State Board for Community Colleges
and
Occupational Education

SBCCOE Regular Meeting - May 28, 2020
SBCCOE

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STATE BOARD FOR COMMUNITY COLLEGES
AND OCCUPATIONAL EDUCATION

Meeting Minutes
April 8, 2020

Meeting held virtually via WebEx due to COVID-19

I. CALL TO ORDER
The Honorable S.R. Heath, Jr., Chairman, called the State Board for Community Colleges and Occupational Education (SBCCOE) to order at 10:05 a.m. MDT, at which time a quorum of the board members were present.

A. Pledge of Allegiance
B. Roll Call

**Members Present:**
Pres Askew        Dr. Russ Meyer (Vice-Chairman)
Giugi Carminati   Hanna Skandera
Richard Garcia    Daniel Villanueva
Rollie Heath (Chairman)   Emanuel Walker (SSAC)
Dr. Landon Mascareñaz   Kelly O’Dell (SFAC)
Terrance McWilliams

**Members Absent:**
None

II. GENERAL BUSINESS

A. Approval of Minutes

Richard Garcia made a motion to approve the March 11, 2020 regular session meeting minutes. Dr. Landon Mascareñaz seconded the motion. The motion passed unanimously.

B. Approval of Agenda

Dr. Russ Meyer made a motion to accept the agenda for the April 8, 2020 regular session. Terrance McWilliams seconded the motion. The motion passed unanimously.

III. CONSENT AGENDA

Chairman Heath 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. Approve Request for NJC Approval of Forensic Psychology and Criminal Justice Certificates
B. Approve Request to Delegate Authority for Approval of Secondary Career and Technical Education (CTE) Programs

C. Approve Request to Delegate Authority for Approval of Associate Degree and Certificate Programs

*Dr. Russ Meyer made a motion to approve the Consent Agenda. Terrance McWilliams seconded the motion. The motion passed unanimously.*

IV. REPORTS

Chairman Heath asked the following individuals to share their reports with the members of the State Board.

A. Joseph Garcia, Chancellor
   - Proud of the leadership displayed by our Presidents in what can only be described as unprecedented times. The pace of the last month has been relentless as they moved their respective colleges to our new normal of “remote.”
   - We are delivering on our mission – serving our students and communities in a different way… we are prepared to do so, for as long as it takes.
   - Over the past month, in addition to the areas covered during the COVID-19 update, I am pleased with how we have come together to develop plans and guidance to adapt our human resources procedures; our IT personnel and systems have performed well in the support of our students, staff and faculty. And, finally, we have communicated, communicated, communicated – in an open and transparent fashion.
   - Actively engaged on a weekly, and at times daily, basis with the other higher education CEOs from across all the higher education institutions, as we have grappled with the twists and turns of COVID-19.
   - Coordinated on federal legislation and outreach to our congressional delegation.
   - Colorado Department of Higher Education initiated a philanthropic program called “No Lapse in Learning Laptops”. Our colleges identified a need for 247 lap tops and to date we’ve received 50 with another 40 on the way for total of 90. Adam Cermak is as our point person with the Department and the CCCS Foundation is serving as the Fiscal Agent for the whole program.
   - Not one time have I heard, “we can’t do this.” Not aware of any significant disruptions or complaints.

B. Emanuel Walker, State Student Advisory Council (SSAC) Representative
   - The transition to remote learning has been difficult, but it has been amazing to see how the colleges have come together in support of the students.

C. Kelly O’Dell, Faculty Representative
   - The SFAC group met virtually on Friday, April 3, 2020. Discussions were held on the budget, remote instruction, concern about workload with the
transition to remote teaching. While it has been a difficult time, students are showing up for class and remaining engaged with their learning.

D. Chairman Heath addressed the State Board
- Chairman Heath has asked three members of the State Board to serve on the Chancellor's Evaluation Committee with the charge to develop a structure and process for the Chancellor's annual evaluation. Chairman Heath requested a motion to appoint Dr. Landon Mascareñañaz, Hanna Skandera, and Richard Garcia to this committee. Terrance McWilliams made the motion and it was seconded by Dr. Russ Meyer. The motion passed unanimously.
- Chairman Heath announced that the Nominating Committee selected in March, comprised of himself, Dr. Russ Meyer, and Pres Askew, would meet following the Executive Session today to decide on the slate of candidates to be presented at the SBCOE meeting in May for terms beginning in June.

E. Presidents' Reports
Chairman Heath asked if any of the Presidents would like to address the Board. Each President spoke about the issues and activities that are happening at their college during the virus outbreak. Highlights of the reports are shown below.

- Dr. Diana Doyle, President, Arapahoe Community College (ACC)
  - Very proud of faculty and staff to keep students learning and thriving. Offering a series of online self-care sessions taking care of the health and well-being of students and employees. Students with food insecurity have access to a food pantry and are being given King Soopers gift cards. The staff of the childcare center have created a YouTube channel for their students with activities and short lessons.

- Dr. Betsy Oudenhoven, President, Community College of Aurora (CCA)
  - Holding Technology Town Halls. Tremendous efforts by faculty and staff to move to a remote learning environment. Will continue to conduct remote classes through the summer.

- Dr. Everette Freeman, President, Community College of Denver (CCD)
  - Thanked Chancellor for his efforts, especially noting his leadership on the call with Senator Bennett. CCD was profiled in the American Association of Community Colleges Communication College Daily. The article highlighted the CCD Care Team. Many CCD students are volunteering with the Mile High United Way 211 hotline and many other volunteer activities. Appreciates the support of Chairman Heath for the Auraria campus.

- Ron Granger, President, Colorado Northwestern Community College (CNCC)
  - CNCC is working with Moffatt county hospital to share equipment. The dorm in Rangely with 80 rooms is ready if needed for patient alternative care overflow. They are doing many remote “social interactions,” such as workouts and cake decorating. They are working on contingency plans.
for students to complete CTE programs. Appreciates the work of the
system as well as the ideas from other Presidents.

- Andy Dorsey, President, Front Range Community College (FRCC)
  - FRCC held an extra week of spring break which was very helpful
e specially in light of the community spread. They had 2,400 sections
which needed to be changed to remote. Impressed with faculty and
instructors and how they have supported each other. The CTE faculty
used creativity and innovation so students would not have to come back
to campus. They are pushing to get the law enforcement training program
on track in accordance with specific guidelines from the POST, a unit of
the Attorney General’s Office. The Nursing program is focused on how to
finish the program. The College is providing emergency grants for
students and have awarded $650,000 in addition to providing 150 laps
tops. The impact on students is profound. FRCC has run a series of
Town Halls and he is heartened by the response to them.

- Dr. Linda Lujan, President, Lamar Community College (LCC)
  - LCC leaders were quick in response to this pandemic. They are working
to slow down to marathon pace from the sprint pace. Proud of staff,
faculty, and students. Faculty have been very creative in getting students
to the finish line. Fragile rural communities will be slow to recover. Very
appreciative of the love and support she has received in the days
following the death of her spouse.

- Dr. Curt Freed, President, Morgan Community College (MCC)
  - MCC experience a mostly smooth transition to remote instruction. All
students are being called regularly. Face-to-face video instruction is
working well. Ramping up services for small business in the community
at risk. Mental health services are being provided by video. The positive
lessons abound.

- Jay Lee, President, Northeaster Community College (NJC)
  - NJC has transitioned pretty well. The decision they made four years ago
to be an iPad college has paid off. Many faculty have used the
technology and applications. A big issue was the 417 students living on
campus and the College had to transition each to their homes. There are
approximately 35 students still in campus housing. He is on the
Presidential Advisory Council for the National Junior College Athletic
Association (NJCAA). NJCAA announced that students in spring sports
will get another season, should they choose to do so.

- Dr. Tim Alvarez, President, Otero Junior College (OJC)
  - OJC is listed as an Alternative Care Facility, but it is not in use yet. Good
help from system legal and emergency management to assist the
College. Worried that there are vulnerable students without technology
access. There are 10 students in law enforcement academy, all with jobs
waiting when they complete the program. Very few students on campus.
Having good conversations with students. Concern for fragile rural communities. Doing everything they can for local small businesses.

- Dr. Patricia Erjavec, President, Pueblo Community College (PCC)
  - Dr. Erjavec noted that she has learned a lot through the crisis stage, and it has helped her to a better job in leading the college. PCC started a “Bring Your Own Device” program a couple of years ago and decreased computer labs. That strategy has paid off during this transition to remote instruction. PCC has a food pantry. The PCC Foundation ramped up to fundraise for COVID-relief. There is a “can do” attitude everywhere. PCC is an important catalyst in the city of Pueblo. Business and industry continue to reach out to PCC for help. Parkview Hospital needed headbands for face shields and PCC is using 3-D printers to produce for the hospital. They provided Personal Protective Equipment (PPE) and other equipment to health care partners. The Corp of Engineers will take over the 4th and 5th floors of St Mary Corwin Hospital for non-COVID, acute care beds.

- Dr. Lance Bolton, President, Pikes Peak Community College (PPCC)
  - Appreciates the support of the Board and the recognition that the Colleges are re-writing the “playbook” for almost everything a college does. PPCC is hoping to resume face-to-face classes, especially in health care, on May 4, 2020. The teamwork has been extraordinary to share ideas and solve problems. PPCC turned over three ventilators to UC health. They have loaned out over 100 laptops. President Lee is producing videos multiple times a week on changes in operational procedures. They have a one number Hotline/Email for mental health, advising etc. They are planning a virtual Commencement ceremony. They have a team that is calling every PPCC student. They are using virtual simulation technology for nursing to get students to completion.

- Dr. Michele Haney, President, Red Rocks Community College (RRCC)
  - Dr. Haney feels very fortunate to have such amazing colleagues. RRCC has received a waiver from Peace Officer Standards and Training (POST) to continue their law enforcement program. Under the medical training exemption, RRCC will finish up the Physician Assistant (PA) program. The RRCC Arvada campus was designed as a triage center and is available to public health if it is needed. Students from the RRCC IDEA Lab are working with the University of Colorado Anschutz Medical Campus and using 3-D printers to design a way for one ventilator to be used for two patients. Expressed her appreciation to essential personnel such as Facilities, IT, & Security.

- Dr. Rhonda Epper, President, Trinidad State Junior College (TSJC)
  - TSJC is managing well in spite of the circumstances. Dr. Epper appreciates the support she has received as the newest President. She is proud of faculty and staff for stepping up and getting all academic courses to remote/online. The CTE faculty have worked hard to be creative with what they can do remotely. TSJC is working with local
hospitals in both the Trinidad and Alamosa communities. A team is reaching out to every student to assess needs such as technology, emotional, etc. TSJC surveyed graduating students and learned that students preferred to have a face-to-face ceremony at a later time when a large gathering can be held. The TSJC Foundation is very supportive. Dr. Epper is looking forward to the opportunity to reflect on what we have learned. We have accomplished things in the last three weeks that would have taken years.

V. PUBLIC COMMENTS
No Public Comments

VI. DISCUSSION AND ACTION ITEMS
A. Act to Approve Student Fees for FY 2020-21

Dr. Russ Meyer made a motion to approve the Student Fees for FY 2020-21. Dr. Landon Mascareñaz seconded the motion. The motion passed unanimously.

VII. EXECUTIVE SESSION
Dr. Russ Meyer made a motion to enter into 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. Terrance McWilliams seconded the motion. The motion passed unanimously.

VIII. ADJOURNMENT
There being no further business to discuss in Executive Session, Pres Askew made a motion to exit the Executive Session and Dr. Russ Meyer 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. Dr. Russ Meyer seconded the motion. The motion passed unanimously. The meeting adjourned at 11:58 a.m. MDT.
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Meeting Agenda
STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION
Work and Regular Session Agenda
May 28, 2020

Virtual Meeting via WebEx

8:30am-12:15pm – Work and Regular Sessions
12:30-1:15pm – Executive Session
All times are approximate

WORK SESSION

I. Welcome

II. Discussion Items

A. Update COVID-19
   Greg Busch, Director, Emergency Management and Diane Duffy, Executive Vice Chancellor and Chief Strategy Officer (Presenters)
   Dr. Landon Pirius, Vice Chancellor for Academic and Student Affairs; Mark Superka, Vice Chancellor for Finance and Administration; and Angela Gramse, General Counsel
   (8:35-8:45am)
   Work Session II.A. Page 1

B. Report on Legislative Matters
   Fiona Lytle, Chief Communications Officer, and CCCS Lobbyists: Moira Cullen, The Capstone Group; Jason Hopfer, JLH Public Affairs; and Mary Alice Mandarich
   (8:45-8:55am)
   Work Session II.B. Page 4

C. Fiscal Year 2020-2021 Tuition and Fees
   Mark Superka, Vice Chancellor for Finance and Administration
   (8:55-9:25am)
   Work Session II.C., Discussion & Action, VIII.B. Page 7

D. FY 2020-21 Initial State Support Base Budget and Amendment 50 Allocations
   Mark Superka, Vice Chancellor for Finance and Administration
   (9:25-9:45am)
   Work Session II.D., Discussion & Action, VIII.C. Page 8

E. Request for Approval of a System-wide Marketing Campaign to Bolster Summer and Fall Enrollment
   Dr. Landon Pirius, Vice Chancellor for Academic & Student Affairs
   (9:45-10:00am)
   Work Session II.E., Discussion & Action, VIII.D. Page 9

BREAK (10:00-10:05am)
F. **Bridge to Bachelors Presentation**
   Joe Garcia, Chancellor; Dr. Landon Pirius, Vice Chancellor for Academic & Student Affairs; Dr. Ryan Ross, Associate Vice Chancellor for Student Affairs and Director of Equity & Inclusion; Michael Schulman, Director of Student Affairs; Fiona Lytle, Chief Communications Officer; and Julie Ouska, CIO/Vice Chancellor, Information Technology
   (10:05-10:35am) 

G. **Board Policy 6-10 Cyber Security Policy**
   Julie Ouska, CIO/Vice Chancellor, Information Technology
   (10:35-10:45am)

H. **Request to Allow Rollover of Annual Leave**
   Christina Cecil, Chief Human Resources Officer
   (10:45-10:55am)

I. **Request for Approval of Designated Career and Technical Schools (DCTS) – Initial Application for Cherry Creek School District – Cherry Creek Innovation Campus**
   Dr. Landon Pirius, Vice Chancellor for Academic & Student Affairs
   (10:55-11:00am)

J. **Request for Approval of 24/7 Technical Help Desk Vendor Contract**
   Dr. Landon Pirius, Vice Chancellor for Academic & Student Affairs
   (11:00-11:05am)

K. **Request for Approval of Pearson Education, Inc. Contract**
   Dr. Landon Pirius, Vice Chancellor for Academic & Student Affairs
   (11:05-11:10am)

L. **Request for Approval of Statewide Transfer Articulation Agreements**
   Dr. Landon Pirius, Vice Chancellor for Academic & Student Affairs
   (11:10-11:15am)

**BREAK** (11:15-11:20am)
REGULAR SESSION

III. CALL TO ORDER (11:20-11:25am)
   A. Pledge of Allegiance
   B. Roll Call

IV. GENERAL BUSINESS (11:25-11:30am)
   A. Approval of Minutes, Regular Meeting of April 8, 2020
   B. Approval of Agenda, Regular Meeting of May 28, 2020

V. CONSENT AGENDA ITEMS (11:30-11:35am)
   A. **Statewide Transfer Articulation Agreements** Page 45
   B. **Lamar Community College - Student Fees Approval** Page 73
   C. **Request Approval of Morgan Community College Advisory Council Nominee: Dr. William Wilson for Re-Appointment to a Full Term, Commencing June 1, 2020 and ending May 31, 2024** Page 75

VI. REPORTS (11:35-12:00pm)
   A. Chancellor’s Report, Chancellor Joe Garcia
   B. Student Representative (SSAC) Report, Chelsea Sandoval
   C. Faculty Representative (SFAC) Report, Kelly O’Dell
   D. Chairman’s Report, Rollie Heath
   E. Presidents’ Reports, Presidents wishing to address the Board

VII. PUBLIC COMMENTS (12:00-12:05pm)
   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.

VIII. DISCUSSION AND ACTION ITEMS (12:05-12:15pm)
   A. Election of SBCCOE Officers
      i. Chair
      ii. Vice-Chair
   B. **Approval of Fiscal Year 2020-2021 Tuition and Fees** Page 7
   C. Approval of FY 2020-21 **Initial State Support Base Budget** and Amendment 50 Allocations Page 8
   D. Approval of a **System-wide Marketing Campaign** to Bolster Summer and Fall Enrollment Page 9
E. Approval of Board Policy 6-10 Cyber Security Policy
F. Approval of Request to Allow Rollover of Annual Leave
G. Approval of Designated Career and Technical Schools (DCTS) – Initial Application
H. Approval of 24/7 Technical Help Desk Vendor Contract
I. Approval of Pearson Education, Inc. Contract

IX. WRITTEN REPORTS
   A. Procurements over $200,000
   B. College Reports
   C. Executive Staff Reports

BREAK (12:15-12:30pm)

*Board members will log in to the Executive Session via the link provided.*

X. EXECUTIVE SESSION (12:30pm-1:15pm)

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.

XI. ADJOURNMENT
SBCCOE

Agenda Items
STATE BOARD FOR COMMUNITY COLLEGE AND OCCUPATIONAL EDUCATION

May 28, 2020

TOPIC: Update on CCCS Response to COVID-19

PRESENTED BY: Diane Duffy, Executive Vice Chancellor
Greg Busch, Director, Emergency Management

EXPLANATION:
At the SBCCOE meeting on April 8, 2020, the college Presidents and System executive staff provided the Board with an update describing the Coronavirus (COVID-19) pandemic and its impact on all aspects of system and colleges’ operations to date. At the May 28 meeting, the Board can expect to hear a real-time system update as well as a brief campus recaps from each President during the Presidents’ Reports.

Phase 1 – Stay at Home
CCCS operated under the Governor’s Phase 1 “Stay at Home” Executive Order, effective March 26 through April 26. In addition to the statewide Order, some of our colleges had local city and county health Orders with more restrictive and/or different requirements during this period. CCCS leaders made proactive and aggressive decisions to protect students, faculty and staff and to do our part in mitigating the spread of COVID-19. Actions included moving Spring courses to remote instruction, where possible; shifting faculty and staff to remote work; and canceling all face to face large gatherings like May commencement ceremonies; among many other actions. During this phase, generally, colleges were defined as “critical business,” for the purpose of facilitating distance learning or performing essential functions, such as security, provided that social distancing requirements were observed. During this period, the Colorado Department of Public Health and Environment revised it definition of “Critical Business” for higher education to allow for in-person classroom or laboratory education for “medical training” with all of the required restrictions. In addition, the Colorado Peace Officer Standard Training (POST) Board, overseen by the Colorado Attorney General, approved some in-person training for the aspects of the law enforcement training academies that could not be done virtually. Very limited face to face instruction resumed on some campuses.

During April, the federal CARES ACT funds became available through the US Department of Education (USDOE). The Higher Education Emergency Relief Funds included multiple distinct funding streams including Student Emergency Direct Aid and Institutional Aid, as well as targeted categorical program and competitive grants. A great deal of work occurred across all the colleges and the system office to analyze the new federal law along with the directives and requirement of USDOE. Individual college plans were developed and implemented, meeting all the federal requirements and ensuring the necessary accountability and reporting.

Phase 2: Safer at Home
On April 27, 2020, the Governor initiated the Phase 2 “Safer at Home” Order. Again, in addition to the Governor’s Statewide Order, some colleges also complied with local city
and county Orders with differing requirements. The Governor’s Order allowed for exceptions to remote learning for specific learning opportunities that are not conducive to remote instruction, including certain clinical, occupational, and career and technical education programs. Higher Educations Institutions were required to notify the Colorado Department of Higher Education of programs with assurances that required precautions are implemented in accordance with federal, state and local health guidance. Also, allowed for moving a limited number of employees from work at home to work at office with all the necessary precautions.

Dr. Pirius moved very quickly with the assistance of Presidents and colleges’ Vice-Presidents of Instruction and submitted to the Colorado Department of Higher Education notification of 150 programs for face-to-face instruction. We have over 2000 programs across our system so this represents less than 10% of our programs. The detailed information submitted for each College included: Brief Description of Program/Course; Specific Date to Begin/End Course; Number of Students Anticipated to Take the Course/Program; Reason the Course/Program cannot be offered online; Description of the How the College Intends to Follow Social Distancing and All Other COVID-19 Mitigation Requests. On April 30, 2020, CDHE acknowledged receipt of our collective request to offer in-person instruction for certain programs.

As we anticipated moving from Phase 1, under the leadership of the CCCS Emergency Management Director, we created a document, 2020 CCCS Pandemic Recovery Plan Considerations, to help guide future planning across the system. The document is grounded in the primary mission of CCCS, to deliver postsecondary education to students along with the necessary student support services and business operations; therefore, the planning guide is organized by three scenarios for the delivery of postsecondary education during a pandemic like COVID-19. The three scenarios are: (1) Online and Remote Only Course Delivery; (2) Limited Face-to-Face Course Delivery AND On-line and Remote Course Delivery; (3) Normal Modes of Course Delivery whereby most education and support services is delivered to community college students face-to-face supplemented by online courses and support. During the pandemic, the mode of delivery is dictated by COVID-19 and the directives of federal, state, and local health officials responding to current conditions. It is anticipated that the pandemic will require CCCS to flex the delivery of courses between modes within the upcoming academic year (Summer 2020, Fall 2020 and Spring 2021) and even within an academic term. We also recognize that we may need to be prepared well beyond the upcoming academic year.

Based on the conditions in their respective communities, our colleges are developing agile, responsive and student centric plans to deliver courses online, remote hybrid, and face-to-face, depending on state/local public health directives and the individual circumstances of the college.

The Chancellor continues to hold regular weekly “COVID-19 Hotline” calls with the Presidents and executive staff. The regular functional groups from across the colleges ranging from instruction to student services to human resources to business affairs to information technology to communication are meeting regularly to address challenges.
Planning for Fall
When Executive Director Paccione asked about CCCS plans for Fall, the Chancellor responded:

The colleges that comprise the Colorado Community College System have determined that we will be open for face-to-face instruction in all programs and at all campuses in the fall. That is our plan, but we have also been clear that our decision is subject to change based on determinations made by national, state, and local officials, including the Governor, CDPHE, CDHE, and local health authorities. When we open, we will comply strictly with all directives and guidelines from those entities and we will move forward only to the extent we believe we can do so while protecting the health and safety of our students, staff, and communities.

We recognize that no one can make reliable predictions about the progress of the COVID-19 virus and that a rapid decline in cases, or a rapid resurgence, will necessarily cause us to change our plans. Even if we are unable to offer a full range of face-to-face classes in the fall, we will be operating, as we are now, by offering a full range of classes and programs through a variety of remote instructional delivery methods. We are driven by our mission of serving all Coloradans who seek access to affordable, high quality, academic, and CTE instruction and who hope to improve their lives and serve their communities. That mission has never been more important.
STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION
May 28th 2020

TOPIC: 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:
(This report was written on May 13, 2020)

Due to increasing precautionary measures to reduce the spread of Novel Coronavirus (COVID-19), the Legislature passed a resolution on Saturday, March 14, 2020 to take recess. Temporary suspension of the Legislature is expected to continue until the week of May 25 to give additional time for preparation including safety protocols. CCCS and lobbyists have been closely monitoring JBC activity as well as impacts to the state budget that affect higher education revenue, tuition, projects, and more. During the May Board 2020 meeting, CCCS lobbyists will give the Board an update on these matters and what higher education can expect moving forward.

Below is a summary report of what has occurred in May (as of May 13th):

Week of May 4
In early May, the Joint Budget Committee (JBC) returned to review, plan, and start the process of balancing the state budget for the upcoming fiscal year 2020-2021. In many of these cases, when the budget reduction would mean zeroing out a program, the JBC opted to leave line items in the budget or the program in the statute so that the door is open to fund the programs in the future.

Department of Higher Education saw the following around $100 million in budget cuts. But many “big ticket” decisions were delayed during the week of May 4 as JBC members asked questions of departments and impacted agencies until they could see the revised revenue forecast. Major cuts to Higher Education include:

- JBC rescinded the March vote for a 7% increase in state funding.
- JBC rescinded the Governor’s request for $3 million increase, on-going funding for COSI (Colorado Opportunity Scholarship Initiative).

The Joint Budget Committee voted to drastically limit funding for state building capital construction and controlled maintenance, saving $201 million in state funds. About $2 million was left for emergency maintenance for the state architect to handle unexpected maintenance emergencies on state buildings throughout the year. A select number of critical projects which did not require state general funds will be allowed to proceed.
Unfortunately, what this means for CCCS is that the previously approved capital project for Community College of Aurora is rescinded, as well as all CCCS College IT projects.

**Week of May 11**

On May 12th, Legislative Council Staff (LCS) and the Office of State Planning and Budgeting (OSPB) delivered revised economic forecasts. Both estimates forecast General Fund shortfalls next fiscal year of more than $3.3 billion.

Link to Legislative Council Staff (LCS) forecast [materials and report here](#).

- FY-20: LCS estimate a $895.8 million General Fund deficit; a reduction of $900.1 million than what was projected in the March forecast.
- FY-21: LSC estimate $2.42 billion less than what was projected in the March forecast. LCS anticipates lawmakers will have $10.3 billion available for the General Fund next year; a 25.3% drop from FY 2019-2020.

Link to OSPB forecast presentation [slides here](#) and [full report here](#).

- FY-20: OSPB estimate a $1.1 billion General Fund deficit.
- FY-21: OSBP estimate $2.4 billion less that what was projected in the March forecast. OSPB anticipates lawmakers will have $11 billion available for the General Fund next year; $1.9 billion less than FY 2019-2020.

In addition to hearing revenue forecasts for the General Fund, the JBC heard forecasts for the State Education Fund, Marijuana Tax Cash Fund, Limited Gaming Revenue, Severance Tax Revenue, and other key revenue sources.

On the topic of gaming tax, CCCS closely monitored and worked with affected parties a bill that was approved by the JBC on May 13th to modify statute to ensure equitable distribution of future gaming tax revenue between the original limited gaming recipients, including the general fund and History Colorado, and the new recipients, including the two-year higher education institutions.

As proposed by the Governor’s Office, the Community College System and History Colorado, the bill will follow current law in apportioning FY 2019-20 revenue and would then rebuild revenue for the limited and extended gaming recipients based on the amount each declined from FY 2018-19. Any increase above the FY 2019-20 total gaming level would be split between the Limited Gaming Pot and the Extended Gaming Pot in proportion to the relative gaps between each pot and the 2019 levels. Thus, the entities would return to an 84.0 percent/16.0 percent split by the time funding returns to the FY 2018-19 level. The analysis by CCCS, History Colorado and OSPB suggests that current law, as well as their proposed model, will result in a shift in revenue to the extended gaming recipients in FY 2019-20 and for several additional years.
Anticipated timeline moving forward.

**May 13th through the week of May 18**
With revised economic forecasts, the JBC will be dedicated to acting on delayed items and likely revisiting previous decisions to make additional cuts. Higher Education anticipates the JBC will set and finalize the budget by May 22. CCCS will use this budget figure for tuition setting and budget planning.

**Week of May 25**
The Executive Committee, leadership in both chambers of the General Assembly, will continue to discuss logistics for how the chambers will operate under social distancing in the session currently slated to begin the week of May 25. The committee will consider guidelines for bills that will be allowed to moved forward and sort out logistics for opening the building to the public. They will consider how they will govern public hearings, monitor access to the building, and enforce social distancing requirements.
STATE BOARD FOR COMMUNITY COLLEGE AND OCCUPATIONAL EDUCATION

May 28, 2020

TOPIC: FY 2020-21 Tuition Setting

PRESENTED BY:
Mark Superka, VC for Finance and Administration and Patrick Brodhead, Budget Director

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

EXPLANATION:
All information will be provided under separate cover prior to the meeting.
STATE BOARD FOR COMMUNITY COLLEGE AND OCCUPATIONAL EDUCATION

May 28, 2020

TOPIC: FY 2020-21 Initial State Support Base Budget and Amendment 50 Allocations

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:
All information will be provided under separate cover prior to the meeting.
TOPIC: Request for Approval of a System-wide Marketing Campaign to Bolster Summer and Fall Enrollment

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

RELATIONSHIP TO THE STRATEGIC PLAN:

Transform the Student Experience.
Design rigorous educational experiences that combine the delivery of practical knowledge with the development of student creativity.

EXPLANATION:

The COVID-19 pandemic has turned the higher education environment upside down. One of our biggest issues is the uncertainty the virus brings for our students, staff, and our communities. Because there is no vaccine and no treatment, students and families are understandably uncertain about enrolling in college. Like all higher education, the uncertainty is expected to result in significant decline in enrollment – our current year over year enrollment report as of May 13, 2020 shows a decline of 16.5% for summer and 30.7% for fall. With the state signaling that it must cut the higher education budget, student enrollment becomes even more important in order to keep our colleges viable and solvent.

Although our Colleges have developed agile, responsive and student centric plans to deliver courses online, remote hybrid, and face-to-face, depending on state/local public health directives and the individual circumstances of the college and their communities; part of the enrollment decline is certainly due to the shift in course delivery, but another reason is the misperception that CCCS colleges are not open. We believe it is imperative to clearly communicate to our current and prospective students that our colleges are open, here to support them, and stand ready to support our students’
educational ambitions. We also believe we must promote our educational programs to those who may be out of work temporarily or permanently.

Consequently, part of our communication strategy must be to develop and deploy a system-wide, coordinated marketing campaign that is localized to communities around the state. This marketing effort would be developed by sharing expertise and practices amongst our colleges, developing fresh narratives, and investing in asset production and digital campaigns to maximize each college’s outreach efforts.

In order to impact summer enrollment, we would take $50,000 and divide those dollars across nine colleges. Four colleges (PPCC, FRCC, CCA, ACC) opted out in order for more dollars to go to other colleges. These dollars would be used to quickly expand current marketing initiatives in place at those colleges.

In order to impact fall enrollment, we would use $700,000 working with a vendor to produce new assets and deploy a digital campaign. Because there are vendors already on the approved state vendor list, we do not need to go through a full RFP process. A team of college and system staff met with two vendors off that list and selected the vendor we felt would best be able to deliver this campaign.

The vendor will produce a statement of work that work totals $700,000. We will bring the vendor name and additional information to the Board meeting. In working with the vendor, we would consider the following as Key Performance Indicators (KPIs):

- Number of applications
- Student headcount and FTE
- Credits sold
- Ad click
- Click-through rates
- Website traffic

In order to realize a return on investment on $750,000, we would need to sell 5,249 credits at the $142.90 tuition rate. That translates to 656 students at an 8 credit/semester average, or 349 students at a 15 credit/semester average.
RECOMMENDATION:
Staff recommends that the Board approve the $750,000 system-wide marketing campaign in order to bolster struggling enrollment for summer and fall 2020. Staff recommends that the Board approve the one-time contract with the vendor for the remainder of FY2020 and the beginning of FY2021 with a do not exceed total contract amount of $700,000. Staff also recommends that the Board delegate contract signature authority to the System Vice Chancellor for Finance and Administration provided all State and Board processes are followed.
STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

May 28, 2020

TOPIC: Bridge to Bachelor’s Degree Program

PRESENTED BY:
Joe Garcia, Chancellor; Ryan Ross, Associate Vice Chancellor for Student Affairs and Director of Equity & Inclusion; Michael Schulman, Director of Student Affairs; Fiona Lytle, Chief Communications Officer; Julie Ouska, CIO/Vice Chancellor, Information Technology

EXPLANATION:
The Bridge to Bachelor’s Degree Program is a new transfer program initiative at CCCS that will be publicly announced in June.

The Bridge to the Bachelor’s Degree program, formerly the CCCS Admissions Promise Program, will ensure that new, first-time students attending any of our 13 CCCS Colleges will be guaranteed admission to any of the partner universities upon completion of their associate’s degree.

CCCS students who participate in the Bridge to Bachelor’s Degree program will have access to:

- **Personalized student advising and guidance** to ensure credits and administrative supports are in place to easily transfer to a desired four-year program.
- **Scholarship opportunities** to make degrees from a four-year institution more attainable and affordable.
- **A no-hassle transfer process** between participating two-year and four-year programs, ensuring a smooth transition.

As 20% of Community College students transfer to Universities to complete a bachelor’s degree, the Bridge to Bachelor’s Degree programs helps students identify where they intend to transfer during the beginning of their journey, so they can receive pro-active advising from both their community college and their university every step of the way easing in their transition.

We have entered into new data sharing agreements with our university partners enabling us to send comprehensive information about our students’ academic journeys via our student information systems, allowing the university to track their future students’ progress, participate in joint advising, and better estimate future transfer enrollment with more confidence. We know that CCCS graduates, when they successfully transfer to a four-year institution, earn high grades and graduate at a high rate while contributing academically and financially to the transfer institution. We firmly believe that having students enroll through the Bridge program and having early contact with a university
advisor and a guarantee of admission will help students make sound academic decisions and dramatically improve their persistence and graduation rates.

We are launching the Bridge to Bachelor’s Degree Program with our current Admissions Promise partner universities: University of Colorado – Denver, Colorado State University – Fort Collins, Colorado Mesa University, Fort Lewis College, Johnson & Wales University, Metropolitan State University of Denver, Regis University, University of Colorado at Colorado Springs, and Western Colorado University. It is our intention to open this partnership opportunity to all four-year colleges and universities in Colorado. We will encourage all to join the CCCS Bridge to Bachelor’s Degree Program in the next phase as we bring on additional partners.

The original Admissions Promise program sends data to university partners only when students apply. The new Bridge to Bachelor’s Degree Program sends data to university partners at the beginning of term, and at the completion of each term, so that universities can proactively advise and time communications with students. The information technology data sharing component is much more robust and powerful. Initially, three University partners (Colorado State University – Fort Collins, University of Colorado Denver, and Western Colorado University will pilot the new robust data feed and those on the more limited data feed (Colorado Mesa University, Fort Lewis College, Johnson and Wales University, Metropolitan State University of Denver, Regis University, and University of Colorado, Colorado Springs will be transitioned over the next year.

Marketing Toolkit
The Bridge to Bachelor’s Degree Program Marketing Toolkit includes: key message points, the program flyer, FAQ, social media post, Press Release (embargoed), and the System Office Communications Plan for June.

Next steps for other partners and the path ahead
CCCS Student Affairs will be working with current partners to update the existing MOU’s to include the new robust data feed, as well as to ensure data is being sent back to the community colleges so that CCCS can inform future program changes based on actual student outcomes. In addition, CCCS Student Affairs is working with CCCS colleges and partner institutions to map out touchpoints along the way to ensure students have a seamless transition from a community college to a partner institution. Finally, we will be seeking new university partners and work with each to establish the relationships necessary to create and implement effective MOUs ensuring seamless transition

RECOMMENDATION: This is an information item.

ATTACHMENT(S):
Program Flyer
FAQ
Communications Plan Timeline
Press Release (Embargoed)
Marketing Toolkit
Your Guaranteed Pathway to a Four-Year Degree in Colorado

The Colorado Community College System’s (CCCS) Bridge to Bachelor’s Degree Program ensures first-time students attending any CCCS College are guaranteed admission to a participating four-year college or university upon completion of an Associate degree.

Benefits to Students

CCCS students who participate in the Bridge to Bachelor’s Degree program will have access to:

- Personalized student advising and guidance to ensure credits and administrative supports are in place to easily transfer to a desired four-year program.
- Scholarship opportunities to make degrees from a four-year institution more attainable and affordable.
- A no-hassle transfer process between participating two-year and four-year programs, ensuring a smooth transition.

University Partners

The Bridge to Bachelor’s Degree program is made possible through collaborative agreements between CCCS and select Colorado four-year universities. Thanks to these creative partnerships, more Colorado students will be able to attend college and complete their four-year degree. Ensure your admission to:

- Colorado State University
- Metropolitan State University of Denver
- Colorado Mesa University
- Johnson & Wales University
- University of Colorado Colorado Springs
- Fort Lewis College
- Regis University
- Western Colorado University
- CU Denver
- Northeastern Junior College
- Otero Junior College
- Pikes Peak Community College
- Pueblo Community College
- Red Rocks Community College
- Trinidad State Junior College

Save up to $10,000 by starting your degree at CCCS!
**How to Apply**

For *new, first-time students* at any CCCS college:

1. Indicate that you want to participate in the Bridge to Bachelor’s Degree program when filling out your CCCS college application.
2. Review with your community college advisor to make sure your intended degree and program are eligible.

CCCS Colleges accept anyone who applies; entrance exams (ACT, SAT, etc.) are not required for admission to the college or to participate in this program.

For existing CCCS students in their first semester:

1. You can still apply by contacting your community college advisor and expressing interest in signing up for the Bridge to Bachelor’s Degree program.

**Requirements to Transfer**

A first-time CCCS student must:

- Opt-in the program at the start of your Associate degree program at a CCCS College, or within their first semester
- Maintain a 2.0 minimum GPA
- Complete any Associate of Arts (AA) or Associate of Science (AS) Degree
- That’s it!

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**Take Advantage of CCCS Online Courses and Zero-Cost Textbooks!**

Work towards your Associate degree from anywhere, anytime, with online classes. CCCS Colleges and CCCOnline have thousands of transferable courses and degree programs that can be fully completed online, offering the flexibility students need to achieve their education goals.

**Ready to Learn More?**

Visit: [www.cccs.edu/BridgeToBachelorsDegree](http://www.cccs.edu/BridgeToBachelorsDegree)

Learn more about eligibility, how to participate in the program, and specific degree and program information for each partner institution.
Frequently Asked Questions

Q: Who can join the program?
A: All new, first-time students are encouraged to participate in the Bridge to Bachelor’s Degree Program. A “new, first-time student” is a student who has completed high school or general education development (GED) and has no prior college experience. Students who took concurrent enrollment while in high school are eligible to sign up.

Q: Why is the Bridge to Bachelor’s Program only for “new, first-time students”?
A. The Bridge to Bachelor’s Program is designed to start with the end in mind – achieving a Bachelor’s degree by completing an Associate degree at the community college before transferring to the university. The program is structured to allow both intuitions to work together in order to maximize support to students through completion, without having to re-take credits, take additional credits, or take out additional debt. If a student is identified later who would be a good match for the program, they can be added later, but would need approval from both the community college and the university.

Q: What if I applied to a 4-year college/university but was denied admission?
A: The Bridge to Bachelor’s Degree Program is perfect for students who want or plan to attend a university even if they were denied admission previously. CCCS Colleges accept anyone who applies and all new, first-time students may sign up for this program, which guarantees them admission to a participating university.

Q: Are there any requirements, like testing or GPA, needed to join the program?
A: Thankfully the answer is “no”. No testing is required and high school grade point average (GPA) does not affect a student’s ability to participate in the Bridge to Bachelor’s Degree Program. CCCS Colleges accept anyone who applies and all new, first-time students may sign up for this program, which guarantees them admission to a participating university.

Q: How do I sign up for the program?
A: When filling out your application to a CCCS College, you will be prompted to participate in the Bridge to Bachelor’s Degree Program. Select that you are interested and then select your top two university choices to transfer to upon completion of your Associate degree. If selections are not made, don’t worry, you will still be signed up for the program and you’ll be able to choose your university later on with the help of your community college advisor.
Q: What if I already applied to a CCCS College but didn’t sign up and want to participate in the Bridge to Bachelor’s Degree Program?
A: If you are still in your first semester, you can sign up for the Bridge to Bachelor’s Degree Program by logging into your college portal. In the student tab, click on the Bridge to Bachelor’s Degree icon to sign up. You can also sign up by contacting your community college advisor.

Q: I already completed my first semester, how do I sign up for the program?
A: The Bridge to Bachelor’s Degree Program is only open to new, first-time students in their first semester. However, in special cases students may sign up pending approvals from their community college advisor and the advisor at the student’s desired university. Interested students should contact their community college advisor for options. In addition to Bridge to Bachelor’s Degree Program, there are many great transfer opportunities including college-specific agreements with local universities, dual admissions programs, and statewide transfer agreements that also guarantee admission to a university at the junior level. For a full list of transfer options, students should contact their community college advisor.

Q: I signed up for the program, what happens next?
A: Great opportunity happens next! Your community college advisor and the transfer advisor at your choice university will begin working with you to ensure you are on the right track to successfully complete your Associate degree and then transfer smoothly on to the university.

Q: Does the Bridge to Bachelor’s Degree Program guarantee I will get into my first or second university choice?
A: The Bridge to Bachelor’s Degree Program streamlines your transition to a participating university. Upon completion of your Associate degree, you are guaranteed admission to your choice university. To make your transition as smooth as possible, your community college advisor will help you understand your options, program requirements and keep you connected with the transfer advisor at your choice university.

Q: Do I need to pick a specific major or program in order to participate in the Bridge to Bachelor’s Degree Program?
A: No. Any Associate of Art (AA) or Associate of Science (AS) degree program is eligible.

Q: Can I transfer into any major/program at my choice university?
A: For up-to-date information on specific programs and pathway options being offered, please visit our partner university websites.
Q: **What if I want to change my university choice?**
A: Once you start classes at your CCCS College, your community college advisor and university advisor will begin work behind the scenes to support your academic journey. If you want to change your first and/or second university option, please contact your community college advisor.

Q: **How does my university advisor know I am in the Bridge to Bachelor's Degree Program?**
A: Participating universities will automatically receive information about students who sign up for the Bridge to Bachelor’s Degree Program. Your university of choice will continue to receive your academic information from your community college throughout the school year. Students will also receive communications from their choice university to increase support structures and to ensure a smooth transfer transition.

Q: **What if I no longer want to participate in the Bridge to Bachelor’s Degree Program?**
A: You are welcome to remain in the program just in case you change your mind. If you no longer want to participate, please contact your community college advisor.

Q: **What are the requirements to transfer?**
A: Students who successfully sign up for the Bridge to Bachelor’s Degree Program will need to meet the following requirements in order to transfer to their choice university:

- Maintain a 2.0 minimum grade point average (GPA).
- Complete an Associate of Art (AA) or Associate of Science (AS) degree from a CCCS College.
System Office Communications Plan

- **TV**
  - 9News
    - **June 2nd and June 9th**: Two 6-minute segments that will air June 2nd and June 9th during their "Colorado & Company" show (10am on NBC/KUSA; and 11am on MyNetwork/KTVD); will be housed on Colorado & Company YouTube Channel and on 9News.com
    - **June 2nd**: One 2-minute Facebook segment will air on June 2nd on 9New’s Colorado & Company Facebook page
      - Denver7: Confirming date/time
      - CBS4: Confirming date/time
      - Spanish media: Confirming date/time
- **Radio**
  - Colorado Public Radio: Coordinating news interview spot; confirmed 10 messages (commercial spots) that will run between the hours of 6am-11pm and display ads on CPR.org that will run weekly in June.
- **Print/Online Media**
  - May 21st Embargoed release will be sent to colleges and partners
  - June 1st Statewide release will be sent via news wire at 10:30am
  - June 1st Press release will be pitched to education/higher ed reporters
  - June 1st Press release will be sent to Spanish media
  - June 2nd The Denver Post will run an article
  - Denver Urban Spectrum (Black and Indigenous Community Publication) will run an article. Confirming date.
- **Social Media**
  - CCCS will “target and boost” social posts on Facebook, Twitter and LinkedIn
    - Per 9News, repost the Facebook segment
  - Brother Jeff Show (Black and Indigenous Community Network): Live Facebook interview to showcase the program. Confirming date/time.
- **Other**
  - June 2nd/3rd Gov. and Dept. of Higher Education will film video and promote on their social platforms (primarily Facebook)
Colorado Community College System Launches New Guaranteed Transfer Program with Colorado Universities

The Bridge to Bachelor’s Degree Program marks major effort to expand college pipeline, increase degree completion, at lower cost to students.

June 1, 2020 (Denver, CO) – The Colorado Community College System (CCCS) has announced the launch of a new, guaranteed transfer program called the Bridge to Bachelor’s Degree Program. Under new agreements signed by CCCS and several Colorado universities, new, first-time CCCS students pursuing an Associate degree will receive guaranteed admission and a more affordable, seamless pathway to a four-year university to achieve their Bachelor’s degree.

“Students are our mission, and during these challenging times it has never been more important for us to provide opportunities that allow our institutions to meet students where they are,” Joe Garcia, chancellor of the Colorado Community College System. “Now may be time when the smart, strategic choice for many students is to stay closer to home. That is where our 13 colleges and 40 locations across Colorado come in.”

The Bridge to Bachelor’s Degree Program reimagines the college journey for today’s student by conditionally admitting CCCS students to a partner university-without the need to take a college placement test--and strategically placing support systems where students need them most. Participating students will have the support they need to successfully complete both an associate’s and a bachelor’s degree, without having to re-take credits, take additional credits, or take on additional debt. Partner universities will collaborate with community colleges in joint academic counseling, streamline transfer processes through new IT data systems, and engage early and often with students to better support their transition to the university. Some universities, like CU Denver, are doing even more by providing students that transfer to their institution guaranteed scholarships.

“The University of Colorado Denver is thrilled to be a Bridge to Bachelor’s Degree partner, focused on the success of community college students as they build upon their educational journey”, said Dr. Linda Bowman, CU Denver interim vice provost and senior vice chancellor of student success. “Community college graduates excel at CU Denver and we know this partnership is key to not only their future, but ours as well.”
The program will also help the state meet its ambitious goals set forth by Colorado Governor Jared Polis in the recently adopted *Roadmap to Containing College Costs & Making College Affordable*, which, among other things, calls for the strengthening of transfer agreements and substantially increasing the number of students transferring and completing a bachelor’s degree.

“We know that when Coloradans have access to affordable education they thrive, and those benefits lead to great economic growth for our state,” said Governor Polis. “The Bridge to Bachelor’s Degree Program is vital to our economy, and we commend the work of CCCS and universities across the state in providing students additional opportunities to further their education, for creating a new model that will substantially lower the cost to complete a Bachelor’s degree, and helping guarantee students’ chances of achieving upward social mobility.”

“Our board is extremely proud of the work that has gone into the creation of this much needed program,” said Rollie Heath, chair of the Colorado State Board for Community Colleges and Occupational Education. “At a time when so many are concerned about the cost of college, the Bridge to the Bachelor’s Degree Program opens the door wider for individuals who want to pursue a post-secondary education and it will improve the rates at which students graduate with a degree they want and that will serve them well.”

The demand is there. Over eighty percent of all community college students statewide are enrolled at a CCCS College, and approximately 19,000 CCCS students transfer annually to a four-year college or university. CCCS and partner universities are not only looking to boost transfer numbers, they are eager to see a significant increase in the number of students who complete their bachelor’s degree.

“Colorado’s *Master Plan* for higher education calls for urgent action to increase credential attainment, lower costs, and erase equity gaps – goals the Bridge to Bachelor’s Degree Program will help us achieve” said Dr. Angie Paccione, Colorado Department of Higher Education executive director. “The collaboration and commitment from our higher education institutions will provide transparent and supportive pathways for students to meet their educational goals and increase their opportunity to succeed.”

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**About the Colorado Community College System**

The Colorado Community College System (CCCS) is the state’s largest system of higher education, delivering more than 1,000 programs to over 125,000 students annually through 13 colleges and 40 locations across Colorado. Our open access mission ensures all Coloradans who aspire to enrich their lives have access to quality higher education opportunities. The System Office provides leadership, advocacy and support to the colleges under the direction of the State Board for Community Colleges and Occupational Education (SBCCOE). Join us in changing the way Colorado goes to college.
Marketing Toolkit
#COBridgeToBachelorsDegree

**Key Messages**

The Colorado Community College System (CCCS) is proud to announce a new guaranteed transfer program in partnership with Colorado Universities.

University Partners: University of Colorado – Denver, Colorado State University – Fort Collins, Colorado Mesa University, Fort Lewis College, Johnson & Wales University, Metropolitan State University, Regis University, University of Colorado at Colorado Springs, Western Colorado University; and coming on soon are: Adams State, University of Northern Colorado, Colorado State University-Pueblo and Colorado State University-Global.

The [Bridge to Bachelor’s Degree Program](#) offers new, first-time CCCS students guaranteed admission to any partner university upon completion of their Associate’s degree.

We do not want students to press pause on their college education due to these uncertain times.

Now may be time when the smart, strategic choice for many students to stay at home, or closer to home, and get ahead by pursuing their college degree, while saving thousands by starting at their community college.

The program reimagines the college journey for today’s student by conditionally admitting CCCS students to a partner university-without the need to take a college placement test--and strategically placing support systems where students need them most.

Participating students will have the support they need to successfully complete both an associate’s and a bachelor’s degree, without having to re-take credits, take additional credits, or take on additional debt.

Students are our mission. And CCCS’s Bridge to Bachelor’s Degree Program is a wonderful example of what innovation looks like as higher education continuously works TOGETHER towards providing high quality, accessible – and affordable – postsecondary education FOR ALL in Colorado.

All new, first-time students will be prompted to sign up for the Bridge to Bachelor’s Degree Program during the online application process to one of CCCS’s 13 community colleges.

[Link to Program Flyer](www.cccs.edu/BridgeToBachelorsDegree)  [Link to FAQ](#)
Sample Social Media Language

Announcing! @GoCCCS’s 13 colleges now offer students guaranteed admission to top-notch universities throughout Colorado! #COBridgeToBachelorsDegree program is available to new, first-time students beginning this fall. Learn more at cccs.edu/BridgeToBachelorsDegree.

Stay home (or close to home) and get ahead! Learn how #COBridgeToBachelorsDegree program can save you thousands on your path to a four-year degree at cccs.edu/BridgeToBachelorsDegree.

Your life has changed but your goals have not – YOUR Community College is here for you! @GoCCCS’s #COBridgeToBachelorsDegree program – in partnership with top Colorado universities – is designed to support new students every step of the way to earning an Associate and Bachelor’s degrees. Learn more at cccs.edu/BridgeToBachelorsDegree.

Don’t push pause on your education! New, first-time students attending any @GoCCCS college are now guaranteed admission to top Colorado universities though the #COBridgeToBachelorsDegree program. See participating universities here cccs.edu/BridgeToBachelorsDegree.

CCCS System Office Communications Plan

Press release and System Office Communications Plan/Timeline: https://drive.google.com/drive/folders/1-9ULSJXPr9TB5ORhwJWdf5yQeTPXlosn?usp=sharing

- Monday, June 1st: News release distributed statewide
- Tuesday, June 2nd: The Denver Post and other articles run; TV segments begin to air, and Facebook segments begin to run.

FOR IMMEDIATE RELEASE

Colorado Community College System Launches New Guaranteed Transfer Program with Colorado Universities

The Bridge to Bachelor’s Degree Program means major effort to expand college pipeline, increase degree completion, at lower cost to students.

June 1, 2020 (Denver, CO) – The Colorado Community College System (CCCS) has announced the launch of a new, guaranteed transfer program called the Bridge to Bachelor’s Degree Program. Under new agreements established by CCCS and several Colorado universities, new, first-time CCCS students pursuing an Associate degree will receive guaranteed admission and a minimum, multi-year, tuition waiver to a four-year university to achieve their Bachelor’s degree.

“Students are our mission, and during these challenging times it has never been more important for us to provide opportunities that help our institutions to meet students where they are,” said Chancellor Dr. Brian Hiebert. “By providing guaranteed admission and a tuition waiver, we are supporting students in the least expensive way possible.”

Contact
Marta Olson
(720) 494-6870
martatree Olson@cccs.edu

FOR IMMEDIATE RELEASE

www.cccs.edu/BridgeToBachelorsDegree

Page 2 of 5
Supporting Images
Logo: https://drive.google.com/drive/folders/1J_etSgGdieqeFIEPSLWG4GiG6nYLLpy?usp=sharing

Brand Guidelines: https://drive.google.com/drive/folders/1rdez617FW3iDZwwcBGFZ6hwktu3zRUM-?usp=sharing

Flyer Design Files (including Spanish version): https://drive.google.com/drive/folders/10UqrSQ8d91WdfI54CGUrHPqZsa6T6xxr?usp=sharing
Social Media Graphics: https://drive.google.com/drive/folders/1Xxp7qBjLKxw8XHabro-XNyVI9gJemL0r?usp=sharing

Supporting Graphics: https://drive.google.com/file/d/1VElKk3IvmoV9jcDvmYjQfBDRCvS-XFom/view?usp=sharing
TOPIC: Board Policy 6-10 Cyber Security Policy

PRESENTED BY: Julie Ouska, CIO/Vice Chancellor, Information Technology

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

EXPLANATION: A key goal for the CCCS Information Technology division this year is to update and expand all of our information technology procedures especially those related to cyber security, data security and acceptable use of CCCS technology systems and resources. To this end, we engaged a consultant group, Baker Tilly, to assist us in this process. We used the National Institute of Standards and Technology (NIST) Cyber Security Framework (CSF) and NIST Special Publications (SP) 800-53 which covers Security and Privacy Controls for Federal Information Systems and Organizations, as guidance for the procedure creation. Because of the number of procedures needed by the system office and the colleges to adequately address all aspects of Cyber Security, Legal has assigned us Section 6 for both the overarching Board Policy and the System Procedures related to Cyber Security. The new Board Policy 6-10 is being presented to you today.

The attached BP 6-10 will set the framework for the development, approval and implementation of subsequent Procedures related to Cyber Security, and, further, delegates authority to the System Chancellor to establish System Procedures related to Cyber Security.

RECOMMENDATION: CCCS Staff recommends the Board approve BP 6-10

ATTACHMENT(S):
BP 6-10 Final
STATE BOARD OF COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

Cyber Security Policy

BP 6-10

APPROVED: May 28, 2020
EFFECTIVE: May 28, 2020

C.R.S. § 24-73-101-103, Protection of Personal Identifying Information Act of 2018

APPROVED:

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

Policy Statement
In recognition of the Board’s fiduciary responsibility to safeguard the information assets of the System, the Board adopts this Policy to implement Cyber Security Procedures to comply with applicable law and industry best practices.

Scope
This Policy applies to employees, faculty, staff, students, instructors, and volunteers at the System Office and its Colleges (CCCS or System) that utilize System data and equipment to perform functions on behalf of the System.

Delegation
The Board hereby delegates to the System Chancellor the authority to implement Cyber Security procedures to protect the information assets of the System.

Procedures
The System Chancellor shall promulgate procedures as necessary to implement this policy. These procedures shall assure that legal requirements are met.

Revising this Procedure
The Board reserves the right to change any provision or requirement of this policy at any time and the change shall become effective immediately.
State Board for Community Colleges and Occupational Education  
May 28, 2020

Topic: Request to Allow Rollover of Annual Leave

Presented By: Christina Cecil, Chief Human Resources Officer

Explanation:
Board Policy 3-60 - Employee Benefits, defines the accrual process for annual leave for administrator, professional and technical employees at CCCS. Specifically the policy states “there shall be a maximum carryover of 360 hours into a new fiscal year. At each fiscal year end (June 30), accrued hours over 360 will be forfeited.” Classified employees are also subject to leave carryover limits as established in the State Personnel Board Rules and Personnel Director’s Administrative Procedures. Classified employees with annual leave in excess of established maximums at fiscal year-end forfeit the excess hours.

As the colleges and system office have had to react and respond to the current COVID-19 challenge, many employees identified as critical or essential for maintaining business continuity have had their planned leave disrupted. While we are encouraging employees to continue to take time to relax and recharge, some employees will not be able to do so and as a result will have to forfeit unused leave.

The Department of Personnel and Administration has issued emergency rules that will allow Classified employees during this current state of emergency who were denied the use of leave or not given an reasonable opportunity to use leave an opportunity to carryover or be paid out up to 80 hours of leave above the maximum accrual allotment.

We are requesting that during this current state of emergency, the Board grant the Chancellor and college Presidents authority to approve for administrative, professional and technical employees the ability to carryover up to 80 hours of annual leave above the 360 hour maximum into the next fiscal year. This would be a one-time allowance and any leave over 360 hours going into the 2021-22 fiscal year will be forfeited on June 30, 2021. Additionally, this would not impact the cap on leave payout currently written in policy. Requests will be approved by each college President or their designee for employees who were denied or not provided an opportunity to take leave as a result of this emergency.

Recommendation:
Staff recommends the approval to allow Presidents, or their designees, the authority to approve for employees the carryover of up to 80 hours of unused annual leave above the maximum limit of 360 hours at the end of this fiscal year.
TOPIC: Designated Career and Technical Schools (DCTS) – Initial Application for Cherry Creek School District – Cherry Creek Innovation Campus

PRESENTED BY: Landon Pirius, Vice Chancellor for Academic and Student Affairs

RELATIONSHIP TO STRATEGIC PLAN: Transform the Student Experience: Design rigorous educational experiences that combine the delivery of practical knowledge with the development of student creativity and innovation. DCTS schools receive additional funds from the Colorado Career and Technical Act (CTA) to help administer specialized secondary career and technical education programs.

EXPLANATION:

A Designated Career and Technical Education School (DCTS) is defined in Code of Colorado Regulation (CCR) section 4.0 as:

[a] school whose school board has declared its role and mission to deliver intensive instruction in career and technical education. The School shall offer a minimum of five career and technical education approved unique single site programs and enroll at least 75% of the facility's total secondary student population in career and technical education approved programs. The School shall offer specialized student support services staff (career and technical education credentialed counselors and/or job development/placement specialists) and employ a career and technical education credentialed administrator operating in that role. There shall be agreements for providing career and technical education, which shall include but are not limited to, other schools in-district and schools from neighboring districts.

Designated Career and Technical Schools receive up to 16% of the facility’s total eligible costs as administrative costs for CTA reimbursement. Generally, school districts receive 6% of their total eligible costs as administrative costs for CTA reimbursement without a DCTS.

Currently, there are seven Designated Career and Technical Schools (DCTS). They are Bollman Technical Education Center (Adams 12 Five Star Schools); Boulder Technical Education Center (Boulder Valley School District); Career Education Center (CEC) Middle College of Denver (Denver County 1); Warren Technical Center Central and North Campuses (Jefferson County R-1); Grand Junction’s Career Center (Mesa County Valley 51); and St. Vrain Career Development Center (St. Vrain Valley RE-1J). These DCTS locations were renewed in 2019 by SCCBOE.

Cherry Creek School District has submitted an application for one of their high schools to be the eighth DCTS in Colorado. Cherry Creek has submitted application materials for the “Cherry
Creek Innovation Campus” to be a DCTS. CCCS staff has reviewed all required application materials and the application meets all of the criteria set out in Code of Colorado Regulation (CCR) section 4.0 for approval.

RECOMMENDATION: Staff recommends that the Board approve the Designated Career Technical Education School application of Cherry Creek School District for the “Cherry Creek Innovation Campus” and grant signature authority for the approval to the Associate Vice Chancellor for Academic Affairs and Career and Technical Education behalf of the Board.

ATTACHMENTS:

Application for Eligibility and Cover Letters from:
Cherry Creek School District – Cherry Creek Innovation Campus DCTS Application
I. School District: Cherry Creek
Designated Career and Technical School: Cherry Creek Innovation Campus
Colorado Department of Education School Code: 
DCTS Contact Person: Jay Moore
School Address: 8000 S. Chambers Road
City: Centennial
State: CO
Zip Code: 80112
Area Code/Telephone Number: (720) 554-2600

II. Required Criteria for Approval
(Reference 4.0 of the Rules of the State Board for Community Colleges and Occupational Education under the Career and Technical Act 8 CCR 1504-2 for minimum requirements.)

1. Provide a statement certifying that the school board’s designated role and mission for the DCTS is to deliver intensive instruction in secondary Career and Technical Education. Please submit this on district letterhead, signed by the school board chair.

2. List the CTE approved unique single site programs.

3. Submit the percentage of secondary students at the DCTS in CTE approved programs.

4. List the specialized student support services staff (CTE credentialed counselors and/or job development/placement specialists) and attach a copy of their CTE credential.

5. List the administrative staff and submit a copy of a least one administrator’s CTE Director credential.

6. Provide documentation that offerings at the DCTS are available to other districts and to other schools within the district.

7. Provide evidence that demonstrates this facility does not duplicate facilities between and among school districts or areas; and if sharing of facilities is practiced, explain.

III. Certification
I certify that the information submitted is true and correct to the best of my knowledge, information and belief. Having reviewed this application, I assure that the DCTS will be conducted in accordance with state and federal laws, rules and regulations, and State Board of Community Colleges and Occupational Education policies.

Signature of Superintendent
Signature of Administrator responsible for Career & Technical Education

IV. Approval Status

SBCCOE Approval

Assistant Provost for Career & Technical Education

Colorado Community College System, 9101 East Lowry Blvd, Denver CO 80230-6011. Phone: 303-620-4000. FAX: 303-534-4832
School District: Cherry Creek Schools
Board of Education President: Karen B. Fisher

DCTS: Cherry Creek Innovation Campus
DCTS Contact Person: Jay Moore, jmooreschools.org
School Address: 8000 S. Chambers Road, Centennial, CO 80112
720.554.2600

Statement regarding purpose of Cherry Creek Innovation Campus, with the passage of 3B which authorizes the district to sell $250 million in bonds for renovations and new school construction, including:

A stand-alone, central facility (Cherry Creek Innovation Campus) will be constructed and available to all Cherry Creek 11th- and 12th-grade students to ensure preparation for college and career in the 21st century. Areas of study are aligned with the Colorado Workforce Development Council and include: Automotive, Construction, Health, Hospitality, Energy, Advanced Manufacturing, Aviation/Aerospace, and Computer Science.

Cherry Creek Innovation Campus Concept:

The Cherry Creek Innovation Campus will be a stand-alone college and career-preparedness facility accessible for high school students in the Cherry Creek Schools. With curriculum rooted in real-world skills and trade certifications ranging from computer sciences to aviation to health and wellness, this facility will offer students a new kind of bridge to college and viable, successful careers.

Under the Career and Technical Education umbrella, the CCIC will expand the district's commitment to preparing students for the academic and professional demands of the 21st century. The student learning experience will mimic state-of-the-art work environments, with a focus on putting learners in an industry-based culture and climate.

High schools will continue to host a wide range of CTE programs. This new facility will engage current programming, and will also be home to more advanced and sophisticated educational opportunities for students.

Vision: Innovation through collaboration

Mission: Revolutionizing the student experience in college and career preparedness

CCIC Belief Statements:
- Collaboration with business partners provides industry-validated learning experiences.
- A learning environment focused on innovation in industry creates a competitive advantage for students.
- Risk-taking, perseverance, and reflection are necessary for students to reach their highest potential...mistakes represent learning!
- Students are individuals with unique, personal journeys.
- A climate built on equity and inclusiveness promotes success for all.
- Respect, trust, and divergent thinking drive a culture of innovation.
- Exploration is necessary to discover where passion and skill sets intersect.
- Life is an adventure and a continuous journey!
2. List the CTE approved unique single site programs.
   - Advanced Manufacturing
   - Business Services
   - Health & Wellness
   - Hospitality & Tourism
   - Infrastructure Engineering
   - IT & STEAM
   - Transportation

3. Submit the percentage of secondary students at the DCTS in the CTE approved programs.
   - 17,063 high school students
   - 1,453 CCIC students
   - 9%

4. List the specialized student support services staff (CTE credentialed counselors and/or job development/placement specialists) and attach a copy of their CTE credential.
   - Laura Miller, Counselor (see attached certificate)
   - Ryan Seely, Counselor (see attached certificate)

5. List of administrative staff and submit a copy of at least one administrator’s CTE Director credential.
   - David Mark Morgan
   - Lara Kristine Kibbee
   - Jay Edward Moore

6. Provide documentation that offerings at the DCTS are available to other districts and to other schools within the district.

See attached Course Catalog for specifics regarding programs at the Cherry Creek Innovation Campus, which includes how students in Cherry Creek School District can apply to take courses at the CCIC. Information was provided to Counselors at all Cherry Creek School District secondary locations, as well as communicated through variety of CTE nights.

CCIC has agreements with a variety of districts that allow students to come to the CCIC to attend courses. These students must work with their district CTE Director and Principal in order to determine process.
7. Provide evidence that demonstrates this facility does not duplicate facilities between and among school districts and areas; and if sharing of facilities is practiced, explain.

The Cherry Creek Innovation Campus will be a stand-alone college and career-preparedness facility accessible for high school students in the Cherry Creek Schools. With curriculum rooted in real-world skills and trade certifications ranging from computer sciences to aviation to health and wellness, this facility will offer students a new kind of bridge to college and viable, successful careers.

All programs offer unique, state-of-the-art equipment and industry certifications, not available at other locations. Highlights include: CNC manufacturing systems, Project Management, Certified Nurse Aide, Pharmacy Technician, SOLIDWORKS Associate and Federal Aviation Administration Air, Frame and Power (A&P)
State of Colorado

In accord with Colorado State Law and Rules of the Colorado Board of Education

David Mark Morgan
Is granted this
Career and Technical Education (CTE)
Authorization to serve in the following areas:
CTE Director (7-12)

Number: 245325
Effective: 09/21/2017
Expires: 09/21/2020

This e-certificate was printed on: October 5, 2017
Employers: Always verify this credential against the status online at: https://www.colorado.gov/cde/licensing/Lookup/LicenseLookup.aspx
In accord with Colorado State Law and Rules of the Colorado Board of Education

Jay Edward Moore
Is granted this
Career and Technical Education (CTE)
Authorization to serve in the following areas:
CTE Director (7-12)

Number: 293629
Effective: 02/08/2019
Expires: 02/08/2024

This e-certificate was printed on: February 21, 2019
Employers: Always verify this credential against the status online at: https://www.colorado.gov/cde/licensing/lookup/lookup.aspx
State of Colorado

In accord with Colorado State Law and Rules of the Colorado Board of Education

Laura Margaret Miller

Is granted this
Career and Technical Education (CTE)
Authorization to serve in the following areas:
CTE Specialist (7-12)

Number: 250064
Effective: 11/20/2017
Expires: 11/20/2020

This e-certificate was printed on: November 21, 2017
Employers: Always verify this credential against the status online at: https://www.colorado.gov/cde/licensing/Lookup/LicenseLookup.aspx
State of Colorado

In accord with Colorado State Law and Rules of the Colorado Board of Education

Ryan Marshall Seely
Is granted this
Career and Technical Education (CTE)
Authorization to serve in the following areas:
CTE Specialist (7-12)

Number: 283426
Effective: 09/14/2018
Expires: 09/14/2023

This e-certificate was printed on: October 16, 2018
Employers: Always verify this credential against the status online at: https://www.colorado.gov/cde/licensing/Lookup/LicenseLookup.aspx
STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

May 13, 2020

TOPIC: 24/7 Technical Help Desk Vendor Contract

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

RELATIONSHIP TO THE STRATEGIC PLAN:

Transform the Student Experience
Implement and scale-up proven student-support mechanisms that partner with students to confront and overcome educational barriers.

EXPLANATION:

CCCS has used a contractor to provide 24/7 technical support since 2008 for all students and faculty at our 13 colleges, both on-campus and online. The services the vendor provides include navigation and technical assistance with Desire2Learn (the System’s learning management system), initial activation, password resets for college portals and student email, and general questions about course materials, Microsoft Office 365 and other technology.

The five-year contract with the current vendor expires June 30, 2020. A Request for Proposal was issued in December 2019 to begin the process of selecting a vendor to provide quality technical support to students and faculty throughout the system. The RFP Committee, with representatives from ACC, NJC, RRCC and the System Office, conducted a comprehensive evaluation. The Committee recommended that an intent to award be issued to Istonish, Inc. Istonish was incorporated in 1990 and is located in Greenwood Village, Colorado. It is a Minority and Woman Owned Business Enterprise with a Hispanic and Native American business ownership profile.

Below outlines the projected maximum annual contract amounts for Istonish with a five-year total. An onboarding fee of $107,372 is included in FY20.

2019/20 -- $107,372  
2020/21 -- $547,200
2021/22 -- $555,408  
2022/23 -- $563,847
2023/24 -- $572,195  
2024/25 -- $580,778
Total -- $2,926,800
The original projected maximum amounts and actual expenditures for the current vendor, Campus EAI, are below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Proj. Maximum Amt</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>$615,750</td>
<td>$336,400* Implemented in Oct. 2015</td>
</tr>
<tr>
<td>2016/17</td>
<td>$595,750</td>
<td>$463,250</td>
</tr>
<tr>
<td>2017/18</td>
<td>$595,750</td>
<td>$463,250</td>
</tr>
<tr>
<td>2018/19</td>
<td>$595,750</td>
<td>$463,250</td>
</tr>
<tr>
<td>2019/20</td>
<td>$595,750</td>
<td>$425,263* Credit for contract breach</td>
</tr>
<tr>
<td>Total</td>
<td>$2,998,750</td>
<td>$2,151,413</td>
</tr>
</tbody>
</table>

**RECOMMENDATION:**

Staff recommends that the Board approve the contract with Istonish, Inc. for 24/7 technical support as described above with a not to exceed total contract amount of $2,926,800 over the five-year contract period. Staff also recommends that the Board delegate contract signature authority to the System Vice Chancellor for Finance and Administration provided all State and Board processes are followed.
STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

May 13, 2020

TOPIC:  Pearson Education, Inc. Contract

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

RELATIONSHIP TO THE STRATEGIC PLAN:

Transform the Student Experience.
Design rigorous educational experiences that combine the delivery of practical knowledge with the development of student creativity.

Create Education Without Barriers Through Transformational Partnerships.
Devise technology-supported and hybrid educational delivery solutions that transcend time and place barriers, maintain high quality, and foster student success.

Redefine Our Value Proposition Through Accessibility, Affordability, Quality, Accountability, Resource Development, and Operational Excellence.
Increase external resource development capacity to allow investment in student scholarships, and in appropriate physical and technological resources that support high quality learning experiences.

EXPLANATION:
CCCOnline began using Pearson digital content in its courses in 2009 when the original contract was signed. It is currently used in 75 CCCOnline courses. The amount paid to Pearson is recouped through the digital content fees that students pay when they register for one of these courses.

CCCOnline and Pearson currently have a one-year contract that expires June 30, 2020. The contract includes the State’s option to extend it at the same rates and under the same terms for one-year periods not to exceed five years.
We recommend exercising this option and extending the contract for one year until June 30, 2021. The one-year time period allows us to explore options for the System while maintaining the current CCCOnline rates.

Below outlines student enrollment and expenses in courses using Pearson digital content.

<table>
<thead>
<tr>
<th></th>
<th>2020 YTD + Est</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrollments</td>
<td>Price</td>
<td>Total</td>
</tr>
<tr>
<td>Pearson eBook</td>
<td>2,665</td>
<td>$58.74</td>
<td>$156,542</td>
</tr>
<tr>
<td>Pearson MyLabsPlus</td>
<td>13,133</td>
<td>$65.30</td>
<td>$857,585</td>
</tr>
<tr>
<td>Ucertify Computer Lab</td>
<td>541</td>
<td>$120.00</td>
<td>$64,920</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16,339</strong></td>
<td></td>
<td><strong>$1,079,047</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2021 Est</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrollments</td>
<td>Price</td>
<td>Total</td>
</tr>
<tr>
<td>Pearson eBook</td>
<td>2,798</td>
<td>$58.74</td>
<td>$164,369</td>
</tr>
<tr>
<td>Pearson MyLabsPlus</td>
<td>13,790</td>
<td>$65.30</td>
<td>$900,464</td>
</tr>
<tr>
<td>Ucertify Computer Lab</td>
<td>568</td>
<td>$120.00</td>
<td>$68,166</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17,156</strong></td>
<td></td>
<td><strong>$1,132,999</strong></td>
</tr>
</tbody>
</table>

2 Year Total $2,212,046

* 2021 Est. assumes 5% enrollment increase

**RECOMMENDATION:**

Staff recommends that the Board approve extending the contract with Pearson Education Inc. for one-year until June 30, 2021 with a do not exceed total contract amount of $2,250,000. Staff also recommends that the Board delegate contract signature authority to the System Vice Chancellor for Finance and Administration provided all State and Board processes are followed.
TOPIC: Request for Approval of Statewide Transfer Articulation Agreements (STAAs)

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

RELATIONSHIP TO THE STRATEGIC PLAN:

Transform the Student Experience.
Design rigorous educational experiences that combine the delivery of practical knowledge with the development of student creativity.

Create Education Without Barriers Through Transformational Partnerships.
Devise technology-supported and hybrid educational delivery solutions that transcend time and place barriers, maintain high quality, and foster student success.

EXPLANATION:
The state of Colorado currently has 34 Statewide Transfer Articulation Agreements (STAAs) designed to guarantee transfer pathways between Colorado’s community colleges and Colorado’s state universities. STAAs were first developed in 2011 to enable students to graduate from a community college or local district college with an Associate of Arts or Associate of Science degree with academic designation (DwD) and enroll with junior status at a four-year institution. STAAs help increase overall degree completion; improve student success through improved retention; and improve affordability by reducing the number of credits taken in pursuit of a bachelor’s degree.

We know from data that the agreements are very effective in structuring academic pathways and facilitating transfer and bachelor’s degree completion. DwD earners also complete their bachelor’s degrees in fewer total credits than AA/AS earners without a DwD:

- AA/AS earners with a DwD are more likely to transfer into four-year degree programs than are AA/AS earners without a DwD (59.6% vs. 50.5%)
- AA/AS earners with a DwD are more likely to earn a bachelor’s degree within three years of AA/AS completion (44.1% vs. 33.0%)
- AA/AS earners with a DwD who go on to receive a bachelor’s degree accumulate fewer overall credits than AA/AS earners without a DwD (132 vs. 136).

The Colorado Department of Higher Education (CDHE) manages existing agreements and facilitates the development of additional agreements. Over the last year, CDHE convened faculty from 2 and 4 year institutions review some existing agreements and to develop new agreements. The new STAAs are in Computer Science, Dance, Journalism, and Public Health.
The proposed agreements are included with this agenda item. Each of the agreements is aligned with GT Pathways requirements and Commission policy on statewide transfer (CCHE Policy Section I, Part L—Statewide Transfer and GT Pathways Policy).

The cover page of each agreement lists its potential institutional signatories. Each four-year institution with one or more bachelor’s degree programs in the discipline covered by the agreement is expected to sign. CCCS institutions, along with Aims Community College and Colorado Mountain College, are eligible to sign provided an institution offers all of the courses included in the agreement—either at the campus or through CCCOnline – so that the DwD can be completed in no more than two academic years. As such, participation among community and local district colleges will vary given course availability. For the agreement in dance, Pikes Peak Community College is the only potential CCCS signatory given that is the only CCCS institution to offer the full complement of courses required for the DwD.

RECOMMENDATION:
Staff recommends that the Board approve the Statewide Transfer Articulation Agreements (STAAs) for Computer Science, Dance, Journalism, and Public Health. In addition, staff recommend the Board authorize the Vice Chancellor for Academic and Student Affairs to sign these agreements on behalf of the system and our 13 colleges.

Attachments
STAA – Computer Science
STAA – Dance
STAA – Journalism
STAA – Public Health
STATEWIDE TRANSFER ARTICULATION AGREEMENT

in

**COMPUTER SCIENCE**

For an Associate Degree with Designation (DwD)

FROM ONE OF THESE COLORADO PUBLIC COMMUNITY/JUNIOR/LOCAL DISTRICT COLLEGES

Aims Community College
Arapahoe Community College
Colorado Mountain College
Colorado Northwestern Community College
Community College of Aurora
Community College of Denver
Front Range Community College
Lamar Community College
Morgan Community College
Northeastern Junior College
Otero Junior College
Pikes Peak Community College
Pueblo Community College
Red Rocks Community College
Trinidad State Junior College

and

For a Bachelor’s Degree

FROM ONE OF THESE COLORADO PUBLIC FOUR-YEAR INSTITUTIONS

Adams State University [B.S. Mathematical Sciences, Computer Science Emphasis]
Colorado Mesa University [B.S. Computer Science]
Colorado School of Mines [B.S. Computer Science]
Colorado State University [B.S. Computer Science]
Metropolitan State University of Denver [B.S. Computer Science]
University of Colorado Boulder [B.S. Computer Science]
University of Colorado Denver [B.S. Computer Science, B.A. Computer Science]
University of Colorado Colorado Springs [B.S. Computer Science]
University of Northern Colorado [B.S. Mathematics, Applied Math Emphasis]
Western Colorado University [B.S. Computer Science]
INTRODUCTION

A statewide transfer articulation agreement identifies the community college or local district courses students need to take in order to graduate with a 60-credit Associate of Arts (AA) or Associate of Science (AS) degree with designation (DwD). Students are responsible for informing the admissions counselor or intake advisor at their receiving four-year institution that they are completing a DwD.

It is important for students to understand that completion of an AA or AS degree within two years requires them to complete an average of 15 credits per semester (or 30 credits per year). Also, research shows that students who take classes in their major area within their first 30 credit hours are more likely to persist and graduate.

The guarantees and limitations below describe the minimum requirements to which all participating institutions have agreed. Students who believe an institution is not meeting the guarantees described below can file a complaint on the CDHE Website.

PART ONE: GUARANTEES

Students who complete a DwD pursuant to the prescribed curriculum in this statewide transfer articulation agreement and pass all 60 credits with a C- or higher and are admitted to the receiving institution’s corresponding degree program (see cover page) are guaranteed the following:

1. Junior standing with no more than 60 credits remaining (or up to 68 credits remaining for Computer Science, depending on the institution) to meet the graduation requirements for the baccalaureate degree program covered by this articulation agreement (see cover page).
2. Completion of the receiving institution’s lower division general education requirements as defined by the GT Pathways curriculum.
3. The same graduation requirements as students who begin and complete this degree program at the four-year institution.
4. Admission to all Colorado public baccalaureate awarding institutions (except Colorado School of Mines) will be guaranteed to applicants who have completed any AA or AS degree from a Colorado public two-year institution after high school graduation, provided certain requirements are met. To see these requirements, please refer to the Colorado Commission on Higher Education’s Admissions Standards Policy (effective for students seeking admission for fall 2019 and after), Section titled “Guaranteed Transfer Admissions” available on the CDHE Website. Please note: Students transferring to a University of Colorado institution (Boulder, Colorado Springs, Denver) must satisfy the CU System’s MAPS (Minimum Academic Preparation Standards) requirement.
5. Per the Commission’s Prior Learning Assessment policy, section 2.07 (see CDHE Website), and pursuant to Colorado Revised Statutes §23-1-108 (7)(b)(II)(A), “a state institution of higher education that admits as a junior a student who holds an associate of arts degree, associate of applied science degree, or associate of science degree that is the subject of a statewide degree transfer agreement shall not require the student to complete any additional courses to fulfill general education requirements”, and that the receiving institution of higher education is responsible for the total cost of tuition “for any credit hours that exceed the total credit hours required for a native student or that extend the total time to receive the degree beyond that required for a native student”.

6. The Commission’s Prior Learning Assessment policy also states “every Colorado public institution of higher education shall accept in transfer from within the institution and from other state institutions of higher education prior learning assessment credit awarded for GT Pathways requirements” (section 3.01), and “Colorado public institutions of higher education shall not prohibit students from meeting general education/GT Pathways requirements with prior learning assessment credit” (section 3.02).

**PART TWO: LIMITATIONS**

1. Students must meet all admission and application requirements at the receiving institution including the submission of all required documentation by stated deadlines. Students are advised to consult with the Office of Admissions at the institution to which they intend to transfer.

2. Only courses with grades of C- or higher are guaranteed to transfer.

3. Admission to a receiving institution does not guarantee enrollment in a specific degree program. Some programs at receiving institutions have controlled entry due either to space limitations or academic requirements.

4. The credit and course transfer guarantees described in this agreement apply to the specific degree programs covered by this agreement (see cover page). If the student changes majors, receiving institutions will evaluate application of the courses designated in this agreement to other degree programs on a course-by-course basis.

5. Students are allowed to use credits awarded by exam, such as AP (Advanced Placement) and IB (International Baccalaureate), as long as those exams are listed on the exam tables here: CDHE Website, or may use challenge exams to fulfill GT Pathways requirements (not necessarily major requirements) and those credits are guaranteed to transfer and apply to GT Pathways requirements at the receiving institution per the Colorado Commission on Higher Education’s Policy I, X: Prior Learning Assessment. See the entire policy for more information: CDHE Website.

6. The receiving institution shall accept all applicable credits earned within ten years of transfer to the receiving institution. Credits earned more than ten years prior to transfer will be evaluated on a course-by-course basis.
7. All the courses a student needs to take in the associate degree program covered by this statewide transfer articulation agreement are listed in the prescribed curriculum. Course substitutions are allowed as long as the student and both the sending and receiving institutions agree to the substitution; such agreement should be documented in writing and the student should keep a copy until the baccalaureate degree is conferred. Note that if students substitute a course, then this is no longer a statewide agreement and some of the guarantees are only for the receiving institution that agreed to the substitution. **Any additional courses taken in the discipline covered by this agreement might not count toward the requirements of the major at the receiving institution.** Students can avoid this problem by taking no more courses in the discipline than what are identified in the prescribed curriculum. STUDENTS SHOULD CONSULT THE PROGRAM ADVISOR AT THE RECEIVING INSTITUTION FOR GUIDANCE. Any advisement from an academic advisor should be obtained IN WRITING.

8. Students seeking K-12 teacher licensure may not use this agreement because teacher preparation programs have different requirements for educator licensure.
### PART III: PRESCRIBED CURRICULUM

Courses that Fulfill General Education Requirements = 33

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
<th>Community College Course No.</th>
<th>Course Title or Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>6</td>
<td></td>
<td>Any (GT-CO1) course plus any (GT-CO2) course OR Any (GT-CO2) course plus any (GT-CO3) course **ENG 122 or ENG 131 required for Mines</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td>MAT 201</td>
<td>Calculus I (GT-MA1) (Additional coursework might be required to meet pre-requisite requirements for calculus. Pre-requisite courses may apply toward elective credit hours.)</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>6</td>
<td></td>
<td>Any two GT Pathways Arts &amp; Humanities courses (GT-AH1, GT-AH2, GT-AH3, GT-AH4) **For transfer to Mines, take PHI 218 AND one additional course GT-AH course from the CSM CCCS H&amp;SS Undergraduate Pre-Approved List</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
<td></td>
<td>Any one GT Pathways History course (GT-HI1) **For transfer to Mines, take HIS 247 OR another GT-HI1 course from the CSM CCCS H&amp;SS Undergraduate Pre-Approved List</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>6</td>
<td></td>
<td>Any two GT Pathways Social &amp; Behavioral Sciences courses (GT-SS1, GT-SS2, GT-SS3) **For transfer to Mines, take ECO 201 and ECO 202</td>
</tr>
<tr>
<td>Natural &amp; Physical Sciences</td>
<td>7</td>
<td></td>
<td>Select from GT-SC1/GT-SC2 courses with at least one GT-SC1 course. GT-SC1/GT-SC2 courses in sequence (same discipline) are recommended (and may be required depending on the receiving institution—consult the advising office). Courses must be selected in consultation with the advising office from the community college and from the intended transfer institution, if known. Seven credit minimum; additional credits in this area will be applied toward electives. **For transfer to Mines, select two courses from PHY 111, PHY 112, and CHE 111</td>
</tr>
</tbody>
</table>

**Additional Required Courses = 12**

Please note: if these credits are not required for the major at a receiving 4-year institution, they will be applied to the bachelor’s degree as elective credit towards graduation. Please check with the receiving institution to determine in which way these courses will be applied.

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Community College Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>CSC 160 &amp; CSC 161</td>
<td>Computer Science I &amp; II (Courses must be selected in consultation with the advising offices to ensure that the courses taken are in the preferred programming language. Additional coursework might be required to meet pre-requisite requirements for Computer</td>
</tr>
</tbody>
</table>

Statewide Transfer Articulation Agreement
Revised: April 2020

COMPUTER SCIENCE

Page 5 of 7
### Computer Science

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Community College Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Science I. Pre-requisite courses may apply toward elective credit hours.</td>
</tr>
<tr>
<td>4</td>
<td>CSC 225</td>
<td>Computer Architecture/Assembly Language Programming <strong>Not required at Mines; would transfer as free elective</strong></td>
</tr>
</tbody>
</table>

#### Electives (including institution-specific required courses listed below) = 15

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Community College Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>MAT 202</td>
<td>Calculus II</td>
</tr>
</tbody>
</table>

- Required for most CS programs at most four-year institutions – consult an academic advisor at the intended transfer institution

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Community College Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>CSC 165</td>
<td>Discrete Structures (CSU will also accept MAT 215 as an alternative to CSC 165)</td>
</tr>
</tbody>
</table>

- Required for CU Boulder

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Community College Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>MAT 255</td>
<td>Linear Algebra</td>
</tr>
</tbody>
</table>

- Required for Mines

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Community College Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>MAT 203 or MAT 204</td>
<td>Calculus III OR Calculus with Engineering Applications</td>
</tr>
</tbody>
</table>

Total credits required for completion = 60
Addendum to Agreement

Students who do not complete an AA/AS degree can use the prescribed curriculum in a statewide transfer articulation agreement as a common advising guide for transfer to all public institutions that offer the designated bachelor’s degree program.

Please note the following:

1. Students are guaranteed application of general education courses completed with a C- or higher in the prescribed curriculum in this agreement up to the established maximum in each GT Pathways content area.

2. Except in special cases (e.g., the partial completion of a required sequence of courses or variation in the number of credit hours institutions award for course equivalents), students can expect that courses specified within the prescribed curriculum in this agreement, successfully completed with a C- or higher, will fulfill the relevant course requirements in the designated major.

3. Receiving institutions will evaluate all courses other than those specified in this agreement on a course-by-course basis.

Students transferring without a completed AA/AS degree must consult with the Office of Admissions at the institution to which they are transferring to review the issues identified above, and to make sure they meet all admission and application requirements at the receiving institution, including the submission of all required documentation by stated deadlines.

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STATEWIDE TRANSFER ARTICULATION AGREEMENT

in

DANCE

For an Associate Degree with Designation (DwD)

FROM ONE OF THESE COLORADO PUBLIC COMMUNITY / JUNIOR / LOCAL DISTRICT COLLEGES

Pikes Peak Community College [A.A. Dance]

And

For a Bachelor’s Degree

FROM ONE OF THESE COLORADO PUBLIC FOUR-YEAR INSTITUTIONS

Colorado Mesa University [B.F.A. Dance]
Colorado State University-Ft Collins [B.A. Dance; B.F.A. Dance]
Metropolitan State University of Denver [B.A. Dance]
University of Colorado Boulder [B.A. Dance; B.F.A. Dance]
University of Colorado Colorado Springs [B.A. Visual and Performing Arts, Dance option]
INTRODUCTION

A statewide transfer articulation agreement identifies the community college or local district courses students need to take in order to graduate with a 60-credit Associate of Arts (AA) or Associate of Science (AS) degree with designation (DwD). Students are responsible for informing the admissions counselor or intake advisor at their receiving four-year institution that they are completing a DwD.

It is important for students to understand that completion of an AA or AS degree within two years requires them to complete an average of 15 credits per semester (or 30 credits per year). Also, research shows that students who take classes in their major area within their first 30 credit hours are more likely to persist and graduate.

The guarantees and limitations below describe the minimum requirements to which all participating institutions have agreed. Students who believe an institution is not meeting the guarantees described below can file a complaint at the CDHE Website.

PART ONE: GUARANTEES

Students who complete a DwD pursuant to the prescribed curriculum in this statewide transfer articulation agreement and pass all 60 credits with a C- or higher and are admitted to the receiving institution’s corresponding degree program (see cover page) are guaranteed the following:

1. Junior standing with no more than 60 credits remaining to meet the graduation requirements for the baccalaureate degree program covered by this articulation agreement (see cover page).

2. Completion of the receiving institution’s lower division general education requirements as defined by the GT Pathways curriculum.

3. The same graduation requirements as students who begin and complete this degree program at the four-year institution.

4. Admission to all Colorado public baccalaureate awarding institutions (except Colorado School of Mines) will be guaranteed to applicants who have completed any AA or AS degree from a Colorado public two-year institution after high school graduation, provided certain requirements are met. To see these requirements, please refer to the Colorado Commission on Higher Education’s Admissions Standards Policy (effective for students seeking admission for fall 2019 and after), Section titled “Guaranteed Transfer Admissions” at the CDHE Website.

Please note: Students transferring to a University of Colorado institution (Boulder, Colorado Springs, Denver) must satisfy the CU System’s MAPS (Minimum Academic Preparation Standards) requirement.

5. Per the Commission’s Prior Learning Assessment policy, section 2.07 (see CDHE Website), and pursuant to Colorado Revised Statutes §23-1-108 (7)(b)(II)(A), “a state institution of higher
education that admits as a junior a student who holds an associate of arts degree, associate of applied science degree, or associate of science degree that is the subject of a statewide degree transfer agreement shall not require the student to complete any additional courses to fulfill general education requirements”, and that the receiving institution of higher education is responsible for the total cost of tuition “for any credit hours that exceed the total credit hours required for a native student or that extend the total time to receive the degree beyond that required for a native student”.

6. The Commission’s Prior Learning Assessment policy also states “every Colorado public institution of higher education shall accept in transfer from within the institution and from other state institutions of higher education prior learning assessment credit awarded for GT Pathways requirements” (section 3.01), and “Colorado public institutions of higher education shall not prohibit students from meeting general education/GT Pathways requirements with prior learning assessment credit” (section 3.02).

PART TWO: LIMITATIONS

1. Students must meet all admission and application requirements at the receiving institution including the submission of all required documentation by stated deadlines. Students are advised to consult with the Office of Admissions at the institution to which they intend to transfer.

2. Only courses with grades of C- or higher are guaranteed to transfer.

3. Admission to a receiving institution does not guarantee enrollment in a specific degree program. Some programs at receiving institutions have controlled entry due either to space limitations or academic requirements.

4. The credit and course transfer guarantees described in this agreement apply to the specific degree programs covered by this agreement (see cover page). If the student changes majors, receiving institutions will evaluate application of the courses designated in this agreement to other degree programs on a course-by-course basis.

5. Students are allowed to use credits awarded by exam, such as AP (Advanced Placement) and IB (International Baccalaureate), as long as those exams are listed on the exam tables here: [CDHE Website](#), or may use challenge exams to fulfill GT Pathways requirements (not necessarily major requirements) and those credits are guaranteed to transfer and apply to GT Pathways requirements at the receiving institution per the Colorado Commission on Higher Education’s Policy I, X: Prior Learning Assessment. See the entire policy for more information: [CDHE Website](#).

6. The receiving institution shall accept all applicable credits earned within ten years of transfer to the receiving institution. Credits earned more than ten years prior to transfer will be evaluated on a course-by-course basis.
7. All the courses a student needs to take in the associate degree program covered by this statewide transfer articulation agreement are listed in the prescribed curriculum. Course substitutions are allowed as long as the student and both the sending and receiving institutions agree to the substitution; such agreement should be documented in writing and the student should keep a copy until the baccalaureate degree is conferred. Note that if students substitute a course, then this is no longer a statewide agreement and some of the guarantees are only for the receiving institution that agreed to the substitution. **Any additional courses taken in the discipline covered by this agreement might not count toward the requirements of the major at the receiving institution.** Students can avoid this problem by taking no more courses in the discipline than what are identified in the prescribed curriculum. **Students should consult the program advisor at the receiving institution for guidance.** Any advisement from an academic advisor should be obtained IN WRITING.

8. Students seeking K-12 teacher licensure may not use this agreement because teacher preparation programs have different requirements for educator licensure.

**PART THREE: PRESCRIBED CURRICULUM**

Courses that Fulfill General Education Requirements = 31

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
<th>Community College Course No.</th>
<th>Course Title or Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>6</td>
<td></td>
<td>Any (GT-CO1) course plus any (GT-CO2) course OR Any (GT-CO2) course plus any (GT-CO3) course</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>MAT 120 (Mathematics for the Liberal Arts) encouraged</td>
<td>One GT Pathways Mathematics course (GT-MA1)</td>
</tr>
</tbody>
</table>
| Arts & Humanities                     | 3            | DAN 125                                | Dance History (GT-AH1)  
One additional GT-AH course (can be AH1, AH2, AH3, or AH4, but cannot be a DAN course) |
| History                               | 3            |                                       | One GT Pathways History course (GT-HI1)                                                  |
| Social & Behavioral Sciences          | 6            | COM 220 (Intercultural Communication) encouraged, plus one additional course | Two GT Pathways Social & Behavioral Sciences courses (GT-SS1, GT-SS2, GT-SS3) 1 |
| Natural & Physical Sciences           | 7            |                                       | Two GT Pathways Natural & Physical Science courses (GT-SC1, GT-SC2); one of these courses must have the required laboratory (GT-SC1) |

---

1. CSU-Ft. Collins requires that one of the Social and Behavioral Science (GT-SS) courses be PSY 101 – General Psychology 1.
Additional Required Courses = 23

Please note: if these credits are not required for the major at a receiving 4-year institution, they will be applied to the bachelor’s degree as elective credit towards graduation. Please check with the receiving institution to determine in which way these courses will be applied.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
<th>Community College Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td>2</td>
<td>DAN 221</td>
<td>Dance Performance I</td>
</tr>
<tr>
<td>Dance</td>
<td>2</td>
<td>DAN 222</td>
<td>Dance Performance II</td>
</tr>
<tr>
<td>Dance</td>
<td>2</td>
<td>DAN 254</td>
<td>Methods of Teaching Dance</td>
</tr>
<tr>
<td>Dance</td>
<td>3</td>
<td>DAN 211</td>
<td>Dance Composition &amp; Improvisation I</td>
</tr>
<tr>
<td>Dance</td>
<td>2</td>
<td>DAN 212</td>
<td>Dance Composition &amp; Improvisation II</td>
</tr>
<tr>
<td>Dance</td>
<td>2</td>
<td>DAN 255</td>
<td>Dance for Camera</td>
</tr>
<tr>
<td>Dance</td>
<td>10</td>
<td>Varies</td>
<td>10 total credits of dance technique in at least three different styles</td>
</tr>
</tbody>
</table>

Required Free Electives**(cannot be DAN courses) = 6

Total credits required for completion = 60

Please Note: Students may be required to audition as part of the admissions process. Students should consult with the program advisor at the receiving institution for guidance.
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STATEWIDE TRANSFER ARTICULATION AGREEMENT

in

JOURNALISM

For an Associate Degree with Designation (DwD)

FROM ONE OF THESE COLORADO PUBLIC COMMUNITY / JUNIOR / LOCAL DISTRICT COLLEGES (to be determined)

Aims Community College
Arapahoe Community College
Colorado Mountain College
Colorado Northwestern Community College
Community College of Aurora
Community College of Denver
Front Range Community College
Lamar Community College
Morgan Community College
Northeastern Junior College
Otero Junior College
Pikes Peak Community College
Pueblo Community College
Red Rocks Community College
Trinidad State Junior College

And

For a Bachelor's Degree

FROM ONE OF THESE COLORADO PUBLIC FOUR-YEAR INSTITUTIONS

Adams State University [B.A., Communication and Media]
Colorado Mesa University [B.A., Mass Communication]
Colorado State University Ft Collins [B.A., Journalism and Media Communication]
Colorado State University Pueblo [B.A. or B.S., Mass Communication]
Metropolitan State University of Denver [B.A., Journalism]
University of Colorado Boulder [B.A., Journalism]
University of Northern Colorado [B.A., Journalism]
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8. Students seeking K-12 teacher licensure may not use this agreement because teacher preparation programs have different requirements for educator licensure.

PART THREE: PRESCRIBED CURRICULUM

I. General Education Courses

<table>
<thead>
<tr>
<th></th>
<th>Credit Hours</th>
<th>Community College Course Number and Title or GT Pathways Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>6</td>
<td>Any (GT-CO1) course plus any (GT-CO2) course OR ENG 122: English Composition II (GT-CO2) plus any GT-CO3 course</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>Any GT-MA1 course (MAT 120: Math for Liberal Arts preferred)</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>6</td>
<td>Two GT Pathways Arts &amp; Humanities courses (GT-AH1, GT-AH2, GT-AH3, or GT-AH4)</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>6</td>
<td>Two GT Pathways Social &amp; Behavioral Science courses (GT-SS1, GT-SS2, or GT-SS3)</td>
</tr>
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</tr>
</tbody>
</table>

31 TOTAL GENERAL EDUCATION CREDITS

II. Additional Required Courses

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Community College Course Number and Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>JOU 105: Introduction to Mass Media</td>
</tr>
<tr>
<td>3</td>
<td>JOU 106: Media News and Reporting</td>
</tr>
<tr>
<td>3</td>
<td>JOU 225: New Media</td>
</tr>
<tr>
<td></td>
<td>Any one of the following:</td>
</tr>
<tr>
<td>3</td>
<td>JOU 121: Photojournalism</td>
</tr>
<tr>
<td></td>
<td>JOU 215: Publications Production and Design</td>
</tr>
<tr>
<td></td>
<td>JOU 231: Intro to Public Relations</td>
</tr>
<tr>
<td></td>
<td>JOU 241: Feature and Magazine Writing</td>
</tr>
</tbody>
</table>

12 TOTAL REQUIRED COURSES CREDITS

III. Free Electives
Credit Hours | Community College Course Number and Title
---|---
17 | *See section on limitations regarding any additional courses taken in the major. Electives CANNOT be additional JOU courses.*

*Students should consider using their free electives to consider exploring an additional area of focus.*

60 | TOTAL ASSOCIATE DEGREE CREDITS

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STATEWIDE TRANSFER ARTICULATION AGREEMENT

in

PUBLIC HEALTH

For an Associate Degree with Designation (DwD)

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Aims Community College
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Colorado Northwestern Community College
Community College of Aurora
Community College of Denver
Front Range Community College
Lamar Community College
Morgan Community College
Northeastern Junior College
Otero Junior College
Pikes Peak Community College
Pueblo Community College
Red Rocks Community College
Trinidad State Junior College

And

For a Bachelor’s Degree

FROM ONE OF THESE COLORADO PUBLIC FOUR-YEAR INSTITUTIONS

Fort Lewis College [B.A., Public Health]
University of Colorado Denver [B.A., Public Health]
University of Northern Colorado [B.S., Human Services]
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4. Admission to all Colorado public baccalaureate awarding institutions (except Colorado School of Mines) will be guaranteed to applicants who have completed any AA or AS degree from a Colorado public two-year institution after high school graduation, provided certain requirements are met. To see these requirements, please refer to the Colorado Commission on Higher Education’s Admissions Standards Policy (effective for students seeking admission for fall 2019 and after), Section titled “Guaranteed Transfer Admissions” at CDHE Website. Please note: Students transferring to a University of Colorado institution (Boulder, Colorado Springs, Denver) must satisfy the CU System’s MAPS (Minimum Academic Preparation Standards) requirement.
5. Per the Commission’s Prior Learning Assessment policy, section 2.07 (see CDHE Website), and pursuant to Colorado Revised Statutes §23-1-108 (7)(b)(II)(A), “a state institution of higher education that admits as a junior a student who holds an associate of arts degree, associate of applied science degree, or associate of science degree that is the subject of a statewide degree transfer agreement shall not require the student to complete any additional courses to fulfill general education requirements”, and that the receiving institution of higher education is responsible for the total cost of tuition “for any credit hours that exceed the total credit hours required for a native student or that extend the total time to receive the degree beyond that required for a native student”.

6. The Commission’s Prior Learning Assessment policy also states “every Colorado public institution of higher education shall accept in transfer from within the institution and from other state institutions of higher education prior learning assessment credit awarded for GT Pathways requirements” (section 3.01), and “Colorado public institutions of higher education shall not prohibit students from meeting general education/GT Pathways requirements with prior learning assessment credit” (section 3.02).

**PART TWO: LIMITATIONS**

1. Students must meet all admission and application requirements at the receiving institution including the submission of all required documentation by stated deadlines. Students are advised to consult with the Office of Admissions at the institution to which they intend to transfer.

2. Only courses with grades of C- or higher are guaranteed to transfer.

3. Admission to a receiving institution does not guarantee enrollment in a specific degree program. Some programs at receiving institutions have controlled entry due either to space limitations or academic requirements.

4. The credit and course transfer guarantees described in this agreement apply to the specific degree programs covered by this agreement (see cover page). If the student changes majors, receiving institutions will evaluate application of the courses designated in this agreement to other degree programs on a course-by-course basis.

5. Students are allowed to use credits awarded by exam, such as AP (Advanced Placement) and IB (International Baccalaureate), as long as those exams are listed on the exam tables here: CDHE Website, or may use challenge exams to fulfill GT Pathways requirements (not necessarily major requirements) and those credits are guaranteed to transfer and apply to GT Pathways requirements at the receiving institution per the Colorado Commission on Higher Education’s Policy I, X: Prior Learning Assessment. See the entire policy for more information: CDHE Website.

6. The receiving institution shall accept all applicable credits earned within ten years of transfer to the receiving institution. Credits earned more than ten years prior to transfer will be evaluated on a course-by-course basis.
7. All the courses a student needs to take in the associate degree program covered by this statewide transfer articulation agreement are listed in the prescribed curriculum. Course substitutions are allowed as long as the student and both the sending and receiving institutions agree to the substitution; such agreement should be documented in writing and the student should keep a copy until the baccalaureate degree is conferred. Note that if students substitute a course, then this is no longer a statewide agreement and some of the guarantees are only for the receiving institution that agreed to the substitution. **Any additional courses taken in the discipline covered by this agreement might not count toward the requirements of the major at the receiving institution.** Students can avoid this problem by taking no more courses in the discipline than what are identified in the prescribed curriculum. STUDENTS SHOULD CONSULT THE PROGRAM ADVISOR AT THE RECEIVING INSTITUTION FOR GUIDANCE. Any advisement from an academic advisor should be obtained IN WRITING.

8. Students seeking K-12 teacher licensure may not use this agreement because teacher preparation programs have different requirements for educator licensure.

**PART THREE: PRESCRIBED CURRICULUM**

Courses that Fulfill General Education Requirements = 32-34

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
<th>Community College Course No.</th>
<th>Course Title or Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>6</td>
<td></td>
<td>Any (GT-CO1) course plus any (GT-CO2) course <strong>OR</strong> Any (GT-CO2) course plus any (GT-CO3) course</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>MAT 135</td>
<td>Intro to Statistics (GT-MA1)</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>6</td>
<td></td>
<td>Any two GT-AH courses (can be AH1, AH2, AH3, or AH4)</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
<td>PSY 101</td>
<td>One GT Pathways History course (GT-HI1)</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>3</td>
<td>PSY 101</td>
<td>Intro to Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PLUS any one of the following:</td>
<td>Human Growth &amp; Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSY 235</td>
<td>Health Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSY 240</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSY 249</td>
<td>Medical Anthropology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ANT 250</td>
<td></td>
</tr>
<tr>
<td>Natural &amp; Physical Sciences</td>
<td>8-10</td>
<td>BIO 111 AND BIO 112</td>
<td>General College Biology I and II (5 credits each) <strong>OR</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>OR</strong> Choose TWO:</td>
<td>Choose TWO of the following (4 credits each)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BIO 104</td>
<td>Biology: A Human Approach</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BIO 105</td>
<td>Science of Biology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ANT 111</td>
<td>Biological Anthropology</td>
</tr>
</tbody>
</table>
Additional Required Courses = 12

Please note: if these credits are not required for the major at a receiving 4-year institution, they will be applied to the bachelor’s degree as elective credit towards graduation. Please check with the receiving institution to determine in which way these courses will be applied.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
<th>Community College Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>Choose one from:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>COM 115</td>
<td>Public Speaking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>COM 125</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>COM 220</td>
<td>Intercultural Communication</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Choose one from:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHI 112</td>
<td>Ethics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHI 113</td>
<td>Logic</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Choose one from:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ANT 250 *</td>
<td>Medical Anthropology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BIO 116 **</td>
<td>Intro to Human Disease</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSY 227</td>
<td>Psychology of Death and Dying</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSY 240 *</td>
<td>Health Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOC 237</td>
<td>Sociology of Death and Dying</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* If not taken to fulfill the Social &amp; Behavioral Science Requirement</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>** Course can be used to replace Health and Disease at Fort Lewis College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Choose one additional course from MA1, SC1, or SC2</td>
<td>Recommended courses:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BIO 216 Intro to Human Disease</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BIO 204 Microbiology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ENV 101 Environmental Science</td>
</tr>
</tbody>
</table>

Free Electives (choose in consultation with a program advisor at the receiving four-year institution) = 14-16

Total credits required for completion = 60
Addendum to Agreement

Students who do not complete an AA/AS degree can use the prescribed curriculum in a statewide transfer articulation agreement as a common advising guide for transfer to all public institutions that offer the designated bachelor’s degree program.

Please note the following:

1. Students are guaranteed application of general education courses completed with a C- or higher in the prescribed curriculum in this agreement up to the established maximum in each GT Pathways content area.

2. Except in special cases (e.g., the partial completion of a required sequence of courses or variation in the number of credit hours institutions award for course equivalents), students can expect that courses specified within the prescribed curriculum in this agreement, successfully completed with a C- or higher, will fulfill the relevant course requirements in the designated major.

3. Receiving institutions will evaluate all courses other than those specified in this agreement on a course-by-course basis.

Students transferring without a completed AA/AS degree must consult with the Office of Admissions at the institution to which they are transferring to review the issues identified above, and to make sure they meet all admission and application requirements at the receiving institution, including the submission of all required documentation by stated deadlines.

This agreement will be reviewed by disciplinary faculty no less frequently than every five years. The agreement will remain in force until such time as it is formally modified or terminated.

The Department of Higher Education – in consultation with the General Education Council – may make minor technical changes to this agreement on behalf of participating institutions. The most current version of the agreement can be found at CDHE Website.

Institutions that wish to join or withdraw from this agreement should consult the Division of Academic Affairs at the Colorado Department of Higher Education. Terms and processes are outlined in the Commission’s policy on Statewide Transfer and GT Pathways, available at CDHE Website.

A paper or hard copy of this document may not be the most current version of the agreement—check the website of the Colorado Department of Higher Education for the most current version.
The Chief Executive Officers/Presidents/Chancellors and Chief Academic Officers for all participating institutions, as listed on the cover page, have signed this agreement. Signatures are on file in the Division of Academic Affairs at the Colorado Department of Higher Education.
STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

May 28, 2020

TOPIC: Student Fees Approval

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:
In April 2020, the Board approved FY 2020-21 fees for all colleges. However, Lamar Community College (LCC) inadvertently did not include some existing course specific fees. These fees can be found in Attachment A.

RECOMMENDATION:
Staff recommends the Board approve the LCC course specific fees in Attachment A.

ATTACHMENT:
Attachment A – Updated Existing Fee Table
### Table 6
COLORADO COMMUNITY COLLEGE SYSTEM
FY 2020-21 COURSE PROGRAM SPECIFIC PASS THROUGH MATERIALS AND SERVICE FEES - EXISTING FEES

List does not include requested new or changes of existing fees.
Beginning Fall 2020.
All figures are displayed as per credit hour unless otherwise noted.

CURRENT COURSE/PROGRAM SPECIFIC PASS THROUGH MATERIALS AND SERVICE FEES

<table>
<thead>
<tr>
<th>College</th>
<th>Course #</th>
<th>Course Name</th>
<th>FY20 Amount</th>
<th>FY21 Fee Change</th>
<th>New FY21 Fee Amount</th>
<th>Frequency</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCC</td>
<td>AGP 146</td>
<td>Artificial Insemination Mgmt</td>
<td>$500.00</td>
<td>$0.00</td>
<td>$500.00</td>
<td>Per Course</td>
<td>Lab Supplies/Transportation</td>
</tr>
<tr>
<td>LCC</td>
<td>NUR106</td>
<td>Med-Surg Nursing Concepts</td>
<td>$165.00</td>
<td>$0.00</td>
<td>$165.00</td>
<td>Per Course</td>
<td>Kaplan Testing</td>
</tr>
<tr>
<td>LCC</td>
<td>NUR109</td>
<td>Med-Surg Nursing Concepts</td>
<td>$165.00</td>
<td>$0.00</td>
<td>$165.00</td>
<td>Per Course</td>
<td>Kaplan Testing</td>
</tr>
<tr>
<td>LCC</td>
<td>NUR206</td>
<td>Adv. Concepts of M-S Nursing</td>
<td>$165.00</td>
<td>$0.00</td>
<td>$165.00</td>
<td>Per Course</td>
<td>Kaplan Testing</td>
</tr>
<tr>
<td>LCC</td>
<td>NUR230</td>
<td>Transition to Professional NSG</td>
<td>$165.00</td>
<td>$0.00</td>
<td>$165.00</td>
<td>Per Course</td>
<td>Kaplan Testing</td>
</tr>
</tbody>
</table>
STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

NOMINATION FOR COLLEGE ADVISORY COUNCIL

COLLEGE NAME: Morgan Community College

NAME OF NOMINEE: Dr. William Wilson

ADDRESS: [Redacted] Brush, CO 80723

TERM: Commencing 06/01/20 and ending 5/31/24

EXPLANATION:

- Re-appointment to first full term (completed partial term 6/12/2019 - 5/31/2020 created by the resignation of Gary Bruntz)

- RATIONALE FOR RE-APPOINTMENT:

Dr. Wilson is the Superintendent of Brush School District RE 2J, one of the districts Morgan Community College serves. Dr. Wilson has over thirty years of experience in education, serving in a variety of roles. His insight into the needs of regional school districts and local communities has been a valuable contribution to the MCC Advisory Council.

NOMINATED BY: Curt Freed, Ph.D., MCC President

DATE: April 27, 2020
April 27, 2020

Joe Garcia, Chancellor
Colorado Community College System
9101 E. Lowry Blvd.
Denver, CO  80230-6011

Dear Chancellor Garcia:

I write to request that the State Board for Community Colleges and Occupational Education re-appoint Dr. William Wilson to serve on the Morgan Community College Advisory Council. Dr. Wilson filled the position vacated by Mr. Gary Bruntz, who resigned from the Council effective April 24, 2019. This term will expire May 31, 2020.

Included with this letter is Dr. Wilson’s re-appointment form and resume. On behalf of the MCC Advisory Council, I recommend that he be appointed to a full term beginning June 1, 2020.

Please contact me if you have any questions, or if there is additional information I can provide to you and/or the State Board members.

Thank you.

Sincerely,

/Curt Freed/

Curt Freed, Ph.D.
President
STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

May 28, 2020

TOPIC:  Procurements over $200,000

PRESENTED BY:  Mark Superka, Vice Chancellor 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 Cengage Learning for adoption and use of certain Cengage Learning eBooks and digital learning applications. Total of $255,870.00.

- Pikes Peak Community College (PPCC) purchase, using Perkins funds, of three (3) medical simulation units (Manikins) with associated training. Total of $244,399.02.

- Red Rocks Community College (RRCC) contract with the State of Colorado Department of Higher Education for the use and benefit to lease Suite 100 from Community Reach Center Foundation at the Brighton location. Total of $369,820.00.

- Front Range Community College (FRCC) Westminster campus contract with B-Line Medical, LLC to provide maintenance and technical support for medical simulation capture system FY20 – FY25. Total of $480,000.00.

RECOMMENDATION:

No action is required.
SBCCOE

College Reports

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

• **ACC FOUNDATION PROVIDING SUPPORT WITH STUDENT EMERGENCY FUND.**

  The ACC Foundation has raised over $6,500 to benefit the Student Emergency Fund in recent weeks, including $4,000 in gifts from community partners and friends of the College including both the Littleton and Castle Rock Rotary Clubs, and more than $2,500 from ACC employees. As ACC students transitioned to remote learning and employees began working from home, the ACC Foundation proactively purchased one hundred $40 gift cards from King Soopers to deploy to students who may have previously relied on visiting our food pantry. In addition, King Soopers donated twenty $25 gift cards for our students. Four computers were also purchased, and the College continues to address student technology needs on a case-by-case basis. ACC is collaborating with local computer refurbishing companies to purchase much-needed equipment and technology for remote instruction. Additionally, our I.T. department and the Dean of Students office teamed up on March 25 to deploy 100 iPads to students in need of technology at home. The ACC Foundation has also provided one-time Student Emergency Fund stipends to many students (approximately $300 apiece) who may have otherwise dropped their classes this spring due to hardships rendered by the COVID-19 pandemic. Many of the requests came from students who recently lost their jobs and have housing/food insecurity or other unmet essential needs.

• **ACC LAUNCHES CHAT-BOT.**

  With the move to remote work due to COVID-19, ACC has implemented a new communication resource to provide information to both current and prospective students. ACC launched a chatbot, which utilizes AI technology to help guide visitors to the website through answers, providing instant reply communication. The chatbot has the ability to answer FAQs from across a variety of departments. Through this 24/7 resource, the chatbot has already provided 574 hours of time participating in over 230 individual conversations in just the first 12 days of operation. When the chatbot doesn’t know the exact answer, it guides students to a human and one of our Admissions team members replies with a personal message and information to those students. The chatbot has reduced email traffic to the generalized email inbox as well as reduced calls to the operator, providing excellent 24/7 customer service and providing resource support to the Welcome Center and all departments.

• **ACC ENGAGES STUDENTS THROUGH THE PHYSICALLY DISTANT, SOCIALLY CONNECTED WEBINAR SERIES.**

  The ACC Dean of Students Office has developed and hosted the Physically Distant, Socially Connected webinar series to engage students in this time of remote learning. There have been seven webinars from later March through April presented by ACC employees in our Counseling Services, Student Life Office, and Community & Workforce Programs. Topics have included self-care strategies, managing anxiety and mental health, meditation, positive mindset, time management, and managing cognitive distortions. Approximately 100 people have participated in these webinars.
• ACC TO RECEIVE OVER $1M FROM HIGHER EDUCATION EMERGENCY RELIEF FUND TO SUPPORT STUDENTS.

ACC will receive $1,039,805 in the first wave with funds being directed to grants to support students. The monies will be used to provide emergency grants to ACC students impacted by the COVID-19 crisis for expenses related to their cost of attendance such as course materials, technology, healthcare, childcare, food and housing.

Beginning on April 23 ACC invited students to apply for ACC CARES Grants. Targeted communication was initially sent to 790 students who had previously reported challenges during the transition to remote operations due to COVID-19. In addition, all students were invited to apply and information about the grants has been posted in various student-centered communications.

To date, ACC has received 812 applications and awarded funding to 314 students. Applications continue to be reviewed daily. Students who are not eligible for the emergency grants have need, but do not meet the eligibility requirements outlined by the Department of Education’s restrictions on these funds. ACC continues to work with these students to provide additional assistance when available.

Along with the CARES Act funds, ACC also has Federal and State funds available to assist new students who are seeking careers, retraining after job loss, or looking to enroll in transfer degree programs.

• TRUITT, BOXER HONORED BY SOCIETY OF PROFESSIONAL JOURNALISTS.

Arapahoe Pinnacle writer Jason Truitt has won first place (Region 9) for Online Sports Reporting ("High Impact") in the 2020 Mark of Excellence Awards from the Society of Professional Journalists. Dylan Boxer was a finalist for Online Feature Reporting ("Youthful Warriors").

• McGAHA HONORED AS PTA STUDENT OF THE YEAR.

ACC Physical Therapist Assistant student Leilani McGaha has been selected by the Colorado Physical Therapy Association as the 2020 Pauline Cerasoli "ACE" (Academic and Clinical Excellence) PTA Student of the Year.

CREATE EDUCATION WITHOUT BARRIERS THROUGH TRANSFORMATIONAL PARTNERSHIPS.

• SCHOMP AUTOMOTIVE GROUP PROVIDES $250K GIFT AND SPONSORSHIP TO STURM COLLABORATION CAMPUS.

Schomp Automotive Group is providing a $250,000 gift and sponsorship to ACC’s Sturm Collaboration Campus. 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.
REDEFINE OUR VALUE PROPOSITION THROUGH ACCESSIBILITY, AFFORDABILITY, QUALITY, ACCOUNTABILITY, RESOURCE DEVELOPMENT AND OPERATIONAL EXCELLENCE.

• ACC MOVES TO REMOTE DELIVERY.

In addressing the governor’s Stay-At-Home orders, ACC’s faculty and staff demonstrated persistence, perseverance, creativity, and ingenuity in moving over 1200 courses to remote delivery and defining new ways to deliver services online. Faculty and instructors used a variety of technologies from Zoom to YuJa, to create engaging material online for ACC students.

CREATIVE RESPONSES TO COVID-19:

• VIRTUAL ANATOMY AND PHYSIOLOGY RELATED COURSES A SUCCESS!

As the coordinator of the anatomy and physiology related courses, we’ve had to change a lot of what we previously did in labs to things that students can do at home, including virtual labs. One of the more fun projects we do is one that Terry Harrison designed and was going to present to the HAPS conference in Canada which has since been cancelled. We wanted students to continue on and without the ability to have students showcase their blood vessel projects, we’ve asked them to make 3D blood vessel models and upload images of these so that we can grade virtually. Many of our students are working on these projects with their families. We’ve received a lot of images of students working with their kids, pets, siblings, and even their parents.

• SHOWER THOUGHTS....

I have set up a classroom in my house using a shower wall as a dry erase board. My teenaged daughters have been helping me film lessons and teaching me to edit the videos. They have also been decorating my “classroom” with various items that they change frequently to give my students something fun to look for. My students have said they love the videos and the fun things my kids have added. Here’s a picture of my “classroom” today (there is a molecule attacking the Starship Enterprise, but I think Yoda or the science iguana will save the day! 😊)
WINNING IN THE VIRTUAL WORLD.

Synchronous classes went great this week in Zoom! Each one of my classes did a Kahoot over classroom material; winners got extra credit points. It was very competitive; they get points for getting it right and being the first to answer. We also did Nearpod; which is similar to Kahoot; however, for this polling app, it tells me who has it correct; and that student shares the answer with the class. This way everyone contributes and everyone gets called on. I have a few students with old technology, so, they can hear but not speak; they use the chat.

PEARLS OF WISDOM.

Faculty have set up a Sandbox in D2L called Sharing Teaching Ideas: POW! (Pearls of Wisdom) that has all faculty and instructor loaded as instructors. We are sharing our best practices through this Sandbox!
Covid-19 departmental updates

Academic Affairs:

- **D2L Administrator**
  - Has completed and closed 141 tickets since March 16 within 48 hours, if not sooner
  - Created a collaborative resource for faculty and instructors to use
  - Created videos for students to help them learn a few D2L basics (e.g., homepage, how to use Dropbox, how to take a quiz)
  - Posted the recorded faculty technology town hall videos on YuJa
  - Updated the “Faculty and Student Resources” pages on D2L and wrote updated guides as needed
  - Presented at the eLCC (eLearning Consortium of Colorado) virtual conference on Outlook tips and tricks

- **First Year Success**
  - Tutoring in the Academic Learning Center (ALC) has gone virtual. Students can make tutoring appointments via Navigate, phone, or email. Tutoring sessions are conducted virtually with an ALC tutor. At the end of the tutoring session, students can set up their next appointment with the tutor. Additionally, ALC staff and tutors are creating how-to videos and workshops to support students in this transition to the use of more technology.

- **Instruction**
  - Faculty have been encouraged to make time and take time to unpack how students are feeling, how they are managing their new experiences both personal and academic, and to provide resources and support where needed. Faculty are reaching out when students need assistance or have questions about how to handle situations.
• Math faculty have gone out of their way to support students during this transition. They are doing some creative things to engage students. Many are holding Zoom or WebEx class sessions and recording them to share with students who could not attend live. They are also holding varying set office hours, including at night to accommodate students who work and have children at home. Faculty have utilized publisher resources made available for free to transition some assessment to an easier format. Video supports are also being used, some created by the instructors and some using additional online sources. For major assessments, students are being asked to share their work so that partial credit can still be given as online quizzes and exams only score an answer that matches the exact form.

• Faculty and instructors received word on March 12 that classes would move to remote/online instruction starting March 30. While CCA usually offers very few online courses, the aptitude shown by CCA faculty and instructors to shift classes from face-to-face to remote/online was nothing short of amazing. In just two weeks, faculty and instructors shifted almost 700 classes and were up and running again on March 30.

• Instructional Intervention and Support
  o To support faculty and instructors this summer, the Department of Instructional Intervention and Support will offer several instructional professional development workshops: two on Wednesday, May 20, and another two on Thursday, May 21.

• Transfer Initiatives
  o Some of the Early Childhood Education Department’s students have been recording themselves reading children’s books. Not only are these fulfilling classroom assignments, some of the recordings are being sent to childcare centers. This work counts as practicum hours and service-learning hours for the students. According to Dr. Ashley Simpson, Chair of the Education and World Languages Department, it gets students back into the field, an experience they need for practicum, but in an online capacity and builds their “21st-century skillsets.”

  o Faculty and instructors are recreating their connections to their students in this remote environment. They pay attention to their wording in their D2L shells just like they do in the classroom and in their syllabus. They reach out to students by hosting synchronous lectures or office hours, sending emails, or through Early Alert to maintain personal connections and to let students know their work and presence are valued. Some actively seek and incorporate student feedback to maintain their style of student-centered instruction.

• Workforce Partnerships
In addition to the individual support instructors are providing directly to their own classes via WebX, Zoom, email, and chat, instructors have also created a Facebook group for BIO 111 students. By combining the availability of multiple instructors and the student tutor on a platform shared across all BIO 111 sections, students have more opportunities to connect with their instructors and fellow students. About 80 students are members of the group. Fifteen to 20 students usually tune in during live video posts and most of the members view archived posts later. Instructors and tutors are also posting other helpful images and videos and responding on a regular basis to questions posted by students.

Administrative Services:

- **Facilities** staff have been working to deep-clean all spaces, including classrooms and offices. They have also established a system to support mail and parcel delivery in support of remote operations.

- **Information Technology** staff created a virtual desktop that gives employees a more user-friendly experience while working from home. Weekly “Tech Talks” have been held with staff, faculty, and students to provide answers to questions about using the college’s remote technology. Since March 16, the IT team has closed 726 tickets.

- **Fiscal Affairs** staff have maintained critical operations through the transition. Payroll and payment systems have been modified to make electronic operations possible.

CCA Foundation:

- Within days of the college announcing the move to online/remote learning for the remainder of the spring semester, the CCA Foundation secured $8,000 to launch the CCA Emergency Crisis Support Fund. Through three different computer distribution events, CCA has provided 33 desktops and laptops to students. CCA and the Foundation partnered with PCs for People Denver and Community Computer Connection to secure the initial round of computers. The Foundation is also working with the Colorado Department of Higher Education to acquire 25 additional laptops through CDHE’s No Lapse in Learning initiative.

- The application for CCA Foundation scholarships went live on April 1. One hundred eighty-four (184) students started or submitted an application in the first week. This represents a strong year-over-year increase. The Foundation anticipates between 475 and 525 applications being submitted.
Human Resources:

- The HR team has continued to support recruitment in critical positions. Committee meetings, candidate interviews, and the onboarding process for new employees are all being done virtually. HR has used this time to update and digitize forms to make them more user-friendly, revise the hiring guidelines to ensure that equity continues to be emphasized even as employees work from home, and modify committee briefings to discuss the different types of bias that can be more influential as the recruitment process is all done digitally. Searches in many ways have become more efficient and taken less time during this transition to remote work.

- The Payroll group has spent a large amount of time working under the guidance of CCA leadership to implement rapid and somewhat complex payroll adjustments to continue supporting the college’s part-time, temporary staff with continuity of their average pay during these difficult times. CCA’s goal is to assist all employees, recognizing that they are valued and critical to the college’s ongoing operations.

Institutional Effectiveness:

- **Communication and Marketing** staff are strengthening community and cohesion across the college through a series of weekly requests for Monday submissions (including photos) from employees on topics such as “Your Home Office” or “A Shoutout to a Colleague.” The staff publish the responses on Thursdays. The department is also increasing the frequency of its internal newsletter, preparing to launch summer and fall enrollment marketing, and keeping CCA visible with students via social media.

- **Institutional Research**, in addition to continuing a broad range of ongoing data projects, has responded to a multitude of requests for specialized lists of students, development of databases, and creation of forms to help with the new tasks created by the virus.

- **The Center for Adult Education** is moving from almost entirely face-to-face instruction and student support in non-credit community English as a Second Language classes, High School Equivalency Instruction, and Citizenship Test preparation to online instruction and registration. The Center launches its new offerings for the community May 18.

- **Strategic Partnerships** is continuing its grant preparation and submission activities; rescheduling Disaster Management Institute trainings for military, law enforcement, and first responder groups; and keeping up workforce development and business engagement contacts and activities.
Student Affairs:

- Both Student Affairs and Academic Affairs jumped into action to support students by implementing multiple grade options for the spring 2020 semester. Faculty and instructors rallied to consider the move to Satisfactory/Unsatisfactory grading. Admissions, Registration, and Records created processes to implement the grading scheme. Almost immediately, Advising began meeting with students to discuss options. Plus, departments from across the college pulled together to put students’ needs first and alleviate any additional stress caused by online learning.

- A student outreach team has been formed through the collaboration between the Dean of Students Office and the Office of Inclusive Excellence. Mike Pichay, Director of Student Retention and Engagement, organized the team. As of April 15, 2,343 students had been contacted by 25 employees who volunteered their time for outreach efforts. Students who have been prioritized for outreach are those who are set to graduate in May and after the summer term, those who are Pell-eligible, and those who have not yet participated in their online courses since the transition to online learning on March 30.
President’s Report
Everette J. Freeman, President Community College of Denver
May 28, 2020

Transform the Student Experience

Community College of Denver Virtual 2020 Commencement Celebration,
Congratulations City Hawks!

Congratulations to CCD Graduates, [join our virtual celebration]!
CCD Student Melissa Delao Makes the Most of Decision Day!

Community College of Denver is excited to celebrate all of the high schoolers making plans to attend college. CCD student Melissa Delao and Swoop were on a Zoom call with Dr. Angie Paccione and Colorado Department of Higher Education to celebrate!

A Colorado and Denver Native, Melissa loves CCD, and fell in love with CCD's diversity and the Auraria Campus. "I would tell any high school senior thinking about going to CCD not to feel pressured about what to study. CCD gives students a lot of support and resources to find their way. CCD is also a great choice because the tuition is cheaper than other universities."

CCD Students Determined to Show Their Accomplishments this Semester Despite the Challenging Circumstances

CCD students persevered this semester and have always held celebrations to highlight the work they have done. For you viewing pleasure CCD Students want to share their final projects, art work, and presentations with you:

- CCD’s Digital Storytelling Film Festival, get your popcorn ready, sink into your favorite chair and enjoy the show!
- GameCon 2020! The students in Dan Schaefer's JOU 105 class were tasked with creating an idea and cover for a game addressing issues in mass media and culture, check it out!
- Two of our talented students, Mariely Marquez-Lopez and Maggy Manzo, worked together to display their stunning art for you to enjoy!
- This student exhibition is showcasing the work of a few of Sean Rozales' Digital Photography II students: Above and Beyond the Self Portrait.
- Community College of Denver's 2020 Student Art Show: Can't Stop, Won't Stop. This is the Student Art Show that can’t be stopped, that won’t be stopped. In the face of a pandemic, CCD students submitted works of art and design in droves and our faculty ooze with pride. The works in this virtual exhibit were selected for
their high-quality artisanship and the students' willingness to take artistic risks—pushing a medium, technique, or concept. It should serve as a source of inspiration for you to continue to challenge yourself, to convert these distressing times into a stage of inspiration: you can’t stop, you won’t be stopped.

**CCD’s Business Administration Students: Pitch Night!**

Now Virtual! Pitch Night gives CCD students in business administration an opportunity to virtually practice their business pitch and receive feedback from the audience. Judge your favorite business pitch video from a collection of the top BUS115: Introduction to Business students from this semester. Prizes will be awarded to the three videos with the most votes!

- Voting: Watch the videos at [CCD.edu/PitchNight](http://CCD.edu/PitchNight) from May 11, 2020 – May 14, 2020.
- Awards Show: Join us for a live show with the winners and sponsors on May 15, 2020, from 6 – 7pm.

**CCD’s Office of Student Life has been working to keep students engaged and encouraged while they work hard to finish their classes in these uncertain times by continuing to hold student events virtually!**

Here is what they have been up to:

- **Hot Topic- Homeless Camping Ban**: The Denver Unauthorized Camping Ban was put in effect May of 2012 in order to improve the appearance of central downtown, as well as, provide resources to those living on the street who often refused them. Eight years later we discussed the effect the ban has had on the lives of the homeless, especially during this time of crisis. [View the discussion!](#)
- **Hot Topic- Podcast**: Podcasts are evolving; they’ve come a long way since their humble beginnings in 2003. We had conversations about how podcasts have kept us connected for years and ways they continue to thrive in our virtual world.
  - Speaker 1: Nathalia Velez Ryan - Alumna of MSU Denver and CU Denver. Producer of podcasts Culture Klatsch and Madeline Looks Back
  - Speaker 2: Daniel Schaefer - Ass. Professor at CCD. Producer of Podcast Bird on the Wire and Talon Magazine. [View the podcast!](#)
- **Virtual Trivia Night**: We had a Live Trivia Party to answer fun questions about movies and celebrities. There were two rounds, and you could play as an individual, with your roommate, family or virtually with a friend. The top 3 of each game won cash prizes! [Check out Trivia Night!](#)
- **Virtual Open Mic**: Music, poetry and more! Listen and relax, or sign up to be heard. You could pre-record your performance or perform live! [See the performances!](#)
- **Virtual Self Care**: Relax and unwind with tips and tricks from Aveda Spa educators Ashley Deckard and Elena Lopez. They discussed the do's and don'ts of DIY spa treatments, a good daily routine, and other ways to relax and take care of yourself.

- **Virtual Caricatures**: Caricature drawn online by Speed Sketcher, Adam Pate. Pate is the originator of the Speed Sketch Caricature and considered the fastest caricature artist in the world! During the Zoom event Adam drew everyone individually. After the event the digital caricatures were uploaded to a site so everyone could download theirs. Check out some of his work depicting of our students, faculty and staff below!
Redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence.

Congratulation to Community College of Denver’s Student Excellence Awardees!

These awards recognize and honor students for their academic accomplishments, exemplary leadership, and commitment to Inclusive Excellence. The three categories are Inclusive Excellence Champions, Rising Star Award, and Phi Theta Kappa All-Colorado Academic Team. We extend our heartfelt congratulations to the 2020 honorees! View the full virtual celebration.

**Inclusive Excellence Champion Emanuel Walker:** Emanuel is currently a student at the Community College of Denver (CCD), pursuing an associate of applied science degree in computer information systems. In the future, he plans to complete a master's degree in cybersecurity. Emanuel came to the United States as a refugee from Liberia in 2004. After graduating, he hopes to return to Liberia where he can create technological solutions to everyday problems in local communities and beyond.

**Phi Theta Kappa All-Colorado Academic Team Nominee Brian Ethier:** Brian is currently a student at CCD pursuing an Associate of Applied Science Degree in Radiologic Science. He was raised in Albuquerque, New Mexico, where he earned an Associate of Applied Science Degree in Metal Technologies in 2011. Finding working for the construction industry unfulfilling, Brian knew he wanted to pursue a career in which he could help people.

**Phi Theta Kappa All-Colorado Academic Team Nominee Lena Lund:** Lena has been academically inclined from a very young age. Before she even started school she was passionate about learning and nothing has changed. She not only continues to excel academically but has also become a stronger leader and is now the Executive Vice President of the Alpha Mu Mu chapter of Phi Theta Kappa as well as a student representative for CCD’s Student Government.
Phi Theta Kappa All-Colorado Academic Team Nominee & Rising Star Award Winner Kelly Shanley: After realizing the importance of finding your passion and living your purpose, Kelly Shanley withdrew from a highly competitive dental hygiene program to return to Community College of Denver's main campus, in pursuit of an Associate of Arts Degree in Communications. Having found a second home on the Auraria campus, it's where Kelly spends the majority of her time working as President of the Alpha Mu Mu chapter of Phi Theta Kappa, a representative of the Student Government Association and sits on the Colleges Advisory Council. Kelly is set to graduate this May before transferring to MSU to pursue a bachelor's degree in communications with an emphasis in nonprofit leadership/management. With the completion of her degree, Kelly hopes to be able to return to the Community College of Denver to secure employment somewhere in the administrative team, where she will be in the position to use her past experiences to help remove barriers for others who are currently facing obstacles as students. She also hopes to become a co-advisor for her institution's chapter of Phi Theta Kappa.

Rising Star Awardee Teagan Divel: Teagan is majoring in Business Administration and will transfer to the University of Colorado Denver to obtain a Bachelors' degree in Human Resource Management and then continue on to an MBA program with a concentration on International Business. Teagan is currently the President of the Student Government Association at CCD as well as working at the Office of Student Life as a Student Organization Assistant.

CCD in the News: STUDENT VOICE: For this first-generation college student, paying it forward makes higher ed worth the price.

"A college education is what will help continue my journey to success. I define "success" as realizing my full potential and helping others find theirs along the way... and that's what makes college worth the price tag." - Daniel Rivera-Ibarra, CCD alumnus. Daniel now attends the University of Colorado Denver, where he studies finance and entrepreneurship. He hopes to open a real-estate brokerage firm that will help Hispanic families buy their first homes. View the article!
Single Mom Kelly Shanley Builds a New Future at CCD

CCD student and single mom Kelly Shanley surmounts barriers and finds her life's purpose at CCD

In October 2015, her marriage broken, Kelly Shanley moved with her two young children to Warren Village, a nonprofit that provides safe, affordable, transitional housing and resources for disadvantaged, single parents. She began taking college classes in January 2016 through the organization’s College to Career Initiative (C2C) partnership with CCD.

“Through College to Career you take CCD classes in a familiar environment while your kids are in the Warren Village, on-site learning center,” Shanley says.

Those classes encouraged her to apply to CCD’s highly selective Dental Hygiene program because she wanted to help people and knew that associate’s degree would land her job security along with the salary necessary to survive as a single parent in Denver. View and read the rest of Kelly’s incredible story!

Kudos to CCD’s Tax Help Colorado on a Successful Year!

A big shout-out to CCD’s Tax Help Colorado on a very successful 7-month journey. Even though CCD’s Tax Help program had to cancel one of their public sites, they still did an awesome job of providing free tax help to our community.

**CCD’s Tax Help Productivity Stats**
- 511 tax returns completed (includes 20 paper files) – all are now filed with the IRS.
- $1,052,000 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**
- Rejected Returns: 16
- E-File accuracy rate: 96.7% (THIS IS VERY GOOD!)
- Note: these statistics reflect both taxpayer errors and our errors, but it gives a baseline estimate.

The productivity and accuracy of our students put CCD as one of the top Tax Help CO sites in the entire state! “I am extremely proud of the work our students did. Their productivity and accuracy speak for itself, but I am most impressed by the leadership and professionalism demonstrated by our students. I am so proud of all of them and
congratulate them on a job, very well done!" ~ Brian M. Gilsdorf, CPA, Associate Professor, Accounting

**CCD in the News: Community College of Denver Launches A New Practical Nursing Program!**

DENVER (KDVR) — The Centers for Disease Control and Prevention predicts a shortage of hospital staff as the coronavirus pandemic progresses. A new nursing program in Denver is attracting those who truly want to make a difference. Twenty-nine new students are excited to begin their first day of training in the Practical Nursing Program at the Community College of Denver on Tuesday, May 12.

Rachel Smith, 26, says she has always seen nurses as heroes and now she wants to join the ranks as well. She says the coronavirus pandemic has only strengthened her calling. “I don’t necessarily fear what I’m getting into. I fear if I wasn’t there to be able to be helpful to those people in need,” she said.

The program is designed to fast-track qualified students into a field where they are greatly needed, supporting registered nurses by working with incoming patients as well as those in end-stage care. “They are the ones taking the screenings, triaging, attending to the dying … often too they’re that last thread of compassion for patients,” said Jennifer Vander Meer, director of the Practical Nursing program. [View the article!](#)

**CCD in the News: Working with the Food Bank of the Rockies to have a Mobile Food Panty!**

In lieu of campus moving to working and teaching remotely, CCD and Auraria Campus are working with Food Back of the Rockies to provide food to students and families. [Check out the story!](#)
CCD in the News: Finding steady ground during a shaky time

The coronavirus pandemic left community colleges scrambling to change the way they deliver instruction. It also has left a lot of students, staff and faculty struggling mentally and emotionally. Community colleges are taking extra steps to ensure their college community has the support needed to make it through the COVID-19 crisis academically and emotionally.

Care Team: Activate! In Colorado, Community College of Denver’s Care Team was developed to ensure that each student has the best support possible. The team assesses individuals-of-concern and connects students to resources. During the pandemic, members of the team are working remotely, but they are meeting virtually for 2.5 hours weekly and on an as-needed basis to help meet immediate needs.

A Care Team member who talked with some of CCD’s work-study students has heard these phrases:

- “I’m close to a breakdown.”
- “I’m disassociated.”
- “I’m extremely anxious.”
- “I’m struggling to find my path.”

Other students are concerned about chemical dependency relapses and being triggered with other traumas. And some of the biggest concerns come from students who are wondering how to navigate courses online. As for staff, “they are also feeling some of these same anxieties,” said Christa Saracco, director of marketing and communications. “Some are seeking therapy and other treatment options to manage their anxiety.” View the article.

Community College of Denver Foundation Hard at Work Supporting Students!

CCD Foundation Executive Director Leah Goss started the COVID-19 Student Emergency Aid Campaign shortly after we moved to remote delivery. This campaign has been incredibly successful in providing funds and laptops to our students. The Foundation continues to raise funds and work closely with our student services to assist our student’s needs during this pandemic!

- Total Raised: $60,655; this includes $40,655 in cash and the $20,000 allocated by the Foundation Board.
- Total Awarded To Date: $35,247
- Total Available for Awards: $20,000 for cash awards and $3000 for laptops (at $150 each, that’s 20 laptops.
- Interesting donor stats: 95 Individual Gifts, 40 are First Time Donors, 33 are CCD Faculty/Staff, 9 are Alumni, 8 of the 9 Alumni are first time donors, 8 donated twice during the campaign, 2 are banks: Wells Fargo Foundation; Credit Union of Denver
Transform our own workforce experience.

Community College of Denver Assistant Professor Brian Weaver Helps Students Land Prestigious Five-Star Rating for PTK Honor Society

Brian Weaver, assistant communication professor at Community College of Denver (CCD), had not always been academically successful in high school and, like many students, encountered challenges such as bullying.

When the role of faculty advisor to CCD’s national honor society Phi Theta Kappa (PTK) opened up in the fall of 2019, Weaver jumped at the opportunity to help other students find themselves in PTK like he had. A member of PTK himself while a student at Arapahoe Community College from 1991-1993, he’d experienced the power of its benefits first-hand, including landing a full scholarship to attend The University of Denver. “One of the greatest values of PTK membership is the scholarship opportunities it opens up,” Weaver says.

“Community college and the very real validation of PTK membership also allowed me to see myself more accurately — as a scholar, a leader, an academician and philosopher. Being part of a society of like-minded colleagues was exponentially powerful. I’m 46 and I still feel like I belong. I want our members to feel that, too. They’re in for a lifetime.”

View the entire blog!

CCD Faculty, Melissa Randall, Publishes OER Introduction to Business Law Book

Melissa not only authored the text, she also used open pedagogy to create the text.

CCD business law students: brainstormed what the "ideal" textbook looks like edited and revised the chapters to deliver the content effectively to undergrad business students created/found graphics to add to the written materials final proof of the chapters Melissa - we’re amazed and grateful for your hard work.
President Freeman Hosts CCD’s first Virtual Town Hall for Students, Faculty & Staff

One hundred and twenty-one (121) people logged in to join the information session, posing excellent questions that generated a great discussion as we all work through the challenges we face in this pandemic! We look forward to hosting more virtual town halls throughout the summer and fall semesters.

CCD Wins Two Paragon Awards!

Community College of Denver has won two gold Paragon Awards this year. The Paragon competition recognizes excellence in communications among two-year colleges from across the nation. The competition is hosted by the National Council for Marketing & Public Relations (NCMPR).

1. The “2017-18 Annual Report – 50 Years of Changing Lives & Shaping Futures” developed between the Marketing & Communications department, and the CCD Foundation was awarded a gold medal.
2. The 2019 Theater poster for “Hunting Bigfoot” developed by Creative Services and the CCD Performing Arts Department, was also awarded a gold medal.
COLORADO NORTHWESTERN COMMUNITY COLLEGE

President’s Report
Ron Granger, President
May 2020

Transform the Student Experience

Although our students have not been on campus, many have shown unique ways to show their pride in being a CNCC student. Our volleyball team created a collage to show their spirit for their team and for their college.

![CNCC Volleyball Quarantine Photo 1](image-url)
They also created a video that shows them “practicing” while being under the stay at home order. This is on our YouTube page under Social Distance Volleyball Practice Video.

Because we were unable to hold our honors banquets in person, we setup virtual honors ceremonies for both the Rangely and Craig campuses. The virtual ceremonies are on our website and on our YouTube page. This was a great success, and we received great comments from our students and parents. Although it was not the same, we still gave our students the praise they deserved. The Rangely YouTube link is Rangely Honors Banquet Video. Craig YouTube link is Craig Honors Banquet Video. Our graduation ceremony was also virtual and included clips from Dr. Landon Mascarenaz and Chancellor Joe Garcia. This is on our website and YouTube page and was sent to our students. Again, it was not ideal but it gave our students an opportunity to share with their family and friends. Our YouTube link for graduation is CNCC Graduation 2020 Ceremony.

Several of our students have sent us video clips stating what they like and miss about CNCC. These students talked about their classes, their friends, and activities they are missing. All of these videos can be found on our YouTube channel.

Some of our CTE students have returned to campus to finish the face to face portion of their classes. Most of those students will be here for two weeks or less but will be able to finish classes and in some cases finish degrees. We will have a maximum of 45 students on our campuses at any one time.

We have been in constant contact with our students to keep them informed on what is happening at CNCC, and what the future plans are for in person instruction.

Transform Our Own Workforce Experience

Our faculty and staff have been working continuously to make sure our students have the resources necessary to finish classes and to make sure our campuses are ready for the return of the our students. Most have been working from home but we continue to provide the services needed.

This month more of our employees will be returning to the campuses on a part-time basis. They are following the protocols to keep each other safe and are only coming to campus when it is necessary. We are keeping the maximum number under 30% of our total employees at any one time. Any employee wanting to work on campus must get the approval of their supervisor before returning to campus.

Create Education without Barriers through Transformational Partnerships

We have been working closely with both Rio Blanco and Moffat counties on what we can do to help during this time of need. We have setup one of our residence halls to be an overflow if our hospital gets overloaded. This is being done in Rangely. We have
also created an agreement with the Memorial Regional Hospital in Craig to supply beds and other supplies if they are needed.

Redefine Our Value Proposition through Accessibility, Affordability, Quality, Accountability, Resource Development, and Operational Excellence

We have applied for and received approval for the first round of CARES funds supplied through the federal government. We will be drawing that money over the next few weeks. The funds received by CNCC are limited so we are being diligent to spend the money appropriately. The funds will only cover about half of what we have lost or spent on this pandemic.
FRCC May 2020 Board Report

Andrew Dorsey

President

Transform the student experience.

FRCC is one of the best online community colleges in the United States – listed ninth nationally in a new ranking from College Consensus. Editors at College Consensus researched more than a thousand community or technical colleges. They examined the number of available online degrees (46 degrees and certificates at FRCC), then added three more factors: web presence; transparency about their offerings, and user-friendliness of the learning platforms. These factors help students and their families determine whether the community college they are considering will have a real, qualitative impact on their careers and lives, the editors said.

FRCC provided more than $600,000 in emergency funds to more than 1,100 spring semester students. Students requested help to buy laptops and to pay for food, rent, and other necessities. The FRCC Foundation contributed $50,000, and, through a special fundraising effort, purchased almost 100 laptops and delivered them to students.

Students from FRCC, Community College of Denver, and four-year institutions working as learning assistants are in high demand as all colleges moved to all-online teaching because of the coronavirus pandemic. This program, founded in 2001 by the University of Colorado-Boulder, has undergraduate students working alongside professors to ensure that students are feeling heard and getting the specific support they need. At the same time, learning assistants make sure that the professors are aware of how each and every student is experiencing their course. They also communicate instructional strategies and learning theory from their weekly course on teaching and learning. In some cases, learning assistants move among campuses to increase diversity and
opportunity. Other participating colleges include CU-Denver, CU-Colorado Springs, Metropolitan State University of Denver, and Colorado State University.

Geography faculty Patrick Shabram wrote an article that was published in *In the Trenches*, a publication from the National Association of Geoscience Teachers (NAGT). The full article is available to NAGT members only, so here is an exurb: “Courses designed to introduce undergraduate students to careers within an area of study encourage interest in and preparation for these careers in the related fields (Pawloski and Shabram, 2019; Freeman, 2012). Such a course was created at Front Range Community College (FRCC) as one part of a National Science Foundation (NSF) GEOPAths grant to increase pathways for students into geoscience-related fields. GEO 210: Careers & Research in the Geosciences, offered in the spring semester, is currently in its fifth year at FRCC. The one-credit seminar focuses on internships, careers, research, and transfer opportunities in the geosciences. The course was created as part of the Geo-Launchpad project in collaboration with UNAVCO, the NSF Geodetic Facility to Advance Geosciences (GAGE facility).”

Students new to online learning have shared thanks with faculty and staff:

“This has been one of the most amazing semesters for me. Even though I'm not where I want to be academically I have already learned so much and feel so supported by the staff. I believe that even if it isn't possible to make up for the class now I will be happy to do it again and am excited to show everyone who has been helping me what I can do.”

“Thank you very much for your help, my classmates and I greatly appreciate it! We understand that you (in Facilities) and all other administrators and instructors are overwhelmed and busy right now, and are extremely grateful for all of the work you are doing to ensure our safety and continued access to education.”

As the college closed, the Boulder County Campus Food Pantry donated its perishables and much of its non-perishables to two service agencies in Longmont. Student Life retained some non-perishable food for when the college reopens.

**Transform our own workforce experience.**
President Andy Dorsey conducts two town-hall meetings each week to support and thank staff for their working at a distance as well as to update staff on important planning for the summer and fall semesters. On average about 270 staff attend each meeting. After brief introductory remarks, Andy responds to questions from attendees. Some of those questions raise issues that assist in further planning.

Jim Vernon, business faculty, has multiple statistics tutorials and lectures on his YouTube channel. A faculty member at Shenzhen University in China asked permission to use the videos in his classes, which also had moved to remote learning. Faculty in South Korea also are using his videos. These faculty are having conversations about how they and their students are adjusting to remote learning. It has created an international professional development community for faculty experiencing the effects of the global pandemic.

Create education without barriers through transformational partnerships.

FRCC and Northglenn High School have been in partnership supporting a Pathways in Technology Early College (P-TECH) program for four years. This year, 17 students are earning their high school diploma and will have the opportunity to complete their Associate in Applied Science degree next year on campus. At a recent “Signing Day,” at the high school, 12 of the 17 seniors submitted written statements of intent to enroll at FRCC for the fifth year of P-TECH.

Cathy Pellish, Westminster Campus vice president, is serving on the Adams County Unemployed and Future of Work task force chaired by Adams County Commissioner Emma Pinter. The task force was formed in response to the coronavirus pandemic and is working to unite community efforts and resources to support the recently unemployed in Adams County.

The National Highway Institute’s April newsletter included an update about FRCC’s Highway Maintenance Management degree. The newsletter is sent to Department of Transportation stakeholders in all 50 states and Puerto Rico. The newsletter states the online program “prepares highway maintenance employees to pursue management positions at various government agencies and private sector industry organizations. … Participants develop skills in project management, planning, supervision, …
communication, and team building. Students can receive credit for current industry experience, skills, training, and certifications. … The program held its first class in the fall 2019 with 22 students successfully completing the semester.”

Before the college closure, Elynn Price, admissions and outreach representative, organized a tour and information session for the Temple Grandin School, a special-education school that provides a socially supportive educational community where neurodiverse students recognize and realize their potential. The tour included information on our accommodations process. The goal was to find ways for their students to take college classes while in high school. Five students, seven parents, and two school staff attended.

Manufacturing companies in Northern Colorado area are still hiring. Companies contacted the Center for Integrated Manufacturing (CIM) to post seven jobs. Many companies that hire CIM students are designated as essential industries and are still operating at between 75-100 percent capacity.

President Dorsey was appointed to the Executive Committee of the new Adams County Regional Economic Partnership, a merger of Adams County Economic Development and the Metro North Chamber of Commerce. Dorsey is the past chair of the Metro North Chamber.

All campuses donated personal protective equipment to local hospitals and clinics. Donations included gloves, masks, gowns, face shields and other items.

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

FRCC’s Small Business Development Centers respond quickly to the seemingly ever-changing business environment during the coronavirus pandemic, providing updated information and SBA loan and unemployment education. An online intake form and new scheduling software were deployed. Email marketing promotes eight grant/loan opportunities offered by municipalities. Angela Atkinson, Westminster center director, serves on the Adams County Small Business Retention task force. The Larimer center has 14 consultants trained to assist businesses with the complicated, fast-changing
federal programs, and to help them select the right options. The center collaborates with local strategic partners, including the Larimer Workforce Center and the City of Fort Collins to set up a “one-stop” shop for business assistance. Online content helps employers handle changing business situations, including a human resources webinar and a cash/expense management video.
Lamar Community College President’s Report
May 2020

Transform the student experience.

Class Locations Expanding
Through its federal Title III grant, Lamar Community College is expanding its capacity to serve students in Prowers, Baca and Kiowa Counties by creating Distance Learning Sites in in Eads, Granada and Springfield. In addition to the main campus in Lamar. Classes will be offered at these distance learning sites, and students will be able to choose between participating in classes on location (when available) or from home. Online discussion and assignments will supplement both learning options, and students will receive face-to-face support in person or by video services from both their instructor and also LCC Student Support Services.

Virtual Celebrations
LCC celebrated its 81st Commencement virtually with commencement speaker, Dr. Angie Paccione, Executive Director of Colorado Department of Higher Education along with messages from Chancellor Joe Garcia and SBCCOE board member, Pres Askew. Based on feedback from graduating students, not only did they have virtual events, but they will all be invited back for the 2021 commencement ceremony. Additionally, LCC’s Nurse Pinning was held virtually and Antelope Night was celebrated via Facebook. All speeches, slide shows, and videos can be viewed at https://www.lamarcc.edu/graduation/ and Facebook Link.
Transform our own workforce experience.

COVID-19
As noted in the April report, LCC has gone through a large transformation by adjusting to the requirements and precautions to minimize the spread of COVID-19. Faculty continued to work diligently to prepare all applicable classes for remote instruction, and use Navigate for remote advising. The LCC Library is using Twitch.tv for Supplementary Education. Everyone at LCC is doing their part to keep classes going, in one form or another, and keep the spread of the virus down. This has definitely been a transformation to the workforce experience. Dr. Lujan applauds the continued innovation, flexibility, adaptability, and resilience of the entire LCC team.

Create education without barriers through transformational partnerships.

Reaching out to the Community during COVID-19
Due to the shortage of PPE in the state of Colorado, Laura Misenheimer, the Innovate & Make Space Manager of LCC has been working for Kris Stokke, dba SE Region Generalist, making medical masks for the healthcare workers and patients in Prowers County. These masks are made of polypropylene and once made, they are returned directly to Kris for distribution to healthcare sites. A number of seamstresses in town have been working on these, including many of the I&MS Master Volunteers (Arvenia Morris, Susan Frankel, Shelly Tombreson, Merilyn Carrell, and Barbara Helling). In addition, Laura and team have been making masks for family, LCC faculty, and random people who call my phone number These masks are 100% cotton with a pocket for a filter if they choose to use one.

Lisa Ramfjord Elstun (founder of Fashion Design Center Denver and partner in the Industrial Sewing Technician Program for the Lamar I&MS) is a respiratory therapist who understands the need for PPE. When the pandemic started, she immediately looked for ways to help SE Colorado. She secured materials from the State of Colorado for a mass production of masks for the six county region around Lamar. Several individuals in each region and were ready to begin sewing. Completed kits were distributed to emergency contacts in each county, given to seamstresses, and then returned to the county for distribution. Two kinds of masks are being made:

1) Face Coverings – These are three-pleated face coverings with a pocket for a filter if people want one. They are not medical masks, but face coverings for the general public /elderly.
2) Fask mask with a filter – These are three-pleated face masks with a sewn in filter (N95-N99) that can be washed and re-used.
Lamar Community College President’s Report
April 2020

Transform the student experience.

Hands on Learning
LCC Ag department purchased a pig for some hands on learning in March. This pig was used for the Live Animal and Carcass class, Feeds and Feeding class, and Farm Animal Anatomy and Physiology class.

LCC Science Faculty, Julie Miller also brought her Biology class the day of butcher to allow her student a hands on look at the organs.
Drone Flying
Precision Ag Faculty Arosha Loku Umagiliyage took students outside for fresh air and drone flying in March. These students are all in the AVT 160 Introduction to Unmanned Aircraft Systems (UAS) class at LCC. Each student got the chance to operate the drone.

Academic Excellence Awards
LCC’s 2020 Rising Star awards went to Kristin May, a sophomore in Equine Business Management and Sarah Walsh, who is a first year Nursing Student. The All Colorado Academic Team Award went to Musa Mohamed, a sophomore working toward his Associates of Art and Jayci Westphal, a sophomore working toward her Associates of Science.

Black History Month
Student Activities hosted a March presentation by Musa Mohamed and La’Zaria Roby. These students each wrote a short biography and presented it to the audience. These students talked about what it was like growing up as an African American in America and answered questions from other students.

Transform our own workforce experience.

Covid-19
LCC has gone through a large transformation in the last few weeks of March by adjusting to the requirements and precautions to minimize the spread of COVID-19. Faculty have been working diligently to prepare all applicable classes for remote instruction, and using Navigate for remote advising. The LCC Library is using Twitch.tv for Supplementary Education. Everyone at LCC is doing their part to keep classes going, in one form or another, and keep the spread of the virus down. This has definitely been a transformation to the workforce experience.
Create education without barriers through transformational partnerships.

North High School Campus Tour
LCC Foundation and Foundation member, Pres Askew, brought 24 students from North High and Arvada High School out of Denver for a tour in early March. The students toured both OJC and LCC campuses. LCC treated them with “Minute to Win It” games and a visit to the LCC Equine Complex to get up close and personal with the horses. Students and then attended an athletic session in the gym before lunch. This tour allowed students to see options outside of their area and showed off the appeal of rural college life. Each student received a $200 LCC scholarship for a future semester.

Against the Odds Presentation
As part of LCC’s drug and alcohol awareness training in March, LCC student, Nick Moran, shared his powerful story of driving under the influence. His decision led to a devastating accident that took the life of his friend, severely injured his girlfriend and himself. He tells his story of prison life, and living with traumatic brain injury as well as the mental and emotional trauma of the accident. His sister, Sydney Moran joined the presentation, and shared his story of trauma, brain injury and PTSD from the perspective of a family member.
Redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence.

Innovate & Make Space classes in full Swing
March was a busy month in the I&MS, with three Epoxy classes and two vinyl/Sublimation classes.

In addition, to these classes, the I&MS help a six-week Makerspace Mentor Program Pilot at the Hope Center. Around a dozen students made a variety of projects.

Since receiving a quilting arm from the Next50 Grant, there have been 17 people who have completed their certification. Two community members have completed their quilts.
Transform the student experience.

MCC offered a Mental Health Fair for students and staff on March 9. The event promoted college and community resources that support mental wellness. One of the sessions featured Cody Semrau, CEO of BetterMynd. MCC has contracted with BetterMynd to provide online counseling, and pays for up to six free remote counseling sessions per student. This resource is especially valuable for MCC students during these challenging times.

Dr. Angie Paccione, Executive Director of the Colorado Department of Higher Education (CDHE) visited MCC on March 9. As part of her visit, Dr. Paccione met with around 20 students to talk about their college experiences. She also presented a donation of food collected by CDHE employees to add to MCC’s lunch bank, which helps support students with food insecurity. With the change to remote learning this spring, MCC is working on ways to distribute this food safely to students in need.

MCC Student Excellence Awards recipients include Amy Carrillo and Jacob Ansbach (Rising Stars); Ayan Husein (Inclusive Excellence Champion); and Matthew Bratsovsky, Kayla Pierce, and Travis Morgan (PTK All-CO Academic Team).
MCC moved rapidly to transition the majority of its classes to remote learning for the remainder of spring semester due to the COVID-19 situation. Tutorials on how to access WebEx, Zoom, and D2L were created and added to the college’s website. The college loaned mobile data hotspots, laptops, and other equipment to students lacking equipment to participate in distance learning. The overall transition went smoothly.

MCC launched a Virtual Welcome Center to provide the highest level of service to students through virtual face-to-face appointments. MCC Recruiters are hosting virtual information sessions to prospective and current students, providing advising and assistance with registration and scholarship applications.

MCC will hold its first-ever virtual commencement ceremony on May 9 for the Class of 2020. The ceremony, featuring many of the traditional components of a live commencement, will be streamed online using YouTube Premiere. A live chat feature will enable families and friends to congratulate graduates during the ceremony.

Transform our own workforce experience.
MCC held its spring Professional Development Day on March 6. The day focused on promoting diversity and equity. One of the activities featured a panel of diverse students and staff who shared about their personal experiences. It also included a
CEO Action Pledge Ceremony (pictured below), during which President Freed and MCC employees signed a document affirming the college’s continued commitment to pursuing diversity and equity initiatives. Chancellor Joe Garcia and Dr. Ryan Ross, CCCS Director of Equality & Inclusion were present for the ceremony. The day ended with a presentation by students who attended the National Student Leadership Diversity Conference in San Francisco.

MCC leadership, faculty, and staff collaborated to nimbly respond to the COVID-19 situation and keep the college's operations and mission moving forward. MCC extended its spring break an extra week to provide faculty with the opportunity to transition classes to online and determine how to safely conduct CTE courses in-person, if allowed. All faculty received training on how to facilitate classes by WebEx.

On March 26, all faculty and non-essential staff transitioned to working from home to comply with the Governor's Stay-at-Home Order. MCC employees continue to provide a high level of service and are remaining flexible as the state transitions to a “Safer-at-Home” status.

Create education without barriers through transformational partnerships.

Through funding from the Colorado Health Foundation, MCC hired two faculty to facilitate the new Multicultural Entrepreneurial Program. Mohamed Darar and Maggie Camacho will provide support to Somali-and-Spanish-speaking students by providing them with knowledge and tools to start or grow a business. The grant also provides funding for scholarships.

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

The MCC Foundation launched an “Unleash Your Generosity” campaign to provide emergency aid funding to students to help with daily living expenses, such as food and housing. The Foundation set a goal of $5,000 and has raised approximately $3,000 to date.
Progress continues on the construction of MCC’s Poplar Hall Agriculture Center for Innovation. The construction on the exterior of the building is almost complete.

Other News

Morgan Community College (MCC) launched the “#IamMCC” campaign in fall of 2019. The “#IamMCC” campaign captures stories from a diverse set of students, illustrating that access and success in higher education is possible. In this month’s sample campaign posters below, Bronwyn Kalcevic and Sampson Ndikum share their perspectives on diversity and their MCC experiences. “IamMCC” videos can be viewed on MCC’s YouTube Channel.
Northeastern Junior College April 2020 Board Report

- **Transform the Student Experience**

  David Coles, Northeastern Geology/Chemistry Professor, is using WebEx for lecture and laboratory presentations. Sessions are recorded so that students in different time zones have access to these class sessions. Labs are being rewritten to make them more user friendly in the online environment. Although these may seem trivial, they are time intensive and involve a steep learning curve for both the students and instructor.

  The Monahan Learning Center at Northeastern moved all tutoring to an online format that remains free to students, maintains face to face contact and provides quality service to any students who request it. Now that student and professional tutoring staff are working from home, they have more flexible hours and can work when it is convenient for both them and the student (especially nice for our students many time zones away). In this time on fiscal trepidation, this service is free to students and the college. Tutoring services, for the most part, haven’t missed a beat.

  Michelle Younger, Northeastern Professional Tutor, has moved to completely online tutoring with great success for herself and NJC students. Michelle is using GoBoard, an online tutoring platform to provide students face to face help with writing or other areas in liberal arts that she tutors. GoBoard enables her to deliver her services virtually, almost as if her and the student are sitting next to one another in the Monahan Learning Center. Michelle gives students a code via email with instructions on how to access their GoBoard session with her. Once they login, they are able to see her, and they talk about what they specifically need. They can upload their writing assignment into the pages on GoBoard so they can go over it together. Michelle is also using WebEx at times in a similar fashion to review and edit papers or discuss specific assignments. Students email her their papers, and we meet over Webex to discuss suggested edits and changes needed.

  The Northeastern Volleyball Team has been conducting virtual workouts with the team to continue physical fitness as well as mental health. This gives the students a way to continue to connect with each other.

  Cory Gaines, Northeastern Math/Physics Instructor, has moved all his tests to D2L or the online homework platforms he is currently using. Cory has them set up so students can do them online (following up by sending a picture within ten minutes of their work). Cory uses a Microsoft Surface tablet to do Webex meetings with students at the regular class times. He records those and
posts them to D2L for students that are unable to attend at the regular times. Cory is doing physics demonstrations during the Webex so students can still see what they would have been doing during class. Cory is doing labs by acting as the students “hands”, i.e. Cory manipulates the physical lab items and then calls out measurements, etc. The students can record classes remotely and then write a report making conclusions off the data they saw Cory gather.

In addition to contact from their instructors, NJC students are again seeing what NJC means when it says, “every student, every class, every day.” Members of Northeastern Student Services staff and faculty have been calling, texting, and e-mailing every to student to find out how they and their families are doing and what needs the students may have. Northeastern’s goal is to re-emphasize our commitment to students as individuals and provide help in any way we can.

The Northeastern Nursing Program has been doing virtual simulation instead of clinical. They give the students some pre-work before their virtual patient assignment, for example, to develop a plan of care for the patient with a specific medical diagnosis. They start the day with a Webex explaining the patient assignment and then give them virtual assignments in caring for the patient. At the end of the day the student does another Webex, called post clinical conference, to discuss how the clinical day went and what they learned.

Northeastern held an online Registration Day on Wednesday, April 15. Seventy-three students signed up to attend the online registration day. Northeastern’s next Registration Day is scheduled for Wednesday, May 20.

- **Transform Our Own Workforce**

  Northeastern, in response to COVID-19, provided as many laptops, iPads, hot spots and remote working tools as they were able to employees who needed additional technology to maintain their ability to work from home.

  Nate Kelley, Northeastern Athletic Trainer/Banner Health Athletic Training is conducting regular Wellness Checks with the students who remain on campus who live in the residence halls.

  A huge shoutout to coaches! They are having virtual workouts with their teams to keep them connected. They are supporting many student athletes when they are hugely disappointed by their season not happening. They are sharing celebrations like signing with us or signing with the schools they are going to attend. They are giving them and us a hope in the future!!

  **Marketing:** Marketing is keeping our student body engaged and connected through really creative interactive posts that encourage and give support. They are working behind the scenes to make sure prospective students are contacted and connected. They are following up our registration day with surveys so we can continue to grow and better how we serve our students.
Faculty/Staff/Administration: The week of April 13, twenty-two faculty/staff/administration from across the campus made personal phone calls to 648 full time students. These calls were to make sure the student is doing alright, has made the transition to online/remote learning smoothly and to offer resources and support.

Registration Day! This is an EVERYONE shoutout. For the first time ever, we had a 100% online registration day. Sadie Fritzler (Career Coach) did a Fantastic job of communicating and supporting this. Andrea Wasson (Administrative Assistant) is a STAR, making sure everyone had all the information we could get for each student to smooth the process. Faculty stepped up in a BIG way, contacting students, following up with “no shows”, and getting 76 students registered for fall classes (as well as following up with another 12). Admissions following up with students who didn’t show to bring them in on a future registration day. This is the NORTHEASTERN way!

HR: Our HR department continues to communicate resources for us. They are clarifying policies that impact all of us and that are given to them in embryo form.

Rachel Knudson (Math Specialist) did an amazing job connecting with a student who was going to withdraw from her class. She reached out with encouragement and support and would not give up on them.

Maria Roberts (Adjunct Faculty) reached out to a very isolated student, dropped off food for him, and encouraged him. She also came up in a conversation with another student who said, “Everything is crazy right now. But I am in touch with Mrs. Roberts and she is helping me.”

Marci Henry (Athletic Director) who, even though she is a Director, is very connected to her athletes that she knew of a student who had a family health emergency (cancer not COVID) and was able to make sure that student had all the resources and support needed.

Jeri Garret (Math Professor) who does not give up, and has reached out numerous times to an advisee who is not responding.

Joe Campo (Academic Technology Coordinator) On a phone call to see how a student is doing, this is what was heard, “Going online hasn't been easy. I'm not very tech savvy.” However, the student also said, “I have the IT guy’s phone number” and he has been super helpful to this student.

Kevin Stump (Math/Physics Professor) A student who was struggling in Algebra before the world went crazy said, “Mr. Stump has been incredibly helpful. He is available to talk to and is helping me a lot in Algebra”

Mike Vair (Math Professor) A student said: “Mr. Vair is helping me. He emails all the time and meets with me online.”

Connie Henderson (Science Professor) Every who has the Anatomy class has been singing Connie’s praises. Connie is tirelessly converting a tough class to
online in a way that is supporting student success. Every day Connie shows up and is making videos and getting notes and information in the hands of students.

**MLC (Monahan Learning Center)** Tutoring set up online and face-to-face through Webex.

**Annie Shalla (Facilities Use Coordinator)** answering students’ questions about refunds for room and board within minutes of getting them.

**Kelli Herzog (Administrative Assistant)** in the middle of both a pandemic and her wedding month, quietly and efficiently taking care of students moving out or moving across campus. She is a stalwart support for students.

**Tim Stahley (Director of Student Life)** is DAILY checking in with students on campus and is continually coming up with innovative and fun ways to keep students connected and engaged.

**Snow Mekelburg (Student Success Specialist)** Snow is literally in contact with students constantly. She not only follows up on students who are MIA, but also those with downgrades. She cares and connects and finds out issues no one else realizes.

**IT** Without our IT department, literally, none of us could do our jobs. Our IT Department is amazing.

- **Education Without Barriers Through Transformational Partnerships**

**Northeastern continues its partnership with the Colorado Opportunity Scholarship Initiative (COSI).** The COSI organization supports high school seniors as they transition to college or into the workforce. The grant also provides staff members to support COSI scholarship recipients at Northeastern. These students get academic, financial and social support to help them be successful in college.

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

**The Louis Stokes CO-WY AMP STEM grant funding was used to take four Northeastern students and two faculty members to visit the South Dakota School of Mines last semester.** The goal was to provide a university visit for the students who could not afford to do so, and to create a basis for a potential partnership between the institutions for the mutual benefit of Northeastern students.
We’re Focused on Your Future!

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

Transform the Student Experience

When Spring Semester classes began on January 13, 2020 at Otero Junior College, students were walking down hallways with backpacks in tow, sipping their favorite drink at the Venom Pit Coffee Shop and catching up with classmates after the long winter break. In that setting, who could have predicted those same students would spend their last five weeks of Spring Semester completing their classes from a remote location and the halls of OJC would be totally silent?

When Otero Junior College began to offer classes remotely on March 26 due to COVID-19 safety precaution, the landscape of Rattler Nation suddenly changed. At the time of the announcement, students were on an extended week of Spring Break. Not being able to return to campus meant that residence hall students still had most of their belongings in their rooms, athletic events were being cancelled and for the sophomore students, their dreams of walking across the stage in McDivitt Center Gym to receive their graduation diplomas were dashed.

For many OJC students, the first week of going remote was a little rocky, but as the days and weeks passed, most settled into a routine, made friends with the technology and discovered they really did have the capacity to be a successful student in this new reality of learning. In reaching out to students and faculty alike, we have heard some great stories, fun, educational and observational.

Arts and Humanities Department faculty member, Cassidy Litle said, “I've been holding regular course meetings and found that discussion actually goes really well, in part because of the chat features we can use - those students who tend to speak up out loud will, but others who are usually quiet use the chat feature. I think it mirrors a lot of technologies they use for entertainment and I have had success using those features.”
James Lind, OJC music faculty is working on putting together a virtual performance with the OJC Jazz Ensemble. His virtual performance is a compilation of videos layered in a picture-in-picture format. It creates the look of a performance together but they are safely placed in the comfort of their own homes. It is very detailed process, which involves editing each separate video to ensure the times line up perfectly with each other video. James created a "click track" for students to play along to as they record their individual part. A "click track" allows for them to play together to the same original recording when making their unique parts/videos. When it is all said and done, it would be like they were performing live in front of a live audience. It's really cool and a lot of fun when it's all done. We hope to be able to send out the link once it's completed.

James has also been utilizing online delivery for music lessons. He said, “It is a really cool thing because I was able to conduct a violin lesson with a student in Japan. I was in Colorado and the student was at her home in Japan. Amazing how we can interact musically from across the world.”

OJC did hold a virtual graduation ceremony. Students were asked to share stories in advance and they were the used as the opening scenes of this video. Many of us can relate to this being a very different graduation season. The seats that would have be filled with family and friends, sat empty. However, the feelings of pride and accomplishment still remain, even though we could not honor the graduates the way we wished we could have.

OJC Virtual Graduation Ceremony - [Click here to watch]

Star Spangled Banner - Performed by Dr. James Lind - [Click here to watch]
Transform Our Own Workforce Experience

The Otero Junior College academic affairs team sent out a Remote Instruction Survey to faculty to see how and what they are using to communicate with students.

We received feedback from 31 full-time faculty members and 6 part-time instructors:

- 100% of respondents are using D2L
- 76.3% of respondents are using WebEx
- 63.2% of respondents are having Phone Meetings with students
- Other remote learning tools being used include Snagit, Remind, Zoom, and text messaging through Navigate.

As disruptive as this transition has been, many students are continuing to succeed. We’ve seen them continue to utilize our professional tutors and reaching out to their class faculty members to assist with difficult assignments and concepts.

For faculty and staff who have been working from home, their challenges have been similar. Todd Werner, director of the TRIO Student Support Services at OJC is working from home with his four teenager children.

“Our internet bandwidth has been challenged with so many of us trying to gain access for work, homework and recreation. To make this all work, we’ve had to establish schedules and spaces for everyone to work that is efficient. It was rough at first, but as the weeks have gone on, we’ve settled in very well with the routines,” said Werner.

Emily and Cassidy Litle, both faculty members in the Arts and Humanities Department, have seen a little different challenge as they have both maintained their teaching schedules while caring for their 3-year-old son. For Samme Ormiston, business faculty at OJC, she and her husband, an agriculture education teacher at Fowler High School, have been managing their teaching responsibilities from home as well as homeschooling their two elementary school children.

We have all faced challenges and have also had many successes. Students report being able to spend more time with their family, finding new ways to remain socially connected, exploring or honing hobbies and recreation pursuits. And while final grades will not be posted for a few more days, early indicators show that students may be succeeding at a higher rate than at this time last year. Dr. Herasingh, who manages data collection and analysis for OJC, reports that the pass rate at the 11-week grade check was an 81.65%. Last year, the pass rate at the 11-week grade check was a 79.23%.
Transform the student experience

NSF grant for CIS program – PCC, in collaboration with Colorado State University-Pueblo and Pikes Peak Community College, will share a $2.5 million, five-year grant from the National Science Foundation. The project is titled Developing a Technology, Cyber Security, and Culturally Inclusive Pathway to Increase Student Participation and Persistence in STEM. PCC’s portion of the grant is $688,508.

Telehealth assignment – When PCC moved to remote learning, instructor BobbieSue Glandt found a way to turn her students’ screen time into an experiential learning experience. She developed a telehealth assignment for her first-year physical therapist assistant students in which they work with a patient (Glandt) via video chat and develop a home workout based on the patient’s condition and environment. Glandt said the students are adapting quickly and she expects telehealth to remain part of her curriculum even after classes return to campus.

Mental health campaign – PCC student Rebecca Moser is one of 34 college and high school students who will be part of the youth leadership campaign for the Colorado Crisis Services hotline. The campaign will focus on the mental health needs of teenagers during the COVID-19 pandemic. Teens can get confidential help from crisis counselors by texting TALK to 38255, calling 1-844-493-TALK or chatting online between 4 p.m. and midnight daily. Compared to one year ago, the number of messages to the hotline in March 2020 increased by 50 percent, according to the Colorado Springs Gazette.

Transform our own workforce experience

Remote learning videos – Nancy Scofield, PCC’s eLearning instructional designer, decided to create a series of videos for students and instructors to ease the transition to remote learning. She has continued to produce brief videos for instructors each week, focusing on how to overcome some of the challenges of moving to a virtual classroom. Scofield was interviewed for a Pueblo Chieftain article detailing PCC’s move to remote instruction.

WebEx Recharge – PCC’s Wednesday Recharge for employees has become the WebEx Wednesday Recharge. Employees are invited to connect virtually each week during a one-hour WebEx meeting with different topics each week. The most recent meeting featured Mo Montgomery, chair of the Culinary Arts program, in Quarantine Kitchen with Chef Mo. She answered questions, shared recipes and demonstrated easy meals that can be made with common household ingredients.
Create education without barriers through partnerships

Xcel visit – Members of Xcel Energy’s strategic workforce planning team visited PCC’s Pueblo campus on Feb. 27 to see the new solar energy lab and learn more about PCC’s workforce training programs. The Xcel Energy Foundation donated $50,000 last year to fund a solar lab faculty position. Xcel’s Colorado Energy Plan calls for significant investment in solar and energy storage in Pueblo County.

Collaboration with hospital – Joey Mathews, director of PCC’s STEM program, recently created 200 headbands for face shields that will be used by frontline medical staff at Parkview Medical Center in Pueblo. Mathews was contacted by Parkview’s EMS coordinator for help with the project and was able to create the bands using 3D printers in PCC’s STEM Center.

Raise value standards through excellence & accessibility

Facebook Live broadcasts – Weekly Facebook Live broadcasts have become an important part of the PCC routine with President Erjavec providing updates to students and employees throughout each phase of the COVID-19 transitions. Instructors and staff members take part by watching and helping to answer student questions as they
are posted. The broadcasts have become a vital communications tool and help keep staff and students connected to PCC even as they work away from campus.

Community support – PCC continues to be actively engaged in the community as everyone adapts to changes caused by the COVID-19 pandemic. PCC’s Center for New Media was responsible for broadcasting all Easter week services for the Diocese of Pueblo and continues to broadcast weekly Mass since services can’t be held face to face.

The Office of Public Safety, in conjunction with the Pueblo County Sheriff’s Office, is providing COVID-19 testing for Pueblo and surrounding counties at the Colorado State Fairgrounds.

President Erjavec has been engaged to be a member of the Pueblo Business Economic Recovery Team (BERT). BERT is a collaboration among local government, chambers of commerce and economic development-focused agencies to develop resources, support messaging and positively impact local businesses.
SBCCOE Report – May 2020
Dr. Lance Bolton, President

TRANSFORM THE STUDENT EXPERIENCE

- **PPCC’s Sustainability Office hosted a Virtual Trash Art Competition in honor of Earth Day 2020**

  From an octopus made from VHS tape to a Star Wars Death Star made from a wooden cable reel, I continue to be amazed at the excitement, creativity, and resourcefulness that the Trash Art Competition showcases every year. The Student Life team made significant modifications to the event to make it happen virtually this year. We adopted the international Earth Day 2020 Theme of Climate Action in response to Climate Change, the most pressing problem of our time. We invite students, faculty/instructors, and staff to make art from reused materials that illustrate both the problem (e.g. carbon pollution) and a solution (e.g. renewable energy) to this global issue.

  *Konrad Schlarbaum, Coordinator of Sustainability, Student Life*

- **PPCC’s Virtual Town Hall: Shape the Future**

  Dr. Bolton invited local Community Leaders to participate in a WebEx Town Hall discussion, addressing the likely long-term impacts of the current crisis and how it might affect work, culture, public policy, the economy, and how colleges might approach education differently moving forward.

- **2020 Diversity, Equity and Inclusion (DEI) Award Recipients**

  Keith Barnes and the DEI Team held a WebEx DEI Awards Ceremony Friday, May 15th acknowledging both students and staff who embody PPCC’s mission of creating a diverse campus, that promotes equity and inclusion for the PPCC Community.
A Special Graduation: Honoring a Promise During a Pandemic

On Friday, May 15, 2020, PPCC Faculty and Staff helped a student honor a promise to her late parents. Sondra Glovan, a student that persevered in achieving her Associates Degree with Pikes Peak Community College amidst the loss of both parents and much turmoil, honored a promise made to her beloved parents by, walking across the stage to receive her degree from PPCC’s President, Dr. Lance Bolton.

PPCC’s Virtual Commencement

PPCC’s Marketing and Communication’s Team reimagined our planned 2020 Commencement to be held at the Broadmoor World Arena at 10 a.m. May 16, into a memorable “virtual” experience.

The Ceremony was simultaneously broadcasted and posted as a live event during its’ originally scheduled time on PPCC TV - Comcast channel 21, channel 78 on Falcon Broadband, and 8002 on Century Link Prism TV - the PPCC Facebook page and ppcc.edu.

It featured a keynote address from Colorado’s College Chancellor, Joe Garcia; PPCC’s College president, Lance Bolton, and PPCC’s graduating Student Government President, Conner Wells, and video messages from faculty, staff and students, as well as shout outs to notable student achievements and honors and a reading of the names of all the graduates.
TRANSFORM OUR OWN WORKFORCE EXPERIENCE

- **Developing our Virtual Workforce: Trainings and Workshops**

  PPCC’s Manager of Development & Leadership, Ashlee Dutton has successfully pivoted her efforts to train and support our workforce with a series of free virtual trainings and workshops:

  - Weekly TIPS on how to manage staff virtually, and how to best use this time to develop personal skill sets and staff relationships.
  - Virtual Student Affairs Conferences
  - Center for Creative Leadership (CCL) Training Sessions for Leaders and Supervisors
  - Caring for You series of stand-alone webinars for Self-Care
President’s Report: Dr. Michele Haney
May 2020

Transform the student experience.

- The RRCC Commencement ceremony marks the culmination of a student’s time on campus and celebrates an important milestone. We are honoring our 2020 graduating class and recognizing their accomplishments via a YouTube Premiere of the 50th Anniversary Commencement. Outstanding Graduates are Jasmine Romero and Matthew Adrian. The Outstanding Faculty of the Year is Kelly Worden. The virtual commencement will take place Saturday, May 16, 2020 at 10:00 am. Use the following link: https://www.youtube.com/user/redrockscclakewood

- Law Enforcement Academy held a campus graduation in the community room with students only, then live streamed it out to families. RRCC is one of only a few academies who held a graduation as the others are shut down due to COVID 19.

- There was an EMT graduation ceremony held in the Den on May 8.

- SOaR has been holding virtual informational meetings over Zoom 3 times a week to answer student questions to keep all informed.

- High school graduation is just one of the few milestones that Colorado seniors will miss out on this year. In an effort to recognize and celebrate their outstanding work and achievements, RRCC has teamed up with CBS4 for the
Salute to Colorado Class of 2020 campaign. This campaign allows viewers to submit a senior picture with the senior’s name and high school and give that student public recognition for graduating. While it won’t make up for a traditional graduation, hopefully, it will show them that they are not alone and we are here for them.

Transform our own workforce experience.

- RRCC’s Physician Assistant Program trained 9 students in our RN Refresher program this spring and those students are now ready to enter the workforce to help with the pandemic!
- RRCC graduated 29 Nurse Aide students also ready to enter the workforce and help on the front lines!

Create education without barriers through transformational partnerships.

- Remote student support services in response to COVID-19 with Concurrent Enrollment students. Registering students for fall – 85 on campus students registered to date.
- Consistent communication with school district partners on grading policy updates and plans for fall concurrent enrollment. – What will that look like? We will know more by the end of this month.
- Host Concurrent Enrollment information session on May 14, 2020 via WebEx for JeffCo Virtual students and parents
- Collaborated with SOaR team on matriculation focused communication plan for graduating Concurrent Enrollment students.
- The HUB: Center for Engagement and Innovation and the IDEA Lab hosted the third annual High School Innovation Challenge on Tuesday May 7th. Teams from Golden High School, Green Mountain High School and Warren Tech worked over the spring semester on design challenges relates to food, water, energy and the environment. Six teams were selected to advance to the virtual final. Judges were recruited from Red Rocks Community College engineering alumni as well as local industry. The winning team won a $1500 scholarship to Red Rocks and second place won $1000. More about the High School Innovation Challenge can be found at https://www.rrcc.edu/idea/K-12-outreach.
Rocky Mountain Education Center (RMEC) applied to OSHA’s Directorate of Training and Education to pilot video conference training to electrical subject matter experts in preparation to train the OSHA #3095 Electrical Hazards course. RMEC conducted the 30-hour video conference the week of May 4th-7th. The course included live instructor and peer interaction to simulate hands-on technical training. OSHA Education Center instructors from the following organizations participated in the video training pilot; Arizona State, University of Texas Arlington, Rochester Institute of Technology, Georgia Institute of Technology, Chabot Las Positas, UAW-International Union, and Volunteer State Community College.

Rocky Mountain Education Center has been awarded a sixth consecutive OSHA Susan Harwood grant to provide hazard awareness training for workers from companies under 250 employees. RMEC received permission to conduct the Digging Deeper into Trenching Hazards for the Construction Industry via video conference from our grants program officer. RMEC offered six sessions of the 7.5-hour training via live video conferences the week so April 13 and April 27. Two hundred twenty-five participants from more than thirty states participated in the live sessions.

RRCC has a partnership with The Air Force Academy, to develop and inspire the technology, STEM and security disciplines in high school students.

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

RRCC’s Marketing has been working on building and creating a virtual tour for our website;

Due to the COVID-19 Pandemic, RRCC’s STEM EXPO has gone online.

The Student Rec Center has encouraged RRCC students, staff and faculty to participate in the 2020 Recreation Challenge which is about staying active together even when we are apart and to participate in online workout classes from more than 60 different colleges and universities across the country. Participants log their workout minutes and compete against other colleges. Not that we are competitive or anything, but as of this writing RRCC is ranked #15 on the leaderboard across the nation. The only Colorado school in the top 20 besides RRCC is University of Colorado, Colorado Springs.

Trefny Honors hosted the Virtual STEM EXPO Undergraduate Research Symposium May 6-7th. Students worked on projects both in classes and outside class in grant funded activities. The EXPO usually takes place on campus, but it was converted to a virtual format this semester. Students presented their work through posters and videos, that can be found at https://www.rcc.edu/hub/hub-expo.

RRCC students participated in the COSGC Colorado Space Grant Virtual Symposium in April. They presented their NASA projects in a live virtual format. RRCC student Tiffany Lovett won a prize for best poster.
• Campus Rec Magazine recently hosted a What’s Next? Virtual Roundtable with four campus rec professionals to discuss their department’s response to COVID-19 and what they are planning in terms of reopening, as well as answer questions from the industry. On the panel was RRCC’s very own director of SRC, Kirk Fallon!

• We are very excited to be launching a new Online Orientation any day that has been in production this year. After many years of getting by using a free software, we are so pleased with the results of this professional program by Advantage Design. Especially with the uncertain future of holding on campus live orientations again, we are certain the students will find this version much easier to navigate and more engaging to use.

• Ben Wygant, our Intramural and Adventure Program Coordinator, is writing a witty blog about outdoor topics near and dear to his heart found here: https://rrapdispatches.wordpress.com/

• Students looking for fitness and wellness content during school closure can now access all virtual programming content via the RRCC SRC YouTube page (link is external). You can also access more content by following the SRC on Facebook and Instagram: https://www.facebook.com/rrccstudentrec https://www.instagram.com/rrccstudentrec/

• The RRCC Tutoring department has successfully transitioned to a remote academic tutoring support service called TutorMe. Using this 24/7 online tutoring service, students can connect with a live tutor and receive help with homework assignments, test preparation, and other coursework in over 300 academic subjects (average wait time has been less than 3 minutes). TutorMe allows students to meet with a qualified tutor using audio/video conferencing, text chat, screen sharing, document upload, and a shared whiteboard space. Students can also review recordings of their sessions, afterwards, in order to assist with their learning process. The feedback from students and instructors has been overwhelmingly positive---with over 600 sessions completed in the past 2 months and an average student satisfaction rating of 4.8 out of 5.
Transform the student experience.

- Trinidad State Robotics Team, supported by the Colorado Space Grant Consortium, continues to learn, to build, and to share their robotics knowledge. As a final project for this year, the team presented to the Space Consortium via a formal creative video. They were introduced by the program director as “having the most competent robot in the state each year.” They received excellent feedback and placed in the top five. Suggestions were shared from the directors and faculty from other higher educational institutions in the state. Their excellent work earned them a special challenge for next year. Congratulations!

- Sirenes du Soleil, the Trinidad State Solar Balloon-Satellite group is comprised of team leader Emma Hix (AA Business), programmer Cristy Street (AS Science), and electronics lead Katie Gerhard (AS Nursing), with faculty sponsor Robert Philbin (astronomy/math/physics faculty). The team designed and built an engineering package to reach the edge of space, the launch now postponed to August 1st. Design goals focus on green-engineering principles. The flight package will be the first fully solar-powered ever launched during Colorado Space Grant Consortium’s more than ten-year history. The satellite measures power from the solar panels five times per second for the entire 90 minute-plus flight. Calibrations and exhaustive testing (dry-ice, impact, vacuum, etc.) gave the team confidence that the satellite will not only survive, but successfully meet all the mission goals; to fly a fully solar-powered balloon-sat and characterize off-the-shelf solar panels' performance at various temperatures and light intensity values. The team presented their work and expected findings at the annual Colorado Space Grant Symposium, held virtually via Zoom with over 40 presentations. Their paper session won the prize for highest scoring paper plus presentation score in their session.
How are we celebrating a Graduation ceremony that didn't happen in May?

We thanked each other for supporting our students …

“Today would have been our Graduation Ceremony but due to the pandemic we are experiencing, that did not happen. With all the chaos and craziness, I want to personally thank our President Dr. Epper, our administration staff, my fellow coaching staff, the maintenance department, all our staff and employees as well as the book store and cafeteria staff for all your assistance this past year. Last but not least, THANK YOU” to our instructors for making the changes as you did to still provide our students a great education.

I truly work for a great institution. Times are difficult right now but I am blessed to work with some wonderful people…. THANK YOU ALL….TROJAN PROUD!!

Steve Swazo
Head Women’s Softball Coach

We shared stories …

“Doug Bak (IT Director) has worked here in some form (workstudy through to full time) since 1986. As a workstudy in the AV department he worked his first graduation in 1986. In 1987, he graduated from TSJC with his first degree in
electronics - but he helped setup graduation first then ran to his truck to change. In 1988 before graduating with a degree in computer maintenance, he helped setup graduation and then back to his dorm to change quickly before lining up. Since then he has worked every graduation ensuring microphones, cameras, chairs and every other detail is ready.

I know we will all miss the graduation celebration, but this will be the first TSJC graduation Doug has missed since 1986. I think that's impressive, maybe even a record!

**Nurse Pinnings on ZOOM …**

Dr. Epper shared her thoughts with campus. “Yesterday, I was able to attend both Nurse Pinning ceremonies via Zoom. We heard stories from each graduate about how they struggled throughout their program, and the people who kept them going – faculty, friends, family, and fellow students. Many pinnings were done from the living room couch – beautiful and touching moments accompanied by tears of happiness.”

**Student Achievement Awards went virtual** this year and highlighted student leaders, summa cum laude, magna cum laude, and cum laude academic achievement, upcoming student government officers, and congratulations messages from college leadership.
Transform our own workforce experience.

Noted President Epper, “I am pleased to announce the appointment of Shannon Shiveley as TSJC’s next Vice President of Administrative Services. Shannon brings a wealth of experience, impeccable qualifications, and deep roots in our Trojan community. She is a graduate of Trinidad State, where she developed her passion for first-generation and low-income students. She has a Master’s Degree in Education from Lesley University, a post-grad certificate in Higher Education Administration & Leadership from Adams State University and is currently pursuing a certificate in Finance Essentials.

I am delighted that Shannon has accepted this new challenge. She will be joining our Executive Leadership team as VP on May 1, providing a month of overlap before Lorrie Cappellucci’s retirement on May 31. Please join me in congratulating Shannon on this well-deserved promotion.

- Calvin Smith, Scholar in Residence and Library Coordinator reported that, “During this interruption in our lives, I have had a chance to readdress a great deal of notes, papers, files, aged slides, photos and references to assist in future classes and meet the deadline for my newest upcoming book: The History of the Waco Mammoth National Monument (Baylor University Press). It will be the sixth in the series of Occasional Papers of the Strecker Museum that I started and published while I was Museum Director at Baylor University. My novel, The Mammoth Quest: An Epic Journey into the Past, is also scheduled to be out this summer, it is completed and only waiting on the cover, which is being done by muralist, Karen Carr.”

Create education without barriers through transformational partnerships.

- WOW! The TSJC Educational Foundation been blown away by the generosity by our Trinidad State Family and Friends who have come together and raised over $23,000 for our students struggling with the challenges of the COVID-19 pandemic! Student are so appreciative of the help.
• "When COVID-19 happened, my husband lost nearly half of his hours at work. After completely depleting our savings and his vacation time we began struggling to get by. The money given by TSJC Educational Foundation has helped us keep up on bills, and while we are not out of the water yet, we are so thankful for the help." - Kirsten Atencio

• "First I would like to thank all the donors, even though thank you is not enough to appreciate the help. I am from Brazil, and part of the softball program. With Covid, changes had to be made, like the spring sports being canceled. My parents and I decided that would be best if I stay in Colorado this summer, and continue at TSJC in the Fall. My plan is still finish strong. What I didn't plan was this crisis we all are having to deal with and school being much more expensive for international students. Being an international student, I can't get a job in America. With this help, my parents will be saving some money for later to get me in a 4 year university. So I want to thank you for this opportunity that will be helping students achieve their goals." - Karina Nomi

• In a meaningful essay, “Mentoring in the Paint,” alumnus Doug Rodriguez, ’75 shares his appreciation for Colorado Sports Hall of Fame Coach, Jim Toupal, (Trinidad State basketball coach 31 years) as a deserving selection and one of his most influential mentors. “Coach Toupal projected professionalism and a pleasant manner that hinted at his polite, altruistic and inspiring personality. While Coach enjoyed kidding with his students and student athletes, we always respected his knowledge and commitment to academics and sports, in that order. When he meant business we always knew it was time for us to fall in line. Watching Coach’s decision making taught us that it was ok not to take life too seriously all of the time. But that when it was time to be serious about life, there was no room for compromise.”

• TSJC K-12 Creative Writing Contest went online this spring with our K-12 school partners. Over 100 students submitted their original work in fiction, poetry and creative essays. Each winning student submitted a video reading their winning work to create a viewable collection of all the winners. Thank you to our English faculty members, Tom Nordgren, Ph.D. and Dustin Hyman, Ph.D. for continuing this creative program. A printed publication of all entries has been published for all of the participants.
Redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence.

- When the going gets tough, Trinidad State gets going. Faculty and staff alike pulled together as we transitioned to online classes and for many of us working from home. As we supported our students, we learned new skills ourselves.
- The Occupational Safety and Health Technology online program has always been proud of the "hands-on" offline projects that students are required to complete in several OSH online courses, using a mentor for assistance with access to equipment/instrumentation, as well as to job sites. Interestingly, the COVID-19 situation compelled instructors to consider alternative ways for students to complete these projects, which are part of the criteria for the program’s ABET accreditation. In most cases, students will be completing the hands-on projects on their own, then sharing the results through pictures, video, or both, with their instructor-approved mentors via email or other technology.

Cindy Clements and Robotics Team Online Presentation

Ryan Newport (Gunsmithing) shares pictures of his new work areas. On my inside bench I have set up 3 cameras; one on my computer, one document camera attached to my bench light, and a GoPro camera for recording processes. Outside in the machine shop I am able to use my phone and tripod to hold class with my students. This set up has allowed me to continue with theory as close to normal as we can today. I am able to record the meeting times on WebEx and post on D2L. This allows my students to review the theory and processes so that when we return this summer they will be ready for their lab time. Using screen share and allowing my students to annotate on the screen it keeps them involved and engaged. For office hours I have an open WebEx classroom that they can log into and each of my students have my cell phone. I am able to track progress through still photos and short videos taken and sent by the student. I have had several reports from students in all of my classes that this is not ideal, but given the current situation of the world, they are very pleased with how the classes are progressing.
• Not all of us are working from home. Facilities Director, Al Malespini, noted that, “Covid 19 has given us some opportunities--our dorms are usually empty for a couple of weeks after the spring semester ends only giving us enough time to clean them and make small repairs. Now, I have my team in them converting the lighting to LED, painting and patching walls, replacing broken floor tiles, repairing window hardware, heating repairs, sealing windows and doing a ceiling to floor 2nd deep cleaning. We were able to refinish all the wood floors in our gym. Also we are planning some extensive repairs and deeper cleaning for all of our buildings that we weren’t able to do on a normal school year. My team has stepped up to the challenges of keeping their areas clean, sanitized and making our dorms more appealing to our students.”

• Student Services shared their feelings in this great message!
SBCCCOE

Staff Reports

Academic and Student Affairs
Finance and Administration
Information Technology
Internal Audit

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TRANSFORM THE STUDENT EXPERIENCE

1. Enrollment Update
   a. Summer enrollment at our 13 colleges as of May 13, 2020 and compared to a year ago is down in headcount and up in FTE. Overall summer headcount is down 17.97% or -4,492 students. Overall summer FTE is down 16.54% or -866.43.
   b. Fall enrollment at our 13 colleges as of May 13, 2020 and compared to a year ago is down in headcount and up in FTE. Overall fall headcount is down 30.71% or -7,631 students. Overall fall FTE is down 31.51% or -2,458.56.
   c. Online Enrollment as of March 22, 2020 is as follows:

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<th></th>
<th>Summer 2020</th>
<th>Summer 2019</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCCOnline*</td>
<td>11,305</td>
<td>9,983</td>
<td>13.24%</td>
</tr>
<tr>
<td>Dawson*</td>
<td>52</td>
<td>100</td>
<td>-48.00%</td>
</tr>
<tr>
<td>Colleges Online*</td>
<td>16,848</td>
<td>10,347</td>
<td>62.83%</td>
</tr>
</tbody>
</table>

   * Online headcounts are duplicated.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2020</th>
<th>Fall 2019</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCCOnline*</td>
<td>3,919</td>
<td>3,496</td>
<td>12.10%</td>
</tr>
<tr>
<td>Dawson*</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Colleges Online*</td>
<td>5,340</td>
<td>5,339</td>
<td>0.02%</td>
</tr>
</tbody>
</table>

   * Online headcounts are duplicated.

2. CCCOnline
   a. CCCOnline developed 91 courses for AY19; 16 of these used Open Educational Resources to be Zero Textbook Cost (ZTC) courses. We also designed and developed 10 New Courses: AAA109, CCR093, CNG125, COM217, ECE256, HPR123, HPR124, MAT108, SCI105, and THE105.

3. Academic Affairs and Workforce Development
   a. CCCS has made numerous changes to assist students through the COVID-19 crisis.
      i. Moved to an option of S/U grading. This does count for completion but not for GPA. Students, faculty, and advisers will work together to see if this S/U (Pass/Fail) option is appropriate for each student.
      ii. Removed grades of I and W from student completion rates. This allows a student the ability to use these options if it is the best decision for them without affecting completion.
         1. Students who choose the I option will also have extended time, up to three semesters, to complete this grade.
   b. Six new GT Pathways courses were approved by GE Council and are going into the state log.
4. Student Affairs, Equity, and Inclusion
   a. Finalized SA Professional Development Series for May launch.
   b. Continued Equity toolkit conversations with colleges.
   c. Working on providing accessibility services while remote.
   d. Worked on changing grade policies for COVID-19 Response.
   e. CCCS financial aid office is working with system colleges to provide special COVID 19 guidance to students not meeting Satisfactory Academic Progress. This notification will encourage students to appeal as early as possible to prevent any delays in receiving financial aid for future terms.
   f. CCCS financial aid is working with Fiscal and has set-up special COVID-19 related processes to distribute the HEERF funding as quickly as possible to students.
   g. CCCS financial aid office is working with system colleges to develop a plan to implement the Return of Title IV (R2T4) flexibilities under the CARES Act. The CARES Act allows the Department of Ed to waive the return of Title IV funds (R2T4) requirements for schools or students to return unearned grant or loan assistance for students who withdrew because of a qualifying emergency. Each institution who uses a waiver under this section must report to the department the number of recipients who received waivers, the amount of grant or loan assistance associated with each recipient, and the total amount of grant or loan assistance that the institution has not returned under Title IV.

TRANSFORM OUR OWN WORKFORCE EXPERIENCE
1. CCCOnline
   a. CCCOnline, in partnership with Front Range Community College, developed a two-week asynchronous online Essentials of Online Teaching workshop for CCCS faculty and instructors. The first session is offered 5/11/20 to 5/24/20 and 100 participants registered. The workshop is schedule to run 6/8/20 to 6/21/20 and can support up to 200 faculty and instructors. Participants who complete the training will receive a $260 stipend.
   b. In April, members of the CCCOnline team participated in the virtual eLearning Consortium of Colorado (eLCC) conference. Kristin Rivedal, LMS Administrator, was co-chair of the conference planning committee and is the Secretary/Treasurer for eLCC. In addition to many of our staff and instructors attending sessions, we were presenters in over 15% of the sessions (6 of 38 breakout sessions). Associate Dean of CTE and Math, Chris Luchs was also a member of the planning committee and co-facilitated the daily icebreaker and information session. We also provided session moderators and technical support throughout the conference.
2. Career and Technical Education (CTE)
   a. CCCS CTE and Internal Audit staff attended the virtual MOA (Methods of Administration) Conference to gain insight into the development of our new state MOA Plan (due on July 1, 2020). MOA is managed in partnership with the US Department of Education and the US Office for Civil Rights. MOA is the Plan that outlines our state compliance with Title VI, IX, and Section 504 for CTE Programs. MOA Plans are being addressed now that our Perkins V State Plan has been submitted and approved to ensure alignment with new guidance.

3. Student Affairs, Equity, and Inclusion
   a. Created Staff FAQ for Student Affairs Areas in response to COVID-19.

CREATE EDUCATION WITHOUT BARRIERS THROUGH TRANSFORMATIONAL PARTNERSHIPS

1. CCCOnline
   a. Frank Vazquez, Director of Academic Technology, and Darci Duran, Director of Instructional Design, presented on the CCCS Response to COVID-19 to the Instructional Technology Council on April 21, 2020.
   b. Dr. Tina Parscal, Associate Vice Chancellor for CCCOnline and Academic Affairs, presented on a panel about the CCCS Coronavirus for the WCET Consortia & System Leadership Group on May 12, 2020.

2. Academic Affairs and Workforce Development
   a. Skill Advance Colorado
      i. Skill Advance Colorado (formerly known as the Colorado First and Existing Industry Customized Job Training Grant Program), to date has awarded $4.2 million for customized job training to 84 companies through Colorado First and Existing Industry grants customized training grants. The Registered Apprenticeship Support Program has distributed $224,360 to support program development and implementation start-up costs. In addition, the Mobile Learning Lab Assistance Program has reimbursed $423,875 for the PCC non-destructive testing lab project.
      ii. COVID-19 Response: To support Colorado First and Existing Industry grant recipients whose training implementation has been affected by the COVID-19 pandemic, the State program administration team is implementing relief measures for grantees. Measures include an extended training period through July 31; a simplified approval process for trainings converted to online delivery formats; supplemental mini-grants to cover online conversion costs; and a recapture option to apply unused FY20 training funds to FY21 grants.
      iii. Additionally, in process is planning and development of FY20 and FY21 COVID-19 response programming to support essential businesses with funding for health, safety, and PPE manufacturing training as well as displaced workers for pre-employment and re-skilling training in new occupations.
   b. Career Pathways and Sector-Based Workforce Mapping
      i. Career pathways work has repositioned given COVID-19’s impacts:
         1. Three virtual behavioral health forums are scheduled to identify critical occupations, validate the career pathways map, address core competencies, and clarify requirements.
2. Healthcare career pathways updating has been temporarily put on hold.
   ii. In alignment with the CO-HELPS healthcare apprenticeship grant, and in partnership with Skillful Colorado and CWDC, career pathways is leveraging the SkillsEngine Calibrate tool to validate occupational competency information with industry.
      1. Calibrate utilization has begun with 13 job profiles in behavioral health via the abovementioned forums.
   iii. Initial conversations have begun regarding career pathways for 2020-2021:
      1. Phase I industry selection (Industry development) - Transportation or Agriculture are the two options.
      2. Determining which existing pathway will be refreshed.
      3. Phase II (Pathway mapping and competency validation) will be Energy.
         a. Phase III (Program alignment/development) will be Behavioral Health.

3. Student Affairs, Equity, and Inclusion
   a. Signed an MOU with Western State on 2:1:2 CC to Graduate degree agreement.
   b. Karla Nash is leading a cross functional group that meets weekly. The intent of this group is to provide guidance and resources for the distribution of COVID 19 Emergency Grants to Students under the Coronavirus Aid, Relief, and Economic Security (CARES) Act.
   c. CCCS Financial Aid has begun weekly calls with the rural financial aid offices to discuss best practices and offer support.
   d. Processing through Course Leaf charter questions in preparation for the implementation committee kick-off meeting (Chair).
   e. Facilitating discussions for revising the State Faculty Curriculum Committee charter.
   f. CIP/Program alignment committee working to align CIP and program coding which will lead to a system-wide program inventory.
   g. Approving Agency for Veterans Education and Training
      I. Completed 7 compliance surveys.
      II. Due to COVID-19, we have nine schools that do not have access to records, so we cannot schedule a remote compliance survey at this time. I will keep you updated as the situation changes but it is possible that we will not meet our target for compliance on our federal agreement. All states are in the same situation as well as the Department of Veterans Affairs.
      III. Submitted 26 program approvals to the Department of Veteran Affairs.

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

1. CCCOnline
   a. The current contract with the 24x7 support desk vendor expires 6/30/2020. A system-wide RFP Committee selected a Colorado-based IT Service company called Istonish. A contract is in development and will be executed once the purchase receives Board approval.
   b. On April 16, 2020, Desire2Learn, announced its winners for their 2020 Excellence Award. This award recognizes leaders in learning that use D2L’s Learning
Management System to deliver innovative, collaborative, and successful learning experiences. Colorado Community College System (CCCOnline) was chosen as one of five organizations (one of two from the USA) to win this award for their Open Educational Resources (OER) initiative. Dr. Tina Parscal, Associate Vice Chancellor for CCCOnline and Academic Affairs, will present on CCCS’s OER efforts to all conference attendees at the July 2020 Virtual Fusion conference.

c. In the Spring 2020 semester, CCCOnline offered 84 Zero Textbook Cost (ZTC) courses, saving students $478,340 in textbook or digital integration costs. In that same semester, 9,267 students enrolled in ZTC courses at CCCOnline, which is 48% of the total enrollment for the semester. Students taking ZTC courses at CCCOnline have saved $2,825,283 since Summer 2017 when CCCOnline started tracking cost-savings.

2. Career and Technical Education (CTE)
   a. CCCS CTE launched the new beta version of the “Colorado CTE Gateway”. This is the new data system that houses the electronic submission processes and data collection for all CTE Program Approval, Grant (Perkins), Colorado Career and Technical Act (CTA), and Teacher Records. Post-secondary CTE data was migrated from the old system to the new system but since secondary CTE has a new “Program Quality” metric, all CTE programs have to undergo approval as if they are new programs in the new system to meet the new Perkins V definitions of a CTE Program in Colorado. Virtual professional development is a daily offering for local programs as the system is being implemented.

3. Academic Affairs and Workforce Development
   a. Initial apprenticeship content, including overviews of CO-HELPS and CO-TECH, is now live at: CCCS Website for apprenticeships
   b. CCCS remains very engaged with statewide conversations on the newly-released USDOL Industry Recognized Apprenticeship Program (IRAP) and upcoming grant opportunities related to youth apprenticeship.
   c. The hiring process continues for two apprenticeship grant-related positions at CCCS: CO-TECH Apprenticeship Grant Manager and Apprenticeship Grant Accountant.
   d. Both the Apprenticeship Committee of Practice (ACOP) and the Workforce Development Committee (WDC) continue to convene to advance statewide apprenticeship and workforce development conversations:
      i. The upcoming WDC will focus on COVID-19 response, IRAP discussion, and related updates.
   e. Work progresses in the CO-HELPS grant:
      i. Quarterly reporting and reimbursement processes are underway for existing grant recipients.
      ii. Conversations are ongoing with colleges interested in submitting program development and support services grants.
Redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence.

- The CCCS FY 19-20 external financial audit conducted by BDK kicked off mid May and will continue until we issue in fall of 2020.
- Participating in a cross-functional team to provide guidance and proper tracking of federal stimulus funds as it is implemented across our colleges.
- Monitoring legislative budget activity, responding to data requests, and developing talking points for legislative strategy.
- Preparing Board materials for tuition setting and general fund allocations at its May meeting.
- The Colleges and the System Office are preparing FY 2020-21 budget submissions for the June Board meeting.
- Budget is collecting and reviewing the FY 2021-22 capital construction and IT requests from the Colleges for submission to CDHE and for presentation to the Board at its June meeting.
As the colleges and the system office progressed through remote instruction and work from home, usage of two key tools for remote instruction, video/web meetings and remote access increased significantly. Web Ex is used both for remote instruction, especially when synchronous video instruction is required, and for web/video conferencing and meetings. We already had a system-wide enterprise license for Web Ex so no adjustments to licensing were required. Web Ex is also integrated with the Learning Management System (LMS) which is Desire2Learn (D2L), providing easy access for students, faculty and instructors. Web Ex is also integrated with our email/calendar system, Microsoft Outlook, making it easy to add a Web Ex to a meeting invitation.

With the Web Ex statistics below, the enormous growth of the use of Web Ex is evident, increasing approximately 2200% comparing November 2019 to April 2020. In addition, some of the colleges are also using Zoom and Microsoft Teams for similar purposes.

<table>
<thead>
<tr>
<th>Month</th>
<th>Total Meetings</th>
<th>Total Video Meetings</th>
<th>Total Meeting Minutes</th>
<th>Total Unique Hosts</th>
<th>Total Participants</th>
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<td>May-19</td>
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<td>524</td>
<td>84,973</td>
<td>401</td>
<td>5,422</td>
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<tr>
<td>June-19</td>
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<td>99,743</td>
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<td>July-19</td>
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<td>August-19</td>
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<td>1,406</td>
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<td>136,762</td>
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<tr>
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<td>1,449</td>
<td>729</td>
<td>87,651</td>
<td>394</td>
<td>4,697</td>
</tr>
<tr>
<td>January-20</td>
<td>2,296</td>
<td>1,286</td>
<td>134,438</td>
<td>447</td>
<td>7,633</td>
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<tr>
<td>February-20</td>
<td>2,852</td>
<td>1,697</td>
<td>189,594</td>
<td>524</td>
<td>10,007</td>
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<tr>
<td>March-20</td>
<td>21,232</td>
<td>10,481</td>
<td>780,137</td>
<td>2,482</td>
<td>84,259</td>
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<tr>
<td>April-20</td>
<td>47,851</td>
<td>30,763</td>
<td>2,735,110</td>
<td>2,772</td>
<td>269,394</td>
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<tr>
<td>May 1 - 14, 2020</td>
<td>15,213</td>
<td>9,687</td>
<td>840,031</td>
<td>2,219</td>
<td>69,004</td>
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<tr>
<td>Total</td>
<td>105,697</td>
<td>61,103</td>
<td>5,662,385</td>
<td>11,899</td>
<td>496,438</td>
</tr>
</tbody>
</table>

Citrix licenses were expanded at the system office to include the rural colleges and those metro colleges that did not have Citrix in place. Citrix allows users to access all available applications.
securely from their work laptop, home computer, iPad or Surface via the internet. The software runs on servers at both data centers, not on the individual’s device. This makes it very easy to use and not dependent on the memory or speed of the device being used, just internet access and appropriate security.

### CCCS Citrix Sessions - COVID-19 Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Active Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 14, 2020</td>
<td>20</td>
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<tr>
<td>February 21, 2020</td>
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<td>February 28, 2020</td>
<td>21</td>
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<td>March 6, 2020</td>
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<td>March 13, 2020</td>
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<td>April 10, 2020</td>
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<td>April 17, 2020</td>
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<td>April 24, 2020</td>
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<td>May 1, 2020</td>
<td>113</td>
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<tr>
<td>May 8, 2020</td>
<td>115</td>
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</tbody>
</table>

![Active Sessions Graph](image-url)
DEPARTMENT OF INTERNAL AUDIT

COLORADO COMMUNITY COLLEGE SYSTEM

Report as of May 11, 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 wrapping up. The second audit, at Front Range Community College, is in process.

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

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. Two audits are complete and three audits are in process. The last audit is scheduled to begin in June.

Internal Audit has been actively engaged in advising on process changes as CCCS adapts to changes from the COVID-19 pandemic.

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).

Six K-12 schools have received monitoring visits this biennial cycle. Voluntary compliance plans detailing the steps needed to become compliant are being negotiated with three 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 complete. These reviews include procedures to test compliance with the Perkins Act, Uniform Grant Guidance, and the Administrator’s Handbook. Two reviews, at a consortium and Trinidad State Junior College, were completed.