

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

Pikes Peak Community College
Colorado Springs, CO

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FOR

The Higher Learning Commission
A commission of the North Central Association

EVALUATION TEAM

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I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The purpose of the visit was to conduct a comprehensive evaluation visit of Pikes Peak Community College (PPCC) for continued accreditation and Federal Compliance. There were no embedded change requests or other reviews required.

B. Institutional Context

Pikes Peak Community College was established in 1968 as a member of the Colorado Community College System (CCCS) and was initially known as El Paso Community College. Enabling legislation assigned the College with a legislative mission to provide vocational and liberal arts programs to students from the Pikes Peak region of Colorado. The PPCC service area is comprised of Elbert, El Paso and Teller counties in south central Colorado.

Responding to increased demand for educational services during its history, PPCC has expanded from the initial Centennial Campus by opening the Downtown Studio Campus in central Colorado Springs in 1986, the Rampart Range Campus in the north end of the city in 1998, and the Falcon Campus in 2008. In addition, PPCC offers courses at two military sites in the region, Fort Carson Army Post and Peterson Air Force Base. PPCC offers 44 academic programs with 175 degrees and certificates in transfer liberal arts and sciences areas and career and technical training. The College has experienced a 58% increase in enrollment since 2004 and has grown to become the largest postsecondary educational institution in Colorado Springs with an enrollment of more than 15,000 students. Courses are offered on campus, on-line, and in hybrid formats. The College has a significant concurrent enrollment with 1,000 area high school students enrolled in college courses and 450 high school students in vocational programs offered at the College.

Much of the 4,536 square mile region in the three counties is rural or land held by the U.S. government with 62% of the region's 668,000 residents residing in Colorado Springs, the largest city in the region. Colorado Springs and the surrounding communities have experienced significant urban growth in the past 30 years, particularly in-migration of "baby boomers" moving to the area for lifestyle reasons and military retirees. During the last decade, El Paso County became the largest county in Colorado, adding more than 107,000 new residents for a 1.9% growth rate which exceeded the state's rate. The fastest growing minority ethnic group is the Hispanic population which comprise almost 14% of the population. There has also been a significant growth among seniors with an increase of 39% in El Paso County while overall population grew 20.4% since 2000.

The area is home to United States Air Force Academy, Fort Carson Army Post, Peterson Air Force Base, Schriever Air Force Base, Cheyenne Mountain Air Station, as well as the North American Aerospace Defense (NORAD) and US Northern Commands. The region's top 10 employers, employing more than 25% of the region's workforce, are public sector organizations including the area military installations, Memorial Health System, and educational institutions. The top private employers are high technology companies and the region has several large data centers.

There are several unique characteristics of PPCC which impact delivery of services and evaluation of the institution. As mentioned previously, PPCC is part of the Colorado Community College System. This is a highly centralized system governed by the State Board for Community Colleges and Occupational Education (SBCCOE). Community Colleges in Colorado do not have local governing boards and have advisory boards instead. The System is responsible for policies, academic program approval, budget approval, and system-wide planning. Institutions have some flexibility within the system to meet local needs but, ultimately, most critical functions are under central control. For example, the college's mission is established by state statute. The Community College System develops a state-wide strategic plan and the College then develops its strategic plan to be consistent with the State documents and adds components that are critical to the institution.

The significant military presence in the PPCC region is very unique and PPCC has responded to the educational needs of this sector in significant ways. In addition to offering courses at Fort Carson Army Post and Peterson Air Force Base, the College has established a Military and Veterans Center for Excellence on campus to serve the large number active duty soldiers enrolled at the College as well as veterans leaving the military and their families. In addition, the College has been proactive in forming partnerships with the military facilities.

The third unique element which affects much of the institution and impacted the Team evaluation was the administrative change which occurred in 2011. In reviewing the Self-Study, the Team was immediately drawn to the large number of processes and initiatives that had been implemented in the last few years. The Team noted that much of the activity coincided with the tenure of the current president who was appointed in 2011 and most of the administrative team was appointed during the three year period. In addition to the changes, the Self-Study noted significant increases in employee satisfaction during this period. The visit revealed that there had been a period of institutional malaise prior to the hiring of the current president and the College was now trying to regain momentum and be aggressive in providing quality educational programs and services to respond to community needs. A recurring theme which will be evident throughout this report is that many of the recent initiatives have not been in place long enough to gauge their effectiveness.

Pikes Peak Community College was first accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools in 1975, and has received continuous accreditation since that time. The last comprehensive visit occurred November 2003. That visit resulted in the requirement of a focused visit on assessment of student academic learning during academic year 2006-2007. In lieu of the return focus visit, the College applied for and was accepted into the HLC's Academy for Assessment of Student Learning. Since joining the Academy in 2006, PPCC has completed one project on assessment of general education and begun another project in 2011 to build on actions to improve students' abilities to think critically and to establish assessment as a practice within student services areas. In June 2010, the College completed a HLC Multi-Site Visit and was found adequate in all areas and at all campus locations.

C. Unique Aspects or Additions to the Visit

None

D. Additional Locations or Branch Campuses Visited (if applicable)

In addition to the Centennial Campus which serves as the headquarters of PPCC, team members visited the, Rampart Range, Downtown Studio, and Falcon Campuses.

E. Distance Delivery Reviewed

PPCC has been authorized to offer up to 20% of its degree programs through distance education. Interviews with administrative staff and a review of course listings confirmed that the institution is in compliance with this limitation. The Team reviewed the content and scope of courses offered through distance education as part of the normal review process. Approval for distance education courses follows the process used for course approval in the State of Colorado with all courses having to be approved by the State Faculty Curriculum Committee (SFCC). This assures uniformity and quality. Many of the courses offered online by PPCC are part of a statewide consortium on distance education. To date, PPCC has chosen to have limited activity in online instruction. Team comments regarding distance education through online instruction are offered in Criterion 3.

II. COMMITMENT TO PEER REVIEW**A. Comprehensiveness of the Self-Study Process**

Pikes Peak Community College conducted a comprehensive self-study in preparation for the continuing accreditation visit which was guided by the Self-Study Steering Committee. The Committee included administrators, faculty and staff. The Self-Study Steering Committee established sub-committees for each criterion and attempted to have representation from each of the constituent groups and the campuses. The process used involved opportunities for input, review and comment by the entire College community. The Steering Committee endeavored to make the process as transparent as possible and posted information about the Self-Study on the web page. The institution implemented a comprehensive information campaign involving information on the College web page, flyers, contests, meetings, notices on electronic billboards and other techniques to communicate with the College community about the Self-Study and the accreditation visit.

B. Integrity of the Self-Study Report

The Team found the Self-Study to be an accurate representation of the College. The report was comprehensive and provided information about all components and sub-components of the Five Criteria for Accreditation. The report could have been improved with more specific examples of evidence as there were numerous instances where processes were cited with no evidence to demonstrate their effectiveness. The Report was effective in providing a basis for the Team to evaluate the College's progress in meeting the Five Criteria and forms a basis for continual improvement by PPCC.

C. Adequacy of Progress in Addressing Previously Identified Challenges

Three main areas of concern were identified by the 2003 Team: assessment, library resources, and diversity in hiring. The Team believes that PPCC has made adequate progress in addressing these concerns. However, the Team believes that PPCC still needs to focus institutional attention on assessment and diversity of the workforce. These items are discussed more completely in the appropriate criteria.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

The Team reviewed documents demonstrating that PPCC satisfied the requirements for notification of the evaluation visit and solicitation of third-party comments. No third-party comments were received.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The team reviewed the required Title IV compliance areas and the student complaint information. The Worksheet on Federal Compliance is included as Appendix C-1 of this report.

IV. FULFILLMENT OF THE CRITERIA FOR ACCREDITATION

CRITERION ONE: MISSION. The institution's mission is clear and articulated publicly; it guides the institution's operations.

Core Component 1A: The institution's mission is broadly understood within the institution and guides its operations.

Subcomponent 1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

Subcomponent 2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

Subcomponent 3. The institution's planning and budgeting priorities align with and support the mission.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The PPCC mission statement and mission documents are consistent with the Colorado Community College System mission statement and are appropriate for the institution type. The mission statement clearly identifies the types of programs to be offered (occupational programs in career technical fields, transfer programs, and personal, career and technical education for adults), the constituencies to be served (youth, adults and the community), and areas of focus (access, student success, quality programs, and community needs).
- The Climate Survey administered for the self-study indicated broad-based understanding and agreement with the mission among the College community. Furthermore, interviews with constituency groups indicated that the mission drives College operations and priorities.
- PPCC has been proactive in demonstrating a connection between the mission and operations in all areas of the College. The College community was invited to indicate how their job relates to the mission statement and these statements are then captured on posters which are displayed in the halls throughout the College. This clearly demonstrates the importance of the mission and the commitment to the mission by

- faculty and staff.
- The institution has made significant strides linking its budgeting process to its mission. The College identifies an annual focus goal each year from the strategic plan. Through the budget cycle, the College then allocates funds to projects related to the focus goal.

Core Component 1B: The mission is articulated publicly.

Subcomponent 1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

Subcomponent 2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

Subcomponent 3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- PPCC employs a wide variety of measures to ensure that mission documents are articulated publicly. The institution has printed the mission statement on posters and banners which are displayed in offices, classrooms and commons areas within its facilities and the mission statement is displayed on internal TVs and computer screensavers. These visual reminders throughout the institution demonstrate the importance the institution attaches to the mission statement and makes it easy for constituencies to determine if the College is addressing the mission.
- In addition to the display of the mission documents throughout the College facilities, , the mission, vision and values statements are clearly published in the College catalog, the web page, and other College publications.
- The self-study and interviews with constituent groups indicated that the Vision and Values Statements were updated in 2011. This revision occurred as a result of a strategic planning process that included both internal and external environmental scanning. The strategic planning process which lead to these changes was an inclusive process that involved all College constituencies.
- The mission statement clearly identifies the nature of the constituents to be served by its programs and includes a commitment to serving the needs of the communities in its service area.
- The PPCC mission statement demonstrates a commitment to access, student success, and quality programming.

Core Component 1C: The institution understands the relationship between its mission and the diversity of society.

Subcomponent 1. The institution addresses its role in a multicultural society.

Subcomponent 2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The mission documents of the institution indicate that PPCC values diversity. The Values Statement states: "We engage and support our community while embracing diversity, as it enriches lives and educational experiences." The commitment to diversity is reinforced in the strategic plan with Goal 5 specifically relating to increasing diversity of the College workforce.
- The self-study, interviews with staff, and institutional records demonstrate that the College addresses diversity both through its curriculum and extracurricular offerings. One of the PPCC general education learning outcomes involves community skills which includes diversity. The institution does assess this goal although evidence provided does not indicate how well the goal is being achieved. The student life area offers a variety of programming celebrating diversity.
- PPCC acknowledges a need to increase employee diversity and has incorporated this into their Strategic Goals. However, the Self-Study indicates that the per cent of minority employees has actually decreased since the last visit. In addition, the growth in Hispanic enrollment lags far behind the growth of this sector in the general population. The Team believes that enhancing diversity and cultural awareness is an area that requires institutional attention. The Team recommends a number of initiatives the College might undertake to enhance diversity. Efforts to create a more inclusive environment to recruit and retain diverse employees and students might include establishing an Affirmative Action plan; performing an equity audit; providing equity and diversity trainings for employees and students; analyzing student and employee data based on demographics; creating more inclusive learning environments (e.g., increasing the use of universal design and culturally-sensitive and diverse pedagogies and assessments); and increasing the emphasis on diversity in co-curricular programming through more sustained events rather than focusing on special days.

Core Component 1D: The institution's mission demonstrates commitment to the public good.

Subcomponent 1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

Subcomponent 2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Subcomponent 3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- Pikes Peak Community College demonstrates commitment to the public good through its programs and services. While the College has developed a number of effective partnerships and programs, PPCC is to be particularly commended for the outstanding programming it offers to veterans, military personnel, and families. The College recognized the opportunity that existed because of the military installations within the region and aggressively moved to create a relationship with the military authorities. The College renovated space to create the Military and Veterans Center for Excellence which is specifically tailored to provide support services to active military and veterans in an inviting atmosphere. PPCC has been especially proactive in establishing programs to help veterans transition from the military into the workplace. The College's commitment to serve the military population and veterans is a best practice for serving public good.
- PPCC leadership determined that there was a need for the College to increase its role in economic and workforce development in the region. The College responded by expanding the Extended Learning Division and moving to establish new partnerships. This resulted in the College assuming a leadership position in forming the Colorado Springs Manufacturing Forum. While the College has made significant strides in this area, it still has very little programming for workforce development and its outreach to the business community is limited. PPCC has opportunities for growth in workforce development but it must make this more of a priority in order for there to be any expansion.
- The second goal of the PPCC strategic plan is to "Exercise regional leadership through transformative partnership and educational opportunities." The College has clearly engaged its external constituencies in addressing this goal through the establishment of a broad array of partnerships with secondary education, businesses, and community groups.
- The College has been extremely active in the arts community of Colorado Springs. The Downtown Studio Art Gallery hosts a number of art exhibits annually and the College also presents performances, lectures, concerts and exhibitions which are open to the public. In partnership with the Harrison School District 21st Century Program and the Colorado Springs Conservatory, the College has developed programs to introduce low-income students to the arts.

Team Determination on Criterion One:

- Criterion is met
 Criterion is met with concerns
 Criterion is not met

Summary Statement on Criterion:

Pike's Peak Community College has a clear mission statement which is articulated publicly and supported by the College faculty and staff and by the communities served by the College. The mission statement is consistent with the statewide mission statement for community colleges but there is clear evidence that the mission guides College operations. Staff can identify how their jobs help the College fulfill the mission. The College has linked the budgeting process and planning to mission in a meaningful

way. PPCC has demonstrated that it effectively serves its communities through numerous partnerships. Most notably, the commitment the institution has made to serving veterans, military personnel, and families is a best practice for serving the public good.

The PPCC mission and strategic plan both indicate that the College values diversity in its employment and academic programs. However, the College must take significant steps if it is to move from mission and goal statements embracing diversity to outcomes which validate these statements.

CRITERION TWO: Integrity: Ethical and Responsible Conduct. The institution acts with integrity; its conduct is ethical and responsible.

Core Component 2A: The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- PPCC is governed by the Colorado Community College System (CCCS). State-wide policies and practices are established to ensure that colleges within the system operate ethically. CCCS and the State Board for Community Colleges and Occupational Education (SBCCOE) provide fiscal rules, annual financial and compliance audits, approval of courses and programs, a Code of Ethics, and policies related to ethical and responsible conduct, personnel, and Title IX.
- Employees receive regular trainings and notices regarding policies such as sexual harassment and discrimination, and new employees receive trainings including the Code of Ethics, sexual harassment, and FERPA. As a learning institution, an opportunity exists to develop trainings that model best practices in teaching and assess learning from the trainings; providing trainings and associated assessments through D2L may increase use of this system for courses.
- As noted in Core Component 1C, PPCC has a strategic goal to increase employee diversity. Some steps the institution could undertake consistent with ethical practices to create a more inclusive environment might include establishing an Affirmative Action plan, performing an equity audit, and providing equity and diversity trainings for employees and students.

Core Component 2B: The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Team Determination: Core Component is met

- Core Component is met with concerns
 Core Component is not met

Evidence:

- Programs and student polices are easily accessible through the PPCC web site. For example, admission procedures are clearly outlined through the admissions web site and include videos to engage the viewer; these steps are also listed on bookmarks provided to students.
- The Marketing and Communications Department conducted focus groups to evaluate student perceptions of the college and then incorporated five words that emerged into their marketing campaign. This Department is in the process of adding a web master who should help the college to continue to improve its communications and may help to decrease unintended barriers (e.g., cumbersome paths to finding information) for external and internal stakeholders.
- The web page clearly and accurately lists information that is essential to consumers including cost schedules, program requirements, and accreditation information.

Core Component 2C: The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

Subcomponent 1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

Subcomponent 2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

Subcomponent 3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

Subcomponent 4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

- Team Determination:** Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- Colorado Revised Statute §23-60-102 provides the State Board for Community Colleges and Occupational Education (SBCCOE) authority, responsibility, and duties to govern all CCCS institutions including PPCC. The SBCCOE appoints and evaluates the System President; oversees and approves CCCS and college budgets, approves tuition and fees, approves programs and sets degree requirements, approves academic and master facility plans, appoints college Advisory Councils, establishes Board policies and procedures, and serves as the sole agency for all Colorado career and technical education.
- SBCCOE receives monthly updates from college presidents that aids the Board in decision-making including information from Advisory Council meetings, community partnerships, and current College events.

- The Legislature has enacted legislation and SBCCOE has developed policies which are designed to ensure that the Board operates independently and maintains appropriate ethical responsibilities. PPCC follows policies for ethical conduct, compensation, and open meetings.
- The Board grants College Presidents the authority to approve personnel actions and latitude in daily operations and business processes. PPCC has a faculty senate with representation on the PPCC's Leadership Council and the State Faculty Advisory Council. Faculty participate in curricular changes through PPCC's Curriculum and Instructional Practices (CIP) Committee and the State Faculty Curriculum Committee (SFCC) which make recommendations to a state committee comprised of college academic vice presidents.

Core Component 2D: The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- PPCC follows a state policy for freedom of expression. Faculty and students reported that they felt free to express their ideas.

Core Component 2E: The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Subcomponent 1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Subcomponent 2. Students are offered guidance in the ethical use of information resources.

Subcomponent 3. The institution has and enforces policies on academic honesty and integrity.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- As a community college, PPCC's mission does not focus on research but the College does have an IRB in place to oversee student, faculty, and staff research projects. The College could improve its oversight responsibilities for research by ensuring that the mechanisms are in place to direct potential research projects through the IRB process (e.g., policies in student and faculty handbooks, employee trainings).
- The Academic Honesty policy is in the Student Handbook, and course syllabi are to link to the institutional syllabus (updated in 2013) which contains the policy. Academic Honesty and student conduct are part of the revised new student orientation. Resources which PPCC uses to help students understand plagiarism include an institution-prepared Citations 101 PowerPoint for students and an

assessment in English classes based upon their reading of a chapter in the *Little Brown Handbook* that addresses plagiarism. The College uses “TurnItIn” to help monitor for plagiarism. The Libraries and student academic support centers (e.g., Writing Center) also distribute copyright and academic honesty resources.

- For online classes and exams, students use their student log in and password. Currently, there is not enough computer classroom space for proctored online exams, and faculty who want proctored exams send an electronic file to eLearning where it is printed, driven to the appropriate campus, administered, then scanned to be sent back to the instructor. An opportunity exists to develop a process that is more cost-effective, efficient, and sustainable.
- PPCC has published policies for student academic honesty, and faculty seemed satisfied with the process. Employees are required to endorse the Copyright Act, resources and trainings are available to educate students and employees (e.g., “Copyright Introduction” on the web page), and Printing and Publications monitors orders. As noted for Core Component 2A, an opportunity exists to use effective teaching and assessments to ensure learning about policies for copyright and fair use laws.

Team Determination on Criterion Two:

- Criterion is met
 Criterion is met with concerns
 Criterion is not met

Summary Statement on Criterion:

PPCC has demonstrated that it operates with integrity. The institution is governed by the Colorado State Board for Community Colleges and Occupational Education (SBCCOE) and there are statewide policies to ensure ethical conduct by the Board and the institution including policies on financial audits, academic programs, and academic freedom. State ethics policies and open-meeting laws ensure that the Board operates autonomously and its actions are transparent. A review of institutional documents and web pages indicates that the institution presents itself accurately. The institution has policies and practices in place to ensure that students and faculty acquire, discover, and apply knowledge responsibly including policies on plagiarism and testing and training regarding plagiarism, copyright.

CRITERION THREE: Teaching and Learning: Quality, Resources, and Support.

The institution provides high quality education, wherever and however its offerings are delivered.

Core Component 3A: The institution’s degree programs are appropriate to higher education.

Subcomponent 1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Subcomponent 2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Subcomponent 3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- PPCC offers a full range of associate degrees and certificates in 175 areas of study in transfer, and career and technical programs.
- Ten Career and Technical Education programs are accredited by independent agencies and subject to their quality rules.
- All PPCC offerings, including online courses, are subject to review by the State Faculty Curriculum Committee which is comprised of faculty from all Colorado community colleges. This group addresses curricular issues, sponsors state-wide academic discipline group discussions, and assures consistency and quality.
- All degree programs at PPCC are subject to periodic program reviews. Among other things these reviews address: assessment of student learning outcomes; student demand; faculty/student ratio; articulations with secondary, four year institutions, any industry partnerships; and course success rates.
- PPCC has defined learning goals for all associate and certificate programs.
- PPCC employs a Director of Military and Veterans Programs as well as a Dean of High School Programs to ensure that these programs offer the same level of quality, service, and rigor regardless of location.
- Interviews with appropriate staff indicate that PPCC's Department of eLearning, although off to a good start, is not yet fully integrated into the instructional program of the institution. The institution is encouraged to make the full integration of this Department a priority.

Core Component 3B: The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

Subcomponent 1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Subcomponent 2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Subcomponent 3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Subcomponent 4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Subcomponent 5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- PPCC has identified eight areas of core requirements for its AA students (written communication; oral communication; mathematics; arts and humanities; social and behavioral sciences; history; arts and humanities, social and behavioral sciences, or history; natural and physical sciences) and six cores requirements for its AS students (written communication, oral communication, mathematics, arts and humanities, social and behavioral sciences, natural and physical sciences). These core requirements are intended to address the general education outcomes identified by PPCC faculty: community skills, critical thinking, information literacy, listening, math, reading, speaking, and writing.
- Conversations with faculty from across the college indicate that the institution has succeeded in creating a culture of assessment where the faculty are the driving force.
- Since its inception in 2002 the faculty-led College Outcomes Assessment Team (COAT) has made great strides in organizing for assessment and in identifying general education outcomes (see above). Also, assessment of general education was the project which the institution implemented as part of the HLC Assessment Academy. However, COAT could produce no evidence of having used the results of assessment to affect curricular changes to improve student outcomes. It is imperative that institution begins to “close the loop” so that it can demonstrate that it has a meaningful assessment process for all courses, including general education. The Team believes that COAT and PPCC are off to a strong start and, by continuing to make assessment a priority, it will ultimately develop a mature assessment process.

Core Component 3C: The institution has the faculty and staff needed for effective, high-quality programs and student services.

Subcomponent 1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

Subcomponent 2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

Subcomponent 3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Subcomponent 4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Subcomponent 5. Instructors are accessible for student inquiry.

Subcomponent 6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Team Determination: Core Component is met
 Core Component is met with concerns

__ Core Component is not met

Evidence:

- Increases in full-time faculty numbers have not kept pace with enrollment increases, thereby necessitating an increased reliance on adjunct faculty. Notwithstanding this increase in adjunct faculty, the adjunct/full-time ratio at PPCC is consistent with the Colorado Community College System. The team believes that evidence indicates there are enough full-timers to perform the vital non-teaching functions required of full-time faculty.
- Interviews with administrators and the System President indicate that PPCC is committed to developing a plan to increase the numbers of full-time faculty. In addition, the institution has been proactive in trying to increase effectiveness of part-time faculty. In recent years there has been a conscious effort to extend professional development opportunities to adjunct faculty. All academic divisions provide two hours of pay to newly hired adjuncts to attend one of the mandatory fall and spring adjunct orientations. All new adjuncts are mentored by full-time faculty. While there are no required office hours for adjunct faculty, all divisions provide common office space for adjuncts.
- In a representative sample of full-time and adjunct faculty, all were found to have the appropriate teaching credentials.
- All faculty, adjunct and full-time, are evaluated once a year. Full-time faculty are evaluated according to teaching effectiveness and service to the college. Adjunct faculty are evaluated according to teaching effectiveness. For all faculty, full-time and adjunct, their evaluation incorporates one classroom observation per year.
- PPCC places emphasis on professional development. The Center for Excellence in Teaching and Learning (CETL) provides professional development opportunities for all faculty during the fall and spring semesters. The previous system of the CETL Chair being a full-time faculty member with three hours of release time has proven to be inadequate. Therefore, PPCC recently created the position of Director of the CETL with twelve hours of release time. Also, new full-time faculty are required to participate in a New Faculty Academy which introduces new faculty to college resources and provides an opportunity to develop professional relationships.
- Instructors are accessible for student inquiry as all full-time faculty are required to devote 12-15 hours per week to student advising and assistance.
- Online and hybrid course faculty monitor discussion postings every 48 hours, respond to student emails within this time period, and post new items at regular intervals.
- The institution's Learning Assistance Center provides tutoring in a variety of subject areas. Appropriate minimum qualifications have been established for personnel hired by this center.
- There is in place an appropriate system of staff development for all student services operations.

Core Component 3D: The institution provides support for student learning and effective teaching.

Subcomponent 1. The institution provides student support services suited to the needs of its student populations.

Subcomponent 2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to

courses and programs for which the students are adequately prepared.

Subcomponent 3. The institution provides academic advising suited to its programs and the needs of its students.

Subcomponent 4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

Subcomponent 5. The institution provides to students guidance in the effective use of research and information resources.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The Centennial and Rampart Range campuses have libraries. However, there has been some concern expressed by students as to the adequacy of the library at the Rampart Range campus. In addition, students at the Falcon campus indicated that access to library resources on that campus were limited. However, interviews with faculty and students indicated that the college library staff provides adequate information literacy instruction to PPCC students and students utilize the libraries for courses across the curriculum. The Team believes there is great potential in the Learning Commons that is planned for the Centennial campus but cautions the institution to make sure the library is not marginalized in the process.
- PPCC provides a variety of support services to promote student success. The college provides a Math Center and a Writing Center to provide tutoring and other extra help to students in these areas. The college also provides tutoring in its Learning Assistance Center and Science and Health Learning Center.
- PPCC provides developmental courses in reading, writing, and mathematics for students who do not meet the minimum of collegiate level work. The college is in the process of implementing a completely new developmental math sequence and a combined reading and English developmental pathway.
- The college provides a full suite of student services designed to provide student support outside of the classroom. The Career Planning and Advising Office conducts new student advising and then assigns a full-time faculty advisor to students for continued advising.
- The college's Information and Technology Support Services department provides an adequate technology backbone to support PPCC's instructional and non-instructional activities.
- All instructional programs at PPCC are supported by appropriate laboratories and clinical spaces.

Core Component 3E: The institution fulfills the claims it makes for an enriched educational environment.

Subcomponent 1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

Subcomponent 2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community

engagement, service learning, religious or spiritual purpose, and economic development.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

- The Office of Student Life provides a full suite of co-curricular activities including speakers, clubs, education fairs, and health related activities: Student Campus Center; Recreation and Sports Programs; Student Activities; Student Clubs, Organizations, and Programs; Student Leadership Development; Multicultural and Special Events; and Health and Wellness Programs.
- PPCC has deep partnerships with the local military, area high schools, public safety providers, health care providers, business and industry, and four year universities. Through these partnerships, the College is able to expand learning beyond the traditional classroom.

Team Determination on Criterion Three:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

PPCC provides quality programs and learning opportunities however its offerings are delivered. The degree programs are reviewed periodically at both the institutional and State levels. To insure consistency across all modes of delivery and to insure that all programs have the same quality and rigor, the College employs a Director of Military and Veterans Programs and a Dean of High School Programs to coordinate programs in those areas. The institution has a well-defined general education program and has focused assessment efforts on this area. Faculty are appropriately credentialed and the institution has processes in place to ensure that credentials are reviewed when individuals are hired. The College provides professional development opportunities for faculty to ensure that they stay current in their fields. While the institution has a large proportion of part-time faculty, PPCC is making a conscientious effort to increase the number of full-time faculty. The institution has adequate resources to support teaching and learning including the library, IT infrastructure and laboratories.

CRITERION FOUR: Teaching and Learning: Evaluation and Improvement. The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Component 4A: The institution demonstrates responsibility for the quality of its educational programs.

Subcomponent 1. The institution maintains a practice of regular program reviews.

Subcomponent 2. The institution evaluates all the credit that it transcripts, including what it

awards for experiential learning or other forms of prior learning.

Subcomponent 3. The institution has policies that assure the quality of the credit it accepts in transfer.

Subcomponent 4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Subcomponent 5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Subcomponent 6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Team Determination: __ Core Component is met
 X Core Component is met with concerns
 __ Core Component is not met

Evidence:

- PPCC recently revised their program review process and now designates a cycle for all programs to be reviewed no less than every seven years. Although the College has implemented this, the institution does not yet have data to indicate if it is effective and leads to improvement of programs. The College needs to monitor the implementation of the program review process to insure that it is meaningful and leads to continuous improvement.
- PPCC has developed two sets of specific guidelines for reviewing credit for prior learning: one for civilians and one for current and former military personnel.
- PPCC is part of the Colorado Community College System (CCCS). Written policies and procedures of CCCS clearly delineate processes for awarding transfer credit and a Team examination of files indicated proper implementation of these statewide processes as well as the institutional guidelines for awarding credit for experiential learning.
- CCCS has a common course numbering system and sets minimum requirements for courses at the state level. Members of Pikes Peak Community College faculty serve on statewide committees that establish these guidelines. CCCS also has specific written policies delineating requirements for any faculty teaching a dual credit course. Official transcripts are required for all faculty and a review found these files complete at PPCC.
- Courses offered at PPCC must receive approval from the Curriculum and Instructional Practices (CIP) Committee that has representatives from all academic divisions. CIP sets prerequisite requirements for courses except for developmental courses, which are set at the State level.
- Ten programs have received accreditation from National or State organizations.

Reviews of the specialized accreditation reports indicate active participation in this process.

- Data indicate that PPCC students who transfer to four-year colleges and universities are appropriately prepared for advanced study. Data also indicate that the PPCC students who sit for licensure examinations have been well prepared for their chosen profession. However, the College acknowledges the need to gain more quantitative data to measure graduates' success and is developing an exit survey and/or post-graduate survey.

Core Component 4B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Subcomponent 1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Subcomponent 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Subcomponent 3. The institution uses the information gained from assessment to improve student learning.

Subcomponent 4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Team Determination: __ Core Component is met
 X Core Component is met with concerns
 __ Core Component is not met

Evidence:

- The General Education Program states appropriate, rigorous goals and the College Outcomes Assessment Team (COAT) provides a clear process for assessment of these General Education Program learning outcomes.
- A newly implemented Program Review process provides a means for all courses to establish goals, assess them, and take action to improve learning during a cycle that will cover every academic department no less than every seven years. While this shows great potential, it has not been proven in practice yet, nor has it been codified with approved institutional policies and procedures to assure proper use.
- While the Team examined several examples of assessing general education goals, evidence of assessment of learning in all courses was sporadic. The use of assessment findings mirrored this pattern with institutional data indicating that only 33% of departments used findings to improve curriculum. The continued implementation of the nascent Program Review process has the potential to address these issues.
- Student support staff members (working through the HLC Academy for Student Learning) are developing processes to assess student learning and have goals established in some areas, but implementation is incomplete. The College needs to continue to support these efforts through complete implementation in all areas of

student support.

- Evidence showed participation by many faculty in the assessment process, including work with the HLC Academy for Assessment of Student Learning and during the development of the new Program Review process.

Core Component 4C: The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Subcomponent 1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

Subcomponent 2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Subcomponent 3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

Subcomponent 4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Team Determination: __ Core Component is met
 X Core Component is met with concerns
 __ Core Component is not met

Evidence:

- PPCC establishes specific goals related to student retention, persistence and completion both in the Strategic Plan and in the College President's Academic Goals. These are in addition to CCCS Goals and Colorado Department of Higher Education goals, which also address these issues. Individual programs, such as the TRIO Programs establish goals specific to their programs.
- The College started tracking and reporting key metrics in 2007, which includes data on retention, persistence and graduation rates. These data are made available through the college portal and through the CCCS website.
- The College's commitment to student success is demonstrated by the vision statement: Students succeed at Pikes Peak Community College. Because retention data revealed limited increases in retention, PPCC took several decisive actions. The College created a new Student Success Division, developed and refined a new student orientation program, and developed a plan to review and improve the academic advising model. In addition PPCC is revising the developmental education program consistent with best practices to foster student success. To create a culture of student success, the annual Professional Development week was touted as "Student Success and Retention Summits."
- PPCC supports effective data management with appropriate financial support for the IR Office that allows for adequate staffing levels, software acquisition, and

professional development. The College also benefits from statewide processes to assure the accuracy of data. However, the IR Office under the current director has been recently established and has not yet had the opportunity to demonstrate its effectiveness.

- While the institution has established processes for the collection, analysis and application of data, the Team found little evidence that data is actually being used to improve effectiveness. The Team found that there were numerous examples of data being available but College personnel had difficulty providing examples of how data was used. For example, when questions were asked about retention differences among demographic groups many responded that the data was not available when, in fact, it is published in the Fact Book. PPCC has a strategic goal to integrate data into decision-making and the Team recognizes that the institution is taking positive steps in that direction. However, as with many initiatives at the College, the processes have not been in place long enough to provide evidence of their effectiveness.

Team Determination on Criterion Four:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

Within the last three years, Pikes Peak Community College has established a firm foundation to evaluate and improve teaching and learning. As this is an on-going progression, some actions are just starting, such as the redesign of the academic advising model, the development and implementation of an exit survey and/or post-graduation survey, and processes to better utilize data in decision-making. These efforts reveal the institution's solid approach to assessment and simply need to receive continued support.

While the assessment of its General Education Program is well established, the College recently developed and implemented processes that have the potential to provide continuous evaluation of the effectiveness of their programs for student learning in all courses and in the student support arena. Preliminary results are positive, but the efficacy of these programs cannot be finally judged without more data through continued use.

PPCC has also demonstrated a commitment to student success, persistence and completion through its strategic plan and specific actions such as creating the Student Success Division, redesigning developmental education, and employment of an experienced IR Director.

With this firm foundation in place, the Team agrees that the institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services. In addition, PPCC has established processes for evaluating and improving its programs and services which promote and support student learning. However, there is limited evidence that the processes are leading to continuous improvement because there has not been time to complete many of the assessment

cycles. Therefore, the Team believes that follow-up is necessary to ensure the potential is being realized.

CRITERION FIVE: Resources, Planning, and Institutional Effectiveness. The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Core Component 5A: The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

Subcomponent 1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Subcomponent 2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

Subcomponent 3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

Subcomponent 4. The institution's staff in all areas are appropriately qualified and trained.

Subcomponent 5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The institution has significant financial resources available for capital investments, such as renovation and structural development. The fund balance has been increasing for the last 3 years. In addition, the CFI (Composite Financial Index), which is used to determine the overall financial condition of an institution, has been very solid, with a total composite score of over 7.0 for the last 2 years.
- Knowledgeable individuals in all levels of responsibility staff the institution. However, the institution has had some difficulty recruiting a more diverse staff, one of the college's strategic plan goals. The institution admits that this is an on-going effort that has been difficult to achieve and it will require on-going institutional commitment to achieve this goal.
- The financial audits, although combined with the Colorado Community College System, shows financial strength within the state. Pikes Peak financial statements further indicate a significant fund balance for the future.
- The college has 4 distinct campuses in their service area, one of which is a rented facility in Falcon. These campuses, for the most part, have specific areas of study associated with the campus, although most campuses do provide a modicum of general education classes. Usage of these campuses seems to be quite high. In fact, there are plans to increase the square footage on the Centennial and Downtown campuses. There is also a concern over the future of the Falcon Campus,

specifically regarding a future permanent location, possibly in another county the institution serves. The institution is reminded that a change in location necessitates a change request with the Commission.

- The institution has a simple, yet inclusive budgeting system. All areas of the campus are able to provide information through the supervisory chain, allowing for campus buy-in of the budget. In addition, the budget process prioritizes projects based on the strategic plan, and this allows for preparation to start the funded project during the next fiscal year.

Core Component 5B: The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

Subcomponent 1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

Subcomponent 2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Subcomponent 3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The institution, whose governing board is not local, but at the state level, maintains and uses policies and procedures to govern itself. Over the course of the last 3 years, a new administration has been hired and has instituted greater transparency and communication at all levels of the institution. Through interviews with faculty and staff, evidence is found that all employees are kept informed of on-going issues and new strategic plan projects.
- The institution has the full confidence of the Colorado Community College Systems President. In speaking with her, she stated her confidence in the current Senior Administrators and felt confident regarding the current financial status. In order to better understand the needs within the state, the Board has implemented a procedure whereby they try to visit every statewide community college campus once a year, usually associated with a Board meeting.
- The institution has shown through their documents and in interviews with employees that anyone can be involved and participate in a collaborative effort to move the college forward. It seems that within the last 4 or 5 years, this has not always been the case. However, with a new administration, the campus culture has been invigorated. Through the open forums, it is clear that people are happy to be employees of the institution. Statements of confidence levels about the current processes by employees were evident and survey results indicated a marked increase in employee satisfaction during the past 3 years.
- The feelings of confidence and contentment were also apparent at all the campuses.

The PPCC president has an office located in at least 3 campuses, which he visits weekly. This allows the access that the employees desire.

Core Component 5C: The institution engages in systematic and integrated planning.

Subcomponent 1. The institution allocates its resources in alignment with its mission and priorities.

Subcomponent 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Subcomponent 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Subcomponent 4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

Subcomponent 5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The institution has a very open and collegial budget process. The process takes the specific goals from the strategic plan, known as focus goals, into consideration in terms of funding priorities. In fact, the institution has recently implemented a process that stages strategic projects to be funded around the focus goals in the next fiscal year. With this new process, the budget planning cycle almost becomes a year round activity. Essentially, the process identifies priorities and then funds the priorities over a multi-year period with planning and implementation cycles. As projects for one focus goal are being implemented, another focus goal is identified and the planning starts for that goal along with the allocation of funds. The Team has identified this process of linking planning, budgeting, and institutional improvement which Pikes Peak Community College has developed as a Best Practice.
- While the evaluation of operations, planning and budgeting are closely linked; the process of linking assessment of student learning is not as clearly defined. The institution indicated in the self-study that increasing funding of the College Outcomes Assessment Team (COAT) qualifies as a link to budgeting. However, there is no explanation of how the assessment results are then used to tie with the operations, planning and budget.
- The College has instituted a comprehensive strategic plan that involves all of the campuses. The plan brings together the goals from departments and divisions, incorporating them to help facilitate overall campus buy-in and therefore promote ownership of the plan. The planning process, like many initiatives, was instituted with the current administration and is in its infancy. However, the process appears to have great potential and the Team believes it will serve the institution well in planning for the future.
- The institution has a facilities master plan that addresses the issues of future

- expansion. The future plans do indicate new construction on the Centennial campus for academic classrooms, as well as acquisition of an existing building near the Downtown campus. Currently, the institution has funds existing for this expansion. One of the main contributing factors for this expansion is the increasing population boom to the Colorado Springs area. This population includes a large amount of underserved individuals, many who are first-time college attendees.
- The institution, has truly incorporated an 'outside-of-the-box' mentality. To the best of its ability the institution is trying to plan for the future from the indicators it utilizes. As an example, the institution is one of the first community colleges in the nation to work with the Kauffman Foundation in Kansas City in implementing a program called the Ice House Entrepreneurship Program. The institution plans on offering the Ice House curriculum as a requirement for all developmental education students to provide a strong basis for success in their college experience.

Core Component 5D: The institution works systematically to improve its performance.

Subcomponent 1. The institution develops and documents evidence of performance in its operations.

Subcomponent 2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The institution uses various methods and reports to document the performance of student success, fiscal management and employee performance. Data tracking to assess academic success includes reports on the following: enrollment, transfer and graduation rates, Integrated Postsecondary Education Data System (IPEDS), Student Unit Record Data System (SURDS) and Community College Survey of Student Engagement (CCSSE). This information can be used in conjunction with the recently developed academic program review to determine academic quality and productivity. As noted previously, while PPCC collects and reports an array of data elements, there is little evidence that the institution has used much of it in the past for institutional improvement. The current processes, strategic function, and administrative structure hold great promise that an effective institutional effectiveness program will evolve in a short period of time.
- In addition to Academic Program review, the institution has service area program review in order to better serve students and customers and meet the institution's mission. Some of the strategies used are: collaborative and strategic planning and implementation; stewardship of the college's resources; forward-thinking operational resource practices, which foster a culture of sustainability; promotion, advancement and support of strategic integration of technology into the learning environment; commitment to high quality and timely customer service; maintenance of accurate financial information and training; provision of safe, clean and secure learning

environments; access to quality goods and services; and promotion of high standards of professionalism, courtesy, consistency and integrity.

Team Determination on Criterion Five:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

Pikes Peak Community College has positioned itself well for future growth and sustainability through its resource base, planning processes, and structure for institutional effectiveness. The institution has sound fiscal, physical, and human resources. It is in a sound fiscal position, has established an effective and transparent budget process and has linked budgeting and planning in a way that could serve as a model for others. The governance and administrative structure is responsive, transparent and provides opportunities for input. The current administrative team has been successful in turning around the institution so that trust has been built between the administration and college constituencies and the college community feels valued. A systematic and integrated planning process has been established and, although it is relatively new, holds great promise for helping the institution to plan for the future and to respond to future challenges. PPCC needs to focus on insuring that its institutional effectiveness structures yield results that lead to making institutional improvements. The efforts of the employees at all levels to provide support and leadership will benefit the institution for years to come.

V. TEAM RECOMMENDATION

A. Affiliation Status

1. **Recommendation:** No change recommended
2. **Timing for Next Reaffirmation Evaluation:** 2023-2024
3. **Rationale:**
Based upon review of the self-study, the supporting materials and the campus visits, the Team believes that Pikes Peak Community College has demonstrated that it meets the Criteria and Core Components for continued accreditation by the Higher Learning Commission. Therefore, it is recommended that the next comprehensive visit be scheduled for 2023-2024.
4. **Criterion-related Monitoring Required (report, focused visit):**

Progress:

The College must submit a progress report to the Higher Learning Commission by December 2015 that provides evidence of:

- Specific strategies, actions, or processes which are designed to increase minority representation of the PPCC workforce, consistent with the goal in the College Strategic Plan.
- Data indicating composition of the workforce by ethnicity for the years 2012-2015.

Rationale:

- Goal 5 in the PPCC Strategic Plan states: “ Develop and implement a plan to retain and recruit a highly engaged and diverse workforce.” The institution has indicated its commitment to increasing diversity. However, the Team Report from the 2003 visit also expressed concern about diversity in hiring. Since this is a recurring issue, the institution needs to demonstrate that it is taking substantive action to improve in this area.

Monitoring:

The College must submit a progress report to the Higher Learning Commission by December 2016 that provides evidence of:

- Effective implementation of the newly revised Program Review format with evidence that the process leads to continuous improvement of programs.
- Evidence demonstrating the use of results obtained from assessment activities to improve student learning.
- Effective implementation of assessment of student learning in all student support areas with evidence that data obtained from institutional research is being used to improve institutional effectiveness.
- Official approval of institutional practices and procedures to assure the effective use of the new Program Review process and of the assessment of student learning in all student support areas.

Rationale:

- The institution has developed system for assessment of student learning in academic programs and support services and it has developed institutional research processes to evaluate institutional effectiveness but these processes need time to prove their efficacy.

5. Federal Compliance Monitoring Required (report, focused visit):

Monitoring: None recommended

Rationale:

C. Commission Sanction or Adverse Action

None recommended.

VI. EMBEDDED CHANGES IN AFFILIATION STATUS

Did the team review any of the following types of change in the course of its evaluation? Check Yes

or No for each type of change.

- Yes No Legal Status
- Yes No Degree Level
- Yes No Program Change
- Yes No Distance or Correspondence Education
- Yes No Contractual or Consortial Arrangements
- Yes No Mission or Student Body
- Yes No Clock or Credit Hour
- Yes No Additional Locations or Campuses
- Yes No Access to Notification
- Yes No Access to Expedited Desk Review
- Yes No Teach-out Arrangement
- Yes No Other Change

VII. ADDITIONAL COMMENTS AND EXPLANATIONS

Appendix A

Interactions with Constituencies

Academic Chairpersons
Adjunct Representative for Leadership Council
CETL (College E Teaching and Learning) (6 members)
Chief Financial Officer
CIP (Cu) (25 members)
COAT (College Outcomes Assessment Team) (24 members)
College Leadership Team
Colorado Community College System President (phone call)
Deans and Associate Deans (9 persons)
Director of e-Learning
Director of Extended Learning
Director of Foundation
Director of Human Resources
Director of IR
Director of IT
Director of Libraries
Director of Marketing
Faculty -Rampart Campus (16 Faculty)
Faculty Senate President and Vice President
Faculty-Centennial Campus (26 faculty)
Faculty-Downtown Studio Campus (9 faculty)
Faculty-Falcon Campus (5 faculty)
Financial Aid Director
New hired faculty (5 faculty)
President
Self-Study Steering Committee (10 members)
Staff-Centennial Campus (95 staff)
Staff-Downtown Studio Campus (21 staff)
Staff-Falcon Campus (5 staff)
Staff-Rampart Campus (27 staff)
Strategic Planning Task Force (19 members)
Student Enrollment Services Directors (19 persons)
Students-Downtown Studio Campus (3 students)
Students-Falcon Campus (11 students)
Students-Rampart Campus (6 students)
Vice President of Student Services
Vice President of Enrollment Services
Vice President of Instruction

Appendix B

Principal Documents, Materials, and Web Pages Reviewed

PPCC Self-Study
PPCC Catalog 2013-2014
Faculty Handbook
Adjunct Faculty Handbook
Classified Staff Handbook
Fall 2013 Schedule
Board Policy 3-05
Board Policy 3-22
Board Policy 3-24
Board Policy 3-45
Board Policy 3-70
Center for Excellence in Teaching and Learning (CETL) web site: <http://www.ppcc.edu/cetl-wiki>
CCCS Financial Statements & Audits 2011-2012
CCCS Financial Statements & Audits 2012-2013
CCCS Academic Year Fact Book (2011-2012)
CCCS Course Type Guidelines for Credit Contact Hours
CCCS Credit for Prior Learning Handbook
CCCS Employee Campus Climate Survey (2012)
CCCS Financial Statements PPCC Audit 2011-2012
CCCS Financial Statements PPCC Audit 2012-2013
CCCS President Procedure Student Grievance Procedure (SP 4-31)
CCCS President Student Disciplinary Procedure (SP 4-30)
CCCS Strategic Plan
College Outcomes Assessment Team (COAT) Handbook
Copyright: <https://www.ppcc.edu/bulletin/articles/copyright-compliance-is-no-joke/>,
<http://www.ppcc.edu/p/committees/cetl/copyright>, PPCC Administrative Procedure AP 3-2 Digital
Copyright Compliance
Diversity: <http://www.ppcc.edu/human-resource-services/employment/diversity/>
Educational Procedure Academic Honesty (EP 051)
Educational Procedure Adjunct Instructors Employment Practices (EP 20)
Educational Procedure Hybrid and Online Courses (EP 301)
Educational Procedure Student Concerns (EP 310)
Environmental Assessment Survey Summary Report
FERPA: <https://www.ppcc.edu/academics/records/ferpa/>
Non-discrimination statement: <http://www.ppcc.edu/human-resource-services/employment/nondiscrimination-statement/>
Institutional Update 2011-2012 CFI Report
Institutional Update 2011-2012 NFI Report
Institutional Update 2012-2013 CFI Report
Institutional Update 2012-2013 NFI Report
OASIS Student Complaint Process
Organizational Profile
PPCC Budget Cycle
PPCC Data Book (2009-2013)
PPCC Faculty Climate Survey (2012)
2012 PPCC Employee Survey Results Values and Goals
PPCC Facilities Master Plan

PPCC FY12 General Fund Budget
PPCC FY13 General Fund Budget
PPCC FY12 Unaudited Financial Statements
PPCC FY13 Unaudited Financial Statements
PPCC Focus Goals Chart 2012-2015
PPCC HLC Finance Report 2013-2014
PPCC President's Academic Year Goals (2013-2014)
PPCC Strategic Plan 2012-2016
PPCC Strategic Planning Objectives and Tactics FINAL 3-19-2012
PPCC Student Complaint Categories and Processes
PPCC Student Code of Conduct
SBCCOE Code of Ethics (BP 3-70)
SBCCOE Delegation of Personnel Authority (BP 3-05)
SBCCOE Due Process for Faculty (BP 3-20)
SBCCOE SFAC and Faculty Shared Governance (BP 2-30)
Standards for Online and Hybrid Courses (2012)

Appendix C Federal Compliance Worksheet

Federal Compliance Worksheet for Evaluation Teams

Effective September 1, 2013 – August 31, 2014

Evaluation of Federal Compliance Components

The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation, where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

This worksheet outlines the information the team should review in relation to the federal requirements and provides spaces for the team's conclusions in relation to each requirement. The team should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this worksheet. The Guide identifies applicable Commission policies and an explanation of each requirement. **The worksheet becomes an appendix to the team's report. If the team recommends monitoring on a Federal Compliance requirement in the form of a report or focused visit, it should be included in the Federal Compliance monitoring sections below and added to the appropriate section in the team report template.**

Institution under review: Pikes Peak Community College

Assignment of Credits, Program Length, and Tuition

Address this requirement by completing the "Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and on Clock Hours" in the Appendix at the end of this document.

Institutional Records of Student Complaints

The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.
2. Determine whether the institution has a process to review and resolve complaints in a timely manner.
3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.

4. Advise the institution of any improvements that might be appropriate.
5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.
6. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Publication of Transfer Policies

The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.

1. Review the institution's transfer policies.
2. Review any articulation agreements the institution has in place, including articulation agreements at the institution level and program-specific articulation agreements.
3. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.

Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions. Note whether the institution appropriately lists its articulation agreements with other institutions on its website or elsewhere. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution under Commission review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreements that it accepts; or 3) both offers and accepts credits with the other institution(s).

4. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Practices for Verification of Student Identity

The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy.

1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. The team should ensure that the institution's approach respects student privacy.

2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).

3. Check the appropriate response that reflects the team's conclusions:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Title IV Program Responsibilities

The institution has presented evidence on the required components of the Title IV Program.

This requirement has several components the institution and team must address:

- **General Program Requirements.** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Financial Responsibility Requirements.** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Five if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)*

- **Default Rates.** *The institution has provided the Commission with information about its three year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact Commission staff.*
 - **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*
 - **Student Right to Know.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*
 - **Satisfactory Academic Progress and Attendance.** *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.*
 - **Contractual Relationships.** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (If the team learns that the institution has a contractual relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Contractual Change Application on the Commission's web site for more information.)*
 - **Consortial Relationships.** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Consortial Change Application on the Commission's web site for more information.)*
1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
 2. Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor in the A-133 has raised any issues about the institution's compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.

3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.
4. If issues have been raised with the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Component 2.A and 2.B*).

5. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Required Information for Students and the Public

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.

2. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Advertising and Recruitment Materials and Other Public Information

The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

1. Review the institution's disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission's web address.
2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
3. Review the institution's catalog, brochures, recruiting materials, and information provided by the institution's advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.
4. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Review of Student Outcome Data

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.
2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.
3. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Standing with State and Other Accrediting Agencies

The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

The team has considered any potential implications for accreditation by the Higher Learning Commission of sanction or loss of status by the institution with any other accrediting agency or loss of authorization in any state.

Important note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial, or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.
2. Determine whether this information provides any indication about the institution's capacity to meet the Commission's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.
3. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Public Notification of Opportunity to Comment

The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to

the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.

1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.
3. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list materials reviewed here:

2013-2014 PPCC Academic Catalog
 Student Handbook
 Pikes Peak Community College Web Site
 Fall 2013 and Spring 2014 Schedule of Classes
 Credit Hour Worksheet
 Credit Hour Policy
 EC 305 Education Procedure – General Course Building Guidelines
 EC 305 Education Procedure – Hybrid and Online Courses
 Student Complaint Procedure
 Student Complaint Log
 EP310 Education Procedure – Student Complaints
 Grievance Policies and Procedures
 PPCC Policies and Procedures Manual
 Transfer Statements
 Online course practices for identity verification
 Financial Aid Policies
 Financial Aid Audits
 Program Participation Agreement
 Eligibility and Certification Approval Report
 Satisfactory Academic Progress Policy
 PPCC Factbook
 Campus Crime Information
 PPCC brochures and marketing materials
 Legal advertisements for Third Party Comment
 Letter from HLC regarding Third Party Comments

Appendix

Team Worksheet for Evaluating an Institution's Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

Institution under review: Pikes Peak Community College

Part 1: Program Length and Tuition

Instructions

The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Review the "*Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours*" as well as the course catalog and other attachments required for the institutional worksheet.

Worksheet on Program Length and Tuition

A. Answer the Following Questions

Are the institution's degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

Are the institution's tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

B. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's program length and tuition practices?

Yes No

Rationale:

Identify the type of Commission monitoring required and the due date:

Part 2: Assignment of Credit Hours

Instructions

In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

1. Review the Worksheet completed by the institution, which provides information about an institution's academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution's policy and procedures for awarding credit hours. Note that such policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.
2. Identify the institution's principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:
 - Associate's degrees = 60 hours
 - Bachelor's degrees = 120 hours
 - Master's or other degrees beyond the Bachelor's = at least 30 hours beyond the Bachelor's degree
 - Note that one quarter hour = .67 semester hour
 - Any exceptions to this requirement must be explained and justified.
3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.
 - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
 - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
 - Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.
 - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. Commission procedure also permits this approach.
4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.

5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
 - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
 - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
 - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
 - For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.
 - The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.
 - Provide information on the samples in the appropriate space on the worksheet.
6. Consider the following questions:
 - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
 - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
 - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?
 - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
 - If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
 - If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and evidence of implementation.
 - If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.

- If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team (see #5 of instructions in completing this section)

The team reviewed the credit hour worksheet submitted by the institution and met with the Registrar who prepared the document.

- The team member reviewed a sampling of courses of irregular length or starting time and confirmed that they contained the appropriate number of contact hours.
- The team member compared a sampling of 50 courses from the Spring schedule against the time sheet and confirmed that the worksheet was accurate.

The Team reviewed course syllabi in two AA programs (general associate in arts and AA in Communication), two AS programs (AS in Computer Science and AS in Chemistry), and four AAS programs (Accounting, Culinary Arts, Heating, Air Conditioning and Refrigeration, and Welding). Syllabi confirmed that courses listed appropriate learning outcomes, contact hours, and expectations for work outside the classroom.

The Team also reviewed the CCCS policy on credit hour determination. All PCC courses must follow System guidelines.

B. Answer the Following Questions

1) Institutional Policies on Credit Hours

Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes No

Comments:

Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

Yes No

Comments:

For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with

intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

Yes No

Comments: Does not apply

Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

2) Application of Policies

Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

Yes No

Comments:

If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes No

Comments:

If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

Yes No

Comments:

Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

C. Recommend Commission Follow-up, If Appropriate

Review the responses provided in this section. If the team has responded “no” to any of the questions above, the team will need to assign Commission follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any Commission follow-up required related to the institution’s credit hour policies and practices?

Yes

No

Rationale:

Identify the type of Commission monitoring required and the due date:

D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour

Part 3: Clock Hours

Does the institution offer any degree or certificate programs in clock hours?

Yes No

Does the institution offer any degree or certificate programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

Yes No

If the answer to either question is “Yes,” complete this part of the form.

Instructions

This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Complete this worksheet **only if** the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

For these programs Federal regulations require that they follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, accrediting agency may provide permission for the institution to provide less instruction provided that the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

Does the institution’s credit to clock hour formula match the federal formula?

Yes No

Comments:

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

Yes No

Comments:

Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution's credit to clock hour conversion?

Yes No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution's policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

C. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's clock hour policies and practices?

Yes No

Rationale:

Identify the type of Commission monitoring required and the due date:



STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: Pikes Peak Community College CO

TYPE OF REVIEW: Comprehensive Evaluation

DESCRIPTION OF REVIEW:

DATES OF REVIEW: 03/10/2014 - 03/12/2014

No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Public

RECOMMENDATION: No Change

DEGREES AWARDED: Certificate, Associates

RECOMMENDATION: No Change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:

None.

RECOMMENDATION: No Change

APPROVAL OF NEW ADDITIONAL LOCATIONS:

The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the 19-state North Central region.

RECOMMENDATION: No Change

APPROVAL OF DISTANCE EDUCATION DEGREES:

Approved for distance education courses and programs.

*Recommendations for the
STATEMENT OF AFFILIATION STATUS*

RECOMMENDATION: No Change

ACCREDITATION ACTIVITIES:

RECOMMENDATION:

Progress report on workforce diversity, due December 1, 2015.

Progress report on program review processes and the assessment of student learning, due December 1, 2016.

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2003 - 2004

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2013 - 2014

RECOMMENDATION: 2023-24



ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1051 Pikes Peak Community College CO

TYPE OF REVIEW: PEAQ: Comprehensive Evaluation

DESCRIPTION OF REVIEW:

No change to Organization Profile

Educational Programs

| | <u>Program Distribution</u> |
|-----------------------------------|-----------------------------|
| Programs leading to Undergraduate | |
| Associates | 43 |
| Bachelors | 0 |
| Programs leading to Graduate | |
| Masters | 0 |
| Specialist | 0 |
| Doctors | 0 |
| Certificate programs | |
| Certificate | 114 |

Recommended Change:

Off-Campus Activities:

In State - Present Activity

Campuses: None.

Additional Locations:

- Rampart Range Campus - Colorado Springs, CO
- Downtown Studio Campus - Colorado Springs, CO
- PPCC Falcon Campus - Colorado Springs, CO
- PPCC Fort Carson Army Education Center - Fort Carson, CO
- PPCC Peterson Air Force Base Military Programs - Peterson Air Force Base, CO

Recommended Change:

Out Of State - Present Activity

Campuses: None.

Additional Locations: None.

ORGANIZATIONAL PROFILE WORKSHEET

Recommended Change:

Out of USA - Present Activity

Campuses: None.

Additional Locations: None.

Recommended Change:

Distance Education Programs:

Present Offerings:

Associate 43.01 Criminal Justice and Corrections AAS, Criminal Justice Internet

Associate 43.0201 Fire Prevention and Safety Technology/Technician AAS, Fire Science Technology Internet

Associate 43.9999 Homeland Security, Law Enforcement, Firefighting and Related Protective Services, Other AAS, Homeland Security Emergency Management Internet

Associate 24.0102 General Studies Associate of General Studies Internet

Recommended Change:

Correspondence Education Programs:

Present Offerings:

None.

Recommended Change:

Contractual Relationships:

Present Offerings:

None.

Recommended Change:

Consortial Relationships:

Present Offerings:

None.

Recommended Change:
