



PIKES PEAK

COMMUNITY COLLEGE



HLC Self Study | Executive Summary

Introduction

This self-study evaluates Pikes Peak Community College (PPCC) compared to the criteria for continued accreditation identified by the Higher Learning Commission; it reviews the efficiency of the College's programs and services. To provide an appropriate context for presenting the self-study, this background section 1) provides an overview of the history of PPCC and the region it serves, 2) summarizes the Institution's changes that have occurred since the last accreditation review, and 3) describes how the self-study was conducted at PPCC.

College History and Profile

Although the Colorado Legislature established a few junior colleges as early as 1925, the statewide system of community colleges was not founded until 1967. The Community College and Occupational Act of 1967 separated community colleges and vocational schools from sole local district control by establishing the State Board for Community Colleges and Occupational Education (SBCCOE) to share control of the new community college system. In 1985, House Bill 1187 established the SBCCOE as the governing body of the Colorado Community College System (CCCS), changed local boards to advisory councils, and created dual oversight of the community colleges and vocational education for the State of Colorado.

Established in 1968 as a member of CCCS, PPCC was first known as El Paso Community College and authorized a legislative mission to provide vocational and liberal arts programs to students from the Pikes Peak Region of Colorado. When the College opened its doors in September 1969, more than 800 students had enrolled. By 1978, the College had constructed its first full-service facility (the Centennial Campus in southern Colorado Springs) and the name of the College was officially changed to Pikes Peak Community College.

During the next 20 years, the region experienced rapid growth, accelerating the need for expanded educational services. This demand resulted in the opening of 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.

Today, PPCC has grown and expanded to become the largest postsecondary educational institution in Colorado Springs. The College offers the most widely accessible and affordable education in the region. PPCC offers 44 academic programs with 175 degrees and certificates in transfer liberal arts and sciences areas and career and technical training.

Courses are offered on campus, on-line, and in hybrid formats. Campus-based classes are held Monday through Sunday, and day and evening schedules are available. A weekend college operates at the Downtown Studio Campus, offering working students an opportunity to complete an Associate's degree by taking classes on Friday evenings and

Saturdays. As of the Fall 2013, the College provided concurrent enrollment to 1,000 area high school students and offered vocational programs to more than 450 high school students.

The PPCC service area encompasses Elbert, El Paso, and Teller counties in south central Colorado, an area of more than 668,000 residents. Much of the 4,536 square mile service area is rural ranch land or is held by the U.S. government as cited in [Find A County, Colorado Counties, Inc. \(2010\)](#). The area is home to the 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 largest city in the area is Colorado Springs, population 417,335, which represents 62% of the PPCC service area population. Like many communities along Colorado’s Front Range, Colorado Springs and the surrounding communities have experienced tremendous urban growth in the past 30 years, particularly in-migration of “baby boomers” moving to the area for lifestyle reasons. Most new growth in the region is occurring in a northeasterly direction, to include the unincorporated exurb of Falcon.

The 2012 American Community Survey estimates that 45% of PPCC service area residents age 25 and older have attained at least an Associate’s degree and 8.5% of the service area population is currently enrolled in college or graduate school (U.S. Census Bureau American Community Survey, www.census.gov/acs/). In 2010, the median household income for the region ranged from a low of \$57,079 in El Paso County to a high of \$79,367 in Elbert County.

The PPCC student body is quite diverse when compared to the demographics of the region it serves. In the fall semester of 2012, PPCC enrolled 15,189 students with the following attributes:

- 82% residents;
- 62% part-time; 38% full-time
- 58% female; 42% male
- 30% ethnic or racial minorities;
- 32% first generation
- 24% active duty military, military dependents, and/or veterans.

Table 1.1 PPCC service area population compared to PPCC student population		
Ethnicity	Service Area^a	PPCC
Percentage American Indian/Alaskan Native	1%	3%
Percentage Asian or Pacific Islander	3%	5%
Percentage Black Non-Hispanic	5%	9%
Percentage Hispanic Origin - Other	14%	13%
Percentage Other (Two or More Races)	3%	.01%
Percentage Unknown/Not Reported	0%	6%
Percentage White Non-Hispanic	73%	63%
Grand Total	668,699	15,189

(Source: [PPCC 2009-2013 Data Book](#)),^a 2010 Census

The average age of the student population is 28, and 8.4% of all students were 45 years of age or older. The Hispanic population is Colorado's fastest-growing minority population, growing 41.2% in Colorado from 2000 to 2010; the growth in El Paso County alone was 60.4% during the same period. The number of declared PPCC Hispanic students grew 18% from Fall 2003 to Fall 2012. While the PPCC service area has a higher percentage of Hispanics than the PPCC student population, the region has a lower percentage of all other categories of race and ethnicity than does the PPCC student body.

Community Profile

Many regions of Colorado were settled by miners and ranchers, as was the case for most of Teller County, home to the Cripple Creek and Victor Mines, and Elbert and southern and eastern El Paso counties, home to numerous large ranches and small family homesteads. Colorado Springs' specific appeal was climate and culture. General William Jackson Palmer founded Colorado Springs in 1871, envisioning a resort community in the shadow of Pikes Peak. Within seven years of the city's founding, the Antlers Hotel was built; and by 1918, the renown Broadmoor Hotel was constructed, making Colorado Springs a tourist destination.

The city is home to the United States Olympic Committee and a U.S. Olympic Training Center, as well as more than 40 national sports organizations' governing bodies and several national and international non-profit organizations. In addition, the region's healthcare system is expected to continue expanding, as the previously city-owned Memorial Hospital has now become part of the University of Colorado health system and the CU Medical School is opening a branch campus in the city in 2014.

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 like University of Colorado-Colorado Springs (UCCS), PPCC, and local school districts.

Among the top private employers in the area are leading high technology companies such as Agilent Technologies, Hewlett-Packard, Quantum Corporation, Compaq Computer, SCI Systems, Lockheed-Martin, Oracle Corporation, ITT Industries, and Verizon. The region now has several large data centers for firms such as Wal-Mart and Federal Express, and has a growing biotechnology and medical device manufacturing component, including companies like CEA Medical Manufacturing, De Puy Synthes, and Pyxant Labs (Colorado Department of Labor and Employment data, www.colorado.gov/cdle).

The recent national economic recession had a dramatic impact on the region, and the negative effects were exacerbated in the Colorado Springs economy by the predominance of the high tech industry and the military, both hard hit by budget cuts. Unemployment rose dramatically in the region and continues to lag at least one percentage point behind the metro Denver and Boulder regions.

During the last decade, El Paso County became the largest county in Colorado, adding more than 107,000 new residents between 2000 and 2010, an annual increase of approximately 1.9%. This growth rate exceeded the state's growth rate for the same

period, a trend that is expected to continue ([DOLA Planning and Management Region 4 Socioeconomic Profile of the Pikes Peak Region](#)).

One significant reason for this sustained level of growth is the expansion of Ft. Carson Army Post. Because of Base Realignment and Closure (BRAC) and other Department of Defense initiatives, Fort Carson has grown from an October 2006 level of approximately 12,600 authorized troops to more than 25,000 troops plus more than 33,000 family members. With the ongoing addition of a combat aviation brigade, Fort Carson's growth, as per the Fort Carson Regional Growth Plan Final [Transition Report](#) (July 2013), is expected to continue through 2014 even with the effects of planned reductions in force.

The PPCC service area continues to become more diverse. Hispanics continue to be the fastest growing minority ethnic group and comprise almost 14% of the population; since 2000, more than 40,000 new residents are Hispanic. Demographic growth among seniors also is noteworthy. From 2000-2012, the senior population of El Paso County grew 39% while overall population grew 20.4%. Today, there are more than 62,000 seniors living in El Paso County, about one third are military veterans ([U.S. Census Data](#)).

Accreditation History of the College

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. In June 2010, the College completed a HLC Multi-Site Visit and was found adequate in all areas and at all campus locations.

Updates from the 2003 Evaluation Team Report

The last comprehensive evaluation of the College was conducted in November 2003. The 2003 Evaluation Team noted that it "was able to confirm genuine attempts to address each of the concerns noted by the 1993 visit team." However, there were three areas in which the 2003 Team remained concerned about the College's slow progress: assessment, library resources, and diversity in hiring.

With respect to assessment, the HLC Evaluation Team was concerned that the College lacked an assessment plan that was "systemic, ongoing and supported college-wide" and recommended 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. During the four-year project, which began in 2006, a team of faculty set in motion a plan to move through the assessment cycle in AA, AS, and AAS degree programs and to assess a series of identified general education outcomes. When the project culminated in 2011, faculty had begun taking action to respond to assessment findings and strengthen curriculum and teaching. A major focus of this effort has been on outcomes related to critical thinking. In 2011, the college embarked on a second Academy project to build on actions to improve students' abilities to think critically and to establish assessment as a practice within student services areas.

The 2003 HLC Evaluation Team was concerned about the lack of library resources, both in terms of funding and staffing. Since the team visit, the College has responded by recruiting and hiring a Director of Library with expertise in Library Science and has

increased funding for material resources from \$42,018 in 2003 to \$98,500 in 2008. The \$98,500 annual funding has remained constant for the years 2009 through 2013. Diversity in hiring issues raised by the Evaluation Team centered on the fact that the College had experienced a 70% increase in minority enrollment since 1990 but not a commensurate increase in minority staff hires. Unfortunately, PPCC's minority workforce has grown less than one percent over the past decade. Although the College has diversified its non-instructional staff, it continues to focus efforts toward hiring and retaining minority faculty.

Further, the Evaluation Team noted inconsistencies in the way the Human Resource Services Department was receiving official transcripts and other credentials required for the hiring of full-time and adjunct faculty. The Team recommended a progress report of an independent audit of human resource files verifying receipt of all necessary files by December 2004. This audit was successfully concluded and accepted by HLC.

Notable Changes since the Last Comprehensive Evaluation

During the past decade, the following notable changes have occurred at the College.

- 1) College leadership has changed several times. President Joe Garcia left PPCC in August 2006 and was replaced by Dr. Tony Kinkel in February 2007. Dr. Kinkel left the College in Fall 2010 and Dr. Lance Bolton became president July 2011. Under Dr. Bolton's leadership, the Vice President of Student Services position was split into two positions: Vice President for Enrollment Services and Vice President for Student Success. With the exception of Carlton Brooks, Executive Director of Human Resources, all members of the College's leadership team have served less than four years in their current positions.
- 2) The College has experienced tremendous enrollment growth. Since FY 2004, student FTE grew from 6,707 to 10,641 in FY 2012, a 58% gain. Much of this growth can be attributed to the effects of the economic recession. Concurrent enrollment for high school students has also contributed to FTE gains
- 3) Financial management has improved, despite fluctuations in government support. Since 2008, state appropriations to Colorado's community colleges decreased 44% while resident tuition rates grew approximately 9% annually and enrollment at PPCC grew 42%. Increases to federal financial aid and access to higher education tax credits helped many students defray rising tuition costs, as did an increase in PPCC Foundation support for struggling students and a growing commitment to pursue grant funding. Over this same time period, PPCC's Total-Composite Financial Indicator (CFI) Score has risen from 2.9 to 6.2, and the College continues to maintain a healthy fund balance, growing by \$22 million in unrestricted net assets from 2008 to 2012.
- 4) New facilities have been added and significant remodeling of existing space has been completed. In Fall 2008, the College opened the Falcon Campus, located northeast of Colorado Springs, the fastest growing part of the PPCC service area.

The Falcon campus includes 14 classrooms and a student services complex. In 2013, the College purchased a building near the Downtown Studio Campus for new classrooms and parking. Renovations since 2003 include the completion of new childcare facilities at the Centennial and Rampart Range campuses, expansion of the Culinary Arts program, remodeling of the theater, science, labs, and several classrooms at Centennial Campus, and remodeling of the science and nursing labs at Rampart Range campus. Projects now underway at the Centennial Campus include the redesign of space for enrollment services, creation of a multi-purpose Learning Commons, and expansion of the military programs area.

- 5) While employee morale has improved, workload demands continue to increase. Campus climate survey data indicate that faculty and staff have increased their overall levels of satisfaction with employment at PPCC, from 49% satisfied in 2008 to 75% satisfied in 2012. However, monitoring, compliance, and oversight requirements for all faculty and staff continue to increase.
- 6) Student support services transformation. In a continued effort to ensure “students succeed at PPCC”, the College realigned its Student Services Division into two separate divisions on June 18, 2012. Focusing on better outcomes in student success, the Student Enrollment Services Division serves prospective students and the Student Success Division serves current students.
- 7) Changes to developmental education requirements are challenging the status quo. Following changes in federal financial aid requirements and Colorado legislative direction, the CCCS is developing system-wide requirements to streamline the college preparatory course sequence moving students into college-level courses more quickly. PPCC will implement the new framework in the fall semester 2014 after piloting new courses in the spring semester of 2013. Thousands of current and potential PPCC students will be affected by these changes, and the College is planning for additional supportive services, redesigning course prerequisites, and coordinating with area Adult Basic Education providers to support the changes.
- 8) The College works to improve its community presence. In 2011, The Marketing and Communication Office launched a re-branding effort that improved the College’s marketing to prospective students and strengthened communication with external stakeholders; additionally, a newly designed website and social media strategy have added to the College’s outreach efforts. PPCC’s President met extensively with business and community agency leaders, and the College launched quarterly Manufacturing Forums, developed extended studies programming, and has committed to growing and developing each of its CTE program advisory committees.

The Self-Study Process

The self-study process was initiated in Spring 2012 as Criterion Core Team members were recruited. Over the summer semester of 2012, the team scheduled regular Steering Committee meetings through Fall 2012 and developed a template for submitting reports. In Fall 2012, Core Team Three chose to develop a pilot report for Criterion 3C. This pilot report was submitted to the HLC liaison for review and feedback. In December 2012, the Steering Committee held a Writing Training Workshop for all Core Team members and shared the HLC liaison's feedback. In addition, the Steering Committee developed a schedule for Core Component Draft submissions spanning from January 2013-July 2013.

As Spring 2013 unfolded, the Steering Committee realized that Core Teams were having trouble meeting deadlines and that drafts had multiple gaps, so the Team revised the template. By Summer 2013 it was apparent that the schedule was still too ambitious, so the PPCC President and Vice Presidents joined the Core Teams most closely related to their areas of responsibility to expedite completion of reports. In Fall 2013, the College hired an editor to pull together the individual Criterion drafts into one cohesive document.

The College has incorporated creative measures to engage College staff in preparation for the Team visit in March 2014. Following the College's HLC theme "Just the Facts", the College adopted 1940's newspaper reporter caricatures with HLC messaging throughout all the campus. These caricatures "call out" the College's mission, vision, and values statements and also highlight College and HLC accreditation facts. Additional examples of engagement include email blasts, trivia contests, President's address, department and divisional meetings, and a HLC mock visit, helping each College employee identify his/her important role in student success at PPCC.

Criterion 1 Summary

As a state agency, it is appropriate that the College's statutory mission statement directs PPCC. While the mission statement articulates a broad purpose, the College has developed clear Vision, Values, and Strategic Goals that guide its operations. PPCC's mission and related foundational documents guide the operations of the College. The mission provides the overall purpose and the strategic goals give specific and timely direction. PPCC's current strategic goals directly tie to its mission statement and guide its operation, influencing the allocation of its fiscal, human resource, technology, and physical resources. Based on clear purposes and goals, these foundational documents have directed strategic planning decisions during the past decade and continue to guide the College's academic planning, budgeting priorities, and operational actions for continuous improvement. Data from surveys of the College's employees, students, and community provide evidence that PPCC's mission is broadly understood within the institution.

The College's educational responsibility is strongly stated in its current Values Statement, "Our primary commitment is to student learning, success and achievement, while

promoting open and universal access to an affordable education and affirming the importance of our facilities and learning environments.” PPCC’s Mission, Vision, and Values Statements are focused on the essential purpose and goals of a public two-year college and broadly understood by its stakeholders. PPCC embraces its public purpose and responsibilities, providing a broad range of educational programs and support services to constituents in its tri-county service area.

Diversity at PPCC is defined in terms of representation and inclusion. A student focus group, conducted in 2011 by Education Research Partners, lauded the abundance of diversity at PPCC, noting it was a point of strength for the College and one of the reasons students chose to attend PPCC over other institutions. Although the College has a more diversified non-instructional staff, PPCC understands it must continue to diversify its employee base, with strategic focus on hiring and retaining minority faculty. Recognizing its challenge of workforce diversity, PPCC’s 2012-2016 Strategic Plan identified a strategic goal to, “Develop and implement a plan to retain and recruit a highly engaged and diverse workforce.” In an effort to create a more diverse and varied workforce, PPCC’s Human Resource Services department identified strategic tactics and objectives, several which have already been implemented.

The commitment to the public good is demonstrated through a variety of methods. Generally, the mission and strategic planning of the College align with the expectation that two-year colleges address the local education and work force needs. Specifically, efforts focused on supporting military students and their dependents, extended learning opportunities, and high school programs show how the College places emphasis on specific populations to fulfill its mission.

Criterion 2 Summary

Pikes Peak Community College operates with integrity and follows ethical policies and practices. The College, as a state institution, is subject to the State of Colorado fiscal rules. All federal and state laws related to functions of human resources are followed with a commitment to treating all applicants and employees with fairness and respect. The State Board for Community Colleges and Occupational Education guides integrity of academic planning and approval. The College presents itself in a myriad of ways; however, the institutional website and catalog serve as primary information resources for programs, requirements, faculty/staff information, cost to students, control, and accreditation relationships.

The appointed SBCCOE is independent of external authority save for that of the state government in its capacity to enforce Colorado statutes, including the Code of Ethics and Policies for Public Officials and Employees. Delegation of personnel and budget authority provides the College President broad latitude of authority within his respective areas of responsibility, which include daily operations and business processes. The College’s strategic plan and processes provide for the execution of its mission.

As a member of the Colorado Community College System, the College has policies and a culture supporting freedom of expression in teaching and learning. Board Policy protects academic freedom and intellectual inquiry, promote excellence within the state system community colleges, and provide a fair and orderly process for the involuntary termination of employment of faculty members. Institutional research supports the assertion that faculty are satisfied with the level of independence they have in how they teach their classes. Student academic dishonesty/integrity issues are addressed as violations of the Student Code of Conduct. Students are provided access to the Code of Conduct via the college catalog, new student orientation, and the common course syllabi.

Criterion 3 Summary

Through careful review, PPCC upholds the quality of its academic and Career and Technical Education programs (CTE), assures the currency of its offerings, and provides rigorous learning outcome expectations for all courses. The processes in place enable the institution to expand and improve the programs it offers. General education requirements provide a strong foundation for student success at PPCC as well as for continued learning as students matriculate. The aim of this requirement is clearly articulated and assessed at multiple levels, including at the institutional level. The requirement includes study that develops critical thinking skills and furthers understanding of the cultural and human diversity, enhancing students' knowledge of the sciences and the humanities, preparing them for life as productive and contributing citizens.

As the foundation for establishing excellence in its academic and CTE programs, PPCC hires, evaluates, and develops the faculty and student support personnel needed to carry out its instructional mission. The College ensures that all instructors are qualified, credentialed, and properly trained. To monitor and improve their performance, faculty are evaluated by students in every course. The outcomes teaching assessments are used in annual performance reviews and evaluations. PPCC also hires, evaluates, and develops a staff to support its academic programs. Working cooperatively, the faculty and student support staff have enabled PPCC to enhance the quality of its academic offerings and to improve the delivery efficiency and educational effectiveness of its programs.

Enabling student success in a large and diverse student body demands a host of effective and efficient student support services. PPCC provides those services in both traditional ways and through the use of technology. Professional academic advisors serve special student needs targeted by specific programs and oversight. PPCC takes responsibility for assisting students in making the transition to college success by addressing their academic needs upon entry. The College implements processes and support services to help all students become better prepared to perform college-level work, (e.g. Learning Assistance Center, Student Counseling and Resource Center, Math and Writing Centers, Office of Accommodative Services and Instructional Support, Career Planning and Advising, Retention Services, etc.). The result of these efforts is high-quality academic programs and supports delivered with greater efficiency and oversight, designed to lead to improvements in retention, persistence, and graduation rates.

PPCC provides an array of co-curricular activities that tie to the institution's mission that broaden students' backgrounds as part of the educational environment. The co-curricular programs are designed to contribute to the diverse needs and educational experiences of PPCC students. These programs and opportunities promote personal growth, expand and strengthen the capabilities of PPCC graduates to work with others, understand people from differing backgrounds, and find creative ways to help their community.

PPCC has extensive review and approval processes in place to ensure that quality academic programs are created, offered, and enhanced through faculty-driven initiatives as shown by the evidence provided in this chapter. The institution uses robust processes that guarantee faculty are thoroughly qualified and properly credentialed in transfer and CTE disciplines. Personnel evaluation processes at PPCC assure the staff that support students' academic experience are appropriately trained and current in their areas of responsibility through continuing professional development. Support programs empower a diverse student population to reach their academic goals. Students may choose to participate in a variety of co-curricular programs offered to enrich their college experience. Support levels by advisors and faculty members play a key role in success of PPCC academic programs and help PPCC achieve its mission.

Criterion 4 Summary

PPCC has well-developed, faculty-driven systems for course evaluations and learning assessment. The College maintains a practice of comprehensive program reviews on a five-year cycle. The program self-study report evaluates the program's mission and goals, educational objectives, curriculum, resources and facilities, accreditation status if appropriate, qualifications of faculty, student evaluations, and quantitative trend and benchmark data. The PPCC [Program Review Process \(EP 200\)](#), ensures compliance and support for programs, including Career and Technical Education programs eligible for Carl Perkins Grant funding on a five-year cycle or less in accord with stipulations of the Carl Perkins Vocational Educational Act of 1984. PPCC faculty and the individual academic divisions and programs maintain authority of setting prerequisites for courses, determining depth and rigor of course content, clarifying expectations and assessment of student learning, providing access to student learning resources, and verifying faculty qualifications. All programs requiring specialized accreditation are responsible for continuous maintenance of their accreditation.

In 2002, PPCC began a program to assess student learning by creating an oversight committee, College Outcomes Assessment Team (COAT), which is comprised of faculty and several administrative consultants. COAT operates within Instructional Services and oversees the General Education Subcommittees, Assessment Review Committee (ARC), and academic department assessment efforts. The College's regular assessment cycle involves measuring one or more general education outcomes each year across all content areas in the AA, AS, and AAS degree programs utilizing the results to make improvements. In addition to the general education student learning outcomes, each Career and Technical Education (CTE) program, transfer degree program, and college

preparatory department (English and math) identifies its own student learning outcomes. Academic Department assessments are embedded into their program reviews; departments must report the process for determining, evaluating, and revising instructional and curricular practices for the purpose of improving student learning. Key examples of measures, results and subsequent action plans used in general education outcome assessment have been identified. Today, PPCC faculty use assessment information to incorporate changes into the design of their lesson plans. As part of PPCC's first Academy for the Assessment of Student Learning project, COAT designed a process for setting student performance targets. General education committees are now expected to set performance targets after the second use of an assessment instrument.

Data-driven monitoring of retention, persistence, and completion rates for students pursuing degrees and certificates serve as indicators that "Students Succeed at PPCC". Performance results are included in the president's annual performance evaluation, which includes goals for improvement in each area. The College's goals for retention, persistence and completion are guided by the strategic plan and, the annual PPCC president's college goals, and are in alignment with CCCS and CDHE goals. Recognizing the need to improve student success rates, PPCC took a critical step toward strengthening the institution's retention, persistence, and completion processes in 2012 with the creation of a new Student Success Division. Specific goals for retention (2% increase for full and part time degree seeking students) and completion (increase degrees and certificates awarded by 1.4% in 2013/14) have been set with tactics to achieve them. The IR Office and the Records Office share the responsibility of submitting state or federally mandated reports on a timely basis. Official data is submitted to the Student Unit Record Data System (SURDS), Integrated Postsecondary Education Data System (IPEDS), and Career and Technical Education (CTE) Reports.

Criterion 5 Summary

Despite a recent decline in enrollment and gradual decrease in state funding per FTE, PPCC has been able to maintain and strengthen educational programs through strategic planning and allocations. The College's unrestricted fund balance indicates a consistent pattern of increase. As part of PPCC's strategic plan, an appropriate level of reserves is maintained to ensure long-term viability and sustainability of the college and reviewed as a part of the annual budgeting process along with an updated assessment of facilities, structures, and funding sources. The outcome of this strong fiscal practice has allowed PPCC to move forward in exploring new academic programs, support growth in staff positions, accomplish and plan for physical renovations and new construction, and purchase technology.

The College practices a shared governance model to support collaboration in fulfilling its mission. Administrators, faculty, staff, students and other stakeholder groups are represented by various councils and committees. Leadership Council, Advisory council, advisory boards, faculty senate, and student government are a few of these committed to governance structure. Their roles are to communicate, discuss, and implement

procedures pertaining to educational services, such as state and college policy issues; catalog and schedule production; enrollments; instructional budgets; and educational procedures.

Goal-directed planning and strategies have guided PPCC over the past decade in achieving its Vision, Mission, and Values Statement. This is demonstrated through the College's continuous strategic, academic and master facility planning, concentrated effort on focus goals, accomplishment of PPCC's President's annual goals, and guided by the CCCS Strategic Plan and SBCCOE and CCHE directives. Additionally, the College's new internal focus goals were specifically identified and developed by incorporating its organizational structure, financial and physical resources available, and recognition of modern opportunities to impact student learning. The College's goals are realistic in light of PPCC's organization, resources, and opportunities and reflect purposes, which are appropriate for a comprehensive community college.

The College monitors the effectiveness of its performance in its operations, through the documentation of its outputs and outcomes. Over the past decade, the quality and quantity of documentation has been refined and aided through the implementation of software, providing valuable and timely reports. Academic divisions conduct regular program reviews and maintain independent program accreditations. Student evaluations of instruction in all courses are collected electronically and results evaluated by Deans and Department Chairs to guide improvement in performance and make teaching assignment decisions. Sustainable revenue practices and management of increasing, outstanding student debt required PPCC to implement a drop for non-payment process. . In response to a 42% increase in enrollment during the recent recession, PPCC responded to an academic organizational need by adding a total of eight Associate Dean positions in the Instructional Division. Long student lines during peak enrollment periods prompted a comprehensive review of the student enrollment process, identifying a lack of efficient and effective receiving procedures. The evaluation determined various student barriers to enrollment caused by a lack of standards and processes related to course transfer equivalencies, academic probation, and course enrollment overrides. In 2012 as part of the College's strategic focus goal, the new student experience initiative included developing academic-wide standards set by the academic divisions and enforced through student enrollment services.