ACC FACULTY READING AND TEACHING EVENT HOSTED BY WRITER’S STUDIO.

The annual Faculty and staff open mic allowed employees of Arapahoe Community College this opportunity to publicly share some of their body of work with students. The event was it was hosted by Andrea Mason and the Writers Studio.

Nine faculty and staff members shared their work which ranged from fiction and poetry to creative nonfiction. Writers Studio, established in 2004, is open to writers...
of all ages and skill levels at ACC and the local community. Participants advance their writing through classes, workshops, literary contests, festivals, author readings, and open mics.

CREATE EDUCATION WITHOUT BARRIERS THROUGH TRANSFORMATIONAL PARTNERSHIPS.

• ACC FOUNDATION NAMED 2019 NON-PROFIT OF THE YEAR.

ACC Foundation named 2019 Non-Profit of the Year by the Chamber of Northwest Douglas County & EDC. The ACC Foundation was selected as the 2019 Non-Profit of the Year by the Chamber of Northwest Douglas County and Economic Development Corporation at the organization’s annual breakfast on Friday, Jan. 31. The Chamber of Northwest Douglas County presented a total of six Business Awards, with the ACC Foundation winning top honors in the Non-Profit of the Year category.

In 2019, the ACC Foundation received a gift of up to $10 million from the Sturm Family Foundation. One of the largest gifts in the history of the Colorado Community College System, over $5 million is available for dollar-for-dollar matching for students and programs at ACC’s Sturm Collaboration Campus in Castle Rock.

• STURM CAMPUS LIFT THE GIFT CONTRIBUTIONS

Schomp Automotive Group is providing a $250,000 gift and sponsorship to Arapahoe Community College’s (ACC) Sturm Collaboration Campus in Castle Rock. This gift will be matched dollar for dollar by the Sturm Family Foundation, which will provide $500,000 for future program innovation initiatives at the campus and student scholarships. The state-of-the-art boardroom at the campus will be named the ‘Schomp Automotive Innovation Center’. This investment supports the ACC Lift the Gift campaign, a $5.1 million match opportunity provided by the Sturm Family Foundation.

“Schomp believes education provides the basis for a strong community and thriving economy. We have a longstanding relationship with Arapahoe Community College and are proud we can contribute to the ACC Sturm Collaboration Campus where students will be well prepared for the future,” said Schomp Vice President for Business Development Michael Dunlap.

“ACC has had a great working relationship with Schomp Automotive through the years, and this gift and sponsorship demonstrates Schomp Automotive’s commitment to this region and to our students,” said Dr. Eric Dunker, ACC’s Associate Vice President and Dean of Business, Technology, and Workforce Partnerships. “The Sturm Collaboration Campus’s talent pipeline initiatives to create more high quality, affordable, and pathway oriented programming would not be possible without key industry and community partners like Schomp Automotive and the Sturm Family Foundation and we are extremely grateful for their support.”

Schomp Automotive and ACC will celebrate with a naming dedication event for the Schomp Automotive Innovation Center on Thursday, March 12, from 5:00-7:00 pm at the Sturm Collaboration Campus.
• FIAT DONATES TO THE MOPAR CAREER AUTOMOTIVE PROGRAM.
  Thanks to Fiat Chrysler Automobiles PL for providing a 2013 Dodge Challenger and a 2013 Dodge Ram 1500 Laramie to the Mopar Career Automotive Program at ACC for instructional use.

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

• NO REPORTABLE ACTIVITIES

OTHER NEWS.

• LOEBACH SELECTED FOR NSF FELLOWSHIP.
  ACC Emergency Services Administration Faculty Peter Loebach, Ph.D., has been selected to participate in the 2020 National Science Foundation Fellowship entitled “Enabling the Next Generation of Hazards Researchers”. Loebach is one of 20 NSF Fellows who will attend mentoring workshops to collaborate with leading scholars, investigators and program officers with the goal of making broad contributions to the advancement of hazards and disasters research and preparedness. He and other fellows will research natural hazards and disaster relief in Puerto Rico in the summer of 2020.

  4 - Peter Loebach, Faculty

• ANDERSSEN RECEIVES 2020 JEROME WARTGOW AWARD.
  Arapahoe Community College Economics Faculty Joan Anderssen has been selected as the recipient of the 2020 Jerome Wartgow Teaching with Technology Award from the Colorado Community College System (CCCS).

  Criteria for the award includes positive impact on student learning, innovative use or adaptation of technology, and contribution to the campus academic unit and overall campus goals to enhance teaching and learning with technology. The focus of the award is on the teaching and learning process, with technology incorporated as an
effective tool to stimulate, enhance or expand the learning experience for students. The award recognizes one full-time faculty member from across all 13 CCCS institutions.
President’s Report
Dr. Betsy Oudenhoven
March 2020 • Issue No. 276

Transform the student experience

Oudenhoven signs CEO Action for Diversity pledge, reaffirming CCA’s commitment to diversity, equity
On January 31, CCA reaffirmed its commitment to champion diversity and equity when college President Dr. Betsy Oudenhoven signed the CEO Action for Diversity and Inclusion pledge, joining over 550 companies, higher-education institutions, and other organizations across the country whose leaders have also inked their signatures. CEO Action is the largest CEO-driven business commitment to advance diversity and inclusion in the workplace. Community partners that joined CCA in the pledge included the Aurora Mental Health Center, the Aurora Chamber of Commerce, the Aurora Sister Cities program, the University of Colorado's Community-Campus Partnership, and Pickens Technical College.

The pledge includes three main commitments:

- Make the workplace a trusting place to have complex, and sometimes difficult, conversations about diversity and inclusion
- Implement and expand on unconscious-bias education
- Share successful, as well as unsuccessful, diversity and inclusion practices

The signing event was part of CCA’s annual Martin Luther King Jr. dedication luncheon.

(Photo caption: From left to right, CCA President Dr. Betsy Oudenhoven, Kirsten Anderson, from the Aurora Mental Health Center, and Karlyn Shorb, from Aurora Sister Cities, sign the CEO Action for Diversity and Inclusion pledge on January 31 at the CentreTech Campus).
Large crowd gathers for Martin Luther King Jr. luncheon at CCA; Foundation awards 3 students Dr. Martin Luther King Jr. Scholarship

Over 100 people gathered for CCA’s annual Martin Luther King Jr. dedication luncheon on January 31 at the CentreTech Campus to celebrate King’s legacy, hear from speakers, and watch student performances. The event’s featured speaker was Omar Montgomery, an Ethnic Studies instructor and the Director of Black Student Services at the University of Colorado Denver. Montgomery is also the president of the NAACP’s Aurora branch. At the luncheon, three CCA students — Autumn Conner, Angel Lozano, and Cristian Rosales — were awarded the CCA Foundation’s 2020 Dr. Martin Luther King Jr. Scholarship, each in the amount of $500. *(Photo caption: From left to right, CCA students Autumn Conner, Cristian Rosales, and Angel Lozano, each a recipient of the 2020 Dr. Martin Luther King Jr. Scholarship, pose for a photo).*

Alpha Pi Pi, CCA’s PTK chapter, awarded Five Star Chapter status

Alpha Pi Pi, CCA’s chapter of the academic honor society Phi Theta Kappa (PTK), was recently awarded Five Star Chapter status — the highest award granted by PTK. The award was made possible by the hard work of the Alpha Pi Pi student leadership team: Jacob Leavitt, President; Brandon Lowry, Vice President; Abigail Scarlett, Secretary; and Rose Gallagher, Treasurer. It’s the first time in several years Alpha Pi Pi has been awarded Five Star status.

Students with at least a 3.5 GPA who have completed 12 or more credit hours are invited to join PTK each semester. Each year the chapter has the opportunity to complete a college project in collaboration with the college president as well as an Honors In Action Project delving into a research topic of the students’ choice. Chapters that complete both projects and are involved at the regional and international levels receive Five Star status.
CCA celebrates Black Heritage Month with several events throughout February
Throughout the month of February, CCA celebrated Black Heritage Month with a number of programs, including a family reunion/block party on February 5, an “Exemplifying Black Excellence” event featuring a professional panel on February 12, a viewing of the documentary “13th” on February 19, and an “Honoring Black Excellence” event on February 26. (Photo caption: A panel takes questions at the “Exemplifying Black Excellence” event on February 12 at the CentreTech Campus).

Over 200 CCA students gather for transfer fairs at CentreTech and Lowry campuses
Representatives from 21 colleges and universities — both from Colorado and out-of-state institutions — gathered at CCA for a pair of transfer fairs on January 27 (at the CentreTech Campus) and January 28 (at the Lowry Campus). In all, 225 students attended the two transfer fairs, where they were able to meet representatives from the four-year colleges and universities, learn more about the institutions, and get their questions answered about the transfer process.

Transform our own work experience

CCA faculty members Cook, Welliver featured in ABC segment on “cancel culture”
CCA faculty members Dr. Tanya Cook (Sociology) and Robley Welliver (English) were featured in an ABC Channel 7 on-air segment on “cancel culture” as part of the station’s
360 series. Cancel culture is the practice of boycotting someone, usually a celebrity, who has shared an unpopular opinion or behaved in a questionable way. CCA’s Inclusive Excellence group sponsored a cancel culture event in September. The ABC story can be watched and read here. (Photo caption: CCA Sociology faculty member Tanya Cook was interviewed by ABC Channel 7 for a segment on “cancel culture”).

**Simpson awarded American Association of Educators Advocacy Fellowship**
Dr. Ashley Simpson, Chair of CCA’s Education and World Languages Department, was recently awarded an Advocacy Fellowship from the American Association of Educators (AAE). According to its website, AAE is the “largest national, non-union, professional educators’ organization, advancing the profession by offering a modern approach to teacher representation and educational advocacy.” AAE’s Advocacy Fellowship program trains educators around the country to advocate for their students. AAE Advocacy Fellows travel to Washington, D.C., to meet with legislative leaders and AAE national staff.

**VA Hayman Barber gives Gen Z presentation to roughly 80 participants at conference in Georgia**
VA Hayman Barber, CCA’s Dean of Academic Affairs and Workforce Partnerships, gave a presentation titled “Generation Z: Shaping Modern Day Universities by Rethinking Student Success” on February 6 at the 37th Academic Chairpersons Conference in Savannah, Georgia. Her presentation explored different ways to help Gen Z — those born between 1997 and 2012, according to the Pew Research Center — be successful in higher education. About 80 people participated in her session.

*Redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence*

**Oudenhoven, Phillips attend equity event with higher-education leaders**
CCA President Dr. Betsy Oudenhoven and College Equity Officer Quill Phillips attended an equity event at the Auraria campus on February 3. The program, sponsored by the Colorado Department of Higher Education (CDHE), included remarks from several higher-education leaders, including Dr. Angie Paccione, Executive Director of CDHE; Dr. Katy Anthes, Commissioner of the Colorado Department of Education; and Joe Garcia, Chancellor of the Colorado Community College System. John King Jr., former U.S. Secretary of Education and current President and CEO of The Education Trust, was the event’s featured speaker and facilitated a conversation with two- and four-year students from institutions across Colorado about higher education’s role in advancing equity.

**Oudenhoven helps high school students, families learn more about how to access higher education in Colorado**
CCA President Dr. Betsy Oudenhoven joined Dr. Angie Paccione, Executive Director of the Colorado Department of Higher Education, at Gateway High School in Aurora on January 29 to speak with students and their families about how to access higher
education in Colorado. The program focused on financial aid and scholarship opportunities as well as concurrent enrollment and college choice. Staff from the Aurora Public Schools college and career centers also attended to provide additional information.

**Create education without barriers through transformational partnerships**

CCA hosts third annual APS Theatre Festival; event covered by local media
CCA hosted Aurora Public Schools’ third annual Theatre Festival on January 16, when 27 students from local high schools gathered in the Fine Arts Building to give performances and hear from judges on how to improve their skills. The event was aimed at identifying students who are gifted in the performing arts so their schooling can be organized accordingly. [CBS Channel 4](#) and [AuroraTV](#) covered the event.
President’s Report
Everette J. Freeman, President Community College of Denver
March 11, 2020

Transform the Student Experience

Highlights from the Community College of Denver’s Advanced Manufacturing Center!

- First-year student Owen Snyder is working at Hirsh Precision Products while completing his AAS in CNC Machining. Owen’s neighbor works at a machine shop, and he told Owen to come in. They were ready to hire him on the spot! He’s working in quality control/inspection.
- Garlock Pipeline Technologies (GPT) hired Jesus ‘Chuy’ Gonzalez as an intern from the CNC Manufacturing program, from which he will be graduating with his AAS this May. He got the job after GPT HR contacted Janet Colvin. Eric Miller and Janet Colvin toured GPT, and then Chuy interviewed for a paid internship. GPT is the world’s leading manufacturer of pipeline sealing and electrical isolation products.
- William ‘Billy’ Cira is working a part time welding/grinding/art project job at 23rd Avenue Sculpture! He's a veteran and a second-semester AAS in Fabrication Welding student.
- David Matousek, graduating with his AAS in CNC Manufacturing in May, is working on his 'encore' career. He had worked for IBM and was laid off. So he used his benefit package to go to CCD. David now works at Clayton Restorations' machine shop restoring classic cars, and they own the same CNC Mill we use for learning!
- Elizabeth ‘Liz’ Herrera, a single mom, is finishing up her AAS in CNC Manufacturing and has accepted a position at Lockheed Martin! She is working full-time at Lockheed (4 – 10s), and she comes to the AMC on Fridays for additional CNC training. She met Lockheed Martin rep at the last Manufacturing Mixer!
Taking a Chance on CCD

CCD student and veteran, Colin Jandt, hopes to one day study neuroscience to learn more about coping with traumatic brain injury.

FULFILLING A FAMILY LEGACY

Enlisting in the Army after graduating from high school in 2012 was all Colin Jandt ever wanted. “Until his recent passing in December, my great grandfather was one of the last living P.O.W.’s from World War II,” he says. Jandt's grandfather served in Vietnam, his father in Desert Shield/Desert Storm. “My grandpa’s wish for me was to go into the military.”

Jandt completed basic training at Fort Benning, attended airborne school, and in March 2014, was deployed as a paratrooper with the 82nd Airborne Division. In November 2014, he lost his best friend Joseph Riley, who was killed in a suicide bombing in Afghanistan. After undergoing therapy and doing his best to cope, Jandt eventually re-enlisted and went to Fort Carson, Colorado, in 2016. Soon after, he was deployed again and suffered a traumatic brain injury (TBI), eventually returning to find himself medically “separated” from active duty. “All I knew was the Army,” he says. “But I had PTSD and a TBI and my injuries were too severe.” Despite support from a brain injury team, Jandt couldn’t shake the depression. For a long time, he wouldn’t leave the house.

CHOOSING TO HONOR A FALLEN FRIEND

Growing up in a small farm town in California, Jandt rode wild horses and bulls, so he found a ranch in Brighton, Colorado, and started riding bulls there, eventually qualifying to ride professionally. He performed at the National Western Stock Show in 2019 and hopes to do so again. “It was an outlet that got me out there doing something,” he says. But it wasn’t enough. He continued to see his PTSD therapist, Steve Carleton, at the Department of Veterans Affairs Medical Center in Aurora, Colorado. “He was like, ‘You need to go to school, man,’ and I was like, ‘I can’t; I have a traumatic brain injury.’ But he kept saying, ‘Your brain injury team is working so hard to retrain your cognitive skills and your brain won’t be fully developed until you’re twenty-nine, so you have time.’”
Every session the conversation replayed until one day Jandt went home and looked at pictures of his friend who died. “I wear this bracelet on my wrist with his name,” he says. “I started crying. I was like, ‘I was given a second chance in life. I need to do something.’”

**TAKING A CHANCE AT COMMUNITY COLLEGE OF DENVER**

With help from the Veterans Services Center at the Community College of Denver (CCD), Jandt decided to enroll in courses. “It was super easy and almost like it was meant to happen because it was the last week of registration for summer classes. I hated school growing up but everyone kept saying it’s way different here; just go.”

Jandt took an introduction to business class with instructor Jamal Bowen who helped him adjust to the challenges of campus life. “I learned a lot from his class. He started talking to me about his life and I started talking about mine. He kept trying to get me out of the house.”

Bowen invited Jandt to join his flag football team and when the summer semester ended along with the games, he continued to connect with Jandt. “Every day between our schedules, he would check in with me,” Jandt says.

**TURNING HIS LIFE AROUND**

Now enrolled in four classes, Jandt has made a “small circle of friends” and continues to receive support from CCD faculty like his public speaking instructor, Natalee Briscoe. “She’ll work with me to prepare for a speech. I practice by presenting it to her and she helps me relax and makes sure it’s good.”

His world mythology instructor, Nick Morris, always makes himself available to Jandt and helps him to schedule his work around his many VA appointments. Jandt tries to schedule those on Fridays, his day off from classes. He’s made a mission of informally mentoring other vets coping with TBIs and PTSD. He hopes to complete a two-year degree at CCD and go on to a four-year college to study neuroscience. “The brain hasn’t been studied very long so a lot of my doctors don’t have the answers,” he says. “I want to learn about how the brain functions and what they’re learning.”

Jandt credits his PTSD therapist for never giving up on pushing him to go to school. “You know when somebody dies in your family — that’s the way I felt from the second I got out of the Army until I went back to school. I had a few happy days riding bulls at the ranch but otherwise, I just felt distant from others, loss, and emptiness. CCD has been like a full one-hundred-and-eighty-degree change in my life.” View the story [here](#).
Redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence.

CCD Tax Help Colorado is Thriving!

Our productivity and accuracy put us as one of the top Tax Help CO sites in the entire state!

PRODUCTIVITY STATS YEAR TO DATE:
- 347 tax returns completed (includes 12 paper files) – all are now filed with the IRS.
- ~$787,000 in total Federal and State refunds for the community (This does not include tax prep savings. The average paid preparer in CO charges ~$250)

ACCURACY STATS YEAR TO DATE:
- Rejected Returns: 10
- E-File accuracy rate: 97%
- Note: these statistics reflect both taxpayer errors and our errors, but it gives a baseline estimate.

Auraria Institutions Collaborate to Create Engineering Transfer Pathway

It may look like these Auraria Provosts, Dr. Roderick Narin from CU Denver, Ruthanne Orihuela from CCD, and Dr. Vicki Golich from MSU are taking a test but ACTUALLY they just signed an articulation agreement for an engineering transfer path. These transfer plans start with college algebra, helping students start early toward Civil, Electrical, & Mechanical Engineering Degrees. Special kudos to CCD’s Ruthanne Orihuela Provost, Peter Lindstrom Dean Center for Math, English and First Year Experience, James Morski Assistant Professor of Mathematics and Program Chair, Jean Hindie Professor of Mathematics.
CCD Hosts Inaugural Concurrent Enrollment Advising Institute

CCD College Pathways team hosted the Inaugural Concurrent Enrollment Advisor Institute. The event brought together advisors from across the state to learn how to align our work to better support high school students taking concurrent enrollment courses. Special kudos to Scott Gallegos, Kaylah Zelig, Nick Meisner.

Transform our own workforce experience.

Community College of Denver’s Outstanding Faculty Member Kurt Pond!

Kurt Pond has taught Philosophy at the Community College of Denver for 26 years, 14 as an adjunct instructor and 12 as a full-time faculty member. During that time, he has taught Introduction to Philosophy, Ethics, Logic and eastern religion. However, in the past few years, the course he has been most closely associated with is PHI 220, the Philosophy of Death and Dying. This is a difficult course to teach, especially at CCD, where many of our students have faced much more than their share of trauma, grief and loss. But it is in this raw, messy class where Kurt has done his most exceptional work. For it is here that Kurt’s empathy and remarkable emotional intelligence have helped countless CCD students with the harsh realities of the human condition we all share.

Kurt is a remarkable asset to his students, his college, and to higher education in the state of Colorado.
Transform the Student Experience

For Black History month Campus Life incorporated a taste of the south with a day of jazz, Trivia and historical facts, and African American Art night. Students were able to view famous painting and utilize skills with Abstract Expression, contextual and confluence practices.

CNCC received a $36,000 grant from CDHE to transition to Open Educational Resources. The funds will be used to pay for additional training, travel, supplies, and a stipend for faculty participating in the transition. We will be transitioning approximately 23 courses to OER. Twenty five percent of our faculty will be participating in the training led by CNCC’s OER Ambassador, Nicholas Swails. The courses included in the first
round of OER are ART, BIO, CHE, COM, HIS, MAT, PSY, and SOC. These courses were chosen because they are Guaranteed Transfer courses that will affect at least 25% of our General Education and Career and Technical Education students. This has the potential to save students $1,200 to $1,400 per year. We held our first training (via polycom) on Friday February 14 where the faculty were introduced to what OER is; how it can make college more affordable, accessible, and equitable; how it will increase student success; and open licensing. We will meet in May for a two day workshop. Besides working on the transition of their courses to OER; the May trainings will be held to help promote in-person collaboration that is often missing because the campuses are so far apart.

Our Agriculture Department is in the process of incubating eggs to hatch chicks. We have received several eggs that we are incubating and at the present time have had four eggs hatch. We will bring more information about this project in the next report and hopefully will have dozens of more chicks that have hatched by then.

CNCC received a $500,000 grant from the Colorado Attorney General’s Office to start a Cyber-Security program at the college. The grant is for three years and will help us get a faculty member hired, revamp existing space, and buy equipment. The program will start at the Craig campus in fall 2021 but will be setup on both campuses after the start.
On February 22 we had sophomore night for our men’s and women’s basketball players. Twelve student athletes were honored for their dedication to basketball, academics, and CNCC.
Our Phi Theta Kappa students on the Rangely Campus held their annual coat drive. The coats will be distributed to those families in need. This was very successful and the students did a great job and getting much needed coats, sweaters, gloves, and scarfs donated.

Transform Our Own Workforce Experience

Through our Safety Department, Trevor Sperry, Director, and National Park Ranger Academy, CNCC held a women’s self-defense class. Many of our employees along with students and community members from Rangely and Meeker attended the class. Overall we had 26 individuals being taught different self-defense techniques. Chuck Huyck, NPS Director, and his staff donated their time to teach the class.
Landon Pirius, Vice Chancellor for Academic and Student Affairs, visited our campus in February. He spent time talking with many of our faculty and staff. Landon also was present for Senator Bennet’s visit and had the opportunity to talk with him. Between visits he was able to climb the ice tower and take a ride in one of our planes.

Create Education without Barriers through Transformational Partnerships

We held our monthly Community Networking meetings on both the Craig and Rangely campuses in February. Keith Peterson, Vice President of Instruction, and Sasha Nelson, Director of Workforce, presented an update to the community members on programs we have implemented, new program starts in the future, community education, and workforce development. We had around 20 people in attendance at the Craig meeting and around 30 attend the Rangely meeting. The community had many good questions and were very pleased with the direction of CNCC.

I am pleased to announce that CNCC is now a Paleontological Repository for the State of Colorado in addition to its repository status under BLM. This means CNCC can permit, collect, and store fossils found on State Land. All of this came about due to an accidental collection of fossil tracks last summer that was on State land, not BLM’s – our permit at the time only encompassed BLM land. The error was found when Liz Johnson, Curator for CNCC, was preparing the annual report. She immediately notified the state office informing them of the accidental collection. They were incredibly understanding and gave us the opportunity to apply for repository status to keep these amazing tracks.
CNCC participated in the Economic Round Table held in Craig for Moffat County. Ron Granger, John Anderson, Vice President of Student Affairs/Craig Campus, and Sasha Nelson, Director of Workforce, were all in attendance. The college is working with Craig community leaders, Moffat County leaders, regional workforce development office, and AGNC on finding ways to help our communities with the pending shutdown of the power plants and coal mines near Craig.

CNCC joined leaders from Rangely, Craig, Moffat County, Rio Blanco County, and AGNC in a “sit down discussion” with State Senator Bob Rankin. The college presented information to Senator Rankin on our “needs” in the aviation realm to help move these areas forward.

Senator Michael Bennet was on the Rangely Campus to tour our aviation and aviation maintenance facilities. Senator Bennet had the opportunity to speak with faculty, staff, and students on these programs, and how these programs can help northwest Colorado. After his tour, Senator Bennet had a meeting with local leaders and was able to talk to them about what the needs are for the town and county to thrive. This was a great meeting and Senator Bennet and his staff enjoyed being able to speak to everyone and to see what CNCC has to offer. Everyone in attendance was excited about the conversation with him and about how this may open some doors for economic development in the future.
Redefine Our Value Proposition through Accessibility, Affordability, Quality, Accountability, Resource Development, and Operational Excellence

The Town of Rangely donated one of their patrol cars to our National Park Service Academy to be used in the training of our students. This was a great addition to our current fleet of vehicles used in this program.
FRCC March 2020 Board Report
Andrew Dorsey
President

Transform the student experience.

Interior Design Students won two awards at the National Kitchen and Bath Association’s “2020 Design and Industry Award” conference on January 20, 2020. Victoria Sharkey took first place in the Student Design Competition for Bath, and Kata Hayes took third place for Kitchen. They are among over a dozen FRCC students who have won national design awards over the last several years.

Vada Vickland, Longmont native, FRCC Boulder County Campus student, and her heifer, Annsley, swept the awards at the National Western Stock Show. They won the Supreme Polled Hereford Breeding Heifer for both the Junior and Open divisions and grand champions at the Junior National Hereford Exposition in Denver; the 2019 Western States National Hereford Show in Reno, NV; and the North American International Livestock Exposition in Louisville, Ky.

Link to article.

FRCC’s Leadership met with the BCC Latinx Excellence Achievement and Development Series (LEADS) cohort on Friday, February 7, to talk about their leadership journeys. There are seventeen students in the current cohort. February 8 the campus hosted a LEADS reunion with cohorts 1-5 of the program. To date, the program has had 65 participants. Thirty-four are currently enrolled at FRCC. Graduates have earned thirteen certificates and thirty-four degrees from FRCC. Thirty-two have transferred, and, of those, ten have earned bachelor’s degrees and one had earned a master’s degree. Three LEADS graduates have come back to work at the college.

FRCC Boulder County Campus Latinx student club designed the new logo for the Latino Chamber. The chamber gave a shout out to the students on the chamber’s Facebook page.
Events in honor of Black History Month are occurring at all campuses.

- **FRCC Boulder County Campus** is screening the film “13th”, a documentary by Ava Duvernay. The film explores the history of racial inequality in the United States, focusing on the fact that the nation's prisons are disproportionately filled with African-Americans.

- In Fort Collins, the Social and Behavioral Sciences Department, Student Life, and the Afro American Student Association partnered to host the Indie Pop-up Series screening of *Always in Season*. Speaker Hasira “Soul” Ashemu, Executive Director of Breaking Our Chains, spoke with a group of students and staff about the historical roots of the current day systems in our society.

- **The Poudre River Library District** and Front Range Community College are hosting a *History Comes Alive* program on Thursday, February 27. National humanities and Chatauqua scholar Becky Stone will portray Rosa Parks.

**Center for Integrated Manufacturing** personnel and the Admissions and Outreach Department are reaching out to industry partners to garner interest in the **Optics program**. We recruited assistance from: Paul Seacy at Bridgecom, Troy Alley at Universal Photonics and Stephen Uhlhorn from Fat 6D Laser. They provided ideas and interactive exercises we could design for prospective students. They introduced us to three videos that can be used at outreach events.

- [https://www.youtube.com/watch?v=rcoMeWV0jZc](https://www.youtube.com/watch?v=rcoMeWV0jZc)
- [https://www.youtube.com/watch?v=W3opV28i6oo](https://www.youtube.com/watch?v=W3opV28i6oo)
- [https://vimeo.com/152988971](https://vimeo.com/152988971)

**The Westminster English and Music** departments sponsored a Valentine’s event in the Performing Arts gallery, featuring musical performances and poetry readings all about love – the good and the bad! In addition, the Writing Club and WC’s literary magazine, *Howl*, sponsored a Valentine creation event in the main hallway. More than 75 students and staff stopped by to make Valentine’s cards with expert poetry writing consultations and art supplies provided.
Larimer Student Affairs held several events: First Generation student awareness event, Single Parent welcome reception, LGBTQIA+ Welcome Reception, Student Involvement Fair for students to connect with student organizations active on-campus, and a group of students went ice skating together at the Edora Ice Center.

The BCC Student Affairs department has decorated the campus with more than two dozen posters of recent staff and graduates who were first generation students. All the posters list the degrees each has earned and words of advice for current students. The posters are part of an effort to help first generation students, and especially first generation students of color, feel welcome.

Transform our own workforce experience

FRCC Boulder County Campus hosted a retirement celebration for George Newman – George had a key role in the efforts to secure the $24 million TACCT grant for the system that started our Machining program and organized the work that led to the Center for Integrated Manufacturing. George has been with FRCC since 2012 after a long career in industry.

Anitra Galicia, Assistant Director of Concurrent Enrollment at Westminster received an award from the Colorado Council on High School/College Relations. Anitra was selected as the College Admissions Specialist award winner for January 2020. She is truly an outstanding FRCC employee and serves the high school programs well. The link to the organization’s website is below. This link is to their website

On February 6th Ray Daugherty (Horticulture and Landscape Technologies program @ Westminster campus) was inducted into the Colorado Nursery and Greenhouse Association’s (CNGA) Hall of Fame. Here is wording from the association about this award’s gravitas: This prestigious award is presented to an individual who, throughout their career, has demonstrated leadership and commitment to the industry resulting in overall improvements to the industry. Anyone who has worked with Ray has seen this demonstrated over and over at FRCC and in this program. Former student Mike Bone, who is on the CNGA Board of Directors and is a Horticulturist at the Denver Botanic Gardens, presented the award to Ray. Pictured is Ray with Kerri Dantino, Board President of the CNGA.
Create education without barriers through transformational partnerships

**Elena Sandoval-Lucero**, Vice President of the Boulder County Campus facilitated a Real Colors session for the **Leadership Longmont** program sponsored by the Longmont Area Chamber of Commerce. Leadership Longmont is a six-month course of study designed to educate current and aspiring leaders about the critical issues and opportunities facing the community. The Chamber selects a representative group of 20-25 individuals from business, government, education and non-profit organizations each year to participate. The program is open to everyone who is interested in contributing their skills, knowledge, and expertise to the betterment of the Longmont community.

**Active Learning Coaches**, Kerri Mitchell and Eric Salahub, English and Philosophy faculty respectively, were invited to travel to Paradise Valley Community College on Feb 28th to do a ½ day set of workshops on Active Learning. Paradise Valley CC is starting on a Pathways project similar to the one FRCC has undertaken, and they really want to work to improve success rates for gateway courses. Eric and Kerri have facilitated semester long active learning trainings for over 60 FRCC faculty and have presented at Lamar and Northeastern.

FRCC hosted **Eliminating Barriers through Culturally Responsive Teaching**, a presentation by the National Alliance for Partnerships in Equity (NAPE) on February 5th, 6th, and 7th. The workshops helped Career and Technical Education faculty and student affairs staff understand the impact of micromessaging and how to eliminate barriers through responsive teaching and working with students. There were over 90 attendees from student affairs staff, CTE adjunct instructors, and CTE faculty.

Redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence

Front Range Community College convened an **Open Educational Resources (OER) Council** in Fall 2019 to enhance and expand use of OER in highly enrolled courses in support of the College’s student success initiatives. FRCC was awarded $40,500 from the Colorado Department of Higher Education (CDHE) for the proposal, “Demystifying Open Educational Resources: Awareness, Discovery, and Adoption.” The funds will support professional development and awareness; in addition, six ECE courses (ECE 101, ECE 103, ECE 238, ECE 102, ECE 220, and ECE 256) will fully utilize OER upon completion of the grant period. Additional funding to support adoption/adaption of OER in highly enrolled, multiple-section courses is being made available to FRCC faculty/instructors in FY20-FY21 to further demonstrate the College’s commitment to reducing barriers to success for students.
Lamar Community College President’s Report
March 2020

Transform the student experience.

Athletes Achieve GPA Recognition

With a record-breaking fall enrollment of 213 student athletes, LCC offers celebrates the fall 2019 academic achievements of the student athletes in all sports. A grand total of 93 student athletes achieved high GPAs - with seventy-seven student athletes achieving 3.0-3.9 GPAs and twenty-six student athletes at 4.0 GPA.

Baseball - 7 student athletes with a 4.0 GPA 18 student athletes with a 3.0-3.9 GPA
Baseball Academy - 1 student athlete with a 4.0 11 student athletes with a 3.0-3.9 GPA
Men's Basketball - 2 student athletes with a 4.0 GPA 8 student athletes with a 3.0-3.9 GPA
Women's Basketball - 4 student athletes with a 4.0 GPA 6 student athletes with a 3.0-3.9 GPA
Golf - 1 student athlete with a 4.0 GPA 2 student athletes with a 3.0-3.9 GPA
Softball - 3 student athletes with a 4.0 GPA 9 student athletes with a 3.0-3.9 GPA
Volleyball - 1 student athlete with a 4.0 10 student athletes with a 3.0-3.9 GPA
Rodeo - 7 student athletes with a 4.0 13 - student athletes with a 3.0-3.9 GPA

Spirit Week
LCC students had spirit week the week of February 10. One of the projects for the week was to decorate a door. Students decorated dorms as well as classroom doors. It was a fun way to bring students and faculty together. The winner was LCC Rodeo Coach, Cole Dorenkamp’s door.
Student Focus Group

As part of LCC’s ongoing work to ensure an inclusive campus, the college hosted a facilitated lunchtime focus group to explore the experiences of full-time male students of color. Twenty participants were randomly selected and fell within the 18-28 age group. Facilitators used guided, open-ended questions to learn more about the perceptions and experiences of this student population. Information garnered will be used to reinforce practices that are working and to identify areas of improvement.

Transform our own workforce experience.

Campus Community with Potluck

During this year’s spirit week, LCC employees embraced this year’s theme of “community” by having a week-long campus potluck. Each building was assigned a day, and on that day, provided the campus with a lunch. This activity ran from 11-2 each day, giving everyone the chance to break out of their normal routine and visit with fellow employees in buildings they may not otherwise get the chance to visit.
Additionally, the planning committee developed a Bowling Night activity, is piloting a “Bring Your Dog to Work” day, and is focusing on “family friendly” processes to make LCC more welcoming to students, faculty, and staff.

Scott Crampton in NJCAA Hall of Fame
The NJCAA Baseball Coaches Association has selected four prominent head coaches for its 2020 Hall of Fame class, announced by the NJCAA National Office on Thursday. Among the four inductees was Scott Crampton of Lamar (CO), retired LCC Baseball Coach. Scott Crampton arrived on campus at Lamar in 1993 and revived a program that had experienced shortcomings for many years prior. Twenty-five years and over 1,000 wins later, Crampton joins exclusive company in the 2020 class of the NJCAA Baseball Coaches Association Hall of Fame. Crampton, who retired in 2018, accumulated a career record of 1,018-449, a winning percentage of .694. Crampton was a nine-time recipient of the NJCAA Region XI Coach of the Year honor, including a five-year consecutive stretch from 2002-07. The Runnin’ Lopes set a school record for wins in 2002 after Crampton guided the program to a 59-5 record and a third-place finish at the JUCO World Series. A member of the American Baseball Coaches Association (ABCA) since 1990, Crampton has also served as a contributor for Coaching Digest, NMBCA, CBSCA, and as PCCA clinic speaker. Crampton currently serves on the Lamar Parks and Recreation Board and as an advisor and leader for the Lamar Community College Fellowship of Christian Athletes. Crampton was selected to the Colorado Dugout Hall of Fame in 2013. Scott currently serves as LCC’s Athletic Director.
Leadership Luncheon
The Third Annual “Leadership Lunch” professional development series is almost done for the year with just one presenter remaining. Each event is a presentation by a college leader sharing lessons to improve employee leadership. This month featured Kelly Emick, History faculty and 2018-19 Faculty Member of the Year. She discussed leadership skills relating to “Using Leadership in Teaching”. She emphasized the power of teaching not just in the classroom, but in everyday life. The importance of pushing students/employees beyond their limits of comfort, setting high expectations, providing support, clear communication, and focusing on why you teach/lead, not how much you are liked as a teacher/lead.
Create education without barriers through transformational partnerships.

**College 101 Visits Local High Schools**
The staff from the Financial Aid office and the MAP Center of Lamar Community College joined Taylor Stupka, COSI Navigator in bringing important information to parents and students of Lamar High School. On the evenings of February 5th and 6th, parents and students attending the Parent/Teacher conferences were invited to attend College 101 sessions to learn more about educational options after graduating from high school. Parents and students were informed about the different types of colleges and universities and questions to consider before deciding on the best option for the student. Because paying for a college education is such a critical concern, Teresa Turner, Financial Aid director outlined the different sources of funding available to families. The high school students then had a separate session with current LCC students for a Q & A session and learned about life at the college and adjustments needed to be successful. Approximately 40 people attended both nights. A ‘Spanish Speaking Only’ session was offered at both sessions.

**Future Students Engage with LCC Faculty, Staff, and Students** The Lamar Welcome Home Center, a local pre-school, brought two groups of young students to tour LCC, meet student-athletes, have story time, and begin to develop a college-going culture. The student-athletes were a big hit and had lots of fun with the little ones.

Redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence.
LCC Library Selected for ALA Project

Lamar Community College is one of three libraries in the state of Colorado selected for the American Library Association’s Libraries Transforming Communities: Facilitation Skills for Small and Rural Libraries. The other Colorado recipients are public library branches from Rifle and Leadville. 41 libraries from across the country were selected by the ALA’s Public Programs Office. The award includes a free training series, a workgroup connecting rural librarians, and a generous travel and conference stipend to attend the American Library Association’s annual convention in Chicago starting June 26, 2020. All recipients will meet at a special ALA preconference on June 26th. Lamar Community College will gain a deeper understanding of its assets and liabilities as a small library, the shared problems facing small population libraries across the country, and strategies for stretching limited budgets and encouraging community involvement.

PTK recognized as REACH chapter

LCC’s Beta Eta Gamma Chapter of Phi Theta Kappa has again been recognized as a REACH Chapter, which means PTK membership exceeded the national student acceptance percentage. As a result, the chapter is recognized and provided with PTK stoles for commencement. Chapter Advisors, Kelly Emick and Dr. David Frankel are a big reason why membership is so strong.
Transform the student experience.

Phi Theta Kappa (PTK) students opened a time capsule assembled by PTK students in 1993. The time capsule contained modern technology of the era (a VHS tape, cassette tape, and a 5.25 inch floppy disc), along with magazines, newspapers, and a letter to future students about events happening in 1993. Current PTK students plan to create a new time capsule as the capstone event of MCC’s 50th anniversary celebrations this year.
Six MCC students and the college’s Student Life Coordinator traveled to the 2020 National Student Leadership Diversity Conference in San Francisco, California. They participated in sessions covering topics such as implicit bias in higher education, exploring apologist behavior, and gender identity. The students plan to give presentations to MCC staff, faculty, and students about what they learned at the conference.

MCC’s Pride Club hosted its first annual “Love is Love” event on February 14, 2020. Around 50 participants, including MCC students, local high school students, staff, and faculty attended the event, which featured activities that honored unconditional love and celebrated diversity. The club members provided homemade chili and cinnamon rolls.

MCC students participated in regional SkillsUSA contests in February. Three Collision Repair students won medals and will advance to state competitions in April. Fernando Luna won first place in High School Collision, J.D. Nelson won second place in High School Collision, and Andy Palma won third place in College Refinishing.

The College Store opened its first coffee shop and is now offering lattes, cappuccinos, hot chocolate, and freshly-baked cookies. The college is holding a naming contest for the shop.

**Transform our own workforce experience.**

Rashar Jackson was named the MCC Classified Employee of the Year for her outstanding work as a Custodian in the Maintenance and Operations Department.

MCC’s Faculty of the Year, Dr. Jason Glasnapp; Instructor of the Year, Sherri Amen; and APT Employee of the Year, Elinor Brown will receive National Institute of Staff
and Organizational Development (NISOD) Excellence Awards at the NISOD International Conference on Teaching and Leadership Excellence in Austin, Texas in May 2020.

Monday Motivation, a small group led by MCC Lead English Faculty Ewan Magie, provides faculty and staff the opportunity to begin their week by learning and practicing fundamental meditation techniques. The sessions cover topics such as proper posture, focused breathing, bringing sitting meditation into movement through slow walking meditation, and developing calmness through sustained practice. Staff and faculty have shared that the sessions have helped them manage stress and improve interactions with their peers.

Create education without barriers through transformational partnerships.

MCC held its fifth ‘Girls Only! Women in Manufacturing’ event, with over eighty 8th-12th grade students. The event featured local female leaders who have successful careers in the manufacturing industry and skilled trades. The students attended learning sessions about Food Dye Chromatography, learning about chemical manufacturing and crop protection; a LEAN activity, where students learned how to reduce material waste and increase profit; a session about Women in the Workforce; and a session introducing Concept Automotive. The event was made possible through collaboration with Northeast Colorado Manufacturers (NECOM), Eastern Colorado Workforce Center, Mattel, Mercedes Benz, Leprino Foods, Walmart, and McDonalds.

Local high school students participate in Girls Only! event.

The MCC Foundation Gala held its annual Gala on February 28 at the Paradigm Fresh facility in Fort Morgan. Forty-two business and community sponsors helped underwrite the event. The proceeds of the Gala will be devoted to MCC student scholarships. The Foundation’s goal is to provide a scholarship to every student who applies for one.
Redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence.

MCC is once again offering a guaranteed “Promise Award” of $2,000 in financial aid to recent high school graduates (including home school students) who attend full-time fall semester. An award is also available for part-time students. There is no minimum GPA requirement.

The MCC Limon Center held an open house February 14 to celebrate the opening of its new and expanded facility, located adjacent to “Ben’s Pharmacy”. The space provides increased office, classroom, and computer lab space to serve the region, and includes technology to connect to classes originating across the MCC service area via distance learning.

Greg Busch, CCCS Emergency Management Director, conducted Incident Command System “402” training with members of MCC’s President’s Staff on February 24.

Progress is being made on the construction of MCC’s newest facility, “Poplar Hall – Agriculture Center for Innovation.” The building has started “going vertical.” A Topping Off ceremony was held February 27 when the last piece of structural steel was installed in the building.
Morgan Community College (MCC) continues the “#IamMCC” campaign that started fall of 2019. The “#IamMCC” campaign captures stories from a diverse set of students, providing inspiration for current and prospective students and demonstrating that access and success in higher education is possible. In this month’s sample campaign posters below, Travis Morgan and Sabrina Sanchez share their perspectives on diversity and their MCC experiences. “IamMCC” videos can be viewed on MCC’s YouTube Channel.

As a nurse you’re taking on a responsibility to save people’s lives; be there for sick people; be there for people that people possibly don’t care about. There’s just a level of compassion that you have to have that’s difficult to obtain. You have to have a strong heart to get into it.

Travis Morgan
Nursing Student

For my future I want to have a job, taking care of people and making a difference. I just want to help people feel better because it’s hard out there. A lot of people don’t care, and more people need to care. So that’s what I want for my future.

Sabrina Sanchez
MCC Way Center Nursing Student

I am a Husband
Father
Nursing Student

#IamMCC

I am Tenacious
a Mother
a Caregiver

#IamMCC
Northeastern Junior College February 2020 Board Report

- Transform the Student Experience

The Northeastern Livestock Judging team has been busy since the start of the new year. The two teams, sophomore team and freshmen team, have judged at six contests and have traveled to Phoenix, Arizona, to the National Western Stock Show in Denver; Sioux Falls, South Dakota; Jackson, Mississippi; Kearney, Nebraska and to San Antonio, Texas. The team and individual student athletes have had high finishes in all livestock categories and contests in all three contests.

Northeastern’s Agriculture Business Management Program hosted a “Leave a Lasting Legacy Farm/Ranch Estate & Succession Planning Seminar” that featured Jeff Tranel from Colorado State University Extension the evening of February 13. Sensitive issues, such as money, death, and family relations are difficult issues to discuss or talk about in any depth. It is hard to approach these issues calmly when there are strong feelings about what is important. Some people avoid discussing these subjects because they believe it to be disrespectful and uncomfortable. This seminar was to help farm and ranch families find some answers to these and many other questions. A meal was served prior to the seminar.

Tax Help Colorado is once offering free tax assistance at Northeastern Junior College this tax season. Tax help is located on the Northeastern campus in the Phillips-Wyman Building and is available February 4 through March 3 on Tuesdays from 4 pm-7 pm. This site was also open on Saturday, February 15 and 29 from 8 am-2 pm. Anyone who earned $56,000 or less qualifies for free in-person tax assistance.
In celebration of Black History Month, Northeastern Nation, which is the diversity and inclusion committee for Northeastern, held a Unity Walk the evening of February 17. Afterwards participants joined in the Corsberg Theater for a Black History Month Presentation inspired by the artwork of NJC Art Major, A.J. Haynes. A reception followed in the atrium. The evening was a showcase of poetry, biographies, music, and artwork. The Northeastern Nation group also held a Time Capsule ceremony. This event took place at the Northeastern main campus clock tower at noon on February 24. The purpose of this event was to place pictures, trinkets, memorabilia or flyers of the significant or notable Northeastern events of 2019-2020, along with a photo of the Northeastern Nation committee. In ten years, when the capsule is reopened, we will get to see what progress and changes that Northeastern has achieved or made. Immediately following the ceremony, participants were invited to have lunch at the Chuck Wagon Café. The Northeastern Nation committee covered the cost of your lunch. They continued the celebration that evening with the showing of the movie Hidden Figures in the Corsberg Theater in E.S. French Hall. The participants then enjoyed a light snack in the atrium immediately following the movie.

For spring semester, Northeastern has have 33 F1 visa students from 22 countries. Three new international students joined Northeastern this semester from Canada, South Korea, and Thailand. Of these students, five were on the President’s Honor Roll, two on the Vice President’s Honor Roll, and four on the Dean’s List. One way Northeastern is working on increasing our enrollment of international students is through the work of our International Student Coordinator, Sarah Stone-Robinson’s work on the Northeastern website. Check out our website page here NJC Admissions International Students.

- **Transform Our Own Workforce Experience**

Northeastern has identified their Employee of the Year Award Winners for 2019-2020 school year. The Classified Employee of the Year is Doug Werner, a Structural Trades II staff in the Physical Plant Department. The Professional/Technical Employee of the Year is Melissa Bornhoft who has been the Assistant Director of the Monahan Learning Center for fifteen years. The
Adjunct Faculty of the Year is Madeleine Ruble. Madeleine is an adjunct in the ESL and geography areas. The Star Performer of the Year (this is a Northeastern Award) that honors a new faculty member is Shelby Winchell, Assistant Rodeo Coach. The Faculty of the Year is Clint Rothell. Clint is a Philosophy Instructor in the Liberal Arts Department. All are very deserving of the awards.

The Northeastern Foundation Office has appointed Vivian Hadley (on right, in image below) as its new Executive Director of the Foundation, making the Foundation’s campus office in E.S. French Hall now fully operational. The Foundation brought aboard Erin Owens (on left) as the Northeastern Foundation Coordinator in November.

Northeastern recognized Ben Blecha, “The Voice of NJC” on Tuesday, February 4th at a home men’s basketball game for his 1,000th broadcast of NJC athletics. Ironically it was exactly 11 years to the date of his very first radio coverage of the Plainsmen and Plainswomen.

- Education Without Barriers Through Transformational Partnerships

The local Bank of Colorado bank branch hosted a Customer Appreciation Pizza Dinner at the Northeastern men and women’s basketball games on January 31.

The Northeast Colorado Counselor’s Association (NECCA) group met on Northeastern’s campus on February 5. The agenda included a presentation called “Bring Your “A” Game” by Josh Davies, CEO of the Center for Work Ethic Development. Then the group discussed the ICAP Playbook and received updates on that topic. The group discussed best practices and then held a business meeting at the end of the day.

Area high school students learned how to bring their goals to life and the importance of prioritizing self-care at the District III and IV FBLA (Future Business Leaders of America) Leadership Conferences held February 5-6 on Northeastern’s campus. Attending the conference were students from Sterling, Caliche, Fleming, Holyoke, Haxtun, Weldon Valley, Peetz, Julesburg, Revere and Wray High Schools.

The Colorado Opportunity Scholarship Initiative Grant (COSI) through Northeastern hosted a “Careerpalozza” at Northeastern Junior College on
February 26, 2020. Around 140 students from eight different high schools in our five-county region attended the event. Various Northeastern staff volunteered to conduct and critique mock interviews for high school seniors.

The first Annie’s Project class on Northeastern’s Yuma campus had 20 students enrolled. Annie’s Project is a six-week course that is a discussion-based workshop bringing women together to learn from experts in production, financial management, human resources, marketing and the legal field. Northeastern instructor, Emily Mollohan, led the classes at the location.

- Affordability, Quality, Accountability, Resource Development and Operational Excellence

In February 2019, the Northeastern Athletic Department and the Northeastern Foundation partnered to officially announce the creation of the Lowell Roumph Memorial Men’s Basketball Scholarship. Coach Lowell Roumph came to Northeastern in 1968 as an assistant coach and became men’s head basketball coach in 1982. During this time, he achieved over 720 wins in 34 years, and was inducted into the NJCAA Basketball Hall of Fame in 2003. The scholarship will be awarded annually to a Men’s Basketball Student-Athlete once the scholarship reaches its goal of $25,000. To date, $13,960 has been raised. Recently an anonymous donor committed to contributing up to $5,000 of matching funds from former NJC Plainsmen Basketball student-athletes if matched by February 8.

Northeastern Alumni Association honored outstanding Plainsmen on Saturday, February 8 at the 26th Annual Hoops Homecoming Awards Luncheon. Prior to the presentation of awards members, the 1979-80 National Junior College Athletic Association Region IX champion basketball team were recognized. Among the awards presented was the Service Award, which is made to an active member of the alumni association who has demonstrated outstanding service toward the goals and accomplishments of the association through significant contributions of time and work. This year’s Service Award recipients were Bob Carpio and Dr. Ray Kilmer. Receiving the Pathfinder Award,
which honors outstanding alumni or former students who have made outstanding contributions in their field of endeavor wherein training or education began at NJC, were Roy Edwards and Dr. Lynn Kennedy. The NJC Alumni Association presented the President's Award to Dr. Harold Chapel and Dr. Dale and Judy McCall. The President's Award is given to individuals who have contributed physically, fiscally or both to the alumni association and the college, and helped NJC maintain and raise its standards of excellence. Receiving the Honorary Awards, which are awards presented to current retirees, were Stanton Gartin, Ronda Bowey and Cyndi Vandenbark.

NextEra Energy Resources and Northeastern received coverage in the February 12, 2020 Issue of the Sterling Journal-Advocate. NextEra visited Northeastern's renewable energy program at its Applied Technology Campus on February 4 to recruit students who plan to graduate from the program this spring. NextEra senior project manager Jennifer Herron was also interviewed on Sterling's local radio station KPMX by on-air personality Andy Rice, referring to Northeastern's wind program as one of "the best in the country."

Northeastern Collegiate Farm Bureau in cooperation with the Northeastern Associated Student Government, held the 4th Annual Beef with a Brief Fundraiser the evening of February 20. The event included guest speaker, Greg Peterson of the YouTube Stars, The Peterson Farm Bros. A brisket dinner was served and items were available for purchase during the silent auction. All proceeds raised go to the Northeastern Farm Bureau to attend the Young Farmers and Ranchers Leadership Conference and other club activities throughout the year.
We’re Focused on Your Future!

Otero Junior College
President’s Report
February 2020
Timothy Alvarez, Ph.D.

Transform the Student Experience

The Otero Players, under the direction of OJC Theatre Director Cassidy Litle, presented The Stronger, a one act play written by August Strindberg on Feb. 14, 15, and 16 in the Ed Stafford Theatre at the Otero Junior College campus. Admission was free and open to the public.

This play had been adapted for performance by OJC Student and Otero Players Club President Emily Barney. Barney, a Rocky Ford native, also directed the play. Because it is a short play, the Otero Players expanded the event to include a performance by OJC’s Jazz Band and a student art exhibit that guests perused after the performance.

There were many contributors to the event including: Art Faculty Anna Matejcek, the OJC Art Club students, Music Faculty Dr. James Lind, and the OJC Jazz Band. In addition to directing the play, Emily Barney, also acted as the waitress. Luis Ramirez, of Manzanola, played the unnamed lead role, and Nigel Gronemeyer, of La Junta, played the unnamed supporting role.

Otero Junior College will soon be offering its second eight-week Nurse Aide program for Spring Semester. The next eight-week session will run from March 10 through May 1. Students will complete eight-weeks of class and one week of clinical experience. This program is offered on Tuesday, Wednesday and Thursday evenings from 5:30 – 9:30 p.m.

The Nurse Aide program prepares students to work in nursing assistant positions. Students who complete the two-course program successfully are eligible to apply and test for State Nursing Assistant Certification. The Nurse Aide program complies with the Colorado State Board of Nursing rules for Certified Nurse Aide (CNA) education, training and practice.
Create Education without Barriers through Transformational Partnerships

The Otero Junior College International Relations Organization hosted a Lunch and Learn on Feb. 13 in the Learning Commons. The presentation featured students from Ethiopia who shared information about their native country. Presenters included Mekdes Alene, Genete Fisseha, Germa Teshoma and Degnesh Riske.

Otero Junior College will be welcoming Tencha Avila to speak on the OJC campus Friday, Feb. 28 at 12 p.m. in the Learning Commons. The title of her presentation is “Woman of Color: Daughter of Immigrants.” Mrs. Avila will also speak in Kimi Kelley’s World Literature class at 10 a.m. in McBride 137. At that presentation, Mrs. Avila will read and discuss poetry from her book “Little Colony on the Prairie.” The OJC community is welcome to attend both events.

Mrs. Avila will also be discussing her play, No Number Home. The play was performed at OJC in March of 2012 under Stephen Simpson’s direction. The play is based on a true story from Avila’s childhood when she lived at the Fort Lyon Colony. The play was recently performed in December in Santa Fe, N.M. to standing room only crowds. Kimi Kelley’s literature classes will read it as part of the curriculum.

The International Relations Office at Otero Junior College will host their 25th annual International Food Night on Feb. 27 at 7:00 p.m. in the Rizzuto Banquet Room in the Student Center. The event is a primary source of funding for scholarships awarded to international students.

Dinner will be catered by Sodexo and provides a wide variety of foods to represent many of the home countries of OJC students. This year’s menu will feature:

Appetizers: Brazilian style Fried Polenta, Japanese style Gyoza, and Portugal style Stuffed egg with shrimp.


Desserts: South African style Cinnamon Milk Tart, German style Graham Streusel Coffee Cake, and New Zealand style Pavlova.

A limited number of seats are still available for the event.
Transform Our Own Workforce Experience

Audra Lynn has been Otero Junior College’s Assistant Women’s Basketball Coach since the 2019 season. She earned her bachelor’s degree from Colorado State University in sports journalism where she played for the Colorado Hoopsters. She later went on to earn her master's from the University of Denver in sports coaching. Lynn has nine years of experience coaching, most recently at Chatfield Senior High (5A) where she spent two years as the head coach, as well head coach at Premier Basketball Club, and Rocky Mountain Fever.

Carlos Ramirez recently signed on as OJC’s Assistant Baseball Coach for the 2020 spring season. He will be helping with the day-to-day operations of the baseball program, assist with recruiting and will help direct the team’s strength and conditioning programs. He played baseball at OJC from 2015-2017 and went on to play another two years at New Mexico Highlands University. He received an Associate of Arts degree from Otero Junior College and a Bachelor’s in Human Performance & Sports with a concentration in Exercise and Sports Science from New Mexico Highlands University. As a student athlete, he made the 2017 NJCAA All-Academic Honors, made the Dean’s List at NMHU from 2018-19 and the 2019 RMAC Academic Team.

Amber Asbury is the current Assistant Director of Financial Aid. Some of her responsibilities are guiding students in the navigation of financial aid, grants, scholarships, student loans, and the FAFSA. She has 12 years of experience working with the Colorado Department of Transportation and has a Bachelor’s degree in Business Administration.

Tawny Crespin is OJC’s new International Relations Organization Activities Coordinator. Crespin, who is a graduate of OJC, had previously worked as a work-study in the International Relations Office and has now transitioned into a new role.

Monica Martinez has recently joined the OJC team as the Administrative Assistant for the TRiO program. Originally from Rocky Ford, Martinez is very familiar with the valley and OJC. After graduating from Rocky Ford High School, she first attended a beauty academy in Pueblo and then later received an Associates of Applied Science from OJC and a bachelor’s degree from National American University.

Rachelle Martin is a new addition to OJC’s Nursing Department. Some of Martin’s duties are to assist in the nursing and allied health offices, advise students and register them for courses. Martin has 15 years of customer service experience and is a former work-study for the OJC Learning Commons. She will finish her Associate of Science degree in May and plans to pursue a Bachelor’s degree in Nursing.

**OJC recently named our Employees of the Year for 2019.** This year’s honorees include Warren McClure, faculty of the year; Pat Reed, classified employee of the year; Jennifer Johnston, administrative/professional technical employee of the year; and Denise Root, adjunct faculty of the year.
Warren McClure, biology faculty at Otero Junior College brings a love for learning to his student by continuing to be a student himself. McClure is in his 11th year teaching at OJC. He values the learning process and its importance and is eager to share this with students who are still figuring out how to be students.

Pat Reed is an employee who takes her role as a grounds keeper with consistent attention to detail and pride in doing her job every day. She is eager to learn more and try new things in making the OJC campus as presentable and visually appealing for everyone to enjoy.

Jennifer Johnston, controller at OJC, is an important member of the business office team and works with all campus personnel at various times to help with an assortment of opportunities and problems. She performs her job duties in a very effective and timely manner and does not hesitate to assist others outside of her regular assignments in order to meet the needs of Otero Junior College.

Denise Root spent many years in the nursing department at OJC both as full-time faculty and the Director of Nursing, retiring in 2016. Her current assignment includes part-time instructor in the allied health programs and program development in the nursing field.
Transform the student experience

Women’s Foundation grant – A $25,000 grant from the Women’s Foundation of Colorado will continue to help Pueblo Community College students start careers in health information technology and computer information systems. The grant is part of the WFCO’s Women Achieving Greater Economic Security program. WAGES helps women reach economic security by increasing access to education, job training, equal pay, paid family leave and affordable high-quality child care.

The WFCO grant will support PCC’s DualStar Project by providing scholarships. DualStar helps women earn degrees or certificates in the fields of medical coding, HIT management and support, and HIT network security. The grant also pays for PCC’s membership in the Healthcare Information Management Systems Society, a worldwide professional association, and makes it possible for the school to bring in speakers and take students to professional events.

Outstanding student – Patty Almestica-Huelst was recognized as the CCCS outstanding student at February’s board meeting. Patty is a Health Information Technology student. She will graduate with a certificate in medical billing and coding this summer and in December will receive her Associate of Applied Science degree in health information technology (HIT). She is exploring the possibility of an HIT career working at Fort Carson Army base, where she can use her trilingual skills and familiarity with military lifestyle. She is a single mother raising two children who are also taking early college classes.

Patty carries a 3.9 GPA and works multiple jobs to support her family. She is a member and officer of Phi Theta Kappa and multiple HIT professional associations.
Scholarship fair – PCC’s annual scholarship fair, held Jan. 29, was a huge success. A total of 228 people attended to get information from various organizations about scholarship opportunities. One lucky student won a drawing for a $500 PCC scholarship.

Stars of STEM speakers – Thanks to the Stars of STEM series, Pueblo campus students got to hear from two STEM professionals in February. Mark Maryak discussed his career as the chief pilot for initial flight training at Doss Aviation in Pueblo. Doss provides introductory flight training for all U.S. Air Force aviation candidates. Steve Shirley, vice president of information technology at Pueblo’s Parkview Medical Center, talked about his role overseeing IT for a large healthcare organization.

Healthy Eating series – PCC Recreation Manager Mary Cristelli conducted a series of healthy eating presentations during February for PCC students, employees and Rec Center members. She shared tips and strategies for meal budgeting, smart shopping, how to prepare healthy snacks and meals, and how to create a healthy eating lifestyle.

Blind Date with a Book – The PCC Library staff decided to have some fun with Valentine’s Day by creating a Blind Date with a Book campaign. They wrapped various books in newspaper, wrote brief messages on the paper and encouraged visitors to take a chance on an unknown story.
Transform our own workforce experience

Gateway to College recognition – PCC’s Gateway to College recognition was recently recognized for its continued success in meeting all the benchmarks to receive the Gateway Program Excellence Award.

Brown bag lunches – To encourage PCC employees to mingle more and get to know each other, a series of brown bag lunches is being held each semester. Employees meet once a month for an hour – no program or agenda, just some relaxing time to get to know one another better while eating lunch.

Create education without barriers through partnerships

Tax help – PCC once again offered free tax help for qualifying individuals and families as part of the Piton Foundation’s Tax Help Colorado program. Appointments were offered every Saturday from Feb. 8-March 7 and all slots were filled by early February, a testament to the reputation of PCC’s IRS-certified staff and students who are involved with the effort.

Raise value standards through excellence & accessibility

Interview with La Voz – President Erjavec recently was interviewed for a story in La Voz, a bilingual newspaper in Colorado. She discussed PCC’s status as a Hispanic-Serving Institution and its role as a high-quality, affordable option for all who wish to pursue a college education.

Ballot box added – A new Pueblo County ballot box has been placed on the PCC campus to provide an additional drop-off point for PCC students, employees and the surrounding community.
SBCCOE Report – February 2020
Dr. Lance Bolton, President

TRANSFORM THE STUDENT EXPERIENCE

- **PPCC’s Department of Diversity, Equity and Inclusion Celebrates Black History Month**

  Pikes Peak Community College hosted a Black History Month Opening Celebration on Thursday, February 6, 2020. The celebration included culturally significant food and music, historical trivia games, an [African Libation Ceremony](#), and the CEO Action Pledge for Diversity and Inclusion with Colorado Community College System Chancellor Joe Garcia, Esq. and PPCC President Dr. Lance Bolton.

  The Center for Diversity, Equity and Inclusion convened the first forum in the Spring 2020 Courageous Campus Conversations Series. February’s discussion topic: “Why Should We Celebrate Black History?” PPCC faculty, staff, and students engaged in a fruitful, courageous, and civil campus conversation about a report from the Pew Research: American’s Views on Race along with the origin and relevance of celebrating Black History Month with Dr. Ryan Ross, Colorado Community College System Associate Vice Chancellor, Student Affairs and Director, Equity and Inclusion and Sarah Clay, PPCC History Instructor and Keith R. Barnes, PPCC Executive Director for Diversity, Equity and Inclusion.

  *Keith Barnes, Executive Director of Diversity, Equity, and Inclusion*

TRANSFORM OUR OWN WORKFORCE EXPERIENCE

- **Cultural Excellence: Ideas and Discussions (CEID) Training at PPCC**

  Cultural Excellence: Ideas and Discussions was launched in Spring 2018 as one of Pikes Peak Community College's many diversity, equity, and inclusion efforts and to address the unique needs and challenges of our college. CEID is a three-level training focusing on unconscious bias through self-awareness, application, advocacy. This hand-on approach helped build and maintain relationships through an “open-to-learn.” Although level 1 is required if a person plans to serve on a search and screen, levels 2 and 3, which are completely voluntary, are filling up within an hour of registration. To date, we have had just about 449 leadership, faculty, staff, and students go through the program.

  *Dr. Regina Lewis, Professor of Communications*
• **PPCC Welcomes Dr. Montse Edie-Korleski as Dean of Medical Sciences**

PPCC is pleased to announce that Dr. Montse Edie-Korleski has accepted our invitation to serve as the inaugural Dean for the Medical Sciences Division. Dr. Edie-Korleski comes with great experience and rich connections in our community. Here are a few highlights from her resume:

- PhD from University of North Texas in Applied Technology, Training, and Development.
- Almost 30 years of healthcare experience, most with the US Air Force.
- Former VP of Market Operations at United Healthcare.
- Former COO at Military Health Systems/Air Force.
- Board service for multiple local non-profit organizations.

We are excited for this transition and welcome Dr. Edie-Korleski to the PPCC community.

_Dr. Josh Baker, Vice President of Instructional Services_

• **Diverse Faculty Fellow Approval**

Resumes are currently under review for the Diverse Faculty Fellow position at PPCC, which began this year with the purpose of closing the equity gap. Applicants must have a master’s degree in the area we teach and will engage in up to three years of full-time teaching as well as onboarding and mentorship opportunities. PPCC will choose the candidate that we believe has the experience, background, and abilities to help us close the equity gap.

_Dr. Josh Baker, PPCC Vice President of Instructional Services_

• **CCCRegistry Recruiting Fairs in LA & San Francisco**

In an effort to recruit more diverse candidate pools, PPCC took part in the annual CCCRegistry Job Recruiting Fairs in both LA and San Francisco. PPCC maintained a booth at both fairs and went to work greeting prospective candidates, endorsing PPCC and Colorado Springs, and bringing back resumes to review for various positions. This is the second year PPCC has been able to attend these fairs, and the opportunity to talk with hundreds of candidates that could apply for our openings (such as our Diverse Faculty Fellow position) made the trip worthwhile.

_Keragan Ettleman, Assistant to the Vice Presidents_
CREATE EDUCATION WITHOUT BARRIERS THROUGH TRANSFORMATIONAL PARTNERSHIPS

- PPCC Partnering with Face It TOGETHER to Support Students Impacted by Addiction

In keeping with its commitment to foster a community of success and help students overcome challenges, Pikes Peak Community College (PPCC) has partnered with Face It TOGETHER (FIT), a leading provider of addiction peer services based in Denver. PPCC students impacted by addiction can receive free, confidential peer coaching.

“We are committed to doing the right thing for our students. When it comes to addiction, that means offering access to effective, caring support for the disease, which impacts people from every age and background,” said Lance Bolton, PPCC’s President. “By partnering with Face It TOGETHER, we can support our students as they navigate the challenges surrounding this chronic disease.”

FIT is a nonprofit organization that provides professional peer coaching to those impacted by addiction, including loved ones. FIT provides a flexible, personalized approach and continually tracks client outcomes. FIT’s professional coaches are trained to address all aspects of a client’s addiction, from criminal justice obstacles to family support.

“Our partnership with Pikes Peak Community College marks an exciting opportunity to increase connectivity to addiction management supports, strengthen the Pikes Peak community and ultimately get more people well,” said David Whitesock, FIT’s Chief Innovation Officer.

Starting this semester, a professional peer coach will be on the Centennial Campus each week to offer free support. Coaching will be available for any student impacted by addiction, including those who are the close loved one of someone suffering.

FIT coaches follow a science-based coaching curriculum covering wellness planning, chronic disease self-management, behavior change and more. The organization’s loved one coaching program rejects “tough love” in favor evidence-based approaches that are positive, support and practical.

Karen Kovaly, Communications Coordinator

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

- Pikes Peak Community College Dance Department Receives Scholarships
The PPCC Dance Department attended the CODEO (Colorado Dance Education Organization) Conference at the Colorado State University, Fort Collins Campus on January 25-26, 2020. The weekend consisted of presentations, lectures, dance classes, performances, working with professional choreographers, and scholarship auditions. Seven PPCC Dance Department students were awarded performance scholarships to attend the Dance & Theater Program at Grand Canyon University in Phoenix, Arizona.

Sharon Hogg, Associate Dean of Fine Arts and CTE
President’s Report: Dr. Michele Haney
February 2020

Transform the student experience.

- **Tax Help:**
  Red Rocks Community College is partnering with the Denver-based Piton Foundation for the 15th annual Tax Help Colorado program. This program is to help hard-working families become more financially secure by providing free tax preparation services. Beginning February 8, IRS-certified Red Rocks Community College students are preparing and filing tax returns free of charge for individuals with household incomes of less than $56,000 in 2019.

- **The Launch Pad:**
  Red Rocks Community College has partnered with the Action Center (a Jefferson County nonprofit organization that offers food, clothing and housing to those in need) to open the Launch Pad. The Launch pad is a homeless shelter for students, as degree-seekers struggle statewide. Homework without a home? 18% of students surveyed at 4 Denver area colleges reported they experienced homelessness in the past year. The Launch Pad is an initiative to assist students in establishing a shelter to house opportunity while remaining in school. This shelter for RRCC students will house about a dozen students.

- **Career Fair:**
  Red Rocks Community College hosted its 5th Annual RRCC Outdoor Education and Park Ranger Career Fair on Wednesday, January 29. The event included 38 employers who are looking for qualified employees for both full time or seasonal jobs as well as provide students an opportunity to connect with a company to look into internships specific to the Outdoor or Park Ranger Industries.

- **Student Recreation Center (SRC):**
  In observation of Black History Month, the Student Recreation Center (SRC), the Black and Brown Student Association (BBSA), and the Inclusion and Diversity Department collaborated to host the 2nd annual 'Rhythm & Motion: African & African-American Culture Fest' which was open to all students, faculty, administrators, and staff of Red Rocks. This event would celebrate both the African and African-American cultures through the sharing of traditional west African dishes/food, through cultural dance and African drumming, and through the deep exploration of bringing awareness to creative wellness on-campus. This event was catered with a culturally influenced, west African feast through a local Colorado restaurant – African Bar & Grill!
Transform our own workforce experience.

- **Healthy Workplace**
  Health Links recognizes Red Rocks Community College as 2020 Healthy Workplace. The award was received by demonstrating a commitment to health and safety.

- **Amazon Small Business**
  Red Rocks Community College teams up with Amazon on a new educational project. Combining face to face classes, seminars, community college courses and online webinars to assist small business owners build their brand, increase sales and grow their customer base.

Redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence.

**Tax Help Colorado**

**The Launch Pad Opening**

**OUT Career Fair**

**SRC Rhythm and Motion**
Healthy Workplace

Amazon Small Business

Carisa Ruiz submitted this report on behalf of Michele Haney
Trojan freshman Bailey Griego pitched a pair of complete games for her first two collegiate wins over Clarendon College. Brandon Bagon had a big weekend at the plate hitting four home runs and driving in ten. The Trojans swept the four-game series with CSU Club.

- Criminal Justice students toured the Springer Correctional Facility and learned about careers in Corrections from the officers and warden.

- This is the time of year when robots start roaming around the halls of the Davis Building. The TSJC robotics team (faculty advisors Cindy Clements and Earl Nesbitt) is currently building two robots for the Robotics Challenge put on by the Colorado Space Grant Consortium. One is a wheel design similar to previous years but with half the weight. Currently, the building team has made a smaller and more efficient gearing system and the robot looks to come in at exactly the desired weight of 2 kg. The electronics team has designed a smaller board and the programming team is trying out new and lighter sensors. The 3d design team has created several lighter components for the robot and is now printing up a tiny 6-legged robot to continue testing a leg design. This second robot will be in the small robot category (1.5 kg or less) at the sand dunes. The body of this little robot is fully functional and it took its first steps on February 20th. Next, the lower parts of the legs will be printed and then integrated.
Lineas de Sangre Bloodlines is Trinidad State’s online literary journal. Students, faculty and staff are invited to submit their creative endeavors in the categories of Poetry, Short Fiction, Non-Fiction and Visual Art. The submissions are varied and are poignant, powerful, beautiful and interesting. Here are a few of the first lines of work students have submitted: “My memories of him will always be nothing short of amazing.” “She takes this one pill. It makes her nauseated and lethargic.” “My goodness I hate the winter” The online journal is found on our website.

One of our art students has won a state wide art competition. Katie Gerhard submitted "Hope in the Abyss", 2020, Computer Illustrated. Katie Gerhard is a graduating nursing student who is enrolled in Painting 1 Class. She is a highly active member of our campus including student government, working at the student services center, and leading the charge for student voice and advocacy on campus. She is considering specializing in Psychiatric Nursing. She has been working with people with mental and physical disabilities since she was 13. These experiences have allowed her to have an insight into certain issues like the theme of this art show: Suicide prevention and information.

Katie’s 2nd place Award includes a scholarship in this state wide competition

The Trinidad State Junior College Balloon-Satellite group (Emma Hix, Katie Gerhard, Cristy Street, and faculty sponsor Robert Philbin) are designing an engineering package to reach the edge of space in 4-April-2020. The design goals focus on green-engineering principles, which in turn center on renewable energy and materials. The flight package will be the first fully solar-powered ever launched during Colorado Space Grant Consortium’s more than ten-year history. The measurements the group plans to make include temperature, pressure, and carbon-dioxide concentration as a function of altitude, measurements that inform our understanding of climate phenomena. The experiment also plans to characterize the off-the-shelf solar panels’ performance at various temperatures and light intensity values.

To help students celebrate Black History Month and to learn about famous Trinidad State black alumni as well as famous black leaders in the civil rights movement, Black History month displays changed weekly in the Student Centers and Library on each campus. Below are two edited posters.
- When Jesse Rawls Sr. got on the TSJC wrestling mat in 1966 he began to shine. Rawls led the Trojans in pinfall wins and went on to finish the year sixth in the nation in the 160-pound class, losing just five matches all season. In his sophomore year he concentrated on the 167-pound wrestling division. Twenty-two wins later Rawls was an undefeated National Champion and the Trojans were second in the nation as a team. Rawls earned the Manzanares Award as “Outstanding Wrestler” for his sophomore season. Success at TSJC led to a scholarship to the University of Michigan where Rawls became a two-time All-American and Big 10 champion wrestler for the Wolverines. His time in college led him to 35 years of teaching and 30 years of coaching high school wrestling. Rawls brings the focus of his success back to his time at TSJC, “knowledge is the most powerful thing a person can have and Trinidad was the place to give me a great start.”

- Coming from Detroit, Spencer Haywood spent a year at Trinidad State Junior College (1967-68), where he tallied 28.2 points and 22.1 rebounds per game. In the summer of 1968, Haywood helped the United States to a gold medal at the Olympic Games in Mexico City. He moved on to the University of Detroit for 1968-69, where as a sophomore he scored 32.1 points per game and led the nation in rebounding with a game-average of 21.5. Feeling that he had accomplished all that he needed to at the college level, Haywood passed up his final two years of eligibility to sign with the ABA’s Denver Rockets and was the ABA’s most valuable player and Rookie of the Year. Haywood then played in Italy before returning to the NBA. He played 76 games with the Washington Bullets in 1981-82 and 38 more the following season.
Haywood retired from the NBA with 14,592 career points and 7,038 rebounds. He is an NBA legend and in 2015, he was elected to the Naismith Memorial Basketball Hall of Fame.

**Transform our own workforce experience.**

- Good luck to Trinidad State Track and Field Coach Lauren Masterson and Assistant Athletic Director Kyle Masterson who will be competing at the US Olympic Trials in Atlanta in the marathon.

![Mastersons Olympic Trials](image)

- Valley Campus biology faculty member, Kelly Kissane, Ph.D., will be helping to judge the upcoming San Luis Valley Science Fair. She will take advantage of this opportunity to mix with teachers, students, and parents and talk about Trinidad State and its programs.

- Valley Campus cosmetology students provided a Teacher Appreciation Day at Center High School and treated instructors to facials and pedicures.

- In collaboration with Corazon de Trinidad Creative District, Trinidad State faculty member, John Gilmore, J.D., was the featured speaker at First Fridays Reading and Open Mic at the Las Animas Grill this February.

- Congratulations to PTK Advisor, Clifford Wiening, for once again achieving Five-Star status as a PTK advisor. What an incredible honor and tribute to his leadership and dedication to our students! We appreciate your service to PTK and TSJC.

**Create education without barriers through transformational partnerships.**

- The Rising Rural Educator Banquet was a huge success! Trinidad State and CU Denver welcomed 18 students from four area high schools nominated as future...
teachers. They came from Raton, Primero, Trinidad, and LaVeta with their parents, teachers, counselors and principals. The group participated in a "Teachers are Superheroes" activity before the students were honored with certificates and "Future Teacher" caps with both the TSJC and CU Denver logo.

The local area teachers who are mentoring our current TPREP students in their classrooms were recognized as well as the administrators who work with us as we continue to build this partnership.

- Trinidad State Adult Education Program has 185 students enrolled between the Alamosa, Trinidad, and Walsenburg sites. The Valley Adult Ed. Program is working with cooking matters to provide the financial literacy component in a 6-week session; 11 are attending. Trinidad Adult Ed. Program just had a student complete their Youth-to-Work Experience via the Workforce Center with Fisher’s Peak Veterinary Clinic.

- Trinidad State Valley Campus Faculty and Staff participated in the Centauri CTE Career Conference at Centauri High School. Centauri High School, North Conejos Alternative Program, and Sanford High School attended. This was a great opportunity to speak to students from 8th grade through to Seniors.

Redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence.
• Colorado Community College Day at the Capital was an opportunity arranged by CCCS to network with Colorado representatives including Donald Valdez and Richard Holthorf. President Linda Lujan of Lamar Community College shared the picture representing those community colleges in Rep. Holthorf’s district.

• RegisteredNursing.org - a nursing advocacy organization has just released its list of 2020 Best RN Programs. It is a pleasure to announce that Trinidad State - Valley Campus's RN program has been ranked as one of the best in Colorado! Nursing programs were assessed on several factors which represent how well a program supports students towards licensure and beyond. RegisteredNursing.org analyzed past and present first time NCLEX-RN “pass-rates” - weighted by year. Trinidad State Valley Campus ranks #3.

• Trinidad State Gunsmithing Program was featured on “Arts District” on Rocky Mountain PBS. The project began last April. Thank you to faculty member, Ryan Newport, and to multiple students who shared their experiences with this outstanding program during the feature.
SBCCCOE

Staff Reports

Academic and Student Affairs Finance and Administration Information Technology Internal Audit
TRANSFORM THE STUDENT EXPERIENCE

1. Enrollment Update
   a. Spring enrollment at our 13 colleges as of February 26, 2020 and compared to a year ago is up in headcount and up in FTE. Overall spring headcount is up 3.381% or +2661 students. Overall spring FTE is up 2.015% or +440.36.
   b. Online Enrollment as of February 19, 2020 is as follows:

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<tr>
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<td>20359</td>
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</tr>
</tbody>
</table>

* Online headcounts are duplicated.

2. EAB Navigate Implementation
   a. Overall Functionality – All 13 colleges have now turned on and begun using some functionality in EAB Navigate. Over the next several months, all colleges will be using full EAB Navigate functionality.
   b. Registration Functionality – All pilots and phase 2 colleges are now using registration functionality in EAB. Most are deciding to introduce the functionality to new students rather than try to change the behavior of existing students.
   c. Advising “Campus” Functionality – All colleges are now using the advising functionality in some capacity. This functionality includes scheduling advising appointments, tracking advising notes, and using early alerts.

3. CCCOnline
   a. ACC, CCCOnline, CCA, and OJC have launched TutorMe, a new online tutoring service for Spring 2020. CCS has a system-wide contract with TutorMe and any college may opt into the contract. So far, no major issues have been reported by students and the launch of TutorMe was successful. TutorMe provides the following benefits for students:
      i. 300+ subjects
      ii. 24/7 365 tutoring services
      iii. Highly qualified tutors from the best universities across the globe
      iv. Low wait times for a tutor, on average 18.2 seconds
      v. On-demand scheduling for tutors
      vi. Availability of innovative tools: virtual whiteboard, text-editor, audio-video chat, screen sharing, and more
      vii. All lessons archived for future reference
      viii. D2L Integration
4. **Student Affairs**
   a. The Student Affairs team has submitted the following IT project Requests:
      i. Application for Citizen Changes
      ii. CU Guaranteed Admissions MOU ongoing reporting
      iii. Support CTE in the submission of the Perkins Question addition to the admission application.
   b. CU Denver and CSU Fort Collins have signed the first Admissions Promise 2.0 agreement. CU Denver will offer a scholarship and we are working on one with CSU. New process will be on-going over duration of student’s time with CCCS and beyond.
   c. Working on EAB Regional Summit, will be on June 2 at ACC, will include all EAB colleges in 4 state region.
   d. Working on new PLA opportunities with industry partners and a new method for managing PLA in conjunction with Academic Affairs.
      i. Holding first Recruitment/Registrars joint meeting to work on breaking down barriers and working across silos.

5. **Equity and Inclusion (Ryan Ross)**
   a. Completed CEO action pledge events with CCA and PPCC.
   b. Spoke on cultural identity panel at PPCC.
   c. Worked with legal to provide copyright information and rules on the “I have a Dream Speech” for NJC Black History Month Event.
   d. Completed President’s Equity training part one with Dr. McPhail.
   e. Organized and begin system E & I strategic plan check-ins.
   f. Followed up with remaining colleges to schedule Action Pledge events.
   g. Working with VPSA’s and ACC to host women’s conference that will be sponsored by the E and I council.
   h. Provided Equity training and moderated a panel for the FFA for our CTE colleagues.

6. **Career and Technical Education (CTE)**
   a. The Career and Technical Education Team at CCCS Career and Technical Student Organizations (CTSO) began state conferences February 20th. The Technology Student Association held the first conference of the season, with an attendance of approximately 1,800 middle school, high school, and postsecondary CTE students. DECA, which focuses on marketing education, had approximately 3,200 students. We have seven student organizations total with state leadership conferences between now and mid-June.

7. **Financial Aid**
   a. Presented at the controllers workshop on February 18th on Pell and Loan reconciliation. Documentation of the process will be created to give knowledge to the controllers of the reconciliation process from a financial aid perspective.
   b. Working with IT and VA processors to document a desired process that all schools can use when working with students to submit a Certification Request Form and any changes students make to their schedule/enrollment.
   c. **Pre-SAP Cleanup Project**
      i. Current process: Prior to SAP being run at the end of the term a report is run to identify students who are enrolled for the term but have no Prior SAP code. The data is exported into an excel spreadsheet and is manually entered into a manual population selection in Banner to batch post a valid SAP code. This is done so that when SAP is run it can properly assign a SAP code for the term. The
issue with this process is that it’s very manual. Some schools have thousands of students that they need to manually enter and it is taking 2-3 days to complete.

ii. Proposed process: To have the data automated

iii. Karla and Rhonda presented to the VP IT Governance Committee and it was approved. The goal is to have the project complete by end of Spring in time for end of term SAP.

8. Veteran’s Education and Training
   a. Hosting a Certification training in March for campus certifying officials.

TRANSFORM OUR OWN WORKFORCE EXPERIENCE

1. CCCOnline
   a. The Learning Technology Council, RRCC, CCCOnline, and D2L hosted the D2L Connections conference at Red Rocks Community College – Arvada on February 14th. This conference focused on teaching and learning with technology and included presentations from faculty and staff from ACC, CCCOnline, PCC, local four year colleges, D2L, and a special presentation by Joan Anderssen, the winner of the 2020 Jerome Wartgow Award for Teaching with Technology.
   b. CCCOnline has loaded the syllabi for all of the courses offered by CCCOnline and all of the available curation guides for courses CCCOnline has developed using Open Educational Resources into the CCCS Learning Object Repository.

CREATE EDUCATION WITHOUT BARRIERS THROUGH TRANSFORMATIONAL PARTNERSHIPS

1. Career and Technical Education (CTE)
   a. Chancellor Garcia and Sarah Heath, Associate Vice Chancellor for CTE, were invited to the Education Commissioner’s advisory committee meeting last month where they discussed topics related to secondary and postsecondary CTE and continued partnership.

2. CCCS Workforce Development, Work-Based Learning, and Registered Apprenticeships
   a. CCCS was awarded the $2 million USDOL Closing the Skills Gap grant to develop 1,600 IT and cybersecurity adult apprenticeships in Colorado.
      i. Industry has committed a +$900,000 in-kind match.
      ii. This was one of 28 awards nationally.
      iii. USDOL announcement: https://www.dol.gov/newsroom/releases/eta/eta20200
      iv. Work has started to reconfirm partnerships and hire a Grant Manager and Fiscal Manger (.25 FTE for CO-TECH and .75 FTE for CO-HELPS) to manage the project.
   b. The CCCS Workforce Development Committee (WDC) had an update call on 2.20. Moving forward, Skill Advance and WDC groups will convene in-person quarterly on the same day, creating opportunities for cross-collaboration as well as time and cost efficiencies. The next in-person day-long meeting is tentatively scheduled for 4.17.2020.
   c. The Apprenticeship Community of Practice (ACOP) has identified two resources to develop in support of apprenticeship expansion and implementation at the colleges: an employer toolkit and a college toolkit. The group reconvenes on March 6th to continue their work

3. CO-HELPS Healthcare Apprenticeship Grant
   a. CCCS program highlights:
i. Six program development expansion awards have been made to ACC, CCA, and FRCC in partnership with Centura Health and HCA/HealthOne totaling $214,012.

ii. Four occupations are addressed in these awards (Medical Assistant, Patient Care Technician, Pharmacy Tech, and Sterile Processing Tech), with a goal of reaching 110 apprentices over the award.

iii. One award includes Western KS expansion, reaching a year 3 metric in year 1.

iv. Program Funding Applications were released on January 31st for colleges to apply for longer-term program development funding.

v. Target occupations have expanded to 25 (from the original 23), with conversations ongoing regarding including select dental and behavioral health occupations.

vi. Many partnership development conversations are occurring with industry and associations, including AHEC.

b. Under development:

i. Work is beginning to develop funding programs for the Small Business Wage Reimbursement and Support Services for apprentices funding streams.

ii. Visits are being planned to the colleges March-May, 2020 offering support and technical assistance for CO-HELPS-related programming.

iii. CO-HELPS hiring has concluded with CDLE hiring Melissa English as the Apprenticeship Specialist. The CO-HELPS team is planning a work day for March 4th for strategic planning.

4. Academic Affairs


b. CCCS convened the RN-BSN Nursing Directors Meeting.

c. CCCS and CCD was awarded portions of the $7M investment by JP Morgan Chase in career pathways in partnership with the Denver Education Attainment Network (DEAN).

5. Career Pathways

a. Eight healthcare and behavioral health forums have been scheduled for March-April, leveraging sector partnerships. These convenings are in alignment with both career pathways and CO-HELPS projects. Three additional convenings are pending confirmation, including a statewide conversation leveraging the Skills Engine Calibrate tool for competency validation.

b. Retail pathways have been posted to the CareersInColorado.org website, helping support workers in retail, hospitality and food service identify career pathways within the industry and transferrable skills that apply to other industries.

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

1. CCCOnline

a. Two grants “WeBWorK Consortium: A Collaborative Data Source for Math Instruction” ($74,800.00) and “Colorado is OPEN for Business” ($42,110.00) were approved for funding by the Colorado Commission on Higher Education at the February 2020 meeting.
b. CCCOnline was awarded the Association of College and Research Libraries’ Community and Junior College Library Program Achievement Award for our Colorado’s Top 40 Open Educational Resource Project. This international award will be accepted at the 2020 American Library Association conference.

c. The current contract with the 24x7 support desk vendor expires 6/30/2020. An RFP Committee has been assembled and is reviewing proposals. Vendor demonstrations were held on February 20, 2020.
Redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence.

- Preparing the FY 2020-21 tuition and fee planning documents for discussion with the college’s Chief Business Officers and Presidents and for presentation at the April Board meeting.

- Developing the FY 2020-21 System Office budget for presentation at the June Board meeting.

- Participating in the statewide discussions regarding a new higher education funding allocation formula.

- Prepared and sent the initial student FTE and revenue forecast as required by the Department of Higher Education and Joint Budget Committee.

- Working with the Benefits Advisory Council to make recommendations on health, life, and dental plan design changes and premium rates for FY 2020-21.

- Working with our colleges and the Department of Higher Education to select peer institutions for their cost study.
The Many Lives Triad – Professional, Personal, Mobile

Finding a balance between work and play presents a challenging task for many. Thankfully, technology has made it easier than ever to bridge the two together. But with that bridge comes the responsibility to be strong human firewalls in every aspect of our lives. To simplify what that means, we created the Many Lives Triad: Professional, Personal, and Mobile.

What is a human firewall?

Like a network firewall, a human firewall must make security decisions based on what is allowed and not allowed but does this in the human context. You must evaluate requests for information and make decisions based on policy and job functions. A good human firewall is familiar with organizational information security policy. It is a policy that guides a human firewall in making decisions for what is allowed and not allowed.

Human firewalls can be hacked with social engineering. By educating yourself about the social engineering threats to information, you will become a better human firewall that can protect information against the most sophisticated social engineering attacks.

One of the best attributes of a human firewall is to know when to ask for help. If you find yourself not able to determine if an email, a phone call, or a text message is legitimate, reach out to the sender via a phone call (if you know them) or contact the help desk to get guidance.

Keeping It Professional

In our professional lives, we share the responsibility to ensure sensitive data stays confidential, accurate, and accessible. We do that by maintaining strong, unique passwords for all accounts, keeping software up to date, following policy, and reporting security incidents.

Here is are some tips for keeping your professional life safe:

- Phishing - Do not open email attachments or click on links from an unknown source. The CCCS email system places a banner on all emails from outside parties to help you make this determination. If you cannot determine if an email is legitimate or not, please reach out to the helpdesk.
- Lock your computer when you are going to be away.
- Do not share your passwords with ANYONE.

Taking it Personally

At home, it’s easy to forget about data breaches and phishing emails, but that doesn’t mean we can just relax our security posture. Keep in mind that identity theft is still rampant across the globe. We must develop family policies to keep our kids safe on the internet. And don’t ignore all those smart gadgets such as gaming consoles, streaming devices, and appliances. If it connects, it’s a threat.
Here are a couple of tips to help keep your personal life safe:

- To help with passwords, use a password manager. There are several good password managers to choose from; Lastpass, Keeper, and Dashlane are just a few to consider. Password managers are also helpful because you can add family members to your account who can be granted access to your passwords if something terrible happens to you.
- If you use Google Chrome, add the password checkup extension. The Password Checkup extension helps you re-secure accounts that were affected by data breaches. Wherever you sign-in, if you enter a username and password that is no longer safe due to appearing in a data breach known to Google, you’ll receive an alert. Please reset your password. If you use the same username and password for any other accounts, please reset your password there as well.

**Security on the Go (Mobile)**

Whether working remotely or merely interacting on social media, we are connected everywhere we go. Our lives have become so tied to our mobile devices that if we leak the data they contain, it could be detrimental not only to us personally, but to our families, our friends, our colleagues, and our organizations. Let’s not forget that cybercriminals target mobile devices just as much as they target standard computers, so we need to take security awareness with us wherever we go.

Here are some tips to keep your mobile life safe:

- Always secure your mobile device with a passcode when not in use.
- Avoid public charging stations as they can steal your information without you knowing, this is known as “juice jacking”.
- Enable multi-factor authentication (MFA) for your key accounts, like mobile banking apps and peer-to-peer payment apps. This added layer of security will prevent a thief from being able to wipe out your financial accounts.

Although we have many enterprise security tools in place, it is important to remember that the individual plays a key role in cyber security for themselves and for the enterprise. An individual who clicks a phishing link isn’t just risking their data, they can put the enterprise’s data at risk. It takes a village to combat cyber security criminals and to keep yourself and others safe.
DEPARTMENT OF INTERNAL AUDIT

COLORADO COMMUNITY COLLEGE SYSTEM

Report as of February 24, 2020

Redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence.

Internal Audit contributes to Key Strategies through evaluating business risks, monitoring business activities, and providing feedback on the effectiveness of internal controls, which supports effective stewardship of resources.

Finance Audits

Audits over the Human Resource process at the community colleges are ongoing. Audits are planned at three colleges. The Department is auditing the onboarding process, processes for changing direct deposit information, termination of Banner access, and methods for promoting diversity in the workforce. The first audit, at the System Office, is in process. The second audit, at Front Range Community College, will begin in March.

Audits over Clery Act compliance at the community colleges are complete. The Department is following up on corrective actions identified in these audits.

Fiscal Year 2019 quarterly auditing is nearing completion. Auditing over the third quarter is complete and was focused on ensuring overdue student accounts receivable were sent to collections timely. Auditing over procurement card transactions in the fourth quarter is wrapping up.

Six Career and Technical Act audits over reported costs and student full-time equivalents at school districts in Fiscal Year 2019 are planned. Audits began in January. One audit is complete and three audits are in process.

Monitoring

Monitoring contributes to Key Strategies by working with our colleges and secondary institutions to ensure instructor credentials are current, program completion is accurately reported, and equipment purchased with federal dollars is used for CTE student learning. In addition, ensuring access to facilities for students with protected
status in work-based learning programs, financial aid, and CTE programs improves opportunities for those students.

Monitoring related to Office for Civil Rights reviews involves examining district or college documentation and facilities to ensure compliance with federal Civil Rights regulations (Title VI, Title II (ADA), Section 504 and Title IX).

Five K-12 schools have received monitoring visits this biennial cycle. Voluntary compliance plans detailing the steps needed to become compliant are being negotiated with two districts. Follow-up on previous voluntary compliance plans is ongoing with several districts and postsecondary institutions.

In February 2020, the Office for Career, Technical, and Adult Education (OCTAE) and the Office for Civil Rights jointly issued a Memorandum of Procedures superseding the previous Memorandum of Procedures published in 1979 and allowing States additional flexibility in performing monitoring reviews. States are required to submit a new monitoring plan by July 1, 2020. Internal Audit is working on the monitoring plan with CCCS’ Career and Technical Education Department.

Perkins monitoring reviews are wrapping up. These reviews include procedures to test compliance with the Perkins Act, Uniform Grant Guidance, and the Administrator’s Handbook. Two reviews were planned. The first review, at a consortium, is complete. The second review, at Trinidad State Junior College, is wrapping up.