

**Self-Study Report
2003**

For continued accreditation with

The Higher Learning Commission
of the North Central Association of
Colleges and Schools

Joseph A. Garcia
President



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Pikes Peak Community College

As President of Pikes Peak Community College, I am pleased to submit this Self-Study Report for review by the Higher Learning Commission, all Pikes Peak Community College constituents, the governing bodies of community colleges in Colorado, and all others who may have interest in our fine institution. This Report is the culmination of more than two years of extraordinary effort by the faculty and staff of the College. We believe that it will give you an accurate and candid assessment of the College's strengths and weaknesses, and of its efforts to achieve its mission of serving our community and our students.

The Report is the product of the work of dozens of college faculty, staff and administrators who were organized into numerous subcommittees to compile and analyze the data on which the recommendations are based. In doing so, we made a conscious effort to recruit individuals to investigate areas of the College that were unfamiliar to them, in order to obtain the perspective of unbiased observers. Through this structure we were able to critically evaluate our performance and organization, although we also greatly increased the collective workload of those involved. The results however, are evident in the Report which is comprehensive, critical, and fair. Most importantly, it is a Report that will allow the College to grow and improve over the next ten years in order to better serve all of our valued internal and external constituencies. This Report could not have been completed, nor would it have been as valuable to the long run success of the College, without the participation of so many hard working individuals under the leadership of our Self-Study Coordinator, Dr. Gayle Krzemien. I hope you will find it as informative as we do.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Garcia", written in a cursive style.

Joseph A. Garcia
President

Self-Study Report 2003

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History of PPCC

Pikes Peak Community College, formerly El Paso Community College, first opened its doors to the city and region in 1969. Throughout the next few decades, the college developed numerous programs and established a variety of academic processes which contributed (and continue to contribute) to the vitality of the institution and the success of its increasing number of students. This brief “history,” then, will feature those programs, administrative decisions, and general processes that have influenced PPCC’s academic image, especially in the years following the last North Central Accreditation Visit in 1993.

PPCC has enjoyed continuous accreditation since 1975 when accreditation was first granted from the North Central Association’s Commission on Institutions of Higher Education. Most recently, in 1993, the college was awarded a 10-year accreditation.

PPCC’s degree programs (Associate of Arts, Associate of Science, Associate of General Studies, Associate of Applied Science) continue to thrive since the Colorado state general education CORE courses became an established part of the academic curriculum in 1988. As recently as spring 2003, however, changes to the CORE curriculum at the state level, specifically the shift from “CORE” to “General Education” or Guaranteed Transfer (GT) courses, have been implemented into course catalogs and semester schedules to alert students and advisors to significant alterations in degree programs—especially the AA and the AS degrees.

Much of the previous decade’s advances occurred under the guidance of President Marijane Axtell Paulsen. (Jack Lundberg served as Interim College President in 2000-2001.) Additions and improvements to institutional facilities represented a high point of the college’s growth and success and indirectly paved the way for advances in programs and curricula. In January 1997, the college began construction on the Rampart Range Campus located on the north end of Colorado Springs. Construction was completed in July 1998, the campus opened for classes in the fall, and it has served a steadily increasing number of students since its opening. During President Paulsen’s tenure and beyond, contractors built a new faculty wing at the Centennial Campus as well. Under President Lundberg’s interim tenure, the bookstore at Centennial Campus was expanded and the cafeteria eliminated. In addition, he helped to facilitate improvements to the theatre, music room, auto shop, and the broadcasting studio.

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Programs that developed and matured during the past ten years also deserve note. The *Integrated Circuit Fabrication (IC-Fab)* program has completed all planned development and improvement projects and is under the auspices of the division of Mathematics and Technology. A mature and well established program, it currently serves 60-100 students and local companies. Another program, *International Education*, has grown exponentially, and faculty have traveled to many countries, including the Czech Republic, China, Denmark, Paraguay, Russia, and others. In concert with the college's increased emphasis on the value of international education, it expanded its language offerings during Dr. Paulsen's tenure to include Chinese, Japanese, Cherokee, Navajo, and Swahili (though, admittedly, many such languages courses are cancelled due to low or no enrollments and some are not officially listed as separate entities under the Division of Languages). In the 1988-89 academic year, the *English Language Institute* opened at the newly-formed Downtown Studio, providing a solid base of centralized and expert instruction for the college's many non-native students. This program has since moved its center of operations to Centennial Campus where it continues to thrive. Another program, *Deaf Prep*, was established in 1995 to serve the pre-collegiate level educational needs of Deaf students. *Distance Education* programs represent a significant growth since 1993, having begun with a single instructor, Bob Prall, teaching a single televised course and—as areas of the self-study report to follow will delineate—burgeoning since. Inspired by faculty from the English Department in summer 1999 and published for the first time in spring 2000, PPCC's literary journal, *Almagre*, showcases the literary and artistic talents of students, staff, and faculty and has enhanced the college's aesthetic image by winning two awards from the CCHA (Community College Humanities Association) since its inception. Finally, Karen Bowen, English and Study Skills faculty from the Division of Languages, designed and continues to ably facilitate the *Center for Excellence in Teaching and Learning (CETL)*.

Currently, PPCC's President is Joseph Garcia who was selected as the college president in 2001. One of President Garcia's first actions involved re-convening the Strategic Planning Council. The strategic planning process at Pikes Peak Community College was begun in August 1999 under President Paulsen. Preliminary data gathering took place during the 1999-2000 year, and Vision, Mission, and Value statements were drafted during the next fall under interim President Jack Lundberg. At that point, the process was

put on hold during the remainder of the interim president's tenure. After President Joseph Garcia joined the college in July 2001, he charged members of the Council to resume their work. In spring 2002, the 2002-2007 Strategic Plan was completed and published.

Another of President Garcia's initial and wide-ranging decisions occurred in spring 2002 when he and Vice President Dr. Edwin Ray appointed a task force to evaluate college organizational issues and recommend a new structure for the instructional divisions. Upon receiving a request from Faculty Senate that he delineate a rationale for the reorganization effort, President Garcia first explained that he was not attempting to solve a concrete and insurmountable "problem." However, as he also clarified, the current organizational model had not emerged from concrete, deliberate, and logical planning and, thus, could well be improved to facilitate greater interdisciplinary relationships and service to students. President Garcia enumerated several characteristics of the current organizational model that he perceived as potential obstacles to institutional vitality. A few of these, specifically, included the monolithic composition of divisions; the separation of Developmental Studies disciplines from their college-level counterparts; and the wide-ranging disparities across divisions of chair assignments, allocation of support staff, and rates of pay for non-teaching duties/activities.

Both President Garcia and Dr. Ray charged the task force with addressing a number of complex considerations in its deliberation process, including but not limited to the following:

- No organization should consist of a "pasting together" of existing divisions.
- The organization resulting from this review should consist of divisions with approximately equal numbers of full-time faculty members.
- Classified staff numbers should be equitable across divisions.
- To the extent possible, each resulting division should contain some disciplines from the career/technical education areas as well as from the liberal arts and sciences.
- The task force should strive to focus on "big picture" issues of organization rather than on operational, administrative, and/or individual personality minutiae.

At the conclusion of the task force's deliberations, it recommended a five-division model that attempted to feature all concerns and considerations above noted. Proposed benefits of the new organization of divisions include a potentially healthier cross-disciplinary educational culture; greater equity across divisions of full-time/part-time faculty ratios, allocation of support staff, and distribution of dean/supervisory responsibilities; and a possibly positive impact on student learning and satisfaction.

President Garcia also noted that both the Strategic Plan and the upcoming Higher Learning Commission/Self-Study Process require the college to seriously consider ways in which organizational structure exemplify its mission and goals.

President Garcia also noted that both the Strategic Plan and the upcoming Higher Learning Commission/Self-Study Process require the college to seriously consider ways in which organizational structure exemplify its mission and goals. This self-study report will devote portions of its chapters to evaluating both the process and, to an extent, the result of the 2002 reorganization initiative.

The five new divisions distributed broadly across discipline and program lines have been named as follows:

1. Mathematics and Technology
2. Health, Environmental, Natural, and Physical Sciences
3. Languages
4. Business/Social and Behavioral Sciences
5. Communications, Humanities, and Technical Studies

Within the Division of Mathematics and Technology, specific programs and disciplines include

- Business/Technical Education
- Computer Information Systems
- Computer Networking
- Computer Science
- Electronics Technology
- Integrated Circuit Fabrication
- Machining
- Mathematics
- Networking Technology

Within the Division of Health, Environmental, Natural, and Physical Sciences, specific programs and disciplines include

- Astronomy
- Biology
- Chemistry
- Dental Assisting
- Emergency Medical Services

- Geography
- Geology
- Landscape Technician
- Medical Office Technology
- Natural Resource Technology
- Nursing
- Nutrition
- Pharmacy Technician
- Physics
- Space Science

Within the Division of Business/Social and Behavioral Sciences, specific programs and disciplines include

- Accounting
- Anthropology
- Business
- Criminal Justice
- Customer Service Technology
- Culinary Arts
- Economics
- Early Childhood Professions
- Fire Science Technology
- Hospitality Management
- Insurance and Risk Management
- Legal Assistant
- Management
- Marketing
- Political Science
- Psychology
- Real Estate
- Sociology
- Social Services Technician
- Travel

Within the Division of Languages, specific programs and disciplines include

- Advancing Academic Achievement
- American Sign Language
- Deaf Prep
- Education
- English Language Institute
- English
- French
- German
- International Business
- Interpreter Preparation
- Italian

- Japanese
- Korean
- Memory
- Reading
- Russian
- Spanish

Within the Division of Communications, Humanities, and Technical Studies, specific programs and disciplines include

- Auto Collision Repair
- Architecture
- Art
- Automotive Technology
- Dance
- Diesel
- Drafting
- Technical Writing
- Farrier Science
- Facilities Maintenance Technology
- History
- Humanities
- Interior Design
- Journalism
- Literature
- Music
- Physical Education
- Philosophy
- Speech
- Theatre
- Visual Communications
- Welding

The Self-Study Report

Purpose:

Throughout the Self-Study Steering Committee's efforts at Pikes Peak Community College to develop a comprehensive self-study report, members kept as a priority the goal of broad participation by employees from all constituencies of the college. The committee's purpose was not only to obtain continuing accreditation from the Higher Learning Commission but also to engage a diverse spectrum of the college employees in an exhaustive self examination process. While the many reporters and evaluators involved in such a process certainly presented challenges in the compilation and writing of the report, the Steering Committee firmly believes that this democratic and participatory method fulfilled the intention of the Commission. It also hopes that the college's collective experience with a venture requiring such a high level of involvement will lead to greater participation in future efforts of the college to fulfill its strategic initiatives and goals.

Process:

In February of 2000, Pikes Peak Community College's Vice President for Educational Services, Dr. Edwin Ray, asked two faculty members to act as coordinator and writer of the college's 2003 Self-Study Report. Both attended the March 2000 Annual North Central Accreditation Meeting in Chicago, IL, and began considering various ways to organize and implement this process that would span the next three and a half years. Coordinating staff and faculty efforts in a rational, systematic, and worthwhile manner proved the primary task of the coordinator; determining the format for and writing the report itself fell to the writer.

Because the Self-Study Steering Committee, under the leadership of the coordinator, proved the central entity in establishing the protocol for this project, the following narrative should clarify the process undertaken to ensure a successful outcome to this college-wide effort.

While the many reporters and evaluators involved in such a process certainly presented challenges in the compilation and writing of the report, the Steering Committee firmly believes that this democratic and participatory method fulfilled the intention of the Commission.

As an initial step towards this outcome, the coordinator carefully recruited seven faculty and staff to cover the following areas of the self-study report: prior concerns, General Institutional Requirements, and each of the five criteria posited by the Higher Learning Commission. These seven joined the Steering Committee, and together with the coordinator and writer, represented a broad knowledge base of the college, a solid work ethic, and a blend of people new to and veterans of Pikes Peak Community College.

A key strategy of the Steering Committee was to create early awareness of the upcoming self-study report without soliciting immediate response. Because the Steering Committee itself was established early, members enjoyed the benefit of a certain amount of leisure in their first efforts to generate interest and informally gauge areas of skill among the college's staff and faculty. To that end, we formed a separate committee responsible for public relations and promotions, which included on its calendar of events an initial "kick-off" skit designed to promote the self-study humorously and casually. This event involved a colorful and irreverent cast of Chicago mobsters and molls (played by members of the Steering Committee, the public relations committee, Dr. Edwin Ray, Vice President for Educational Services, and a few thespians on staff) and proved a memorable highlight of spring 2001. In addition to the kick-off skit, the PR Committee in conjunction with the Steering Committee sponsored several other casual, enjoyable opportunities for faculty and staff to grow accustomed to the concept of the self study and subsequent HLC visit and determine for themselves how and where they wished to be involved rather than being summarily and arbitrarily appointed to various sub-teams and tasks. When the time came to solicit interest and ascribe responsibility for the various subcommittee positions to individual staff and faculty, the Steering Committee helped direct people into areas with which they were not familiar and expert. Because of the way in which subcommittee members worked most intimately in subject areas not familiar to them, the Steering Committee believes that their subsequent reports reflect a high level of comprehensiveness, integrity, and accuracy while acknowledging that some specifics may have been overlooked due to unfamiliarity with the area in question.

Some practical elements of organization that have proven effective in the self-study process included the recruitment of a data collection team; the creation of a separate drive on the college network dedicated to the self-study; and a formal, all-day self-study workshop in fall 2001, specifically designed to assist subcommittee chairs as they became familiar with the self-study's purpose and their own roles in the process. In addition, the coordinator created and published a self-study guide notebook that provided background information on the self-study process; the Higher Learning Commission and the history of accreditation; a comprehensive timeline for our process; and various items of information about the structure, roles, and responsibilities of the people involved at all levels of the process. This guide proved indispensable to the many who used it and functioned as a "work in progress," especially for the Steering Committee, who frequently modified and updated it to reflect necessary but unforeseen changes.

Although the Steering Committee and the many staff and faculty involved in covering all areas of the self-study report enjoyed the support of PPCC administration, the success of this process was largely due to the coordinator's stellar skills of organization and coordination and her unsurpassed dedication to this effort.





Following the 1993 North Central Association Visit, the Visit Team identified six areas of concern and 10 areas of suggested improvement for PPCC to address. In the past decade, PPCC has either resolved or made some improvements in all of these areas. This chapter will feature the six concerns and the 10 suggestions, respectively, and specifically address the ways in which the college has dealt with these.

Of particular concern to the Visit Team was the lack of a formal, institution-wide, appropriately administered plan for assessment of academic achievement. As a result, the team recommended that PPCC file a progress report on the development and implementation of an assessment plan of student achievement by October 1, 1996. In September 1995, PPCC submitted such a report to the NCA consisting of the college's assessment plan and a brief profile of the institution. Following a staff analysis, the report was accepted and no additional reports required. (Concern #1 below features assessment, specifically.)

Concern #1

Although some components of an effort to assess student learning are present at the college, there is no formal institution-wide, appropriately-administered plan for assessment of student academic achievement that (a) provides evidence that students are achieving the academic goals the college sets for them, and (b) ensures that the information the college collects will be used for improvement of the college's educational programs and of the teaching-learning process. In addition, there seems to be a great deal of confusion between assessment and accountability.

College's Response/Action:

As an immediate response to the 1993 visit, college representatives from vocational programs implemented an assessment plan using Work Keys as their key evaluation instrument. A focus report submitted to North Central in 1995 features this plan.

Assessment reports from 1996, 1998, 1999, and 2000 have fulfilled the institution's basic responsibility to conduct assessment; however until recently, the college has not used the results of these reports in the overall assessment plan to effect positive change.

More recent responses to the Visit Team's recommendations began with the appointment of a Dean of Educational Effectiveness in the fall of 2002. Also, in the fall of 2002, a college-wide assessment session helped to gradually integrate assessment principles into the faculty environment. Approximately 95% of the faculty participated in this session, greatly enhancing campus-wide awareness of assessment. College officials then formed an Assessment Team to help faculty identify assessment outcomes and implement these into their classes. The spring 2003 semester began with a faculty-based workshop led by this team. The fundamental goal of the College Outcomes and Assessment Team (COAT) is to make assessment a faculty-driven, practical, and meaningful way in which the college and its students will be served for years to come.

Conclusion:

Until recently, PPCC had only minimally fulfilled its obligation to conduct assessment through some regular “skeletal reporting.” Such reports did indicate that the college responded to students’ needs in various curricula and that employers in the community were satisfied with the quality of PPCC students’ credentials.

The assessment plan of 1993-1995 appeared to be met with skepticism and wariness, noting that the plan clearly lacked high-level administrative support and faculty endorsement. The college has begun now to embrace assessment principles more intelligently, forming the College Outcomes and Assessment Team (COAT) and ensuring that it represents all sectors of the college. Increasingly, upper-level management and administration are actively involved, evidenced by its invitation to an assessment speaker to campus in the fall of 2002 to

address the entire college; the attendance of a group of faculty and administrators at an assessment workshop; and the hosting of an assessment expert on campus in 2002, to train the newly formed COAT. The new plan for assessment should provide a more comprehensive analysis of academic goals as well as a clarification of the ways in which information generated on assessment can be used to improve educational programs.

Concern #2

The large number of adjunct faculty is putting stress on the full-time faculty and is greatly increasing the workload of instructor/coordinators in evaluation and hiring and of lead instructors in mentoring.

College's Response/Action:

The Vice President for Educational Services, working directly through the instructional division deans, has implemented some steps that may effect some modest changes to the full-time to part-time instructor (workforce) composition. These include:

- Increase of average class size, thus reducing the number of course offerings needing coverage;
- Redirection of department chair duties to appropriate administrative offices, such as the Office of Human Resources, which now recruits and more fully facilitates the selection of adjunct faculty;
- Some provision for mentoring and support of adjunct faculty under the auspices of the Center for Excellence in Teaching and Learning (CETL);
- Redeployment of existing as well as newly acquired institutional resources to fund new full-time faculty positions. By doing so, during the first year of operation under the Strategic Plan, 15 new full-time positions were created and filled. Thirty new positions have been created and filled in the last two years.

Conclusion:

Since the last accreditation visit in 1993, the ratio of full-time to adjunct faculty at PPCC has not changed significantly. As of spring 2003, enrollment increases of 23.8% since 1993 necessitated the hiring of more faculty. More often than not, adjunct faculty stepped into the fray, effectively preventing the college from resolving this serious concern.

A few processes proposed and/or implemented recently suggest that the college is making steady, if modest, inroads in this area. First, the 2002-2007 Strategic Plan calls for full-time faculty growth to be twice that of student FTE growth while stressing that adjunct faculty FTE will remain the same. In the 2003-04 academic year, PPCC was the only college in the Colorado Community College System able to add full-time faculty. Second, the Center for Excellence in Teaching and Learning (CETL) includes in its mission these components: “support and mentoring services for new and adjunct faculty”; while adjunct faculty have not yet been featured prominently in CETL’s mentoring paradigm, the goal is to include them soon. Third, the Faculty Workload Committee, comprised of deans, faculty representatives, administrators, and office managers, worked throughout 2002-2003 to balance faculty workloads across division lines and reduce contact hours for faculty. Finally, though deans and faculty have observed several problems with the process, the new e-recruiting system may well ease the instructional coordinator or department chair’s tasks related to recruiting and hiring new adjunct faculty.

Concern #3

Instructor/coordinator-approved syllabi are not available for all courses offered through Extended Studies.

College's Response/Action:

In 1996, PPCC dissolved Extended Studies as a separate entity and required that each academic division be responsible for the student outcomes and syllabi of every course, regardless of the method of delivery. Also included in this general re-allocation were paper-based independent study classes which were previously part of the Extended Studies Program. As a result of this broad-based shift in focus and responsibility for academic coursework where it belongs, PPCC has ensured that all of its programs meet consistent and high standards of excellence established by the faculty of each discipline and department. Although the very recent Colorado Common Course Numbering System project has resulted in some delay to the college's efforts to post course syllabi on the Intranet, all syllabi for all courses should be virtually accessible within the next year or so.

Conclusion:

The college's action taken in response to the NCA Visit Team's recommendation has resulted in consistent, clear instructor/coordinator-approved syllabi available for all courses in all programs, regardless of the method of delivery.

Concern #4

Inadequate funds are allocated to the library. As a result, its collection of books and periodicals is not keeping up with the curriculum.

College's Response/Action:

While the library staff at both the Centennial and the Rampart Range Campuses provides services tailored to student and faculty needs, these services have been adversely affected by limited funding of electronically accessed resources. However, additional funding for such resources has been solicited through library grants and donations, and some electronic resources are available to students as a result of such alternate funding (specifically, the college's membership in an inter-library loan consortium).

The library's reference staff researches various online databases and regularly consults with key faculty (for instance, English faculty) to ensure that the library's online periodical collection represents the most user-friendly and up-to-date materials available in this medium.

Finally, the assignment of a new director of the library in fall 2002 has strengthened staff morale, contributed to the "weeding out" of outmoded materials and the acquisition of 1,800 new items to the collection, and established comfortable temperatures at both locations.

Conclusion:

Inadequate funding is clearly the chief remaining challenge regarding library concerns. PPCC ranks lowest, by proportion, among Colorado two-year institutions in allocation of collection development funds. As recommended in the subcommittee report on the library in Criterion Three, the college must allocate additional funding for circulation materials. As also recommended in the Criterion Three report, the college should also attend to staff coverage and technical support challenges affecting the library's operations.

Concern #5

Enrollment and graduation rates in some of the career program areas are below expectations.

College's Response/Action:

At the state level, a fundamental response to the above noted concern centers on system-specific approaches to programs with consistently low enrollment. The Colorado Community College System (CCCS) approves a particular career and technical program on a five-year rotation schedule with a program review that provides a specific trend analysis of enrollment and graduation rates. Programs that do not meet the state average of completers, placement, and retention are placed on a two-year probation to allow enrollment recruitment and retention efforts to take place. After this two-year period, designated college representatives re-evaluate the program, and if enrollment rates still fall below established thresholds, abolish the program.

As clarified in the Academic Master Plan's Program Start-Up and Deletion Criteria section, the college conducts annual reviews of programs and disciplines to pinpoint start-up and deletion needs. Key areas included in these annual reviews are student outcomes, completion rates, student satisfaction with instruction, student job placement, and employer satisfaction.

Since the last accreditation visit in 1993, PPCC has abolished career programs in carpentry, aviation, and environmental health because of low enrollment and graduation rates.

Additional in-house measures to resolve this concern have been:

- An emphasis on student retention as noted in the Strategic Plan. Retention is specifically addressed in the Vision section of the plan under Student Attributes. This states:
“Student retention rate of students in short term certificate programs (less than two years) will increase from one term to the next by three percentage points during each of the next five years. Student graduation rates and/or transfer rates will increase by three percentage points during each of the next five years.”
- An Executive Cabinet-level marketing and communications position in 1999, which provides focused direction, creation, and implementation of marketing, recruiting, advertising, and communication strategies for the college
- The Marketing and Communications department staff, which provides creative input to the Marketing Director and creates program fliers and brochures that faculty and staff request for their programs.
- The recently formed Enrollment Management Team, formed to develop new and effective student recruitment and enrollment strategies as well as a Student Retention Committee to address issues related to retention
- A marketing strategy focusing on image development, demographic target marketing, and division and program-based marketing
- The reorganization of Enrollment Services which allowed for the creation and development of a student-based recruiting function. (In this reconfiguration, three former counselors were reclassified as recruitment officers, and many high school visitations, ACCEL functions, college day/night functions, community centers, etc., were added. Student-based recruitment centered on personal touch initiatives, such as follow-up phone calls, tours with prospective students, and additional new student orientation sessions throughout the year.)

Conclusion:

As seen in supporting enrollment reports both state and college level processes implemented bode well for the steadily improving health of some low-enrollment programs at PPCC noted in the 1993 Visit Team's evaluation. While the decline in the economy of the past few years has contributed to the college's enrollment challenges in technical programs, this trend is expected to change as the local economy improves.

Concern #6

The college needs to strengthen its commitment to diversity in hiring.

College's Response/Action:

A fundamental response that PPCC has taken to strengthen its commitment to diversity in hiring is to provide clear, distinct support of two differing aspects of this issue within the pages of the college's "Equal Opportunity Education and Employment Initiative, 2002-2003." Equal Employment Opportunity, the first aspect, refers to the removal of barriers to employment opportunities at the college. The aim is to reach less represented groups of people and prepare affirmative action plans and goals. Diversity, the second aspect, is a holistic approach to enriching the learning and working environment of the entire college community by fostering understanding of individual uniqueness and promoting awareness of the value of difference. Diversity is a broad term, not relegated to terms of race, gender, or ethnicity alone.

Another measure that the college has taken to facilitate greater diversity in its hiring practices is the development of a comprehensive diversity program entitled "Valuing Diversity at PPCC." Goals achieved and in progress related to this program include

- Instituting a "Minority Scholar in Residence" program to recruit and retain qualified faculty of historically under-represented groups. (Our first scholar in this program, an African-American woman, was hired in the 2002-03 academic year, teaches College-Prep English, and is pursuing post-graduate work at the University of Colorado at Denver.)
- Implementing a recruiting strategy to increase the percentage of minority faculty and staff by March 31, 2003. Of 37 faculty positions filled in the 2002-03 academic year, 19% were filled by members of minority groups;

- With the assistance of enrolled disabled students to identify barriers, evaluating all college facilities and making modifications where needed to better accommodate students, faculty, staff, and visitors with disabilities;
- Offering ongoing diversity training to all employees and supervisors. (More than 80 supervisors attended four hours of mandatory Fair Employment Training sessions focusing on good practices and legal issues associated with advancing women, minorities, and the disabled in the workforce.)

More detailed information on PPCC's efforts to foster campus-wide diversity awareness is available in the Office of Human Resource Services at the college. (See especially document entitled "Valuing Diversity at PPCC.")

In part to address the importance of diversity in hiring, PPCC has also implemented an e-recruiting system to automate the initial portion of the application process for potential employees. This electronic system efficiently disseminates position announcements to hundreds of professional and cultural organizations nation-wide and even targets minority organizations and publications. In addition, the system also provides tracking of these recruitment sources. One significant benefit regarding minority applicant "tracking" in the e-system is that the number of applicants completing the voluntary information portion of the application has increased nearly 75%. As a result, hiring authorities have been able to more readily identify women, minorities, and persons with disabilities in a particular applicant pool.

The college can also point to its excellent track record regarding the incidence of grievances and complaints filed on the grounds of discrimination. Within one year, the database that tracks such reports has revealed an exceptionally low percentage of such claims.

Finally, the general results of an Institutional Climate Survey conducted in 2002 regarding staff's and faculty's perceptions of diversity at PPCC indicate that the college is fulfilling its commitment to diversity hiring. Specifically, question #55 of the survey asked respondents to rate the "extent to which ethnic and cultural diversity are important at this institution," and responses across all campus groups averaged on the high end of the "consultative" category.

Conclusion:

PPCC has demonstrated a continued commitment to diversity in hiring in a variety of ways. Specifically, it has dedicated resources and specific programming to establish barrier-free recruiting and employment practices and has worked diligently to promote a campus-wide environment supportive of women, minorities, and persons with disabilities. These diversity efforts are particularly well reflected in the college student body, which is over-represented in terms of minority students (relative to the community's minority population). Over the past ten years, the percentage of minority students has grown steadily, and such a trend indicates a supportive climate that may enhance the college's appeal for minority employment candidates.

While the raw data for employee demographics do not clearly support the various efforts described above to promote diversity in hiring, competition to hire minority faculty and administrators can be intense in PPCC's service area, thereby compounding the challenge. Both Colorado College and the University of Colorado/Colorado Springs often seek candidates from a similar pool of applicants while also being able to offer certain enticements particular to a four-year college environment. In addition, the 2000 El Paso County census describes the population as 81.2% Caucasian, indicating that diversity-in-hiring challenges are inherent in this location.

Despite these defensible arguments regarding the barriers to diversity in hiring at PPCC, efforts need to continue in this area (as planned) that will positively influence minority employee demographics at the college. One such effort being discussed is the establishment of an employee council on equal opportunity. Such a council could add more energy and input to the nature of this discussion as well as compel staff and faculty to consider diversity in hiring a campus-wide, not a Human Resource Services-specific, challenge and goal.

Suggestion #1

The College should plan for better utilization of its existing space as well as the acquisition of additional space to meet the needs of the projected future enrollment growth. Classroom space is at a premium. Even some of the off campus sites are 'bursting at the seams' and have nowhere else to go. Faculty at off-campus sites often do not have offices; faculty offices on Centennial are small and do not provide for privacy. The library has no more room to expand.

College's Response/Action:

Rampart Range Campus

As a result of growing awareness of the need for additional space, a Facilities Master Plan was created in December 1993. This plan identified a need for a campus presence in the north part of Colorado Springs and ear-marked 102,770 assignable square feet to a north facility, the amount of space determined as the space shortfall at the Centennial Campus. In September 1994, the North Site Program Plan was published.

After the State Board for Community Colleges and Occupational Education approved the schematic design for the north campus in February 1996 and the State Legislature funded construction in May 1996, construction began in January 1997. Upon its completion in July 1998, the newly named Rampart Range Campus boasted 77,665 square feet of assignable space.

Rampart Range Campus opened for classes in the fall semester of 1998, offering 14 general purpose classrooms; 19 teaching laboratories; two open computer labs; 61 faculty offices; and several private and open carrel offices. The library was assigned 12,298 square feet, representing a surplus of 6,240 square feet.

A few significant additions and improvements to Rampart Range Campus occurred following recommendations provided in the 2002 Rampart Range Campus Facilities Master Plan. By renovating existing space, the college created four additional private faculty offices and three new classrooms. Thus, as of March 2003, Rampart Range Campus' space consists of 65 faculty offices; 17 general purpose classrooms, 19 teaching labs, one open computer lab, and two multipurpose/nursing lecture rooms.

The 2002 Master Plan noted that, based on current enrollment statistics and trends, adequate instructional and library space should exist until 2007.

Downtown Studio Campus

At the time of the 1993 Visit, the Co-Directors of the Downtown Studio assessed its instructional, faculty office, and "library" space as inadequate. Then, the campus consisted of 7,000 square feet: three standard classrooms; one computer classroom; one inadequate computer lab; one large room shared by Art, Dance, and Physical Education disciplines; and one shared faculty office with miscellaneous space. However, in January 1993, the campus moved to a far more suitable facility which had the added benefit of expansion potential.

Following this move and through the fall of 2002, the Downtown Studio was comprised of approximately 11,000 assignable square feet (after it had incorporated space from the recently disbanded Center for Corporate, Workforce, and Economic Development): 12 standard classrooms; seven classroom laboratories/computerized classrooms; one open computer lab; 15 private faculty offices; and one seven-person adjunct area.

In December 2002, the Facilities Master Plan study conducted indicated a shortfall in academic space at the Downtown Studio of 300 square feet. Since then, the college has obtained additional space which will include a science lab and a science lecture room; two general classrooms; two interior design classrooms and an interior design resource room; an architecture/interior design lab; a music studio classroom; five music practice rooms; and eight faculty/staff offices. Upon completion of all current and planned renovation, the Downtown Studio Campus will consist of about 17,000 assignable square feet. Classrooms will number 19 and private faculty offices 23.

Although the Downtown Studio Campus has no internal library, the Penrose Library of the Pikes Peak Library District lies within 100 yards of the studio. The Facilities Master Plan observes that this city library, with its array of reference materials, provides PPCC students ready access to academic secondary sources required for freshman and sophomore level general education courses. However, a shortage of study space still poses a problem. The campus currently has only 925 square feet of study space available for students while the appropriate space that a campus its size should allot to study is 2,481 square feet—a discrepancy that will be partially corrected by the conversion of Room 112 into student study space.

With its recently acquired 10,000 square feet of space, the Downtown Studio Campus should be able to accommodate projected growth in programs and enrollments through 2007.

The Downtown Studio became a fully functioning campus in July 2002 after the Colorado Community College Education Foundation issued bonds to purchase the building from the Catholic Diocese. As a result, all student services formerly available only at Rampart Range and Centennial Campuses—admissions, records, the bookstore, the Testing Center, and the Advising Center—became available to Downtown Studio students as well.

Centennial Campus

As a result of both the move to a larger Downtown Studio Campus in January 1993 and the new Rampart Range Campus in 1998, classroom space, faculty office, and library square footage deficiencies noted in the 1993 Self-Study were largely eliminated. As a significant addendum, however, the Centennial Campus' new faculty wing, the F-building with 109 private new offices, was completed in July 2000. Previous office areas in the Aspen and Breckenridge buildings “freed up” following the completion of the new faculty wing have been re-designed as classroom and/or other office space. Specifically,

- Rooms A-358 and A-359 were remodeled to become two new classrooms;
- A-173 became a new Ceramics classroom;
- A-115 was re-designed as a dual-purpose Police Academy classroom;
- B-226/228 and B-231/232, previously two very small and under-used classrooms, were reconfigured as two large modern classrooms with much greater potential for use;

Currently, the Centennial Campus boasts 54 general purpose classrooms; 37 teaching laboratories; six open laboratories (for specialized programs such as Visual Communications and Integrated Circuit Fabrication); and one open laboratory (A-215) for self-paced study. Still an area of concern is the campus' library. Consisting of 17,522 assignable square feet, the library should, according to the 2002 Facilities Master Plan, have 19,920 assignable square feet, resulting in a 2,398 ASF deficit.

According to the Facilities Master Plan, Centennial Campus' appropriate ASF for all needs is 123,084. The campus actually possesses 151,927 assignable square feet, so it is, at the moment, enjoying a surplus of space which will provide the campus some room for growth through 2007.

Conclusion:

Three campus director positions that were filled until summer 2003 (when budget cuts reduced the three to one) allowed the college to focus on planning for better use of existing space and acquisition of additional space. All three directors created new classrooms and office space in their tenure and continued to analyze space needs and check for efficient space use as time progressed.

The college's planning process since the 1993 Visit has demonstrated a "good faith" embracing of the Team's suggestions to remedy the "bursting at the seams" issue of classroom, faculty office, and library space. Specifically, significant new construction and renovation in all three of these areas have been completed in the last ten years. While some space deficit is evident in the Centennial Campus Library, a surplus of space exists in the Rampart Range Campus Library. The 2002 Facilities Master Plan for all three campuses indicates that, now, all campuses have adequate space through 2007. However, current challenges indicate that classroom space at RRC during peak hours is not adequately meeting the needs of increased enrollment in some areas.

The chief remaining area of concern centers on a basic discrepancy between projected and current growth figures for the college. While the Facilities Master Plan consistently indicates that current space at all three campuses should accommodate an average annual FTE increase of 6 to 7 percent through 2007, the 2002-2003 FTE increase at the college stood at approximately 12 percent. This can be misleading however, since the greatest growth has occurred online and in televised courses, so the physical space needs have not increased quite as much as a 12 percent growth rate might suggest. Still, based on this difference between projected and actual growth, the college's total academic space—including offices and libraries—may not be able to absorb the increase in growth over the next few years should the current year's high FTE hold steady. Rampart Range Campus, particularly, may experience the greatest impact of potential space shortage as its assignable square footage is already approaching state-mandated capacities.

Suggestion #2

There is a need for better marketing of some low enrollment programs as well as more aggressive recruitment.

College's Response/Action:

The Marketing and Communications Office now provides numerous opportunities for program coordinators, faculty, and division deans to promote their low-enrollment programs to potential students.

Two gazebos at job fairs, community fairs, and PPCC recruiting events are available to faculty and staff to promote their programs, and the college receives free publicity as a result of an agreement with the Colorado Springs' bus system to advertise via four full-back bus billboards. Another consistent advertising vehicle is the college's TV channel and radio station, both of which promote the college 24 hours a day. Through these media, local personalities, such as Mike Madson, Chief Meteorologist of Channel 11 News, and college faculty and staff present info-commercials on various classes and programs. At the Colorado Springs airport, roughly a million and a half visitors are greeted by four illuminating dioramas for PPCC. The college also maintains relationships with local radio and TV stations as well as newspapers to help promote its image.

A number of coordinators, department chairs, and/or division deans have taken advantage of various promotion methods to solicit interest in their less-than-healthy programs. Specifically, Dance and Theatre have benefited from the following promotionals:

- TV advertisements (free, sponsored by Adelphia)
- Newspaper advertisements
- Color advertisements in PPCC insert
- Web page banner ads
- Radio public service announcements (free)
- News releases (free)
- Special invitations to media theatre reviewers with free tickets
- Newsletter articles
- Paycheck stuffers

Programs suffering from gender inequity, such as welding, machining, IC Fab, nursing, and dental assisting benefited from advertisements directed at non-traditional students distributed at community outlets, mall gazebos, and Sky Sox baseball games. The Machining program, particularly, has created and regularly distributes a high-end four-color glossy flyer distributed to recruiters, local machining employers (for the apprenticeship program), and community outlets. The Law Enforcement Training Academy advertises in local community newspapers and advertising circulars, radio, web banners, and the PPCC insert. Law Enforcement faculty have also promoted the program at health and job fairs.

The Integrated Circuit Fabrication (IC Fab) program generates potential student interest through direct mailings to high school juniors and seniors in the community. Internally, IC Fab coordinators also promote the program to undeclared major students taking science and math courses. College staff and faculty in Motor Sports programs have recruited interest and enrollment through use of the PPCC gazebos at county fairs and auto shows as well as web banners.

Conclusion:

Increased enrollment indicates that general improvements in marketing have positively influenced the college's image. Data available on the number of degrees and certificates conferred confirm the growth that has occurred within the past decade. Specifically, Medical Office Technology, Pharmacy Technician, all Health programs, Facilities Maintenance Technology, Computer-aided Drafting, Natural Resources Technology, Machining Technology, Welding, Visual Communications, and Computer Information Systems have all experienced heightened enrollments.

Suggestion #3

The college needs to develop a procedures manual for off campus sites.

College's Response/Action:

Since the last self-study report, numerous off-campus sites are no longer operating as satellite campuses, including

- Fort Polk, LA
- Dugway Proving Ground, UT
- Wyoming National Guard
- Rampart High School, Colorado Springs, CO
- Mitchell High School, Colorado Springs, CO
- Woodland Park High School, Woodland Park, CO
- Cripple Creek-Victor High School, CO.
- Little Rock Air Force Base, AR

In April 2001, PPCC compiled a procedures manual for all remaining military installations (Fort Carson, CO; Peterson Air Force Base, CO; United States Air Force Academy, CO; and Fort Sill, OK). The manual consists of three sections covering general information, operating procedures, and work instructions. The college requires that all military programs adhere to these procedures, thus ensuring uniformity among them.

Because of PPCC's recent college-wide reorganization, the manual has not recently been updated. Plans to revise the manual and make it available online will resume as soon as all in-house reorganizations of disciplines, departments, and offices are complete.

Conclusion:

It has been decided to postpone revision of the procedures manual until all reorganization efforts have been made. Since an additional change in a PPCC site (the shut-down of the college's Little Rock AFB site in Arkansas in March 2003) has occurred, keeping the situation in flux, the decision to delay full revision and updating of the procedures manual reflects a sound decision.

Suggestion #4

The college should continue to develop lines of communication, understanding, and trust among faculty, staff, and administration.

College's Response/Action:

Many of the communication improvements since 1993 have focused on increased transmission of information via the computer. As of 2000, each full-time employee has ready access to a computer of his/her own. The college developed a technical training department and built a Technical Education Center to train staff on using software necessary to communicate college-wide. An Intranet site was also created to help increase the transmission of college-related documents and other information. As another measure designed to enhance college-wide communication, the 2002-2007 Strategic Plan includes a section on "Information and Communication," emphasizing listening, clear and consistent communication, and greater access to information.

While some new committees have been created to keep faculty, staff, and administration abreast of issues (updated committee membership lists are available on the Intranet), PPCC is still working to resolve serious issues involving understanding and trust among faculty, staff, and administration in the following ways:

- Making minutes of various meetings available on the Intranet;
- Providing regular budget seminars to faculty and staff to keep them abreast of budget issues as well as regular discussion with the Faculty Salary and Budget Committee;
- Creating task forces to deal with issues of department chair duties and pay, faculty workload, and organization of the college.

The current president has also taken steps to improve communications through the following:

- Addressing faculty and staff twice each year during Professional Development Week and allowing time for question and answer sessions at each;
- Scheduling opportunities for meeting with him informally through activities such as "Breakfast with Jose" and the PPCC Family Picnic.

Conclusion:

The actions listed above, especially those in the area of technology, have helped strengthen the lines of communication between staff, faculty, and administration. Nevertheless, as indicated by the Institutional Climate Survey conducted during the fall of 2002, continued work in college-wide interpersonal relationships is needed to further resolve communication problems.

Suggestion #5

Instructor/coordinator-approved syllabi are not available for all courses offered through Extended Studies. Additional resources should be provided to off-campus educational programs to permit students enrolled in these programs to receive support services which are equal to those provided to on-campus students.

College's Response/Action:

All currently operating off campus sites, (i.e. Fort Carson, CO, Peterson AFB, CO and Fort Sill, OK) have full service offices open from 8:00am to 5:00pm Monday through Friday. Each site is staffed with a Program Manager and Administrative Assistants. Financial aid information is available at all locations. Student advising and career counseling is arranged on site by appointment. Each PPCC office is housed in the Military Education Center at all three locations, and those personnel are available to the students for assistance with their educational needs.

Conclusion:

Adequate steps have been taken to ensure that resources are available to the off-campus sites which continue to offer courses. Support is also provided at all three campus locations to allow adequate support from a distance when needed.

Suggestion #6

Additional demands will become more pronounced in student service areas as the student body diversifies and more focused leadership is required to ensure appropriate support services, job placement, and alternative funding sources are available.

College's Response/Action:

In 1998, existing bonds were re-financed to fund student spaces, lounges, and the Student Life office at Rampart Range Campus. Similarly, in 2001 efforts began to finance existing bonds to convert the Downtown Studio into a full-service campus with student commons area, student services offices, and (in 2002) a Student Life Office. As a result of such expansion, all three campuses provide student services with staff members who rotate shifts among campuses.

Facility renovations have made student services more accessible and easy to locate. All student services (including such areas as Admissions and Financial Aid) are now available at a single location on each campus: Enrollment Services. Staff in these areas as well as in the Office of Accommodative Services and Instructional Support (OASIS) (formerly the Center for Students with Disabilities) and Career Services have been cross-trained to provide better, quicker service to students. This new service model is characterized by a climate of helpfulness and customer service awareness.

In the area of Distance Education, the departments of Prior Learning Services and Military Programs merged to allow for a more coordinated delivery of instruction and student support services for students at a distance.

A new ID system, purchased in January 2003, better serves students accurately and speedily. The number of children cared for in the Child Development Center will quadruple within the next year as a result of a student-approved bond to fund two new child care facilities. The construction of the Child Development Center is underway, estimated to be completed in spring 2004. As an added attraction for active students, the Fitness/Wellness Center has been remodeled and new equipment purchased, rendering the Center an even more popular site for students and staff alike.

Conclusion:

Intelligent use of funding and skillful reorganization of space in recent years have helped create a more student friendly environment at all three campuses. In-progress changes and improvements to aspects of student services (such as the new student ID system and increased child care availability) also seem likely to sustain and enrich such an environment.

Suggestion #7

A long-range plan for updating and replacing equipment should be created.

College's Response/Action:

As an initial step in addressing the Team's recommendation, in 1996, Dr. Edwin Ray, Vice President for Educational Services (VPES), established an instructional computing task force to address equipment and computing issues pertinent to educational applications. Based on this task force's recommendations, the Learning Technologies Division came into being, an entity that reports directly to the VPES. In addition, the VPES also created the position of Assistant to the Vice President for Technology to serve as an advisor/consultant and to formulate broad technology strategies.

In 2001, the Learning Technologies Division expanded into what is now known as Information Technology Support Services (ITSS). In November 2001, ITSS revised and expanded a technology plan it had already begun when it was the Learning Technologies Division into an Information Technology Strategic Plan, a "base" document that ensures that the goals and objectives of ITSS meet future technology needs of the college efficiently and economically. This plan parallels goals and objectives in the college's 2002-2007 Strategic Plan.

ITSS posts this plan on the college's Intranet under "Publications"; in addition, ITSS publishes, maintains, and updates the "2003-2008 Replacement Plan" spreadsheet for all administrative and instructional computers—a document also available under "Publications" on the Intranet.

Conclusion:

The college has fully responded to the 1993 Visit Team's suggestion, primarily through its creation of the 2002-2007 Strategic Plan and its Information Technology Strategic Plan. Both create methodologies for identifying, prioritizing, and funding equipment (taking into account other college-wide needs and priorities), and both are "living" documents—constantly being re-visited and revised to suit the changing needs of the institution.

Suggestion #8

The place of telecommunications in the overall plan of instructional delivery systems should be articulated, and appropriate long-range funding plans should be undertaken.

College's Response/Action:

The last decade at PCC has seen many substantive changes and improvements in both the academic and the technological bases of telecommunications.

To create a strong academic foundation for telecommunications, the college created an Office of Distance Education in 1998 with a full-time director to coordinate Internet-based, television-based, and independent study classes. The Distance Education Director works with instructional divisions to determine courses to be offered via distance delivery, primarily online. Such decisions center on factors such as suitability of course content for online delivery, student demand, and enrollment figures. With support from instructional divisions, the Distance Education Director is currently converting the correspondence-based Independent Study program to Internet-based courses. Some of these 55 IS courses have already been converted, and all will be available online by spring 2004. A particularly stable component of the Distance Education program continues to be interactive television classes, 15-17 of which are offered each semester. Some faculty members of certain instructional divisions have also begun offering hybrid classes which include both classroom and online or televised components.

Within the past few years, PPCC has taken an active role in CCC Online, the community college system's consortia online community college. The Distance Education Director acts as a liaison to CCC Online, several PPCC instructors teach classes for it, and PPCC accounts for approximately 1500 CCC Online enrollments each term.

Information Technology Support Services (ITSS) and the Office of Distance Education work together to train faculty in online course development and teaching. In 1996, PPCC created the position of Assistant to the VPES for Technology to coordinate all campus technologies and make recommendations for new purchases. As a result, in 2000, PPCC purchased the Blackboard Course Management Software to provide a consistent environment for both fully-online classes and traditional classes with online components. The college has sought to remain technologically up-to-date in several ways. First, it has added T1 circuits between its three full-service campuses to improve transfer rates and to enable rerouting if one connection goes down. Fort Carson and Peterson Air Force Base, both of which offer PPCC classes, have also been connected to Centennial Campus with T1 circuits. Another technological improvement has been ITSS' installation of a content cache engine to the Local Area Network to reduce traffic on the Internet T1 and improve performance. The content cache engine may also provide an audio and video streaming solution that will save the college \$1500 per year in software maintenance costs. As a final measure of the college's commitment to technological excellence, ITSS is preparing to provide students access to their personal directories via the Internet so that they can retrieve files off-campus.

Conclusion:

The online program at PPCC is growing rapidly, from its fledgling stage in 1996 (when it offered 12 online sections of classes) to its maturity in spring 2003 (when 90 sections of classes were offered). Clearly, it represents the strongest component of the college's Distance Education Program. Because of the tremendous demand for online offerings as well as the accompanying growth of CCC Online, qualified and interested instructors for this program may be increasingly difficult to find. However, both the instructional divisions and the Office of Distance Education are committed to integrating Internet-based courses into the overall academic plan. Thus far, primarily full-time faculty teach online courses, often as part of their regular load.

Paper-based Independent Study courses that have been converted to Internet-based Independent Study courses will benefit students by providing them a better academic experience and a lower instructional cost.

While PPCC's televised courses remain viable, strengthened especially by the college's acquisition of full-time access to its television station in 2001, the Office of Distance Education is challenged to make good use of its non-class air time. Initiatives are being taken to use it in a marketing sense through the airing of promotions relating to the new Child Development Center and specific programs at the college. At issue are the cost of equipment and the adequacy of personnel to produce quality video. In an effort to alleviate the situation, the college has hired a three-quarter-time station manager, to focus on improvement in this area. In addition, PPCC is part of the Southern Colorado Education Television Consortium, which receives grants from the local cable franchise. The money goes first to the City of Colorado Springs and then to the consortium. The college has received approximately \$20,000 from this source so far. The consortium prepares a yearly report to the City that outlines what each institution has accomplished with grant funds and what it intends to do with future allocations. Because of current city budget concerns, the consortium works continuously to ensure that the City Council understands the importance of these funds and continues to release the money to the educational institutions.

Suggestions #9

Additional open computer laboratories are needed. The practice of dedicating computer labs for division or program-specific use may need to be examined in light of increasing needs.

College's Response/Action:

The establishment of the Rampart Range Campus in 1998, which provides computer labs for students, significantly increased the college's capacity to serve its students, thus addressing the Visit Team's concern directly and substantially. Another factor positively influencing computer access for students at the college was the addition of a computer lab at the Downtown Studio Campus in summer 2002. Extended hours on Saturdays at the Centennial Campus computer labs and on Sundays at the Rampart Range Campus labs have also recently contributed to broadening the base of computer availability for students.

Since the last NCA visit, all of the college's computer labs have increased in size and number. Particulars of such expansion and upgrading follow:

- Centennial Campus' A-300 and Downtown Studio Campus' 112 have doubled their capacity;
- Rampart Range Campus' E-203 was upgraded with 25 new Dell computers in August 2002;
- Centennial Campus' A-300, previously housing only 44 computers, was expanded in fall 2002 to feature over 100 PC and MAC computers;
- Downtown Studio Campus' 112 began providing 20 computers in fall 2002 whereas this small lab had formerly offered only eight;
- A small computer lab in the Learning Center at the Centennial Campus is now available in A-362.

Perkins funding and other specific grants such as Colorado Community College System's e-Commerce Technology Grant have financed additional computer labs at the college. The only labs limited in their use are those funded by Perkins grants.

All new computer labs at the college were upgraded to Windows XP in fall 2002 and open-entry labs in spring 2003. At the Centennial Campus A-300 lab, students may now check out equipment such as digital cameras. A new web-based login/logout application which ITSS wrote in 2001, using optical card readers, is in working operation, proving a time-saver for students and staff.

The former Developmental Studies Lab has been separated into two discrete labs: the Math Lab and the Writing Center. New, program- or area-specific labs added to the college include the Unix Lab at Rampart Range Campus; the Language and Culture Lab at the Centennial Campus; the Multi-media Lab at the Centennial Campus; and one new IC Fab Lab at the Centennial Campus.

Conclusion:

Students' access to computers at home does not appear to have significantly decreased their on-site computer needs. A key reason for this phenomenon is lack of the appropriate hardware or software on students' home computers needed to complete certain projects and assignments. The several additions and upgrades noted above to computer labs college-wide have made a significant impact on the NCA-noted problem concerning computer availability for students.

Suggestion #10

The college should use data available to develop and implement a comprehensive strategic plan.

College's Response/Action:

In 1999, the college launched a comprehensive strategic planning effort that involved the creation of a Strategic Planning Council comprised of faculty, staff, and students. To begin drafting the Strategic Plan, the Council reviewed available data in order to clearly establish the college's mission, vision, values, and goals. To assist in this process, faculty, staff, and students completed a SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats). Also, several college representatives researched Colorado state statutes to determine why legislation was adopted to create community colleges and, specifically, how the college's mission corresponds to state statutes.

In November 1999, the Council hosted a community breakfast for school districts, superintendents, counselors, college advisory board members, college foundation representatives, Chamber of Commerce representatives, CS Economic Development members, and various industry representatives. This event represented an attempt to solicit outside responses regarding the college's strengths, weaknesses, opportunities, and threats. This forum especially allowed for a community discussion of the direction in which it hoped the college would move.

A subcommittee compiled all of the above evidence, conclusions, and anecdotal data and presented these to Council members as factors to consider incorporating into the 2002-2007 Strategic Plan.

Conclusion:

At the end of its first year, the Strategic Plan appeared to be well-received. The process outlined for 2002 was followed and the following goals achieved.

- The hiring of additional full-time faculty;
- The development and implementation of a governance model;
- Renovation and expansion of the Downtown Studio;
- Expansion and improvement of the child care facility at the Centennial Campus and a new facility at the Rampart Range Campus;
- Increase of student FTE;
- More effective use of space at the three campuses based on student and faculty needs.

The General Institutional Requirements (GIRs)

An institution affiliated with the Higher Learning Commission of the North Central Association of Colleges and Schools meets these General Institutional Requirements.

Mission

1. **It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.**

The legislated mission of Pikes Peak Community College is to be a comprehensive, open-admissions postsecondary institution; to provide one- and two-year occupational and liberal arts curricula allowing students to obtain employment in technical and vocational fields, and/or transfer to four-year colleges and universities; and to provide personal and vocational curricula to allow students to pursue individual areas of interest for personal growth.

The Vision, Mission, and Goals statements resulting from the Strategic Planning Council's activities and published in 2002, are referenced in Criterion One. Prior to being published, these statements were ratified by all college employees and the College Advisory Council. The college makes public its statement of mission through the College catalog, class schedules, student handbooks, and employee guides.

- The statement of mission is appropriate to an institution of higher education.
- The mission statement reflects purposes which are typically associated with the comprehensive community college in American higher education and quite similar to the statements of the other community colleges in Colorado.

Reference: www.colorado.gov/government, Colorado Constitution and Statutes, Colorado Revised Statutes, 23-60-201

2. **It is a degree-granting institution.**

PPCC awards four degrees: Associate of Arts; Associate of Science; Associate of Applied Science; and Associate of General Studies. Certificates are awarded in 28 programs in areas of business, technical, industrial, service, and health vocations.

Reference: www.colorado.gov/government, Colorado Constitution and Statutes, Colorado Revised Statutes, 23-60-201

... and to provide personal and vocational curricula to allow students to pursue individual areas of interest for personal growth.

Certificates are awarded in 28 programs in areas of business, technical, industrial, service, and health vocations.

Authorization

- 3. It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.**

PPCC was created by the Colorado General Assembly in 1967 (House Bill 1450, Statutory authorization 23-63-101, C.R.S. 1973) with the authority to award those degrees and certificates authorized by the Colorado State Board for Community Colleges and Occupational Education and the Colorado Commission on Higher Education.

PPCC operates within its designated service area and on military sites approved by the Colorado State Board for Community Colleges and Occupational Education and the Higher Learning Commission of the North Central Association of Colleges and Schools.

Reference: www.colorado.gov/government, Colorado Constitution and Statutes, Colorado Revised Statutes, 23-60-205

- 4. It has legal documents to confirm its status: not-for-profit, for-profit, or public.**

As established in the 1985 Higher Education Act, Pikes Peak Community College has the right to offer courses and programs as a public institution.

Reference: 1985 Higher Education Act

Governance

- 5. It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.**

Colorado law established the State Board for Community Colleges and Occupational Education (SBCCOE) as the governing body for Pikes Peak Community College and all other community colleges in the Colorado Community College System (CCCS). The SBCCOE, through its' committee structure, develops and reviews policies that govern and protect the integrity of colleges in the system.

Reference: www.colorado.gov/government, Colorado Constitution and Statutes, Colorado Revised Statutes, 23-60-104, 23-60-205

6. Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

Legislation establishing the SBCCOE provides for nine voting members appointed by the Governor with consent of the Colorado State Senate. In order to assure that the public interest is served, representation is structured by law so that SBCCOE has, at all times, one member from each of the seven congressional districts in the state. The rest are members at large. The tenth member of the Board shall be a student at one of the community colleges, and the eleventh member shall be a faculty member at a community college. The student and faculty members “are advisory, without the right to vote, and shall be without the right to attend executive sessions.”

Reference: www.colorado.gov/government, Colorado Constitution and Statutes, Colorado Revised Statutes, 23-60-104

7. It has an executive officer designated by the governing board to provide administrative leadership for the institution.

Colorado Revised Statutes grant the State Board for Community Colleges and Occupational Education authority to appoint the “chief administrative officer” of each community college. The College President reports directly to the President of the Community Colleges of Colorado System who in turn reports to the State Board.

Reference: www.colorado.gov/government, Colorado Constitution and Statutes, Colorado Revised Statutes, 23-60-202

8. Its governing board authorizes the institution’s affiliation with the Commission.

Pikes Peak Community College is authorized to affiliate with the Higher Learning Commission of the North Central Association as stated in State Board Policy 2-40: “State system colleges are authorized to affiliate with the Higher Learning Commission of the North Central Association.”

Reference: State Board Policy 2-40

The tenth member of the Board shall be a student at one of the community colleges

Faculty

9. **It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.**

The faculty members of PPCC have earned degrees and experience appropriate to their instructional areas. There are a total of 272 faculty and staff of which 17 have their Doctorate, 123 have their Masters, 65 have their Bachelors, and 64 hold an Associates degree. Faculty who teach in the technical and industrial areas have the required work experience or proficiency certificates required by their disciplines.

Reference: College Catalog 2003-2004 pp. 186-192, PPCC Human Resource Services

10. **A sufficient number of faculty are full-time employees of the institution.**

PPCC employed 153 full time faculty during the fall 2002 semester. All programs are overseen by, at least, one full time faculty member except for the following programs: Associate of General Studies (AGS), Emergency Medical Services, Broadcast and Production Technology, and Library Technician. The instructional deans oversee the AGS degree. The Emergency Medical Services degree program is offered within the Sciences Division (HENPS) and is under the direction of two professional staff members and the dean of the division. It has executed a contractual agreement with a local hospital and an ambulance company.

Reference: PPCC Human Resource Services PPCC Institutional Research

**PPCC employed
153 full time
faculty during the
fall 2002
semester.**

11. Its faculty members play a significant role in developing and evaluating all of the institution's educational programs.

Program reviews, mandated by law, are conducted at least every five years under procedures designated by the SBCCOE with approval by the Colorado Commission on Higher Education. Faculty, representatives from inside and outside the program area, an administrator, and a representative from the community form program review committees. New courses and programs, which may be proposed by faculty or instructional administrators, are evaluated and approved, revised, or disapproved by the Curriculum and Instructional Practices Committee (CIP), and sent to the Vice President for Educational Services for final disposition. The CIP committee is comprised of faculty from each instructional division, administrators, and non-voting representatives from relevant support and administrative offices.

References: Faculty Senate minutes, Committee for Curriculum and Instructional Procedures minutes, and Program Reviews for each discipline.

Educational Program

12. It confers degrees.

Pikes Peak Community College confers degrees for the Associate of Arts, the Associate of Science, the Associate of Applied Science, and the Associate of General Studies.

Reference: PPCC Records Office

13. It has degree programs in operation with students enrolled in them.

In order to be awarded an associate degree, a student must complete a minimum of 60 semester credits and maintain at least a 2.0 GPA. The Associate of Arts (AA) and the Associate of Science (AS) degrees are designed to prepare students for advanced standing (junior level) in colleges and universities granting the Bachelor of Arts or Bachelor of Science degrees. Therefore, students must complete a variety of general education courses as well as more specialized courses applicable to the AA and AS degree programs. The Associate of Applied Science (AAS) degree includes rigorous technical content for job entry or job advancement as well as general education requirements

**Pikes Peak
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and certificate
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in three of four areas: communications, humanities, social and behavioral sciences, mathematics, and science. For the Associate of General Studies (AGS) degree, students must complete general education courses and identify courses in the arts, sciences, and/or occupational areas to satisfy their educational objectives. Neither the AAS nor AGS degree is intended for transfer although courses within the degree may be transferable. Certificate programs involve intensive preparation generally of one year but some may be shorter depending on subject matter. They are designed for employment in entry-level positions having a limited scope of responsibility.

Pikes Peak Community College offers programs with sufficient enrollment to support degree and certificate offerings. During the past three years, 2000-01 and 2001-02, 2002-03, PPCC enrolled an average of 12,302 students in certificate and degree programs.

Reference: PPCC Institutional Research

14. Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.

PPCC offers degrees common to institutions of higher education and based on fields of recognized study. College programs in technical and vocational fields, transfer areas, and "personal and vocational curricula" correspond to the broad categories found in the mission statement specified in the legislation. Programs are compatible with the mission of a comprehensive community college.

Reference: www.colorado.gov/government, Colorado Constitution and Statutes, Colorado Revised Statutes, 23-60-201, 23-60-202

15. Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.

Fields within vocational/technical areas are appropriate to a community college. College transfer programs include traditional disciplines in the communications, humanities, social sciences, mathematics, and sciences. All degree programs are approved by the State Board for Community Colleges and Occupational Education

and by the Colorado Commission on Higher Education. At least one of the undergraduate programs is two or more academic years in length (or the equivalent).

Programs in all four degree areas are designed to be completed in a minimum of two academic years.

Reference: www.colorado.gov/government, Colorado Constitution and Statutes, Colorado Revised Statutes, 23-60-201, 23-60-202

16. Its undergraduate degree programs include a coherent general education requirement consistent with the institution’s mission and designed to assure breadth of knowledge and to promote intellectual inquiry.

Required general education credits range from a minimum of 15 for the Associate of General Studies and the Associate of Applied Science degrees to a minimum of 34 for the Associate of Arts degree. General education courses may be chosen from a core curriculum which, through articulation agreements with Colorado colleges and universities, assure transfer of required general education courses. All public colleges and universities in Colorado (except School of Mines) have agreed to accept the core curriculum package in transfer for many baccalaureate degrees.

General education and/or a program of related instruction at the postsecondary level is an essential element of undergraduate certificate and diploma programs two or more academic years in length.

Reference: College Catalog 2003-2004 pp. 46-53, State Board Policy 9-40

17. It has admissions policies and practices that are consistent with the institution’s mission and appropriate to the educational programs.

Colorado community colleges are “open door” institutions by philosophy and by legislation. Thus, entry into Pikes Peak Community College is open to anyone who is at least 16 years old. If a person does not have a high school diploma or a passing GED score, he or she must pass a test that demonstrates the ability to benefit from instruction, if applying for financial aid. Admission policies, stated in the college catalog, inform students that admission to the college does not necessarily guarantee admission to a particular program.

The broader community, especially the student population, is now better informed than in the past of the college’s vision, mission, and goals.

Admissions practices conform to the admissions policies. PPCC admissions practices are consistent with the institution's open-door policies.

Reference: College Catalog 2003-2004 pg. 12

18. It provides its students access to those learning resources and support services requisite for its degree programs.

The college offers comprehensive student and learning services that support students who are pursuing certificates and degree programs. The services address both transfer-bound students who plan to transfer to a baccalaureate institution and career-bound (vocational) students who are taking courses to complete a certificate or vocational-related degree to render them employable.

Reference: College Catalog 2003-2004 pp. 28-31

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Finances

19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.

PPCC is audited annually by an independent auditor contracted through the State auditor's office. The institution meets all legal requirements to operate wherever it conducts activities.

Reference: Financial Services office, financial statements, and audit reports

20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

State appropriations and tuition and fees are the primary sources of revenue for Pikes Peak Community College. Information regarding the amount of funding from these sources can be obtained from the Financial Services office. Funding has been adequate to support ongoing programs and services. In addition to state appropriations and tuition and fees, the College Foundation provides some funding, and the college actively seeks and has been awarded various grants to help support new programs and services. Additional dollars are received each year in grants, contracts, and federal funds.

Reference: Financial Services office, financial statements, and audit reports

21. Its financial practices, records, and reports demonstrate fiscal viability.

The college has demonstrated its fiscal viability in reports of recent audits that were conducted by an independent accounting firm. The last audit was completed for the year ending June 30, 2000. There were no college-specific audit exceptions. The audit report is prepared by the State Auditor's Office and must be accepted by the Legislative Audit Committee of the Colorado Legislature before it is released to the public. Pikes Peak Community College maintains all financial records in accordance with generally accepted accounting principles.

Reference: Financial Services office, financial statements, and audit reports

Funding has been adequate to support ongoing programs and services.

Public Information

22. Its catalog or other official documents include its mission statement along with accurate descriptions of

- **its educational programs and degree requirements;**
- **its academic calendars;**
- **its learning resources;**
- **its admissions policies and practices;**
- **its academic and non-academic policies and procedures directly affecting students;**
- **its charges and refund policies; and**
- **the academic credentials of its faculty and administration.**

PPCC publishes information in the college catalog about curricula, degree requirements, and policy and procedures affecting students. Current charges, refund policies, course offerings, and other essential student information are published in the class schedule which is available at each campus or online to students and residents in the service area each semester. Academic credentials of faculty and administrators are published in the college catalog which is updated annually.

Reference: College Catalog 2003-2004 pg. 3, pp. 57-107, 28-31, 12-13, 20-25, pg. 13, & division offices, respectively

PPCC student handbook

PPCC academic calendar

...course offerings, and other essential student information are published in the class schedule

23. It accurately discloses its standing with accrediting bodies with which it is affiliated.

Pikes Peak Community College accurately discloses its standing with accrediting bodies in official documents and publications. The documents indicate that the Higher Learning Commission of the North Central Association of Colleges and Schools accredits the college. The Pikes Peak Community College Catalog and the PPCC Student Handbook also identify the programs that have received program accreditation from specialized accrediting agencies.

Reference: College Catalog 2003-2004 pg. 5
PPCC student handbook

24. It makes available upon request information that accurately describes its financial condition.

PPCC Financial Services office maintains complete financial records and provides monthly reports to each division, including detailed information regarding expenditures and balances. An audit report is released annually. All reports are public information to citizens of Colorado and are available upon request.

Reference: Financial Services office, financial statements, and audit reports

Credits, Program Length, and Tuition (policy I.C.9)

The value of each course of instruction at Pikes Peak Community College and the amount of work required for graduation are stated in terms of semester hours with contact time based on the “Full-Time Equivalent Reporting Guidelines and Procedures,” in accordance with the Colorado Commission on Higher Education.

A systemized list of courses in alphabetical order with their descriptions, credits, requirements and other relevant information is listed in the printed copy of the catalog, or the real time version, which is online at the PPCC website and updated every 15 minutes.

The official permanent academic records for all PPCC students are housed in the Office of Records. Students or staff can secure transcripts of academic records containing courses (prefix and number), credits, grades earned, repeated courses, grade point average, dates of attendance, degrees awarded, etc., online with their PIN number. Release of any records is done in accordance with the “Family Educational Rights and Privacy Act.” Transcript guidelines are set in accordance to American Association of Collegiate Registrars and Admissions Officers (AACRAO) recommendations.

A student must meet all of the requirements for a degree outlined in one catalog with a minimum cumulative grade point average of 2.0 in order to be awarded a degree or certificate. Students who enter under one catalog but break enrollment for two consecutive semesters (not one semester and a summer term) will be placed under the new catalog at the time of re-entry.

The catalog elucidates requirements and a breakdown of degrees and certificates, and the variance of hours required to attain the different certificates does not carry over to the associate degree. A minimum of 60 credit hours successfully completed is required for the degree to be awarded. Program length is based on credit hours defined in the catalog. The State Board for Community Colleges and Occupational Education determines resident and non-resident tuition fees which are then posted in the PPCC catalog, the schedule, and on the institution’s website.

A systemized list of courses in alphabetical order with their descriptions, credits, requirements and other relevant information is listed in the printed copy of the catalog, or the real time version, which is online at the PPCC website and updated every 15 minutes.

A variance in institutional program charges can be seen in the IC Fab program.

A. Tuition Comparison

ICF in-class tuition: \$122.15 per credit hour
versus \$64.05 for standard.

ICF online tuition: \$112.00 versus \$112.00
for PPCC online and \$130.75 for CCC Online

B. Field Salary Structure

IC Fab was conceived and created as a high quality program for training two-year degree technicians to work in upper-end high-tech manufacturing industries such as IC (Semiconductor) manufacturing, including MEMS and other components of the rapidly growing nanotechnology industry.

In these fields, two-year degree technicians typically start at about \$40,000. Due to supply and demand, senior technicians can make in excess of \$80,000, sometimes earning more than the four-year-plus degree engineers they work for.

C. Tuition Justification

IC Fab is recognized nationally as a leading program in this field, primarily due to the quality and relevance of its curriculum, facility and faculty, all of which are focused on and closely related to the industries they serve. (In 1997, PPCC and the IC Fab received the National Exemplary Program Award from the National Council for Continuing Education and Training.)

Maintaining the high quality of this program requires hiring high quality instructors. The local pool of people with both the necessary technical knowledge and industry experience to effectively teach the curriculum is fairly small. Unfortunately, the number of people in this small pool who also have the ability to teach is smaller still. Hiring qualified faculty is further confounded by the fact that virtually everyone qualified to teach is accustomed to making in excess of \$35 an hour in industry, and some are qualified to make \$50 an hour as adjunct faculty for private universities. To maintain a national quality program, it is reasonable to take into consideration potentially higher faculty costs.

**In 1997, PPCC
and the IC Fab
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Although the high quality IC Fab lab is primarily “self supporting” through donations from partner companies, it is reasonable to plan to cover some maintenance costs. Because many of our students are employed by the local companies we serve, their tuition is covered by corporate tuition reimbursement. These companies consider the current tuition level a very “good value” for critical training.

Compliance with the Higher Education Reauthorization Act (policy I.A.5)

Pikes Peak Community College, like many institutions in the early 1990s, had an institutional cohort student loan default rate of over 20% or more. Over the past ten years, the default rate has generally been the lowest or one of the lowest within the Colorado Community College System. During the last six years, the college’s default rate has been below 10% with 1999 being 5.3% and 2000, the last cohort report year, being 6.2%.

While a number of factors contributed to this very low default rate, institutional efforts to control student loan default rates cannot be overlooked. At PPCC student loans are not part of the automated packaging programs used to award initial aid packages to students. All student borrowers who have not had a previous student loan are required to attend loan entrance counseling in person or via online products such as the “Mapping Your Future.” When students complete the counseling session, the college is notified, the notation is posted to the student information system, and the loan is processed.

All students who already have an amount of student loan debt considered significant must complete an Additional Loan Request form before additional loan requests are considered. The form requires students to predict income and total debt at the time of graduation so that they can see the impact of student loan debt on their future finances. While students are not automatically denied a loan under this circumstance, such requests are approved or denied on a case-by-case basis. All financial aid proceeds, to include student loans, transpire after the census date each term. The disbursement of loan proceeds to first time student loan borrowers is delayed by the required 30 days from the first date of the term.

Over the past ten years, the default rate has generally been the lowest or one of the lowest within the Colorado Community College System.

During the past 10 years, the college has been audited as required by the state. Additionally, PPCC has had Program Reviews conducted by the following: U.S. Department of Education for 1993-94/1994-95; Colorado Commission on Higher Education for the years 1994-95/1995-96; and two program reviews by the Colorado Student Loan Program for the years of 1992-93/1993-94 and 1994-95/1995-96. Total liability assessed by all of the program reviews and audits above was less than \$1,700. A small number of other programmatic comments and suggestions were noted and implemented by the college.

During the latest fiscal audit completed in 2003 for FY 2001-2002, while no liability was incurred, the auditors noted four items:

1. An application could not be found for a student who received a merit based award;
2. Two students had data entry errors made on a professional judgment decision;
3. A few miscalculations in Title IV refunds caused the institution to refund more to the federal accounts than was required; and
4. The college could not locate a copy of the Eligibility Certification Approval Report from 1998 when the college updated its Federal Program Participation Agreement. The U.S. Department of Education was also unable to locate a copy of the ECAR for the period in question.

During the past four years, the college has reorganized the offices of Admissions, Records, Financial Aid, Veterans' Affairs, Enrollment Services Centers, Cashiering, Third party billing, and Accounts Receivable under the Director of Enrollment Services. The former position of Director of Financial Aid/Veterans' Affairs assumed responsibility for these individual areas of the college. This consolidation of services to students by staff members who are cross-trained in multiple areas has allowed the college to provide more personalized service for those students who need it while at the same time providing student access to electronic portals for those students who are capable of utilizing technology. Students are provided with full service at all three of the campus locations within Colorado Springs.

Advertising and Recruitment

Materials (policy IV.B.2)

Pikes Peak Community College provides accurate information regarding its programs, services and policies in the PPCC Catalog, PPCC Student Handbook, PPCC Schedule of Classes, program brochures, PPCC web site, and other advertising and recruitment materials. The college provides information about its affiliation with the Higher Learning Commission, and the Commission's address and telephone number are listed in the PPCC Catalog, the PPCC Class Schedule, and the PPCC web site.

Professional Accreditation (policy III.A.1)

PPCC does not hold any specialized accreditation with a single agency that covers one-third or more of either the college's offerings or its students.

Requirements of Institutions Holding Dual Institutional Accreditation (policy III.A.3)

Pikes Peak Community College is not affiliated with another CHEA or federally-recognized institutional accrediting body and is affiliated only with the Higher Learning Commission of the North Central Association of Colleges and Schools.

Public Notification of Comprehensive Evaluation Visit (policy IV.A.8)

The community constituents served by Pikes Peak Community College were notified in August 2003 of the self-study process and, through advertisements placed in the newspapers in Colorado Springs and other communities served by the college, invited to submit third party comments to the Higher Learning Commission. The notice was also sent to various local chamber organizations. Letters inviting third-party comment were sent to local school districts and public officials, and this request was also posted on the PPCC web site and published in *The Pikes Peak News*, a biweekly student newspaper, and E-News, the college's official campus newsletter distributed by campus e-mail. Comments were also solicited through the television station used by the college as well as its radio station.

The following information was posted:

THIRD PARTY COMMENT

Pikes Peak Community College is seeking comments from the public about the College in preparation for its periodic evaluation by its regional accrediting agency. The College will undergo a comprehensive evaluation visit November 17-19, 2003, by a team representing the Higher Learning Commission of the North Central Association of Colleges and Schools. Pikes Peak Community College has had continuing accreditation since 1975. The team will review the institution's ongoing ability to meet the Commission's Criteria for Accreditation and General Institutional Requirements.

The public is invited to submit comments regarding the college to:

Public Comment on
Pikes Peak Community College
The Higher Learning Commission
30 North LaSalle Street, Suite 2400
Chicago, IL 60602

Comments must address substantive matter related to the quality of the institution or its academic programs. Comments must be in writing and include the name and address of the person providing the comments. Comments cannot be treated as confidential.

Note: Individuals with a specific dispute or grievance with an institution should request the separate Policy on Complaints document from the Commission office. The Higher Learning Commission cannot settle disputes between institutions and individuals. Complaints will not be considered third party comment.

All comments must be received by October 15, 2003.



Records of Student Complaints (policy IV.B.4)

Definition

A student complaint is a complaint filed by a student for a variety of campus-related issues. The resolution of these complaints depends on the nature of the complaint and the area of the college involved in the complaint. A complaint is NOT the same as a formal grievance.

The formal grievance process is listed in the college catalog and is processed by the office of the Dean of Students.

Instructional Complaint Procedure

This procedure is for any student who has an instructional complaint at PCC. Examples include, but are not limited to, instructor behavior, class policies, and unfair expectations or demands. Students who wish to pursue an instructional complaint must exhaust the following steps in sequence prior to petitioning the Vice President for Educational Services.

1. The student will meet with the instructor and attempt to resolve the problem. If the matter is not resolved, student proceeds to Step #2.
2. The student will state the problem in writing and meet with the department chair (in the case of an adjunct instructor) or dean (in the case of a faculty member). Departments may require specific documentation, so students will need to contact the appropriate division for specific information. If the matter is not resolved, student proceeds to Step #3.
3. The student will meet with the dean. If the matter is not resolved, student proceeds to Step #4.
4. The student will meet with the Ombudsman for the Vice President for Educational Services. If the matter is not resolved, student proceeds to Step #5.
5. The student must submit the concern in writing to the Office of the Assistant to the Vice President for Educational Services. The request should include documentation of everything the student wants reviewed. In addition, the student should include his or her desired outcome to the grievance process. The dean will also submit all written documentation and any recommendations. The Vice President for Educational Services will notify the student of his decision in writing. This decision is final.

A complaint is NOT the same as a formal grievance. The formal grievance process is listed in the college catalog and is processed by the office of the Dean of Students.

Enrollment Services Complaint Procedure

Any student complaints regarding the Enrollment Services area should be directed to the Enrollment Services Office Manager who is located at the Centennial Campus. The Enrollment Services area includes the offices of Admissions, Recruitment, Student Records, Financial Aid, and Student Accounts.

Auxiliary Services Complaints

Student complaints for the Bookstore, Food Service, Vending or the Copy Center should be forwarded to the Director of Auxiliary Services.

Other Student Complaints

Students who have other complaints should be referred to the Student Life office whose staff will assist the students by referring them to the appropriate campus office.

Criterion One:

“The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.”

In 1991, college officials appointed a committee to provide input into the Pikes Peak Community College vision statement while college mission and goals were based on legislation that eventually created the state system, CCCOES. In fall of 2000, PPCC disseminated a survey to students, faculty, classified employees, adjunct faculty, and community leaders to learn more about the college’s strengths, weaknesses, opportunities, and threats. This analysis, also called SWOT, led to PPCC’s newest incarnation of the Vision and Mission Statements. The vision and mission statements currently in place were developed by the PPCC Strategic Planning Council in collaboration with administrators, faculty, students, staff, and representatives from the Colorado Springs community.

To better disseminate key aspects of college vision, mission, and goals to its students, as of fall semester 2000, the college catalog which includes the mission and vision statements, is now available to all students (potential, new, and current). Such wider-scale accessibility of the catalog was an effort to counter previous constraints and restrictions on obtaining a catalog to which students had been subject.

The most current version of the college’s Vision and Mission Statement (circa 2002) is as follows:

Vision Statement:

At Pikes Peak Community College, we will unite in our focus on individual student success. Students will choose our college because of our supportive learning environment, enthusiastic and respected faculty and staff, and our ability to meet our diverse community’s varied educational needs.

The vision and mission statements currently in place were developed by the PPCC Strategic Planning Council in collaboration with administrators, faculty, students, staff, and representatives from the Colorado Springs community.

Mission Statement:

Our mission is to provide high quality educational opportunities to all with a focus on student success and community needs, including

- *Occupational programs for youth and adults in career and technical fields;*
- *Two-year transfer educational programs to qualify students for admission to the junior year at other colleges and universities; and*
- *A broad range of personal, career, and technical education for adults.*

Strengths:

A. A fundamental building block for the development and dissemination of the college's vision, mission, and goals statements is the appropriate infrastructure. PPCC does, indeed, possess such an infrastructure that exists to facilitate effective decision-making or recommendations at successive levels. Decision-making and recommending organizations at PPCC include

- Academic Progress Committee
- Advising Task Force
- Appeals Committees
- Assessment
- Campus Accessibility Steering Committee
- Center for Excellence in Teaching and Learning (CETL)
- Classified Staff Group
- College Leadership Team
- Computer User Group
- Curriculum and Instructional Practices (CIP)
- EDSEL (Educational Services Leadership)
- Enrollment Management Team (EMT)
- Faculty Senate
- Instructional Technology Task Force
- International Education
- Intranet Advisory Committee
- Shared Governance Assembly
- Strategic Planning Council
- Student Government
- Testing Center Advisory Committee

A major focus of the PPCC Strategic Planning Council, initiated in October of 1999, has been increased attention to shared governance and appropriate decision-making processes. As a specific measure to facilitate these efforts, the President initiated the Governance Task Force as a response to the Strategic Plan.

Supporting Evidence:

- See Strategic Planning Council initiation and direction definitions.
- See Executive Summary Report on Strategic Planning; January 2002.
- See President Garcia’s governance task force announcement/memo to the community June 28, 2002.

B. A number of specific strengths can be noted in the college’s concerted effort to develop new and improve upon existing statements related to institutional vision, mission, and goals. First, the college proved committed to the need for these statements and goals to be developed by more than a narrowly confined group of administrators; instead, participants in the process included the college population, specific focus groups, and community representatives. This body of college representatives, the Strategic Planning Council, required the college’s five-year vision to be articulated in vivid, compelling, and specific terms. To that end, the Council identified five key institutional resources essential to the college’s mission: student, academic, faculty and staff, campus, and financial. The Strategic Planning Council report attests to this college-wide participation in and attentiveness to this process.

A number of specific strengths can be noted in the college’s concerted effort to develop new and improve upon existing statements related to institutional vision, mission, and goals.

Supporting Evidence:

- See the Strategic Planning Council report.
- C. Yet another area of strength regarding the college’s implementation of Criterion One connects to its ongoing efforts to disseminate vision, mission, and goals statements on a wider scale than in the past. To ensure widespread awareness of these key statements, the 2002-2007 Strategic Plan, the College Catalog, and the college website feature them. In addition, students (potential, new, and current), faculty, and staff enjoy greater accessibility to the college mission and vision statements from the college website (www.pgcc.edu).

Various advertising and public relations activities represent another method of disseminating the college's institutional and educational goals. Specific advertising efforts include

- Television: Image/Commercial spots on KKTV, KOAA, Adelphia Cable
- Radio: Image/Commercial spots on KKMG, KKFM, KILO, KSPZ, KCS, KVUU, KEPC)
- Inserts: Image/Advertising programs and services
- Newspapers: Image/Advertising programs and services
- Pizza Box Toppers: Image/Advertising programs
- Bus backs/Outdoor Advertising: Image/ Colorado Springs Transit Buses
- Recruiting materials: Image/Recruiting: Viewbooks, Programs Flyers, Specialty Brochures, etc.
- Public venues: education fairs, career fairs, information sessions, Sky Sox baseball, etc.
- Specialty advertising

Various advertising and public relations activities represent another method of disseminating the college's institutional and educational goals.

Additionally, public relations activities used to further disseminate vision, mission, and goals statements include

- Partnerships with business and industry
- High School Articulation
- PPCC recruiting
- Learning Enterprises
- PPCC Web
- Network of Colleges: local, state, national and international
- Newsletters
- Advisory boards
- Boards of Directors
- Speakers – members of clubs or organizations
- Public Speaking: administrators, faculty, staff, celebrities, community leaders,
- Participation in community events
- Local, regional, national relationships with: professional organizations, service organizations, non-profits, etc.

Supporting Evidence:

- See college website.
- See various information venues noted above.

- D. A dedicated attention to faculty and academic resources represents an active commitment to the principles delineated in vision, mission, and goals statements. For instance, the recently established Center for Excellence in Teaching and Learning (CETL) is an organization whose existence demonstrates the college's desire to strive for excellence in its teaching practices and methodologies and, expressly, "to infuse the values of applied learning, critical thinking, cultural understanding, and lifelong development."

Further, the recently implemented mentoring program for new full-time faculty (circa fall 2002) proved an apt reflection of the college's philosophy that "the quality of service to students and to the community is bound to the quality of our faculty, staff, and administrators."

Finally, the consistent and competent work of ITSS (Information Technology Support Services) to keep software and hardware relatively current and in sound condition underscores the college's commitment "to excellence in institutional structures and functions and the creation of an environment that is caring and supportive."

Supporting Evidence:

- See CETL Director
- See structure and daily operations of ITSS.

Concerns and Recommendations:

- A. Although the college has good ties with the community and business/industry, more and stronger connections should be established.

Supporting Evidence:

- See Strategic Plan 2002-2007; SWOT Analysis Opportunities Summary

Recommendations:

- PPCC should gauge and evaluate the community's awareness of ways in which the college could assist in the training of business and industry employees.
- PPCC should develop greater awareness of the changing needs of its community.
- PPCC should explore measures to support special populations within its community.

A dedicated attention to faculty and academic resources represents an active commitment to the principles delineated in vision, mission, and goals statements.

- B. Although business and community leaders were involved in the SWOT analysis, they were not provided an opportunity to offer input when the Strategic Planning Council finalized vision and mission statements for 2002.

Supporting Evidence:

- The draft process was set up only on the Intranet.
- E-mails from the President regarding the draft process were only addressed to the college community.

Recommendation:

- Any future modifications to goal-setting and long term planning related to the college's vision, mission, and goals should involve input from community leaders.

- C. Although PPCC's organizational infrastructure for decision-making exists, this infrastructure has not always been used effectively and, thus, demands improvement and greater attention.

Supporting Evidence:

- See Strategic Planning Council SWOT Analysis.

Recommendation:

- The President and Strategic Planning Council should continue to promote, develop, and evaluate the effectiveness of the College Leadership Team.

- D. The availability of qualified faculty in the future is less than certain as a large number of current faculty are scheduled to retire soon. Replacing these faculty members may prove difficult without the lure of competitive salaries. Although the state board for community colleges has listed "increased faculty salaries" in its legislative agenda in past years and in the current year, no new funding sources have been identified for this purpose, and faculty salaries at all Colorado community colleges remain low relative to four year colleges in the state and to some community colleges nationally.

Supporting Evidence:

- See attached Reduction of Vision, Mission and Values Raw Data Summary Statements, September 29, 2000

The availability of qualified faculty in the future is less than certain as a large number of current faculty are scheduled to retire soon.

Recommendation:

- The college’s Human Resources officials, along with input from college administration, should establish a system to recruit, develop, and retain a diverse, competent, committed workforce in the absence of salaries that, while competitive with other Colorado community colleges, remain low relative to four year institutions and some other states’ community colleges.
- E. Currently, faculty participation in CETL workshops has proven uneven.

Supporting Evidence:

- An estimated total of 300 participants was recorded at all CETL workshops in 2001-2002, including Professional Development Week and mid-semester offerings.

Recommendation:

- One possible method to improve CETL workshop attendance is to impose a specific number of continuing education hours which a faculty member must complete each semester. (*It should be noted that a single faculty member proposed this suggestion and it was accepted as a recommendation by the Criterion One committee members.)
- F. While PPCC’s governing board’s policy states that due process will be granted faculty to protect academic freedom, such a statement is not located in the college’s faculty information packets. Additionally, no statement regarding the freedom of inquiry is evident in the college’s vision, mission, and goals statements.

Supporting Evidence:

- State Board for Community Colleges and Occupational Education
- Policy BP3-20
- PPCC’s new faculty packet
- PPCC’s vision, mission, and goals statements

Recommendation:

- The college should develop a published statement of its policy of support for freedom of inquiry and academic freedom.

The broader community, especially the student population, is now better informed than in the past of the college’s vision, mission, and goals.

Summary of Criterion One Findings:

The college has demonstrated greater awareness of the need to hone its vision, mission, and goals statements and has worked to ensure a wider-scale faculty and staff involvement in the development and composition of those statements. The broader community, especially the student population, is now better informed than in the past of the college's vision, mission, and goals. Various college publications, paid advertisements, public relations, and unpaid publicity have proven instrumental in achieving this wide-scale dissemination. Future incarnations of such statements need to also include input from the larger community's representatives who could provide the college valuable strategies, ideas, and information in the drafting process.

Although the primary organizational components required for appropriate decision-making have existed for some time, the inter-group connections required to render these components a smooth and functioning whole have not always been in place nor have they always been effective. In part, this concern is being acknowledged and addressed through the efforts of such organizations as the Strategic Planning Council under the President's leadership.

Criterion Two:

“The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.”

This chapter’s focus on the effective organization of human, financial, and physical resources at PPCC addresses several general questions, including the following:

- Are financial resources distributed in ways that benefit the entire college?
- Do college campuses provide safe, physical environments for students and employees?
- What are the college’s current governing entities? What kinds of decision-making processes do current governing entities favor? Are these effective?

Some areas of this chapter overlap with areas in Chapter 8, Criterion Four; however, whereas Chapter 8 centers on the relationship between the college’s effectiveness and its future, this chapter provides information and insight into current operations and challenges to institutional effectiveness at PPCC.

Academic Resources and Equipment Adequate to Support the Institution’s Purposes

The institution’s purpose is to provide high quality educational opportunities accessible to all, emphasizing student success and meeting the needs of the community. In light of that purpose, a study of use of space at PPCC was compiled into the Master Plan 2002 by Paulien and Associates, Inc. Because of economic shifts in the community which led to dramatic growth at PPCC in the short time since, this document is already somewhat obsolete. However, the document gives specific square footages for various spaces on all three campuses. Skillful use of current space and flexible class scheduling have afforded PPCC the ability to grow while area businesses and industry have been forced to slow growth.

Open computer labs are available for students at all three campuses. Students may use the computer or classroom labs to access various course materials which faculty place online (e.g. via Blackboard software), making electronic access to coursework much more convenient and manageable, especially for students with no computer access at home.

Skillful use of current space and flexible class scheduling have afforded PPCC the ability to grow while area businesses and industry have been forced to slow growth.

The two college libraries (at Centennial and Rampart Range Campuses) continue to update and expand their materials, responding to the college's growth. The Downtown Studio Campus is supported adequately by the Pikes Peak Library District, Penrose Branch, located next door. Students may take advantage of various online research databases at the computers in both college libraries, and math and writing labs that offer one-on-one tutorial services flourish at all three campuses.

Strengths:

A. PPCC's enrollment is growing well beyond expectation.

Supporting Evidence:

- As an illustration of such growth, enrollment at the Rampart Range Campus in fall 2003 was so high that the first day of class found a parking lot overfilled by 115 vehicles.
- Enrollment goals for the entire college were exceeded per reported FTE for the academic year.

B. Computers in labs and classrooms are top-of-the-line P3 and P4 processors for speed, loaded with software required by both the academic and career requirements of students.

Supporting Evidence:

- Carl Perkins funding allows the college to regularly upgrade its Auto-CAD software so that students are adequately trained in that industry upon graduation.
- In graphic design classrooms, students are exposed to the latest releases in Adobe Illustrator, PageMaker, Photoshop, Quark, and other software used on Apple Macintosh computers.

Concerns and Recommendations:

A. The current state budget crisis may adversely affect PPCC's ability to keep abreast of academic and technological advancements and ensure that labs and classrooms adequately reflect these advances.

Supporting Evidence:

- See current state budgets that have reduced allocation to colleges.

Recommendations:

- The college needs to develop more working relationships with the community and, specifically, with those who represent PPCC at state and federal levels.
 - Colorado's entire community college system needs to secure and retain federal assistance to maintain and upgrade technology levels set by the K-12 programs and the four-year colleges who have appeared to carry the advantage in this area in the past decade.
- B. Retaining our newest faculty may be a concern since salaries for faculty are less than competitive with the Colorado marketplace especially in areas where technical expertise pays a premium in the industry. Cost-of-living raises cannot begin to compensate for the freezing of "pay for performance" raises which were frozen in FY 2002-03.

Supporting Evidence:

- Starting salary for instructors is \$32,000. Even though the college has been able to fill every faculty vacancy in the past decade, including several dozen in the past two years, there is a concern that such a salary in the future is not likely to attract or retain many faculty, especially those in technical and service occupations where salaries are considerably higher.

Recommendation:

- The college should investigate the practices of others to attract talented and desirable faculty.

Conclusion:

This subcommittee's research into academic resources and equipment at PPCC revealed that the college adequately supports these areas. Thus far, the college has been able to maintain sufficient resources in the face of dramatic enrollment growth. The faculty at PPCC are energetic in their teaching, and such enthusiasm makes for a positive learning environment for students. Finally, challenges regarding budget cuts and attracting skilled faculty remain at the forefront, demanding attention and strategic resolution.

Employee Demographics – Classification and Ethnicity

According to 2003 data provided by Institutional Research, PPCC employs a total of 420 individuals. Of that total, 84 are Exempt (20.0%); 146 are full-time Faculty (34.8%); and 190 are Classified (45.2%). Of this total, 87 (20.7%) are members of racial or ethnic minority groups.

Strengths:

A. PPCC makes a concerted effort to hire a diverse workforce.

Supporting Evidence:

- PPCC's policy on equal opportunity is published in all significant college publications.
- Supervisors of all areas within the college are provided on-going education and training in Fair Employment Practices.
- The Office of Human Resources performs an "internal utilization and representation analysis" on every position at the college before it is opened and announced.
- Job announcements are printed in local and national publications geared specifically toward attracting applicants of different ethnic backgrounds, where diverse ethnic populations are known to be concentrated.

B. PPCC values diversity. Specifically, the college is committed to creating a learning and working environment that promotes understanding of ethnic and cultural diversity; social and economic differences; and issues of equality and inequality on a local, national, and global scale.

Supporting Evidence:

- See "Valuing Diversity" handout for 2002-2003 available in the Office of Human Resources.
- See chart showing Workforce Demographics Indices.

Concerns and Recommendations:

- A. The rise in minority student enrollment at PPCC is not reflected in the college's staff and faculty.

Supporting Evidence:

- Minority enrollment increased by 70.5% between 1990 and 2000 compared to an increase of 14.5% in non-minority enrollment in the same period. (See chart showing "PPCC Ethnicity," featuring student population classification by ethnicity.)
- See chart showing "Ethnicity Breakdown by Employee."

Recommendation:

- The college needs to actively seek minorities to fill positions, especially faculty positions, to best fulfill its mission of valuing diversity.

Conclusion:

While PPCC's mission endorses the concept of diversity and portions of its employee breakdown demonstrate its commitment to such a mission, the college must continue a vigorous pursuit of minority employment, especially in the area of faculty, to complement the college's recent and dramatic increase in minority student enrollment.

The college needs to actively seek minorities to fill positions, especially faculty positions, to best fulfill its mission of valuing diversity.

Financial Resources

The Financial Resources Section of the Higher Learning Commission Self-Study examines the historical patterns of financial resources at Pikes Peak Community College since the last accreditation review. Strengths and opportunities for improvement in this area are also discussed. The current reporting period covers the fiscal years 1992-93 through 2001-02.

The financial resources accounting system in the state of Colorado splits the Current Unrestricted Fund into two subordinate fund groups:

- The State Appropriated (or General) Fund, which includes all basic college operations and instructional activities for which the college receives state funding; and
- The Auxiliary Fund, which includes all non-state funded instructional activities (e.g. Military Programs, High School Area Vocational Programs, etc.) and all true auxiliary and self-funded programs (e.g. bond income funds, student clubs, etc.).

From fiscal year 1992-93 until fiscal year 2000-01, the college had adopted the National Association of College and University Business Officers (NACUBO) accounting standards and provided all financial reports in the NACUBO reporting formats. Beginning with fiscal year 2001-02, the college was required to adopt the Governmental Accounting Standards board (GASB) 34/35 reporting model, which treats the college as a Business Type Activity (BTA) within the state of Colorado. Under this reporting model, no reference is made to traditional fund structure. The financial reports are modeled after corporate single column reports. However, in the interest of consistency, all figures for fiscal year 2001-02 are presented in the traditional NACUBO format.

State Appropriated Fund Revenue

For the purposes of this discussion, State Appropriated Fund revenues can be broken into three categories: Appropriations Revenue, Tuition Revenue, and Other Revenues. The table below shows the history of the State Appropriated Fund revenues by category over the past ten years:

Display II-FR-1

State Appropriated Fund Revenues by Category

<u>FY</u>	<u>Appropriations</u>	<u>Tuition</u>	<u>Other</u>	<u>Total</u>
92-93	8,884,150	7,229,477	352,475	16,466,102
93-94	9,250,546	7,066,166	360,766	16,677,478
94-95	10,366,740	7,303,458	454,873	18,125,071
95-96	11,769,230	7,388,302	527,090	19,684,622
96-97	11,456,244	8,553,895	208,489	20,218,628
97-98	12,157,497	8,865,696	266,843	21,290,036
98-99	13,680,256	9,515,367	715,312	23,910,935
99-00	14,086,640	9,586,142	716,954	24,389,736
00-01	15,287,806	10,003,868	979,061	26,270,735
01-02	15,349,058	10,317,025	1,051,330	26,717,413

As the table above illustrates, the college has experienced relatively steady, stable revenue growth over the past ten years. The dramatic increase in “Other Revenues” is primarily due to the increase in instructional course fees and a registration fee, which the State Board for Community Colleges and Occupational Education authorized, beginning in 1998-99. For fiscal year 2001-02, those fees amounted to almost \$400,000.

Display II-FR-2
Revenue/FTE comparison

Fiscal Year	Total Revenue	Student FTE	Revenue/Student FTE
92-93	16,466,102	4,886	3,370
93-94	16,677,478	4,586	3,637
94-95	18,125,071	4,694	3,861
95-96	19,684,622	4,559	4,318
96-97	20,218,628	4,804	4,209
97-98	21,290,036	4,919	4,328
98-99	23,910,935	5,408	4,421
99-00	24,389,736	5,290	4,611
00-01	26,270,735	5,334	4,925
01-02	26,717,413	5,680	4,704

The table above shows a reasonably steady increase in the average revenue per FTE for the college. While this measure is popularly used to assert adequacy of funding levels, it does not tell the whole story. As the change between fiscal year 2000-01 and fiscal year 2001-02 demonstrates, when enrollment increases are very high, the average revenue per “Student FTE” can decline while overall revenues are increasing. This is not necessarily a problem for the college. The incremental cost of the additional enrollments is significantly below the average “Revenue/FTE.” In fact, it is significantly below even the “Tuition Revenue/FTE” amount. Thus, the decline in “Revenue/FTE” between fiscal year 2000-01 and fiscal year 2001-02 did not represent a fiscal problem for the college.

State Appropriated Fund Expenditures

The table below shows the State Appropriated Fund expenditures by NACUBO expenditure category over the past ten years, expressed as a percent of total expenditures.

Display II-FR-3

Expenditure Distribution by NACUBO Category

FY	INST	AS	SS	IS	OM	SCH
92-93	51.0%	13.4%	7.6%	15.7%	11.4%	1.0%
93-94	51.8%	14.3%	8.6%	14.3%	10.0%	1.1%
94-95	48.4%	14.2%	8.9%	17.5%	9.5%	1.5%
95-96	51.0%	13.5%	9.4%	15.2%	9.3%	1.5%
96-97	50.2%	13.4%	9.5%	15.5%	9.6%	1.8%
97-98	48.8%	13.9%	9.6%	16.5%	9.7%	1.4%
98-99	44.3%	14.6%	9.6%	16.9%	13.0%	1.5%
99-00	44.9%	15.7%	9.3%	13.5%	15.7%	0.9%
00-01	45.4%	15.9%	8.8%	12.9%	16.2%	0.8%
01-02	43.9%	16.0%	9.4%	12.4%	17.5%	0.8%

KEY:

INST – Instruction IS – Institutional Support
AS – Academic Support OM – Operation &
SS – Student Services Maintenance of Plant
SCH – Scholarships &
Fellowships

Several issues have influenced the percentage distributions reflected above.

In the “Instruction” area, the college, like many of its peers, has experienced a significant number of full-time faculty retirements over the past five years or so. Each of those retiring faculty was paid about twice the rate of a new faculty member, thus reducing overall instruction expenditures. Additionally, as many of our peer institutions have done, the college has until recently relied increasingly on adjunct faculty to absorb the additional costs of teaching which the college incurred due to enrollment growth. During the college’s Strategic Planning process, which occurred during fiscal year 2001-02, it was recognized that the college needed to address this concern. Accordingly, the college’s current Strategic Plan calls for the net addition of 10-20 new full-time faculty positions per year for the next five years, resulting in a net increase in full-time faculty of 90 new positions between fiscal year 2001-02 and fiscal year 2006-07.

The decline in the percentage of expenditures in the “Institutional Support” category represents a concerted effort by the college administration to minimize these expenditures. The Colorado Commission on Higher Education has made this measure one of its Quality Indicator System factors, which affects the performance funding component of the overall budget formula.

The increases in the “Operation and Maintenance of Plant” category reflect an ongoing emphasis on the physical plant of the college. Beginning in fiscal year 1998-99, the college was preparing to centralize the divisional offices and faculty to the Academic Office Building. Then once the Academic Office Building was completed, the former divisional offices were remodeled to increase classroom space. Two years ago, the college acquired, through the Colorado Community College Education Foundation, the entire building in which the Downtown Studio is located. The college then began the process of remodeling and equipping the additional space acquired. This process continues currently.

Auxiliary Fund Expenditures

Under Amendment 1 to the Colorado Constitution, the Taxpayer Bill of Rights (TABOR) provided that auxiliary programs must fit the Constitutional definition of an enterprise in order for their revenues to be exempt from the revenue and spending limitations imposed by TABOR. The two enterprises currently available to Higher Education institutions are the Continuing Education Enterprise and the Student-, Faculty-, and Staff-related Enterprise. The non-FTE instructional programs fall into the former, and the Bond Income and Student Government/Student Activities/Student Clubs fall into the latter.

In the “Continuing Education” area, the two primary programs are Military Programs and the High School Area Vocational programs.

In Colorado, instruction provided on military installations is by statute not claimable for FTE reimbursement from the Colorado General Assembly. The college therefore accounts for these activities in the “Continuing Education” section of the Auxiliary Enterprise Fund. The college currently provides educational programs at Fort Carson, Peterson Air Force Base, and the U.S. Air Force Academy within the state of Colorado. Over the past decade, the college has also had programs in a variety of locations including Little Rock Air Force Base, Fort Polk, Louisiana,

Fort Bragg, North Carolina, and Fort Sill, Oklahoma. Currently the only active out-of-state site is in Fort Sill, Oklahoma.

The college also operates an Area Vocational Program, which provides secondary vocational instruction to high school students. Individual school districts in the area contract with the college for this service, and the students receive high school credit.

In the Student-, Faculty-, and Staff-Related Enterprise, the Bond Income Fund encompasses all revenues and expenditures related to the Bookstore, Food Service, Child Care, Student Center, and Parking activities, along with the student-approved fees which support them.

The students have also approved fees for Student Government/Student Activities and Sports & Recreation. The revenues and expenditures related to these are accounted for in a separate area of the Student-, Faculty-, and Staff-Related Enterprise.

**Display II-FR-4
Auxiliary Fund Expenditures**

FY	Continuing Education	Bond Income	Other	Total
92-93	3,511,412	2,781,890	319,305	6,612,607
93-94	4,130,956	2,787,106	1,057,931	7,975,993
94-95	4,564,355	2,874,266	412,275	7,850,896
95-96	4,355,829	3,102,230	478,970	7,937,029
96-97	4,561,392	3,124,101	611,698	8,297,191
97-98	3,932,128	3,201,210	600,982	7,734,320
98-99	3,483,933	3,393,908	470,512	7,348,353
99-00	5,832,701	3,357,162	372,378	9,562,241
00-01	6,045,036	3,778,205	400,514	10,223,755
01-02	6,059,075	3,812,527	433,701	10,305,303

Over the past decade, several situations have occurred which caused anomalies in the level of Auxiliary Fund expenditures from year to year.

In the “Continuing Education” area, the college had an ever-increasing administrative overhead and activity level in its Customized Training division from fiscal year 1992-93 to fiscal year 1996-97. Although activity levels were increasing, losses mounted, so the college began to scale back its activities in that area. In fiscal year 1999-00 the college was awarded a major contract with the Department of Defense to provide foreign language training to soldiers stationed at Fort Bragg, North Carolina. This contract expired in October 2002. During its existence, this contract accounted for over \$2.5 million per year in revenues and expenditures.

In the “Bond Income Funds,” the college has experienced steady growth commensurate with its enrollment growth.

In the “Other” category, the only anomaly occurred in fiscal year 1993-94. TABOR was passed in November 1992. During its initial implementation phase, several activities were placed in this “Other” category. Subsequent review by the State Auditor’s Office and Attorney General’s office led all of Higher Education to remove these activities from Enterprise status.

Currently, all Auxiliary activities are operating profitably and provide resources to the general operation of the college.

Restricted Grants (including Financial Aid)

Over the past decade, the college has received many and varied grants for specific purposes. These include grants for Library access, for addition of Police Officers, for serving as various Community Resource Centers, and for serving low-income, disadvantaged or first-generation students.

In addition to these limited-term grants, the college has been the recipient of Federal Title IV Financial Aid, Colorado State Financial Aid, and Carl D. Perkins Vocational Act funding for the entire ten-year period.

The following table shows the levels of funding for these major areas over the past ten years.

**Display II-FR-5
Restricted Fund Expenditures**

FY	Financial Aid	Perkins	Other	Total
92-93	5,792,995	728,322	402,669	6,923,986
93-94	5,306,733	761,844	622,692	6,691,269
94-95	5,229,741	756,322	572,234	6,558,297
95-96	4,807,556	663,391	616,877	6,087,824
96-97	5,343,004	720,668	649,338	6,713,010
97-98	5,894,780	702,533	597,670	7,194,983
98-99	6,491,760	716,433	511,048	7,719,241
99-00	6,629,287	709,151	813,835	8,152,273
00-01	7,646,315	832,691	651,293	9,130,299
01-02	8,850,363	916,947	534,579	10,301,889

As the table above shows, the college has received steady increases in Restricted Financial Aid and Perkins Funds, and the “Other” grants have fluctuated within a fairly narrow range.

Analysis of the Budgetary Process

The process for allocating budgetary funds to community colleges in Colorado is multi-tiered, beginning with the Colorado General Assembly (legislature).

Over the past decade, the State of Colorado has seen significant changes in its methodology for allocating funds to all governmental agencies, but the most dramatic changes have occurred in the process for allocating funds to higher education. These changes began with the passage of the Taxpayers’ Bill of Rights (TABOR), which was a citizen-led referendum to amend the Colorado Constitution passed in November 1992. The primary impact on state funding caused by TABOR was the limitation that the state budget could not increase by more than the sum of the rate of population growth and the rate of inflation in any given year (on a percentage basis). One of the first determinations in deciding how TABOR was to be implemented was to decide which state revenues were to be included within these limitations and which would fall outside (be TABOR-Exempt). Although many arguments were considered on both sides of the question, the final decision was made that all higher education tuition and fees were included under TABOR.

Once this decision was reached, the legislature realized that the only way in which it could manage the total revenues under TABOR was to set tuition & fee rates for higher education itself. In an agreement negotiated between the Joint Budget Committee (JBC) of the legislature and the Colorado Commission on Higher Education (CCHE), the impact of TABOR on Higher Education was defined as follows: The portion of TABOR-allowable increases for Tuition and Fees would be set at the Denver – Boulder Consumer Price Index, and the Population component would be defined as Enrollment Growth. Thus, tuition and fee increases have been limited for the last eight or so years to the rate of inflation.

The impact of TABOR on higher education has not been all bad, however. Even prior to the passage of TABOR, the legislature had been limited to an annual 6% growth in operating funds. During several years in the mid- to late 90s, the TABOR limitation was significantly higher than the 6% limitation. Since the operating budget could only be increased by 6%, any funds over the 6% limit, but below the TABOR limit, were put into Capital Construction projects. It was during this time that higher education lobbied for many significant projects. Pikes Peak Community College was appropriated \$18 million to build the Rampart Range Campus. This project might never have been funded had it not been for TABOR.

Once the legislature has set the amount of state appropriations to be allocated to higher education and set the parameters for tuition and fee increases, these funds are allocated to the various governing boards by the Colorado Commission on Higher Education. When CCHE has made its allocation to our Governing Board, the State Board for Community Colleges and Occupational Education, the College Presidents and College CFO's, in conjunction with the System President and System CFO finalize the allocation of those funds to individual colleges and to the system office. For the past several years, the community college system has used a formula which is primarily driven by enrollment but which also contains components related to leased space, branch campuses, and other fixed costs.

Internal to the college, the budget is developed on an incremental-cost basis. Changes which have occurred in the staffing pattern since the last budget cycle are reflected first. These may consist of additions (mid-year- approved new positions), deletions (mid-year resignations not filled),

and personnel changes (retirements/resignations/new hires). Secondly, any changes in fixed costs are built in. These may include Utilities, Workers Compensation, Insurance, Title IV matching funds, etc. The college has three categories of regular employees – Faculty, Exempt Staff, and Classified Staff. The compensation rates for Classified Staff are determined by the State Department of Personnel and Administration and are not negotiable. Any required pay increases for Classified Staff are not funded by the state, but must be built into the budget. Once these changes are incorporated into the budget, the amount left for discretionary spending is determinable.

The primary categories of discretionary budgetary spending are Faculty and Exempt Staff pay increases, Staffing levels (for all three categories of employees), and Operating Expenses. For the most part, the previous year’s staffing and operating expense levels are taken as the “base,” and any changes will draw from the available discretionary funds. Requests for additional staff or operating expenses are forwarded from individual departments to the appropriate vice president. Discussions on Faculty pay increases are held between the vice presidents and the Faculty Senate’s Salary and Budget Committee. These recommendations are then forwarded by the vice presidents to the president, who makes the final decisions.

Strengths

- A. The college is well-positioned within the community college system’s budgetary allocation structure and receives at least its fair share, if not more, of the funds to be allocated.

Supporting Evidence:

- See fiscal year 1992-93 through 2002-03 reports.

- B. The college has a solid financial infrastructure which enables it to monitor and react to changing economic realities.

Supporting Evidence:

- See fiscal year 1992-93 through 2002-03 reports.

- C. The college uses the priorities established in its Strategic Plan to guide its budgetary decision-making. Thus, the college has an agreed-upon set of values and priorities.

Supporting Evidence:

- See PPCC Strategic Plan.

The college has a solid financial infrastructure which enables it to monitor and react to changing economic realities.

Concerns and Recommendations:

A. Because of contractual agreements with outside agencies or the strong personal convictions of staff and faculty about particular programs, the college has at times allowed high-cost programs to continue with inadequate student enrollment to cover the costs associated with the successful operation of the programs. Once a student is enrolled in such a program, the college has an obligation to that student to allow him/her to complete the program requirements within a specified amount of time. As a result, further financial support for the equipment, space, and faculty compensation is necessary to give the student the full benefit of the program, which in turn leads to the practice of taking financial resources from other profitable programs to cover costs for the less-than thriving programs.

Supporting Evidence:

- See the Vice President for Educational Services for specific programs that have been and are currently being phased out (e.g. Environmental Health and Safety).

Recommendation:

- The college must adhere to its Academic Master Plan and regularly evaluate all of its academic programs, deleting those not supported by enrollment and creating new ones where a need exists within the community.
- B. The state of Colorado, as well as the rest of the nation, is under increasingly stringent budget constraints due to the weakened economy of recent years. Trends have shown that as the economy goes down, college enrollment goes up as newly unemployed individuals return to school for retraining or career changes. As student enrollment goes up, so too does funding based on FTE reimbursement, making institutions of higher education easy targets for budget rescissions.

Supporting Evidence:

- See Vice President for Administrative Services for rescission totals in fiscal years 2001-02 and 2002-03.

Recommendation:

- The college must continue to monitor the state of the economy in Colorado and, in turn, monitor its expenditure patterns during this economic crisis. As recent events and the supporting evidence have shown, higher education will be the sector of government that the governor and legislature will target for “surplus” funding in tough economic times. Therefore, the college must ever maintain a tight control on its budget, ensuring that sufficient reserves are available to weather negative economic cycles.

Conclusion:

At present the college is operating in a sound and responsible fashion within the resources available to it. There are no specific changes of major consequence that need to be implemented, but the college needs to remain true to its Strategic Plan and continue to devote resources to the areas which the Plan defines as “high priority.”

Governance

At the State Level:

The higher education system in Colorado is one of the most multi-faceted in the nation and is structured according to levels. The Colorado Community College System (CCCS) (formerly the Colorado Community College and Occupational Education System [CCCOES] and the Community Colleges of Colorado [CC of C]) is the administrative body that answers to the governing board comprised of a nine-member panel which comprises the State Board for Community Colleges and Occupational Education (SBCCOE). SBCCOE members are appointed by the governor and confirmed by the Senate to serve for a term of four years. In addition, one faculty member and one student are elected by their constituent colleges to serve on the board.

Community college presidents report to the president of CCCS who, along with four-year post-secondary institutions, are subject to the policies of the Colorado Commission on Higher Education (CCHHE) and its Executive Director, which constitute the Department of Higher Education and ultimately by the governor. (See www.state.co.us/cche/orgchart.html)

Pikes Peak Community College is one of thirteen community colleges within the full governance structure of the CCCS. The CCCS is not only a governing board but is also considered a policy board responsible for establishing statewide vocational education policy. Local councils for each college advise the college president on college operations from a local point of view.

At the Local/PPCC Level:

At PPCC, as at other Colorado community colleges, a seven-member advisory council exists by law to advise the college president concerning the long-term educational needs of the community; to liaise between the college and area employers, school boards, elected officials, and other relevant groups; and to assist generally in serving the community. At the next level operates the former Executive Cabinet, now the College Leadership Team (CLT), consisting of

- The President of PPCC;
- The Executive Director of Human Resource Services;
- The Executive Director of Institutional Advancement and Development;

- The Vice President for Educational Services;
- The Vice President for Administrative Services;
- The Executive Director of Communication and Marketing;
- One instructional dean (to serve on a rotating basis);
- One faculty member;
- One classified staff member

The College Leadership Team meets to provide input to the president on various issues and to make recommendations for the president's consideration. PPCC's President describes the College Leadership Team as a forum for information sharing rather than a decision-making body.

PPCC's internal governance structure falls under two headings: Educational and Administrative Services.

Educational Services exists to carry out the college's primary mission: providing support for all educational programs at the college, including academic/transfer courses and degrees (AA, AS, and AGS); career and technical courses and programs (leading to a variety of AAS degrees and certificates); career and technical programs for high school students; and retraining programs and continuing education for adults. Educational Services oversees program delivery, including distance education offerings, at all campuses and off-campus sites. Staff members in this division also prepare the college catalog and the semester class schedules; provide professional development for faculty and staff; and offer support for technology-based instruction.

Under the leadership of the Vice President for Educational Services are

- His assistants;
- The five instructional division deans, their assistants, and their office managers and staff;
- Faculty;
- The Director of Campuses.

All administrators, staff, and faculty representing this significant part of the college's governance structure 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. At times, representatives from Educational Services, usually the Vice President, communicate administrative services policy and procedural changes.

Administrative Services and its representatives often meet with staff in Educational Services, but its areas of responsibilities center on procedures relevant to institutional budgets; state policy; institutional policy; capital development; financial aid funds and policies; the Student Information System (SIS); Financial Record System (FRS); and Faculty Management System (FMS); overall system and data integrity; staffing patterns; student life issues; institutional technology; and administrative services budgets and procedures.

The Vice President for Administrative Services constituency consists of the following:

- Facilities and Procurement
- Business Services
- Public Safety
- Institutional Research
- Facilities Quality Assurance
- Financial Services
- Enrollment Services
- Information Technology Support Services
- Controller
- Student Life
- Dean of Students

Via the Strategic Plan:

The Strategic Planning Council, first established in fall of 1999, consists of

- Members of the President's staff;
- Representatives from the faculty;
- Classified staff;
- Administrative, Professional and Technical Staff;
- And students.

The Strategic Planning Council guides the implementation of the college's Strategic Plan; facilitates the integration of the plan into college operations; establishes measures of success for the plan; communicates about the plan to internal and external constituencies; and formulates modifications to the plan as necessary.

The college's Strategic Plan encompasses the following concerns and goals:

- A fundamental belief in collaborative problem solving and decision-making;
- Common goal facilitation;
- Accountability for decisions and actions;
- Effective use of resources aligned with mission, values, and strategic initiatives.

At the Faculty, Staff, and Student Level:

The Faculty Senate functions as a representative body of elected members who make recommendations on academic, professional, and institutional matters concerning PPCC faculty. The number of voting members per division is determined by the number of full-time faculty members in that division. In a division of 20 or fewer, two representatives to Senate are elected; in a division of over 20, three representatives may serve. All remaining faculty, who are considered non-voting members of the Senate, are welcome to attend meetings and encouraged to provide input and feedback.

The Faculty Salary and Budget Committee represents a subcommittee of Faculty Senate, serving to investigate and make recommendations to Faculty Senate and the administration regarding financial concerns for faculty members.

Prior to April 2001, PPCC boasted no active representative body for the classified staff, primarily due to staff lack of interest. However, the interim president, re-activated the long-dormant Classified Staff Group which updated its by-laws in November 2001 but is still working to articulate its purpose and to generate classified staff participation.

Student Government is comprised of

- Eleven senators and five officers;
- A president;
- A vice-president;
- A secretary;
- A State Student Advisory Council (SSAC) representative;
- A treasurer.

While the secretary and treasurer of Student Government are appointed by the president and vice president, respectively, and ratified by the senate and other officers, the other positions are elected by the student body: the senators in the fall and the president, vice-president, and SSAC representative in the spring. Student Government is actively involved in the business of the college via participation in various campus-wide committees. Each member of Student Government is required to participate in a specific number of committees per semester.

In June 2002, the Governance Task Force was created, consisting of APT, classified, and faculty representatives appointed by the President and charged with examining the process of institutional governance. In fall 2002, this task force submitted a philosophical statement of governance to the Executive Cabinet but was unable to propose an operational model. No action was taken until spring 2003 when the Faculty Senate requested that the Cabinet review this statement and examine in-house governance structures. In summer 2003, the Task Force was called back into session by the President to “operationalize” the principles set forth in the Philosophy of Institutional Governance.” Task force members recommended to the Executive Cabinet that it expand its representation of the college community’s constituencies, especially considering that the Shared Governance Assembly had become less and less active. The first proposal from the administration was to add a faculty representative and a classified staff representative to the group formerly known as the Cabinet. The faculty representatives to the Task Force requested the addition of more faculty members, first to include at least one representative from each division, and then to include representatives from both the transfer and the career and technical faculty. The President expressed reluctance to add so many members to the group, but did accept the recommendation to add an instructional division dean. Therefore, the College Leadership Team was created consisting of one dean, once classified staff member, and one faculty member who would act as representatives, along with those individuals who report directly to the President and who had previously served on the Cabinet.

Some Miscellaneous Governance Issues to Date

1. By state policy, advisory boards are required for career and technical programs and must consist of representatives of both genders whose experience and abilities represent a cross-section of a certain occupation's spectrum of labor, supervisors, and management. Primarily, the local advisory boards assist vocational educators in establishing, operating, and evaluating programs which serve the needs of students, business, and industry as well as providing expert perspectives on changing needs in these areas.
2. In early 2003, Faculty Senate and CETL (Center for Excellence in Teaching and Learning) requested that the Executive Cabinet review all college committees to determine how many still served important purposes and how many did not and to dissolve the latter. Recommendations by faculty and staff ensued, and committees that the Cabinet determined as purposeful and charged with continued function after July 1, 2003, were required to develop a mission statement.
3. A Personal Assessment of the College Environment (PACE) survey was conducted college-wide in 2002 to gather perceptions of personnel concerning the college climate and to promote more open and constructive communication among faculty, staff, and administrators. The overall score showed that the college was considered "consultative," which is the second highest possible rating, behind "collaborative." The numeric ratings in each category showed that the college was approximately at the same level of peer institutions surveyed using the same PACE instrument. Individual comments appearing in PACE surveys are not generally provided by the company which evaluates such surveys. The College President, however, requested that all individual comments be forwarded to the college for public posting and approved payment for this additional service. Those narrative comments revealed both positives and negatives regarding the administration's decision-making processes, particularly regarding the recent college reorganization. Some comments alluded to lack of leadership at the administrative level while others expressed frustration that decisions were imposed upon faculty and staff by the administration. The general consensus of such commentary was that faculty and staff input was ascribed a low value and that few faculty and staff understood the origin or rationale of many decisions made. PPCC officials have taken some actions to

A Personal Assessment of the College Environment (PACE) survey was conducted college-wide in 2002 to gather perceptions of personnel concerning the college climate and to promote more open and constructive communication among faculty, staff, and administrators.

address the concerns identified in the PACE survey. It is clear that more work needs to be undertaken in this area to address the concerns of all College constituents.

Strengths:

- A. To better understand the purpose and charge of each committee at PPCC and, if necessary, scale down the types and numbers of such committees, the college recently formed a “missions of committees” task force.

Supporting Evidence:

- An e-mail from the Vice President for Educational Services, dated April 10, 2003, indicated that such a process would soon be undertaken under the guidance of one of his assistants.
 - These committees whose mission and purpose statements have been identified have posted them as well as their committee officers’ names, meeting minutes, and bylaws on the Intranet.
- B. PPCC’s Strategic Plan is a living document designed to guide college decision-making processes and fulfill the plan’s initiatives.

Supporting Evidence:

- See PPCC 2002-2007 Strategic Plan.

Concerns and Recommendations:

- A. PPCC’s classified staff group is not a well-represented and active entity of the college. Administrative guidance is minimal, and classified staff participation has proven low and inconsistent.

Supporting Evidence:

- Minutes of Classified Group meetings are available on the Intranet;
- While the past three years’ meetings have focused on attempts to grapple with the concerns noted above, the group has reached no resolution.

Recommendations:

- Elected officers of the Classified Group need proper and active administrative guidance so that it—like other representative groups on campus, such as Faculty Senate—earns recognition as a valued and viable group.

- Within the group’s own structure, elected officers should solicit assistance in formulating its purpose and mission and in increasing classified staff participation.
- B. PACE survey narrative comments indicate some confusion about the authors and processes of decision-making at the college. Some comments expressed frustration that decisions appear ready-made prior to the formation of committees ostensibly created to determine such decisions. A related frustration centered on the fact that the same individuals frequently act as representatives on various committees. The college’s duplicated and overlapping efforts to achieve the same ends (e.g. strategic planning and the governance task force) also appeared as a frequently noted concern.

Supporting Evidence:

- See this theme of dissatisfaction in the narrative section of the PACE survey results under “Organizational Structure.”

Recommendations:

- College officials should continue to more clearly define roles and missions of campus committees, and should continue to make available the minutes of their meetings and clarifying how these committees’ operations influence the decision-making process at PPCC.

Conclusion:

Governance structures at the State and local levels provide proper guidance to PPCC administration by which to operate and adequately meet the needs of the community it serves. The internal governance structure is such that all constituencies of the college are represented and provided a forum through the College Leadership Team to address concerns in their areas. In 2002, the college enacted its Strategic Plan, by which governance and decisions are to be guided. While administrators at PPCC have communicated no formal plan of action in dealing with the results of the 2002 college-wide PACE survey, their honest efforts to fulfill the second of the two-fold purpose of this survey (to promote more open and constructive communication among faculty, staff, and administrators) would seem a reasonable expectation of staff and faculty. Hence, PPCC administrators might well consider exploring other meaningful ways in which to address the PACE results that would, at least, assure staff and faculty that their concerns and ideas will be fairly considered.

Physical Plant That Supports Effective Teaching and Learning

A variety of credible resources indicates that learning is most effective in environments that allow the learner to focus on the material being presented rather than on their personal comfort—e.g. room temperature, ventilation, accessibility, lighting, seated comfort, and sound control. Research also reveals that effective teaching of adult learners involves accessibility to various media and arrangement of space conducive to discussion and participation. Such a variety of teaching methods and strategic use of space engages learners and helps them maintain their focus.

Use of technology in the classroom has grown more innovative and learner-interactive.

Strengths:

- A. Use of technology in the classroom has grown more innovative and learner-interactive. More classrooms at PPCC today than not boast media cabinets, instructor computers with projection systems, Internet connections, and more flexible furnishing options.

Supporting Evidence:

- The completion of the Rampart Range Campus made technology in the classroom a reality.
- Increased technology allocations for the Centennial and Downtown Studio Campuses have rendered these spaces more technically up-to-date as well.
- Development of the Information Technology Support Systems department with its on-going training opportunities and generously staffed help desk has formed a solid technological base for the college.

- B. The Facility Management Team constantly addresses and immediately remedies any problems with classroom lighting, acoustics, and accessibility. From installing additional lighting in a classroom or mini-blinds for glare control to adding insulation from sound transition, the facilities manager always responds positively.

Supporting Evidence:

- See facilities records.
- Designated parking for disabled staff and students has been recently added to the Downtown Studio Campus parking lot.
- Automatic door openers and accessible restrooms are the norm at all PPCC locations, but some barriers remain at the 30 year old Centennial campus.

Concerns and Recommendations:

- A. Color schemes in PPCC classrooms are not particularly conducive to concentration and learning.

Supporting Evidence:

- White walls prevail in classrooms with white marker boards as notably bland accents. While white is an easy color for the Facilities Team to maintain, studies indicate that it is the worst color choice for a working, study, and learning environment. (Frank H. Mahnke, President of the International Association of Color Consultants/Designers)

Recommendation:

- According to Mahnke who documents the psychological and physiological effects of color, one or two walls in each classroom should be painted a more pleasant, responsive tone of blue or green. A khaki shade for the background would eliminate glare, especially helpful in classrooms with computers.
- B. Classroom seating is restrictive, uncomfortable, and inappropriate for the length of some classes.

Supporting Evidence:

- Molded fiberglass/plastic chairs are very uncomfortable ways to spend classes that last more than two hours.

Recommendations:

- Faculty should make facilities managers aware of classes exceeding two hours so that coordination of scheduling can occur that ensures appropriate classrooms and seating for such classes.
- Facilities should opt to eliminate the typical “high school type” desk (e.g. in which the top surface connects to the inflexible seating), installing in its place writing surfaces and free-standing chairs that offer some adjustment or flexibility. This has been agreed upon by administration and budget funds have been appropriated in FY 2003-04 for all classrooms to be equipped with tables and chairs.

Conclusion:

The physical plant supports effective teaching methods with the use of marker boards, TV / VCR units, overhead projectors, flip charts, and a growing number of higher technology rooms, or what was once called “smart rooms.” The higher technology classroom facilities require a computer, projector system, and screen, and instructors willing to use them and integrate this technology into their teaching style. The college supports as many of these rooms as possible (as the budget allows), and the development of such space has proven a high priority over the past five+ years. With the additional incentive of technical support to train instructors in various ways to use this technology in the classroom, lectures and discussions become more interesting and students more involved in their own learning.

The physical plant could support effective learning better with the application of appropriate color schemes within the environment that promote concentration and learning. More attention is gradually being given to seating and writing surfaces and to flexibility in arrangements. Discussions take on a different dynamic when the furnishings are shifted to place everyone in the discussion on an equal “playing field.” Use of tables which the students can move around as directed eliminates the power position and the adversarial positions, which in turn makes learning easier, more fun, and more stimulating for adult students.

Room temperatures will continue to be a concern for older facilities which have less control over specific spaces, and as a result of various spatial reconfigurations occurring over the past fifteen years, the facility does have “hot zones” and “cold zones.” These will only be remedied with renovation funds to bring the building up to the current standards of the college as well as to the current standards of a working and learning environment demanded by our customers. Our newer facilities, however, have individual room thermostats and ventilation needs are well met as a result.

Accessibility to the campus and within the campus has improved in the past two years, but room for further improvement still exists. Some of the improvements are costly while others are not. Several internal committees have begun to address safety and accessibility concerns, and although an additional professional consultant may be required, they are trying to do the right thing and doing a good job.

College as a Safe Environment

PPCC boasts an active Environmental, Health, and Safety Committee that meets monthly to review reports on safety hazards, physical safety, and general environment issues. Following a review of these reports, the committee attempts to resolve each issue or concern addressed. In the case of serious safety issues involving hazardous waste, the college contacts the hazardous waste company with which it contracts to remove hazardous waste from the auto shop, grounds shop, and dental and photo developer areas so that it may remain within federal and state safety standards.

In March 2002, the committee sent a general e-mail message to administrative staff and faculty asking for input regarding the degree to which the physical resources of the three campuses prove adequate and/or safe for all, what PPCC offers students to enhance student learning, and what can be improved. In the e-mail, respondents were asked to reply by noting both strengths and weaknesses in any area. That e-mail survey, then, provides the basis for the following segments on “Strengths” and “Concerns and Recommendations.”

Strengths:

- A. The college continues to remedy the physical environments of all three campuses to ensure that safety remains “job one.” Such areas of focus include but are not limited to heating/air conditioning; snow removal; parking lot maintenance; physical facility maintenance.

Supporting Evidence:

- See e-mail survey of staff and faculty, noted above;
- See the roster of monthly meetings held by the Environmental, Health, and Safety Committee.

- B. The Environmental, Health, and Safety Committee maintains an effective service request system that ensures students a safe and healthy environment.

Supporting Evidence:

- See e-mail survey of staff and faculty, noted above;
- The committee logs service requests and completes them online, resulting in generally efficient and prompt follow-up on complaints and concerns.

Staff and faculty report great satisfaction with the new faculty office building at the Centennial Campus (F-200 and 300).

- C. Staff and faculty report great satisfaction with the new faculty office building at the Centennial Campus (F-200 and 300).

Supporting Evidence:

- See e-mail survey of staff and faculty, noted above.

- D. Staff and faculty report that campus grounds, especially landscaping at Centennial Campus, has improved.

Supporting Evidence:

- See e-mail survey of staff and faculty, noted above.

- E. The Rampart Range Campus study and sitting areas, the Centennial Campus Atrium and the Downtown Studio Student Commons represent positive, quiet places for student rest and study.

Supporting Evidence:

- See e-mail survey of staff and faculty, noted above.

- F. Parking lots at the Centennial and Rampart Range Campuses are being re-surfaced soon to further ensure safety for students and their vehicles.

Supporting Evidence:

- See purchase orders for parking lot maintenance.

- G. The number of incoming safety and environment complaints has declined dramatically.

Supporting Evidence:

- See total requests from 2001-02 to 2002-03.

Concerns and Recommendations:

- A. Budget cuts have reduced funding for operations, controlled maintenance, and capital construction. Specifically, the college has experienced difficulty keeping pace with the maintenance issues resulting from increased student enrollments at all campuses. Also, administrators must constantly wrestle with the challenge of prioritizing maintenance and other physical facility improvements.

Supporting Evidence:

- See Colorado state appropriations for community colleges for 2003-2004.
- See Campus Director for the number of rejected service, improvement, and remodel requests at Centennial Campus, Downtown Studio Campus, and Rampart Range Campus.

Recommendations:

- The college should continue planning for the future with the students' best interests in mind as outlined in the Strategic Plan.
 - The college should attempt to implement staff and faculty recommendations for ensuring well maintained and safe campus environments;
 - Designated officials should lobby for funds for operations, controlled maintenance, and capital construction.
- B. Loss of some personnel makes it difficult to satisfy the various demands for upkeep and preventive maintenance required to render PPCC a safe and environmentally sound facility, inside and out.
1. **Supporting Evidence:** See information regarding personnel reduction at PPCC, beginning in spring 2003.
 2. **Recommendations:**
 - The college should consider cross-training employees to assist in the goal of environmental safety and maintenance;
 - In any event, designated officials should ensure that, despite recent cuts in personnel, student safety issues remain a paramount concern, and any complaints receive prompt follow-up and resolution.

Conclusion:

Final comments center on the importance of allowing no hiatus in the college's efforts at making the three campuses safe and well maintained, in spite of some challenges posed by decreased funding from the state. Since these campuses are used by students, faculty, staff, and a number of outside organizations, it certainly proves in the college's best interests to take proper care of its external and internal environments.

Summary of Criterion Two Findings:

In its commitment to providing a safe physical environment for students and employees, PPCC merits particular commendation. In addition, technological innovations to physical space—especially classroom space—have proven one of the college’s highest priorities in recent years, resulting in more students being offered a variety of learning environments across the curriculum. Budget restraints at the state and local level, however, certainly impede the college’s goals in some areas of renovation and construction, but officials have done well to work within such constraints so that safety and basic institutional effectiveness are not compromised.

Financial resources have also been well-maintained at PPCC, and the college appears to operate quite responsibly within the confines placed upon it by state restrictions and budget cuts. Governing entities at PPCC have undergone a number of incarnations in recent years, and certain patterns noted in these entities have given rise to some concerns among staff and faculty, delineated in the fall 2002 PACE survey (Personal Assessment of the College Environment). The Strategic Plan, implemented in 2002, by which governance decisions are to be guided should remain college officials’ benchmark in determining how best to address these and other concerns and issues in the coming years.

Finally, faculty resources present both strengths and challenges to institutional effectiveness. Examination and evaluation of this area indicate that faculty, by and large, demonstrate excellence and commitment to student learning. However, the need to vigorously recruit and retain minority faculty must remain a high priority, especially since the college’s minority student population has grown steadily with no commensurate growth in minority faculty representation.

Criterion Three:

“The institution is accomplishing its educational and other purposes.”

The introduction of a strategic plan at PPCC in 2002 focused, first and foremost, on student success. To support the strategic initiatives outlined in the strategic plan and to respond to Criterion Three’s mandate, several subcommittees examined the college’s strengths and concerns in the following areas:

- Educational Programs
- Student Services
- Student Life
- Faculty and Staff Development
- Assessment
- International Education.

In addition, two areas in this criterion for which there had been previous concerns: assessment of academic achievement and the library were evaluated.

Arts and Fine Arts

The Arts/Fine Arts program at PPCC includes the Performing Arts (Dance, Theatre, and Music) as well as the Fine Arts/Studio Arts. While currently, no arts degree is available for students, they may take several courses in all of these areas. Arts/Fine Arts courses are taught by a number of full- and part-time faculty, including a half-time dance faculty member appointed in fall 2003.

- Two full-time Theatre faculty (as of fall 2003);
- One half-time regular- and five part-time Dance faculty;
- Three full- and 20-25 part-time Studio Arts faculty;
- One full- and 7-10 part-time Music faculty;
- Several full- and part-time Fine Arts faculty.

Student enrollment in each of these areas varies greatly, and all are labor- and space-intensive. Centennial Campus provides the main venue for Theatre whereas Dance is taught exclusively at the Downtown Studio Campus (DTSC). Some Music, Art, and Humanities classes are offered at all three campuses while Studio Arts are available only at the Centennial and Downtown Studio Campuses.

Students choose PPCC to study the arts because of the quality and reputation of the faculty, often consciously selecting courses offered by specific instructors.

Strengths:

- A. The Studio Arts have experienced significant growth in FTE and headcount.

Supporting Evidence:

- An Institutional Research report (Annual Student FTE and Headcount for FY 2000-2003 for Students enrolled in Fine Arts Course) shows a 26 percent annual increase in headcount from 1999 to 2003 in Arts courses.
 - The Spring 2003 census report shows a 22.3 percent FTE growth in fine arts courses and a 68.5 percent growth in dance (partially due to additional space for dance classes).
 - A “summer sampler” of one-credit Studio Arts courses offered for the first time in summer 2002 proved so popular that they are now being offered year-round. See college catalog, 2003-2004.
- B. Students choose PPCC to study the arts because of the quality and reputation of the faculty, often consciously selecting courses offered by specific instructors.

Supporting Evidence:

- In an open-ended survey of students taking a variety of arts classes, 74 percent identified “faculty” as the reason for studying art at PPCC.
 - The impressive credentials of the arts faculty—many of whom are working professionals enjoying national and international prestige for their art—draw many students to PPCC Arts classes.
- C. Assessment in the arts classes is very demonstrable.

Supporting Evidence:

- In every arts-based class, students must produce a work to be measured for success and appropriate progress in that class.
 - Faculty use certain, arts-based criteria for measurement of these student productions. Samples of student work and assessment of it were used in the compilation of this report.
- D. Students who take various arts classes at PPCC appear to be transferring to other institutions successfully.

Supporting Evidence:

- Interviews with faculty revealed that PPCC Arts students have successfully transferred to public and private institutions across the country; one Dance student, in particular, was accepted into the “Summer Dance Intensive” at Colorado College and another into the prestigious performing arts school in New York City.
- E. The Downtown Studio Campus, the primary PPCC campus for the arts, is centrally located and near city libraries, museums, other art studios, and the Fine Arts Center, making it an ideal location for most of the Arts/Fine Arts classes that strongly appeals to students.

Supporting Evidence:

- In a student survey, 20 percent of respondents reported that location was very important in their selection of PPCC.
- F. The Downtown Studio Art Gallery provides a professional venue for students, faculty, and staff to exhibit and sell their works.

Supporting Evidence:

- The Gallery is booked regularly, often with exhibitions of well-known artists’ works.
 - Gallery openings are regularly advertised in local publications and customarily draw 150-200 community members in addition to PPCC faculty, staff, and students.
 - Students may also exhibit and sell their works in the Gallery.
- G. PPCC offers one of the most comprehensive dance programs in the region and has recently added a second dance floor to accommodate a greater variety of classes.

Supporting Evidence:

- Examination of other college catalogs
- PPCC Dance classes are generally full (18-24 students).
- Swing, tap, and Dance for Musical Theatre represent newly added options of dance classes for students.

H. Arts/Fine Arts faculty host a variety of public performances or exhibits, generally two or three times per year.

Supporting Evidence:

- Throughout a given year, the Theatre/Music programs offer two plays/musicals at 20 performances each; often, a one-act summer play; two student showcases; and five recitals in addition to three faculty recitals.
- The Fine Arts/Studio Arts programs offer student art shows college-wide in the DTSC Gallery, atriums, hallways, and glass showcases several times a year; special demonstrations and exhibits at the airport and other locations; and numerous opportunities to sell artwork on campus and in the community.
- Students in Dance classes offer two large public recitals per year as well as performances at local high schools.

I. Arts classes at PPCC contain diverse students.

Supporting Evidence:

- Age range for most art classes is 18-80.
- All occupations, socio-economic, and ethnic backgrounds are represented.
- According to a random survey of PPCC arts students, 42% enroll in such courses for personal interest and enjoyment, primarily.

J. Faculty in the Arts and Fine Arts demonstrate passion and commitment.

Supporting Evidence:

- Many instructors work far beyond their required hours each week.
- Several instructors regularly purchase supplies with their own money or donate items desperately needed for an inadequately funded program to operate effectively.
- Colleagues in other departments as well as students themselves verbally note that Arts and Fine Arts faculty convey passion and infectious enthusiasm for their work and their students' performance.

Concerns and Recommendations:

- A. Inadequate facilities and space have in the past, posed perennial problems for the Arts and Fine Arts.

Supporting Evidence:

- A recent student survey revealed that 24 percent of students characterized space/facility/equipment issues as the greatest weakness of the arts program.

Recommendations:

- The college should explore avenues for funding—such as grants—more equipment and space for the various programs in these areas, having understood the vast differences between the space needs of such programs and those of more traditional disciplines and programs. Lately, the college has begun to take steps towards improving space for the Arts. New practice rooms for the music program have been designed at the Centennial Campus; in fall 2004, a new large music studio for recitals will be available, and individual practice rooms added at the Downtown Studio Campus; the college has provided new, on-site storage for the Theatre program at the Centennial Campus; and two spacious new art classrooms at the Downtown Studio Campus are now available, and a second dance floor already added. In addition, in response to a decision made by the art chair, the division dean, and the VPES with the support of the college president, an ample, convenient, and newly renovated space was committed to the pottery program beginning spring 2003. Its use has contributed to growth in the ceramics program.
- The college should seriously consider expanding the small Gallery at the Downtown Studio Campus to increase opportunities for art shows and special events.

- B. The Music and Theatre programs have difficulty hiring part-time instructors in music and theatre support persons because the number of contracted professionals and part-time faculty needed for various work cannot always be paid the going community professional and performing rates.

Supporting Evidence:

- Interviews with Theatre and Music chairs and adjunct faculty.

Recommendations:

- The college should provide more money to the Theatre budget to pay for support staff needed for theatrical productions.

- C. Safety issues in the Theatre at Centennial Campus center on the lack of safety lights in the shop and on the stage.

Supporting Evidence:

- See layout and structural design of the theatre.

Recommendation:

- Since this issue involves safety for students and faculty, it should be resolved immediately with the addition of safety lights to the shop and to the stage.

- D. Since the theatre provides the only very large venue on all three campuses, frequent schedule conflicts occur.

Supporting Evidence:

- See scheduling rosters for the theatre.

Recommendation:

- If the theatre were relocated downtown or elsewhere, the current theatre would be freed for other events and uses. As an added bonus to students in the music program, the space could also provide somewhere for vocalists to prepare without going downstairs to the music classroom on the other end of the Aspen Building.

Conclusion:

Because the PPCC community, staff, faculty, and students demonstrate great satisfaction in the quality of instruction in the arts at PPCC, the college should continue to make a firm, monetary commitment to the Arts and Fine Arts programs. Continued, enriched support of these disciplines is likely to reap untold benefits. By making space and facilities issues for the arts a higher priority, the college could transform PPCC into an affordable and desirable refuge for art, music, dance, and theatre as well as for the many people who love them.

Assessment of Academic Achievement

During the period from 1993 to 1995, PPCC developed an Assessment Plan based on a focus report that it submitted directly to the Commission. PPCC used an assessment tool called Work Keys to evaluate its vocational programs. Local experts in areas that corresponded to these programs reviewed them and determined student objectives for each. Each spring thereafter, students took tests to ensure that they were achieving these pre-established objectives. Despite a small group involved in the initial implementation of Work Keys, the plan was received with mixed feelings by many.

Key college officials developed an annual assessment plan followed by a report that revealed that some sections of the plan had been adhered to while others were overlooked. This outcome led many to conclude that two necessary ingredients of a successful assessment plan include high level administrative support and faculty endorsement.

The role of the student in an assessment plan of any sort should be central. The college catalog, thus far, has represented the primary repository of assessment information for students. In addition, Colorado state mandates require degree-seeking students to take a placement test in order to determine their skills levels in math, reading, and English. Prior to enrolling in any math, reading, or English courses at PPCC, new students must have placement test scores (or their equivalents) recorded in the system. Other broad-based means of assessment have included reports from Colorado State University (in Fort Collins and in Pueblo) that indicate PPCC-transfer students' level of academic performance at these institutions. In addition, the college monitors graduation rates for all degree and certificate programs offered.

Strengths: [The following four categories of strengths correspond to four instructional departments and their use of student assessment methods. These departments are College-Prep Mathematics, Mathematics, College-Prep English, and English.]

- A. While the majority of developmental math students remain in the courses into which they formally placed, the Department of College-Prep Mathematics' first week in-class assessment of students acts as an efficient double-check of students' pre-recorded college placement test scores. This assessment device is a survey test of skills and knowledge covered at the previous College-Prep Mathematics level. The department, while it institutes no "post-testing" measure, has experienced few problems as a result.

Supporting Evidence:

- The Department of College-Prep Math faculty relay information pertaining to first-week assessment procedures.
- B. The Department of Mathematics has found that students entering college-level math courses having completed courses in College-Prep Math are very well-prepared. However, the department uses a short quiz (based on the first chapter of the current text for MAT 106 and MAT 121) as a first-week assessment method that has proven effective in verifying students' proper placement into specific math courses.

Supporting Evidence:

- The Department of Mathematics adjunct orientation meeting imparts directions to instructors regarding the first-week assessment procedure.
- C. The Department of College-Prep English, like the Department of College-Prep Math, uses a placement test follow-up assessment tool to ensure proper student placement, noting its effectiveness in determining and gauging students' skills. Most recently (spring 2003), College-Prep English instructors began implementing a formal and uniformly designed diagnostic writing assignment to all ENG 030, 060, and 090 students that, in its fledgling stages, has been well-received.

Supporting Evidence:

- The Department of College-Prep English new semester guidelines offer a full explanation of the above-noted assessment method.

D. The Department of English, like College-Prep English, implements a uniform assessment procedure in the first week of classes to ensure proper student placement, which has worked exceptionally well in identifying students' skills. Primarily in ENG 121, instructors' use of a first-week diagnostic writing assignment and a final "post-writing," based on departmental guidelines, both of which are collected from all ENG 121 classes at semester's end and randomly compared and evaluated, provides the department with useful information of its students' writing performance in this pivotal composition course.

Supporting Evidence:

- The Department of English faculty information packet thoroughly relays directions and guidance regarding use of this assessment method.

Regarding all mathematics and all English courses:

- If assessment of students' skills levels indicates the need to move to a previous or a subsequent course, instructors suggest re-placement, and students may decide whether or not to exercise this option.

Regarding College-Prep mathematics and English courses, specifically:

- Students may move to the next skills-level course with a minimum grade of D; however, instructors recommend that any students who earn Ds repeat the course.

Concerns and Recommendations:

A. Recent annual assessment reports, based on an original single assessment plan, have proven limited in their practical usefulness.

Supporting Evidence:

- A perusal of PPCC Assessment Reports for 1996, 1998, 1999, and 2000 revealed the following specific concerns:

- B. Although previous assessment plans have proven adequate in providing guidance for completing the Annual Assessment Report, most staff and faculty involved in the recent assessment process agree that the plan lacks top-down support and faculty/staff promotion and support.

Supporting Evidence:

- See previously published PPCC Assessment Reports for 1996, 1997, 1998, 1999, and 2000.

Recommendations:

- The college should promote the assessment plan to faculty to ensure their willing participation in the process since, in truth, faculty must shoulder the burden of work and responsibility for it.
 - Senior staff and administration must follow up to ensure that all assessment report recommendations are implemented. As a result of such close administrative oversight, faculty and other staff involved in the assessment process can feel confident that their work has been taken seriously and their reports and recommendations have been unreservedly accepted.
- C. While the Work Keys tool has proven useful in the academic and vocational divisions that have used it, its course-by-course assessment approach is not as comprehensive and practically effective as a full-program assessment approach would be.

Supporting Evidence:

- See previously published assessment reports for 1996, 1997, 1998, 1999, and 2000.

Recommendation:

- Faculty and assessment staff should institute a full program assessment, especially to ensure that each required course in a degree or certificate program suits that program's goals and objectives.

Although previous assessment plans have proven adequate in providing guidance for completing the Annual Assessment Report, most staff and faculty involved in the recent assessment process agree that the plan lacks top-down support and faculty/staff promotion and support.

- D. The PPCC Assessment Plan requires more promotion college-wide, especially to secure faculty interest and commitment to the process.

Supporting Evidence:

- See previously published assessment reports for 1996, 1997, 1998, 1999, and 2000. Although one of the planned “characteristics of the Plan/ Report” indicates that feedback to students will play a part in the process, these past reports fail to clarify how faculty will participate in order to disseminate such student feedback.

Recommendation:

- The PPCC newsletter should print articles that cover the range of the assessment plan, including its purpose, the importance of staff, faculty, and student participation, and plans for gathering data and results. If information on the plan is more widely disseminated, enlisting participation and obtaining practical results will prove more likely.

- E. While the current PPCC assessment plan fulfills the institution’s responsibility to conduct assessment, the actual report is rather skeletal; in addition, the results of the assessment plan have not been used to implement positive change.

Supporting Evidence:

- See previously published assessment reports for 1996, 1997, 1998, 1999, and 2000.

Recommendation:

- The PPCC Assessment Plan needs to provide a more comprehensive analysis of curriculum needs after which identified areas of weakness should be re-evaluated and re-written.

- F. Currently, although assessment is a component of every faculty assignment, not all faculty are formally motivated, recognized, or rewarded for their efforts to conduct assessment, review areas of concern, and implement changes to programs or courses with documented problems or weaknesses.

Supporting Evidence:

- Previous assessment reports do not address methods of motivating, recognizing, and rewarding faculty participation in the assessment process.

Recommendations:

- The newly implemented Colorado State Pay for Performance may represent a method of providing compensation in one of the above-mentioned areas.
 - Division deans/department chairs should review the PPCC Incentive Award Program as a method to motivate, recognize, and reward faculty who become involved in college-wide assessment.
- G. PPCC students are under-represented in the assessment process, particularly
- As a separate body on the assessment committee; and
 - As recipients of information gleaned from assessment reports.

Supporting Evidence:

- See the list of committee members as printed in previously published assessment reports for 1996, 1997, 1998, 1999, and 2000.
- See previously published assessment reports.

Recommendations:

- Students should be solicited and recruited for interest in acting as representatives on the assessment committee as their role is vital to the success of this process.
 - Results of the annual assessment reports could be made accessible to students in the PPCC newsletter. An information chart could be printed, listing areas of evaluation and resulting scores.
- H. While recent changes have improved upon the process of establishing leadership of the assessment process, in the past, only upper-level administrators planned, conducted, and wrote the assessment reports.

Supporting Evidence:

- See the list of committee members as printed in previously published assessment reports for 1996, 1997, 1998, 1999, and 2000.

Recommendation:

- To ensure comprehensive representation of the college, participants on the assessment committee should comprise members of faculty and staff in addition to upper-level administrators. Such college-wide representation would lead to greater levels of satisfaction and “ownership” of the assessment process.
- I. Although the college has made specific changes to some identified problems emerging from past assessment reports, consistency in studying and identifying key problem areas has been limited.

Supporting Evidence:

- See section entitled “Results/Changes” in previously published assessment reports.

Recommendation:

- The college should consistently engage in follow-up studies to improve in areas in which problems have been identified.

Conclusion:

PPCC’s assessment plan and yearly reports have revealed that the college is responding to students’ needs and desires in various curricula; the academic programs at PPCC are remaining up-to-date, both academically and technologically; and employers in the community are well-satisfied with the quality of employees they receive from our graduate ranks. However, as the above report structure indicates, concerns with the assessment process outweigh strengths. Upper-level management and administrative support in the process of assessment must increase so that the work of people involved at every level of academic assessment is considered meaningful and productive.

To begin to address these concerns, the college has made several administrative and practical changes. First was the recent appointment of the Dean of Educational Effectiveness. A second practical and college-wide endeavor involved a gradual integration of assessment into the faculty environment. In the fall of 2002, an assessment consultant visited PPCC who presented information to all faculty and staff on the tenets of general assessment.

Two months later, a team of seven attended an AAHE assessment workshop during which they worked on a capstone project to identify specific assessment goals. Based on ideas gleaned from this workshop, the team invited another consultant to train 20 faculty team leaders in December 2002. In turn, these faculty leaders led an all-faculty session on assessment during Professional Development Week of spring 2003. One of the original 20 faculty members involved in the first phase of assessment education volunteered to help guide the all-college assessment project for spring 2003 and beyond. With a half-time release as compensation, this faculty member has formed an assessment team to help other faculty identify assessment outcomes and methods in their classes.

The Assessment Committee, now called the College Outcomes Assessment Team (COAT) has met regularly since its first meeting in February 2003. After receiving a charge from the administration, the members created vision and mission statements, recommended a budget which was subsequently approved by the college administration, and developed one-year, two-year, and five-year plans. The committee decided to measure reading as its first student learning outcome and discussed this focus with faculty during Professional Development Week in fall 2003. The committee is now working with interested faculty to develop measurement tools to implement in the spring semester and has designated the week after spring break as “assessment week.” Additional activities for the 2003-2004 academic year include creating a website for assessment; training faculty on issues related to assessing reading; sending faculty to the Colorado Regional Assessment Conference; and identifying learning outcomes to measure across all programs, college-wide, in the coming years. These efforts will help make outcomes assessment part of the PPCC culture.

This committee is committed to investing time and effort in the next several months to the issue of assessment, a project they aim to make a faculty-driven, practical, and meaningful one that will serve the college well for years to come.

Career Services

Located at Centennial Campus in A-210 and shared with the Pikes Peak Workforce Center, the Career Services Center offers comprehensive services to help students make career decisions and obtain employment. Included in such services are career planning, job placement, self marketing, computer-based assessment, resume writing/polishing, production, interview training, taped practice interviews, applications, networking, job search strategies, job placement services, new student orientations, scholarship searches, and services provided by the Pikes Peak Workforce Center.

The Career Services Center maintains a high level of accountability.

Strengths:

- A. The Career Services Center employs a successful, knowledgeable, and empathetic staff characterized by resourceful, solid relationships with area businesses and individual community representatives.

Supporting Evidence:

- The fact that many “happy customers” consistently return to PPCC’s Career Services Center for business assistance confirms the strengths of the staff members.
- B. The Career Services Center maintains a high level of accountability.

Supporting Evidence:

- Monthly and yearly record-keeping ensures accountability;
- Graphs maintained by Center staff help to explain the services provided, number of customers served, and ratings of services rendered.

Concerns and Recommendations:

- A. In order to better accommodate drop-in customers, the Career Services Center needs more space. Currently, staff offers drop-in service but can seldom accommodate it due to space limitations.

Supporting Evidence:

- See Room A-210 at Centennial Campus (the Career Services Center).

Recommendations:

- The college should consider moving the Pikes Peak Workforce Center to another location, allowing the Career Services Center the opportunity to add an integrated multi-computer room and interview room/workshop and/or adjust physical space to accommodate a larger seating area.
- Center staff should also consider writing a grant for expansion so that the above improvements in the Center's space might more readily be achieved.

- B. The Center needs additional funding for computers.

Supporting Evidence:

- Only two computers are available in the Center, a space shared with the Pikes Peak Workforce Center.

Recommendation:

- The addition of six to ten computers would greatly benefit staff and customers in the Career Services Center.

Conclusion:

The Career Services Center documents its accountability efficiently and serves a generally very satisfied pool of customers and business representatives. Space and technology shortages reflect the Center's greatest needs.

Center for Students with Disabilities

Now located in A-115 at the Centennial Campus, the Center for Students with Disabilities office and lab provides assistance to students with learning, physical, sensory, or temporary disabilities that will facilitate their success in the mainstream college environment. Services include ensuring that classrooms are adequately equipped with computers and adaptive software; taping class sessions when necessary; and counseling and academic advising, especially as it relates to the disability. Center staff also provides information on and assistance with sign language and oral interpreting, pre-admission, text on tape, alternative testing arrangements, note taking services, and tutoring in consultation with instructors.

The Computer Access Center, affiliated with the Center for Students with Disabilities, offers courses and training in computer adaptations and use of the adapted equipment with application software and is also available for students who want to use the adaptive equipment to complete coursework.

The Computer Access Center, affiliated with the Center for Students with Disabilities, offers courses and training in computer adaptations and use of the adapted equipment with application software and is also available for students who want to use the adaptive equipment to complete coursework. Students can make use of a wide array of services in the Computer Access Center, including

- Voice recognition software
- Keyboard modification
- Screen reading software
- Learning method alternatives
- Braille/large print keyboards
- Screen text enlargement
- Word prediction and abbreviation software
- Screen modifications
- Speech synthesizers
- Braille/enlarged print printing
- Large screen monitors



Strengths:

- A. The location change of the Center for Students with Disabilities from the third to the first floor of Centennial Campus has allowed students easier access to an exit in case of an emergency.

Supporting Evidence:

- See Centennial Campus office map/grid.

- B. The Center has improved communications with faculty.

Supporting Evidence:

- Center staff periodically attends instructional division meetings with faculty to provide information about the services it offers.

- C. The team-based office environment demonstrates a high level of care and concern for students and a solid, collegial atmosphere.

Supporting Evidence:

- Staff and employee interviews and surveys

Concerns and Recommendations:

- A. Potential problems with the physical condition of the Center's office area—specifically related to flooring and entry—need to be solved. The office area is both carpeted and tiled, which has the potential to cause some safety issues for students in wheelchairs. The entrance to the lab is not automated, and students must knock on the door to enter if they are not able to open it on their own.

Supporting Evidence:

- Physical condition of the Center's office area

Recommendation:

- To enhance the safety and accessibility of the Center for Students with Disabilities, the college should move to carpet the entire office and to replace the door to the lab with an automatic entry door. ***Note: These concerns were addressed in September 2003.*

- B. Currently, the Center lacks sufficient support service staff to meet student needs and demands.

Supporting Evidence:

- The center is currently serving four times as many students with no additional staff positions as a result of these demands.
- Staff consists of one full- and one part-time administrative assistant while one part-time staff person covers the lab;
- Ten work-study students divide their time working in the lab, taking notes for students in classes, etc. While work-study assistance is very helpful, the Center staff still must train new work-study students every year. Another demerit of over-reliance on this particular form of staffing is that privacy laws prohibit anyone but qualified personnel to complete the paperwork generated in the office. As a result of these and other related issues, the Center staff does not have sufficient time to provide the counseling services needed by students.

Recommendation:

- The college should do what it can to hire additional staff for the Center and its lab. A particular position needed is a reader for the “books on tape” aspect of the Center’s program.
- C. The combination of funding through which employees are paid is confusing and could lead to a lack of stability in the program if some non-general funding is withdrawn.

Supporting Evidence:

- One full-time APT employee is paid three-quarters time with general funds; she is paid for the other quarter-time through Perkins funding.
- Two full-time classified employees are paid half-time with general funds; they are paid for the other half-time with Perkins funding.
- There is one full-time APT paid for with general funds.
- Two half-time APT employees are paid through the general fund.
- There is one full-time classified position paid by the general fund.
- One contract employee who is three-tenths time is paid by the general fund.

Recommendation:

- The college should consider combining some part-time positions to create a full-time position completely dedicated to the Center; it should also consider placing all positions under the general fund to increase program stability.

Conclusion:

The Center for Students with Disabilities is now located in an area with much greater accessibility for disabled students. Center staff members often present information about services to the faculty at division meetings, and students and staff enjoy a strong, caring rapport.

Although the new location of the Center for Students with Disabilities has led to improvements in the daily operation of the office, the current facility still presents certain challenges for disabled students that must be addressed. In addition, staffing patterns and funding need careful re-evaluation to achieve optimal service to disabled students and to ensure the best working climate possible for those who work in the Center.

Child Development Center

The Child Development Center (CDC) at PPCC's Centennial Campus provides care and education to children (1 to 5 year-olds) of students, staff, and faculty as well as a lab school and observation site to the college's Area Vocational Program (AVP) and Early Childhood Education programs. Fifty children currently receive daytime care in the CDC whose facilities include two large play rooms, a director's office, a kitchen, and a playground. Staffing of the CDC covers a broad area, including a director, an administrative assistant, an assistant coordinator, three full-time teachers, and student staff of various numbers depending on needs and availability. Classes for the children are separated according to age: toddlers (12 months to 2 years); junior pre-school (2 to 3 years); pre-school (3 to 4 years); and pre-kindergarten (4 to 5 years).

Strengths:

A. The CDC employs a very high quality staff.

Supporting Evidence:

- Staff interviews indicate that both teaching and non-teaching staff demonstrate enthusiasm for their work.
- Staff members are generally long-term, classified employees whose inclusion in the state system accords them stability and benefits not often found in other day care positions in the private sector.
- Some teaching staff members have graduated from the PPCC Early Childhood Education program, which assures the quality of their education and credentials.
- A recent parental survey indicates that parents of children at the CDC express extreme satisfaction with the professionalism demonstrated by the staff.

B. The CDC provides a high quality of care for the children it serves.

Supporting Evidence:

- A recent parental survey indicates that parents of children at the CDC express extreme satisfaction with the care provided by the staff.

- C. The CDC enjoys a strong, collaborative relationship with other campus areas. Relying on diverse campus departments with employees who are experts in their fields ensures optimal safety and security for children.

Supporting Evidence:

- Emergency medical caregivers handle any CDC issues of illness, injury, and critical security situations.
- A full-time facilities and maintenance crew performs custodial and maintenance tasks.
- PPCC's Financial Services Office deals with any accounting practices not handled by the CDC staff.
- According to information gleaned from the CDC's director, the Early Childhood Education Program on campus can benefit the CDC's practices and operations by providing innovative input and acting as a reference for teachers.

- D. Day care fees charged by the CDC are affordable and especially so for students with lower-than-average incomes.

Supporting Evidence:

- The college has always maintained a sliding fee scale which, in October of this year, was augmented by a federal grant, Childcare Access Means Parents in School (CCAMPIS). The actual cost of a day's care for a child is \$26.75. The grant and sliding fee scale allow for a daily rate as low as \$17.75 for qualified recipients.

The CDC enjoys a strong, collaborative relationship with other campus areas. Relying on diverse campus departments with employees who are experts in their fields ensures optimal safety and security for children.

Concerns and Recommendations:

A. Space at the CDC is scarce.

Supporting Evidence:

- The CDC lacks a multi-purpose or large motor room and additional class space to allow the junior pre-school, pre-school, and pre-K groups to enjoy separate accommodations.
- The CDC's playground is inadequate for the numbers of children served and types of activities arranged.
- The CDC lacks a private room for parent-teacher conferences.

Recommendation:

- A recently approved student bond for expansion has made it possible for CDC staff and college officials to begin to address the above concerns. This bond will cover an expansion at the Centennial Campus facility and a new facility at the Rampart Range Campus. (A study has indicated that a child care facility is not needed at the Downtown Studio Campus because of multiple day-care options in the downtown area.)

B. The CDC's availability to eligible children is less than optimal.

Supporting Evidence:

- According to information gleaned from the CDC director, 150 families with toddler-aged children await entry into the toddler program (which can accommodate only 10 children). The other groups also cannot accommodate all children whose parents have applied for enrollment.
- Drop-in and night care are special needs for many parents, and these options are not currently available. (The CDC director expressed concern in the past when night care was offered but proved an under-used option.)

Recommendations:

- The above-mentioned bond for expansion will address CDC availability concerns. Drop-in care and provision for 228 children (130 at CC and 98 at RRC) are key components of the plan being funded by this bond.
- Night care availability and related issues and concerns should also be re-evaluated.

- C. The CDC over-uses the services of student staff, leading to some areas of concern.

Supporting Evidence:

- Because current staffing patterns frequently do not allow for full-time teacher coverage at all times and because the state-mandated student/teacher ratio is 10:1, the CDC has over-relied on student staff to offer full coverage and to meet this ratio.
- Student staff is not consistent, and turnover is high.
- Student staff does not possess the same level of expertise and credentials as the teachers do.

Recommendation:

- Although the above-mentioned bond includes provision for pay for additional staff, staffing patterns in the CDC represent a concern that the college must address in some other way, perhaps via a grant.

Conclusion:

The Child Development Center currently provides excellent care at a reasonable cost but in a substandard environment and with limited availability. While services provided by other departments allow the center to maintain a clean, safe, secure environment for the children, that environment is in many ways inadequate. The current space is small and somewhat poorly designed but will be replaced by the building in progress. Its location, heretofore exclusively at the Centennial Campus, did not address the needs of a large percentage of PPCC's population. Bond money which has recently become available (with the support of the student body) will allow the college to rectify this deficiency. These funds will allow PPCC to provide services to more children at more locations in an improved physical environment. Another area that needs to be explored is determining if there is a true need for night care.

Distance Education

The last decade at PPCC has seen many substantive changes and improvements in both the academic and the technological bases of telecommunications.

To create a strong academic foundation for telecommunications, the college created an Office of Distance Education in 1998 with a full-time director to coordinate Internet-based, television-based, and independent study classes. The Distance Education Director works with instructional divisions to determine courses to be offered via distance delivery, primarily online. Such decisions center on factors such as suitability of course content for online delivery, student demand, and enrollment figures. With support from instructional divisions, the Distance Education Director is currently converting the correspondence-based Independent Study program to Internet-based courses. Some of these 55 IS courses have already been converted, and all, with the exception of a Criminal Justice course series, will be available online by spring 2004. A particularly stable component of the Distance Education program continues to be interactive television classes, 15-17 of which are offered each semester. Some faculty members of certain instructional divisions have also begun offering hybrid classes which include both classroom and online or televised components.

Within the past few years, PPCC has taken an active role in CCC Online, the community college system's consortial online community college. The Distance Education Director acts as a liaison to CCC Online, several PPCC instructors teach classes for it, and PPCC accounts for approximately 1500 CCC Online enrollments each term.

Information Technology Support Services (ITSS) and the Office of Distance Education work together to train faculty in online course development and teaching. In 1998, PPCC created the position of Assistant to the VPES for Technology to coordinate all campus technologies and make recommendations for new purchases. As a result, in 1998, PPCC purchased Blackboard Course Management Software to provide a consistent environment for both fully-online classes and traditional classes with online components. The college has sought to remain technologically up-to-date in several ways. First, it has added T1 circuits between its three full-service campuses to improve transfer rates and to enable rerouting if one connection goes down. Fort Carson and Peterson Air Force

Base, both of which offer PPCC classes, have also been connected to Centennial Campus with T1 circuits. Another technological improvement has been ITSS' installation of a content cache engine to the Local Area Network to reduce traffic on the Internet T1 and improve performance. The content cache engine may also provide an audio and video streaming solution that will save the college \$1500 per year in software maintenance costs. As a final measure of the college's commitment to technological excellence, ITSS is preparing to provide students access to their personal directories via the Internet so that they can retrieve files off-campus.

Strengths:

- A. Faculty are committed to meeting the same objectives in their online courses as in their on-site classes.

Supporting Evidence:

- Online instructors strive to simulate class interaction through such methods as threaded conversations/discussion board prompts, real-time discussions, and other "class community-enhancing" devices.
 - Online instructors are mindful of providing online courses, one by one, rather than providing entire programs. Such an approach increases the chances that course design and structure will follow carefully established patterns and better match the course objectives already set in the classroom.
- B. Online faculty are offered regular training opportunities to enhance their understanding of both the technological and pedagogical elements of online teaching.

Supporting Evidence:

- Blackboard training is offered 3-4 times each semester;
- Sessions on teaching tips for online courses are offered generally twice each semester.

While Distance Education staff remains mindful of the ongoing challenge of motivating students in distance-based classes, recent findings indicate that distance education students fare well compared to their on-site counterparts.

C. While Distance Education staff remains mindful of the ongoing challenge of motivating students in distance-based classes, recent findings indicate that distance education students fare well compared to their on-site counterparts.

Supporting Evidence:

- A PPCC statistical study conducted in 2002 revealed that 87% of distance students earned passing grades compared to 92% of on-site students enrolled in the same course.

D. Interactive/televised (ITV) courses have proven a strong addition to the distance education curriculum.

Supporting Evidence:

- The Math and Geography Departments provide particularly effective ITV classes, primarily because of the skills of the faculty who teach these courses and because of the highly visual, demonstrable nature of both these academic areas.
- Students appreciate the ability to tape classes for review purposes.
- ITV classes allow students the convenience of alternate class scheduling without the online course requirement of owning a computer.

E. All distance education courses have proven popular because they allow students (perhaps especially military students) maximum schedule flexibility.

Supporting Evidence:

- Anecdotal evidence from students

Concerns and Recommendations:

- A. Currently, more online sections of certain courses could be available than exist willing, qualified faculty to teach them.

Supporting Evidence:

- Student demand for online offerings of certain courses is high, evidenced by numerous phone calls received by Distance Education staff each semester. (e.g. Psychology)
- Distance Education Director and staff often observe that online sections of certain courses (Psychology and English) fill before on-site sections do.

Recommendation:

- Division deans and department chairs should regularly monitor section growth of online courses that have proven successful in this venue and work with Distance Education staff and their own faculty to provide additional sections as deemed necessary and pedagogically sound.

Conclusion:

Distance Education is growing rapidly, strongly appealing to busy students with various commitments and demands on their time. In the past 10 years, PPCC's Distance Education program has responded admirably to student demand while maintaining a healthy attitude of academic integrity towards the curricula it oversees and the faculty and students who choose to teach and learn in this environment. The tremendous growth in number of online/ITV faculty and course sections attests to the fine work accomplished in this area in the last decade.

Education and Developmental Studies (EDS)

Because PPCC has an open-door admissions policy, basic skills instruction in English, math, reading, and study skills plays a key role in the community college student's educational process. Basic skills curricula address the needs of students who come to PPCC with minimal preparation for college-level courses and provide an opportunity for equal access and student success, central aspects of the college's mission statement. All new degree- and certificate-seeking students are required to take an assessment test to determine their math, reading, and English skills levels. (The Compass Placement Test is used locally.) In 2002, approximately 57% of PPCC students tested into pre-college-level English; 77% tested into pre-college-level math; and 28% into pre-college-level reading. (Currently, students are not tested for study skills due to a change in state policy.) The Writing Center and the Math Lab, which originally included only developmental students but now also serve college transfer students, are key supplements to basic skills instruction.

From 1993 to 2002, the EDS Division focused on experimentation and evaluation of technology in the classroom as both primary and supplementary modes of instruction. In the fall of 1999, the Colorado Common Course Numbering System project for basic skills courses shifted the division's focus; review of its curricular objectives and outcomes in light of state mandates became a necessary priority. 2002-2003 featured the implementation of the CCCNS project and integration of the EDS Division into the Division of Languages (which included developmental English, reading, and study skills) and the Division of Mathematics and Technology (which included developmental math).

Strengths:

- A. The quality of faculty in the EDS areas is high and their level of educational commitment impressive.

Supporting Evidence:

- EDS faculty have chosen working with under-prepared students as a specific calling.
- Based on written evaluations and an interview with the former EDS dean, student evaluations of EDS classes were deemed consistently excellent.
- EDS faculty are committed to professional development: two faculty have recently attained their Ph.Ds; faculty yearly attend the Colorado Association for Developmental Education Conference and the National Association for Developmental Education Conference; the English Chair has written Faculty Senate Mini-Grants for English adjunct workshops.

- B. EDS faculty have demonstrated willingness to experiment with technology-based supplements and methods of instruction.

Supporting Evidence:

- The English Department taught an interactive television ENG 090 class (1995-2000); an Internet ENG 060 course (summer-fall 2002); and is still teaching an Internet 090 class.
- From fall 1999 through fall 2000, the Math Department integrated Academic Systems into their curriculum and taught self-paced computer-based sections of math along with traditional sections.
- From fall 1996 through the present semester, the Math Department has offered television sections of pre-college-level math.
- In 1996, EDS offered a summer interactive television section of the advanced Study Skills course.
- In fall 2002, a section of Reading 090 was offered online at the request of the Technical/Industrial, and Service Occupations Division.

The quality of faculty in the EDS areas is high and their level of educational commitment impressive.

- C. Students who completed EDS pre-requisites in math achieved at a higher rate in the next course in the college sequence than students who tested into the course.

Supporting Evidence:

- PPCC Institutional Research–Effectiveness of Developmental Math Courses, spring 1999 to fall 2000

- D. EDS faculty took prominent roles in the Colorado Common Course Numbering System project (fall 1999 to spring 2002).

Supporting Evidence:

- PPCC EDS faculty chaired the State Writing Teams for English and math.

- E. Since 1993, EDS faculty have designed procedures to ensure more accurate student placement into their courses.

Supporting Evidence:

- Each semester, both full-time and adjunct faculty in the English, Mathematics, and Reading Departments use Focus Reports from Institutional Research to help determine students' proper placement. These reports clarify students' placement scores and, if applicable, grades in previous-level EDS courses. (Faculty embarked on this initiative because students often registered themselves or were advised to take EDS courses which were not at the same level indicated by their Compass scores.) On the first day of class each semester, students in English, math, and reading are given tests to compare to their Compass scores and to the level of class for which they are registered. Based on the above information, students are advised on the accuracy of their placement and in most cases allowed to move to courses in which they might experience greater success.

- F. EDS faculty have remained flexible and inventive (though not uncritical) as a counteraction to what they perceive as serious structural obstacles to their work, such as the CCCNS project, mandates of the Colorado Commission on Higher Education, and the college's recent reorganization, which some EDS faculty feel mitigates their cohesiveness since one outcome was to place College-Prep faculty with their colleagues in instructional divisions teaching at the college level.

Supporting Evidence:

- Student objectives and outcomes in EDS English, math, reading, and study skills continue to reflect the rigorous preparation of students for college courses which curricula demonstrated prior to the reduction of credit hours and lowering of Compass cut scores instituted by the Colorado Common Course Numbering project. (See syllabi on the PPCC Intranet.)
- EDS faculty (now “College-Prep”) have initiated and/or contributed to activities with faculty in the Division of Languages and the Division of Mathematics and Technology to ensure more effective articulation between EDS course sequences and other college departments/programs. Some examples follow:
 - a. English—developed placement procedures with ELI, contributed to the placement crosswalk, participate in Comp Club, and initiated new curriculum connection between College-Prep Reading and English Departments;
 - b. Math—wrote explanation to advisors regarding new math curricula/courses;
 - c. Reading—under the active guidance of the Interim Dean of Languages in 2002-2003, embarked on a broad-scale Accuplacer study; implemented “enrollment blocks” for pre-requisites on reading courses to ensure better placement;
 - d. Study Skills—connected with the Retention Task Force

- G. The Writing Center and Math Lab have evolved to meet the needs of students.

Supporting Evidence:

- With the integration of both developmental and transfer math into the Mathematics and Technology Division beginning in fall 2002, the Math Lab expanded its offerings to include tutorial assistance through Calculus I.
- In 1995, the Developmental Studies Writing Lab expanded to include transfer students from the Communications/Humanities Division and became the “Writing Center.” Over the years, the Writing Center has expanded to all three campuses, its focus broadening from developmental English students to all students with a wide range of writing assignments. In fall and spring of 2002-2003, the Writing Centers accounted for a total of 15,430.91 imputed FTE hours compared to 1,485.65 hours in 1997-1997, when only one location and far fewer tutors were available to students.

Concerns and Recommendations:

- A. With the integration of EDS into the Division of Languages and the Division of Mathematics and Technology, EDS (now College-Prep) faculty are concerned that the emphasis in hiring new faculty who have the inclination and experience to work willingly and effectively with under-prepared students may be diluted. The College-Prep Math Department, which has recently experienced two retirements and anticipates two more in two years, is particularly concerned about this.

Supporting Evidence:

- Majority EDS faculty perspective; interviews with College-Prep Math, English, and Reading faculty.

Recommendation:

- College-Prep faculty should continue to provide input into faculty position announcements, participate regularly on screening committees, and participate in the mentoring processes with new hires in these two divisions.

- B. Student success in College-Prep Internet and ITV courses has not been studied sufficiently, with the exception of one faculty member's spring 2001 study of Academic Systems in math classes.

Supporting Evidence:

- See department and college records for College-Prep Math, English, and Reading classes conducted non-traditionally.

Recommendation:

- College-Prep faculty wish to have conducted a study of success rates of students in ENG 090 IN1 contrasted to a traditional section(s) of ENG 090.

- C. College-Pre English faculty consider it a matter of concern that students passed English 121 only at a rate of approximately 63% from spring 1999 to spring 2000.

Supporting Evidence:

- See PPCC Institutional Research, "Effectiveness of Developmental English Courses, spring 1999 to fall 2000"

Recommendations:

- Included in PPCC's Institutional Research should be a study of the connection between reading scores/skills and success in ENG 121.
- College-Prep English and College-Level English should meet more regularly to discuss better articulation between College-Prep and transfer English.
- College-Prep faculty who teach ENG 090, ENG 121, Reading, and Study Skills should meet to discuss ways of teaching close/critical reading across the curriculum.

**Separation of EDS
(College-Prep)
faculty and
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college's
commitment to
the under-
prepared student.**

D. State-mandated changes as part of the CCCNS project, particularly the lowering of placement scores in English, math, and reading, may negatively impact student success.

Supporting Evidence:

- Majority faculty perspective; See College-Prep Faculty for more information.

Recommendation:

- Local and state-wide studies should be conducted to determine the impact of lowered cut-scores on student success.

E. Separation of EDS (College-Prep) faculty and integration of them into other academic divisions may dilute the college's commitment to the under-prepared student.

Supporting Evidence:

- Majority EDS faculty perspective.

Recommendations:

- College-Prep faculty from both divisions should meet as a group once per semester to discuss the unique needs of their students, how these needs are being met, and what must and can be done to ensure that problems in these areas are resolved.
- Activities involving better articulation between college-prep and college-level courses should be made divisional priorities.

F. Training for Writing Center instructors/tutors needs to be more consistent.

Supporting Evidence:

- One to two sessions per semester regarding "teaching vs tutoring" differences do not constitute sufficient training for tutors.

Recommendation:

- A faculty development plan for the Writing Center instructors/tutors should be formulated during 2003-2004.

Conclusion:

The continuing vitality of the former EDS faculty is connected to its primary strength—its commitment to student success. To that end, EDS (now College-Prep) faculty have made time for professional development, are involved in service to the college via committee work, have taken leadership roles in state curriculum committees, have attempted to update and improve curriculum through experimentation/evaluation, and have been flexible (though not uncritical) during the process of state and local re-organizations. Concerns are also linked to student success. Additional study regarding the impact of state-lowered cut scores on student achievement is essential as are activities to ensure better articulation among college-prep and college-level course sequences. (One benefit of the movement of EDS to other academic divisions has been to render such activities somewhat easier to implement). However, in order to maintain the commitment to equal access for all PPCC students, faculty whose teaching priority is under-prepared students should retain their role as consultants/advocates for this group.

Enrollment Services (formerly Admissions)

The Admissions Office at PPCC was amalgamated into Enrollment Services in 2002 in an effort to facilitate a “one stop shopping” process for incoming students. The new Enrollment Services at each campus combines Admissions, Financial Aid, and Records.

Strengths:

- A. The reorganized Enrollment Services resulted in three key services provided and housed in one area, rendering the enrollment process for students more efficient and rewarding. A Financial Aid expert is always available in Enrollment Services, serving rotating four-hour shifts.

Supporting Evidence:

- See location of Enrollment Services at all three campuses (Centennial, A-107; Downtown Studio, 120; Rampart Range, S-102).
- See staff schedule at all Enrollment Services locations.

- B. In response to problems encountered by Enrollment Services staff during peak enrollment/advising times of the year, the college instituted a volunteer phone bank service in 2002. Administrators, staff, and faculty volunteer for peak hours at the outset of each semester to help Enrollment Services staff answer phones and direct student callers to the appropriate services. The volunteer phone bank has worked well in easing the burden of Enrollment Services staff and has even led the college to consider hiring retired staff member(s) to assist during peak enrollment times.

Supporting Evidence:

- See staff in Enrollment Services.

The reorganized Enrollment Services resulted in three key services provided and housed in one area, rendering the enrollment process for students more efficient and rewarding. A Financial Aid expert is always available in Enrollment Services, serving rotating four-hour shifts.

Concerns and Recommendations:

- A. Vestiges of the “student run-around” phenomenon remain despite the reorganization of Enrollment Services.

Supporting Evidence:

- The New Student Scheduling Center was moved upstairs at the Centennial Campus to A-204 in order to place it closer to faculty advisors in the Faculty Office Building, but a considerable distance from A-107 (Enrollment Services).
- The Centennial Campus Testing Center is located in A-117, considerably distant from both Enrollment Services and the New Student Scheduling Center.

Recommendation:

- If the college sincerely wishes to create “one-stop shopping” for new students, all student services (including testing and advising) should be located in one common area at all campuses.
- B. Students often lack practical information regarding the services they can receive from the staff of Enrollment Services.

Supporting Evidence:

- At the time this subcommittee conducted its evaluation of the fairly new Enrollment Services, the catalog and course schedule provided no listing for it. In addition, letters on old letterhead (featuring “Admissions”) were still being mailed to students.

Recommendation:

- While very recent actions to list Enrollment Services in appropriate publications and to send students information from that entity rather than Admissions, publications still do not provide a comprehensive listing of all that Enrollment Services entails.

- C. The computers in Enrollment Services, while an excellent addition to its range of services, are infrequently used.

Supporting Evidence:

- Observations of computer use in all campuses' Enrollment Services.

Recommendations:

- Clear, nicely crafted signs inviting student use of the computer terminals in Enrollment Services would no doubt assure their more frequent use.
- Hiring a full-time receptionist/greeter and computer "guide" for students would also increase student comfort with the computers, possibly granting other Enrollment Services staff more leisure to complete their other tasks.

**Note: A Student Ambassador Program is now in the planning stages, which should help alleviate this concern.

- D. Applications available over the Internet are frustrating for students because 24 hours must elapse before their information is officially updated. The online application process is also frustrating in that students can be "booted out" if they key in information too slowly. Furthermore, problems for students, Enrollment Services staff, and advisors occur because students with SAT score exemptions do not appear on the computer as eligible for certain classes, hence preventing them from registering.

Supporting Evidence:

- See Enrollment Services staff

Recommendations:

- Staff in Enrollment Services might consider ways to make online registration easier and more quickly updated.
- The system should not be booting out students unless they are taking unreasonable amounts of time inputting data.
- SAT scores should, along with other eligibility notes and/or exemptions, clearly appear in the system so that students with these scores can register.

- E. The length of time required for each session between a new student and an Enrollment Services staff member makes it appear as if staff is inefficient. (Because staff members are required to input numerous information items regarding each student's application before that student leaves, this lengthier time is not unreasonable.)

Supporting Evidence:

- Student commentary/feedback
- Enrollment Services staff observations

Recommendation:

- Enrollment Services staff could opt to move lines along a bit more quickly by appointing one staff member to input data provided by a student while another verbally interviews that student.
- F. The "open floor" design of Enrollment Services makes it difficult for some to work as interruptions and external conversations abound.

Supporting Evidence:

- See Enrollment Services staff.

Recommendation:

- Enrollment Services personnel could create a designated area away from the central "fray" for certain staff to do mailings, make calls, and input information into the computers.
- G. Miscellaneous issues such as providing free-of-charge transcripts to Running Start high school students and phones to students in emergencies arise which should be quickly and easily resolved.

Supporting Evidence:

- See Enrollment Services staff.

Recommendations:

- The college should not charge high school students for transcripts.
- A courtesy phone should be installed and made available for students in Enrollment Services.

H. A serious concern of many classified staff in Enrollment Services revolves around lack of communication from higher-level administration. Frustrations include the prevailing observation that decisions that affect lower levels of classified personnel are made without consulting those who would be most affected; the sense that classified staff are not valued and are, in fact, considered expendable; the perception that administration discourages “bottom-up” changes, which makes many staff feel un-empowered and disenfranchised.

Supporting Evidence:

- Observations from/Interviews with Enrollment Services staff

Recommendation:

- Further study is definitely called for to resolve this perception. Historically (as noted in other sections of the report), classified staff have reported experiencing difficulty organizing locally, thus preventing many of these concerns from being openly discussed among the classified staff and resolved with administrators. In light of various aspects of the Strategic Plan and of hopes among faculty and staff that “top-down” governance will gradually but steadily give way to collaborative governance, the classified staff in Enrollment Services trusts that its collective presence will also become a more valued and recognized part of the college soon.

Conclusion:

Since the reorganization that resulted in Enrollment Services is still in its fledgling stages, most feedback gleaned from staff was prefaced with the basic caveat: “We really can’t say for sure how well or how poorly this new design for student services is working yet.” Most, however, agreed that the motivation to provide students “one-stop shopping” was a laudable one. The several concerns reported here, by contrast, represent both new and long-standing issues that classified staff in Admissions, Financial Aid, and Records believe need the college’s attention and commitment to resolve.

Faculty and Staff Development

The PPCC 2002-2007 Strategic Plan identifies a fifth-year (2007) goal of \$182,000 for professional development. Of this annual amount, the plan indicates that \$132,000 would be set aside for faculty professional development while \$50,000 would be placed into an annual general fund for APT and classified staff.

In the spring of 2002, the college established the Professional Development Taskforce in order to provide guidance in developing a clear, concise institutional budget for professional development of faculty. Ultimately, this taskforce ear-marked a professional development fund of \$215,000 for 2003 to cover faculty travel and expenses (considerably higher than the proposed goal in the Strategic Plan). However, as of April 2003, PPCC's president informed staff and faculty that professional development funds from the general fund for fiscal year 2003-04 would be cut by 50%.

Another exciting and recently implemented facet of professional development is the faculty mentoring program, sponsored by the Center for Excellence in Teaching and Learning (CETL), also funded by a college allocation. CETL is also generally responsible for the fall and spring "Professional Development Week" program, which ranges from workshops on faculty advising to ITSS training sessions. ITSS also continues such training sessions throughout the year, publicizing and holding weekly workshops for all PPCC employees.

A few additional facts and generalizations are important to note regarding the state of professional development at PPCC. First, in recent years, many PPCC faculty have enjoyed the chance to attend expenses-paid conferences and seminars put on by their professional organizations. However, sabbatical leave for professional development in recent years has been limited and, in most cases, simply not an option because of decisions made by the State governing board. Second, all PPCC employees may attend PPCC courses with tuition assistance through two pathways—basic professional development funding, which pays for all costs associated with a college course and an employee tuition benefit, which assists with most costs associated with a college course. Finally, the Faculty Senate continues to offer mini-grants for faculty application. Each year, the VPES allocates \$10,000 from his budget to the Faculty Senate to fund these mini-grants, and any portion of this fund not used in one year is added to the fund the following year.

Strengths:

- A. The new Faculty Mentoring Program sponsored by CETL, just implemented in 2002-03, has received initial positive responses, especially from instructional deans and participating faculty. The only general suggestion from the deans was for the program to offer deans more input in the new faculty/mentor pairing decisions.

Supporting Evidence:

- Interviews with instructional deans
 - “It is the best thing we have ever done for new faculty.”
 - “New faculty feedback is extremely positive.”
 - “Excellent program; please don’t discontinue it.”
- B. The College provided Professional Development Taskforce a budget for faculty professional development that exceeds that proposed in the Strategic Plan for 2002-2007.

Supporting Evidence:

- PPCC Strategic Plan for 2002-07;
 - A copy of the Professional Taskforce Budget (revised October 21, 2002)
- C. As a result of Carl Perkins funds, a great number of Career and Technical Education faculty have participated in expenses-paid professional organization conferences and seminars in recent years as well as taken advantage of manufacturers’ training opportunities.

Supporting Evidence:

- Carl Perkins budget spread-sheets

Concerns and Recommendations:

- A. State community college budget cuts for the 2003-04 academic year of \$18.5 million will seriously hinder the college's recent and laudable efforts to upgrade funding for staff and faculty professional development and feature it as a prominent and valuable aspect of each employee's job description.

Supporting Evidence:

- Statements from Dr. Joe May, President of the Colorado Community College System as recorded in the Denver Post: "No longer will it be enough that an event or a conference is justifiable based upon what it may offer for the Colorado community college students' education. . . .The standard now and for the foreseeable future will be whether an event, conference, or other expenditure meets the significantly higher benchmark of being absolutely necessary. . . .If it does not meet this critical standard, CCCS will not participate" (source: e-mail reprint from PPCC President Garcia on February 5, 2003).
- Statements via e-mail of PPCC college president, Joseph Garcia, to all instructional deans, directors, and executives that echo the imperative of the state system.

Recommendation:

- The Professional Development Taskforce should take a vigorous, active role in the pursuit and/or maintenance of state funding for staff and faculty development. Taskforce representatives should consistently and thoroughly communicate the necessity for such development to higher administrators and help to encourage active participation in professional activities.

- B. Currently, other than assistance with tuition for PPCC-based courses, classified employees lack the variety of professional development opportunities available to faculty and APT staff.

Supporting Evidence:

- See instructional deans and office managers.

Recommendation:

- Human Resource Services needs to work in conjunction with deans and directors to provide listings of professional development opportunities for classified staff and to administer funds for this purpose.

Budget cuts and serious restraints on the horizon will not leave development funds untouched, and administrators and other college representatives must do their best to minimize the ill effects of these constraints.

Conclusion:

The recently implemented mentoring program for new faculty, the formation of the Professional Development Taskforce, and continued Carl Perkins funding for Career and Technical Education faculty currently represent the most positive aspects of professional development opportunities at PPCC. However, the prognosis of professional development, in general, is not positive. Budget cuts and serious restraints on the horizon will not leave development funds untouched, and administrators and other college representatives must do their best to minimize the ill effects of these constraints.

Financial Services

Financial Services is responsible for all billing matters related to the college, including third party billing (e.g. military tuition assistance, sponsoring agencies, and high schools). Staff in Financial Services works with students regarding their accounts, sending reminder notices to students for payments due and formulating work study and student hourly contracts as needed. The office of Financial Services also collaborates with student clubs and student government to ensure proper handling of revenues generated from both these areas. Staff frequently assists with any visitor's questions regarding W-2 and W-4 deductions and exemptions and the Hope Tax. Finally, Financial Services representatives regularly connect with Bookstore staff regarding student purchases.

Strengths:

- A. Third party billing is a procedure that benefits and satisfies students since it allows them to make payment arrangements that do not involve "up-front" payment.

Supporting Evidence:

- The frequent dissemination of third-party billing forms to students testifies to the appeal of this procedure.
- B. Financial Services staff members cooperate and work very effectively with each other to assist students with their financial needs.

Supporting Evidence:

- Staff members understand others' deadlines and do their best to support each other during schedule crunches.
- Frequently, staff members will stay late if necessary.
- Overall, staff demonstrates a high degree of organizational skills and dedication.

Financial Services staff members cooperate and work very effectively with each other to assist students with their financial needs.

Concerns and Recommendations:

- A. Campus-wide lack of communication about fiscally-related issues affects the everyday operations of Financial Services adversely.

Supporting Evidence:

- When divisions or other offices fail to submit paperwork on time, students may not be reimbursed in a timely manner.

Recommendation:

- All entities of the college should be made aware of financial services procedures and processes.

- B. Because of the accessible, “high traffic” location of Financial Services at Centennial Campus, its staff must also double as a general information booth for students. As a result, cashiering staff, particularly, often find themselves unable to answer such questions accurately or fully.

Supporting Evidence:

- See location of Financial Services at Centennial Campus.

- **Recommendation:**

Designated college representatives should offer a workshop or training session in such general college information for the cashiering staff.

- C. Because Financial Services staff constantly interact with students and employees on issues that can be sensitive, customer service skills and training are essential.

Supporting Evidence:

- Note the daily operations and ongoing customer relations aspect of Financial Services.

Recommendation:

- Financial Services should regularly offer brief workshops on customer service tips and skills.

Conclusion:

Financial Services efficiently provides a wide spectrum of services to both college personnel and students. To alleviate some concerns noted above, the Financial Services office needs to be sure to let all areas of the college know about its procedures.

Health Programs

Under the auspices of the Division of Health, Environmental, Natural, and Physical Sciences, the following health programs are available at PPCC:

- Dental Assisting: AAS Degree or Dental Assisting Certificate
- Medical Office Technology: AAS Degree or Clinical Office Assistant, Medical Receptionist, Phlebotomy, Medical Transcriptionist, or Medical Coding Certificates
- Pharmacy Technician: Certificate Program
- Registered Nurse
- Licensed Practical Nurse (LPN) to Registered Nurse (RN) Program
- Licensed Practical Nurse
- Emergency Medical Services: AAS Degree, EMT Basic Certificate, and the Paramedic Certificate

The range of health programs at PPCC is large. Students who are interested in programs in this field can devote one semester of study in some areas (e.g. for the Phlebotomy Certificate) or two years of study in others (e.g. the Registered Nurse program). Placement for all health graduates is high due to need in the various professions and in the communities covered by the service area of PPCC. Students who persevere in the various programs pass at rates between 92-100%, but the drop-out rate is close to 50% because of poor student preparation in the science area.

Strengths:

- A. The quality of instruction in the health programs is consistently rated highly. One student interviewed used the words “exceptional” and “phenomenal” to describe science teachers in the program.

Supporting Evidence:

- Interviews with students in the RN and the LPN programs

- B. Regular access to a nursing advisor has enhanced the academic experience of most nursing students.

Supporting Evidence:

- In 2001, the dean of the former Math, Science, and Health Division hired a regular half-time nursing advisor.
- The availability of a half-time nursing advisor has allowed nursing faculty more time to devote to remaining up-to-date in instruction techniques and content.

The availability of a half-time nursing advisor has allowed nursing faculty more time to devote to remaining up-to-date in instruction techniques and content.

Concerns and Recommendations:

- A. Because PPCC's teaching salaries do not compete with salaries earned by employees working directly in the health fields, PPCC has difficulty retaining qualified faculty which, in turn, has affected the health programs' ability to expand in key areas—namely, in offering evening classes requested by students. PPCC has funded faculty positions in the health professions at \$38,000 instead of the more common \$32,000 annual salary in other disciplines in an effort to ameliorate this problem.

Supporting Evidence:

- Interview with the division dean and nursing chair

Recommendation:

- If PPCC's health programs are to maintain their reputation for academic rigor, the college must pay health faculty salaries close to or commensurate with salaries of health professionals in the field.
- B. Space constraints in the health programs have worsened in recent years, especially space for clinicals; such constraints hamper the growth of all specific health programs.

Supporting Evidence:

- Interviews with the division dean, nursing chair, and nursing students

Recommendation:

- As a means of identifying space as a key to promoting the growth of the health programs, delegates from the health programs and college officials should consider moving programs to another campus where more space is available.
*Note: Recently, the Medical Office Technology and the Emergency Medical programs were moved to the Centennial Campus in order to provide more space for the Pharmacy Tech and other health programs at Rampart Range Campus.

Conclusion:

The health programs at PPCC enjoy quality instruction and healthy growth because of high demand for medical professionals in the community. Such demand, though, leads to challenges regarding finding quality faculty committed to staying at the college because of non-competitive salaries and lack of space.

Information Technology Support Services (ITSS)

Information Technology is a comprehensive field that includes but is not limited to computers, video, audio, multi-media, video-conferencing, teleconferencing, and distance education. ITSS provides networked computing services, telecommunications, and all other information technology to the campus community which accommodates over 1,650 computers and over 10,000 users. ITSS also maintains the PPCC website and Blackboard as well as provides classes to staff and faculty that keep the campus community apprised of the latest innovations in software.

Students are provided a hotline to call to report technical problems; the hotline is staffed from 7 a.m. to 10 p.m.

Strengths:

- A. Students report satisfaction with the customer service provided by ITSS. They indicate that staff are helpful and supportive and respond to their calls or queries in a timely manner.

Supporting Evidence:

- Students are provided a hotline to call to report technical problems; the hotline is staffed from 7 a.m. to 10 p.m.

- B. ITSS is working to ensure greater ADA compliance in its operations and facilities.

Supporting Evidence:

- Plans are underway to provide at least one ADA compliant work-station in each computer lab and computerized classroom.
- ITSS has recently purchased additional ADA-compliant furniture for the open computer labs and has made the PPCC website compliant as required by the 508 federal regulation.

Concerns and Recommendations:

- A. Lack of funding has prevented technicians from attending training sessions which are, admittedly, expensive. While the staff does well to unravel the mysteries of technological puzzles by reading or on-the-job learning, these are not the best learning methods available.

Supporting Evidence:

- See current and past budget allowances for ITSS.

Recommendation:

- More funding needs to be allocated to ITSS for staff training.

- B. Lack of staff and faculty foresight in submitting service requests and the frequency of “on-the-spot” requests for technical assistance have resulted in a slower response time on properly completed service requests.

Supporting Evidence:

- Staff and faculty do not always know or follow the correct procedure for submitting service requests.

Recommendations:

- Each semester, ITSS should conduct staff/faculty training on the proper procedure for the submission of service requests.
- Regularly, ITSS staff should also receive training regarding the protocol for explaining this procedure when staff and faculty attempt to bypass it.

Conclusion:

Positive aspects of ITSS operations center on a high level of student satisfaction with staff assistance and response time and on active efforts of the staff to address ADA issues for disabled students. Concerns remain regarding the need for regular training to keep staff members abreast of the rapid changes in their career field. While the problem of staff and faculty resistance to following service request submission procedures may never be completely resolved, it could be alleviated with internal and external training.

International Education

PPCC formed its first International Education Committee in July 1991 as a fundamental structural initiative to promote internationalism at the college. The Office of International Education was established as well as an International Resource Collection in the PPCC Library in fall 1992. The Office of International Education proceeded to award a number of grants for international learning and travel. Titles of specific grants awarded in the past decade include the following:

- “Undergraduate International Studies and Foreign Language Program”
- “Business and International Education”
- “A New Approach to Latin American Studies”
- “The Pacific Rim Imperative”
- “Strengthening Business and Education Ties with our Partners—Competing in Mexico, Argentina, and Paraguay”
- Title VIa and Title VIb Grants

International Education’s mission (“Faculty, Curriculum, and Institutional International Education”) and vision (“We Bring the World to Our Students”) are aligned with PPCC’s vision statement, as featured in the 2002-2007 Strategic Plan: “[We will] encourage an understanding of global interdependence [as well as] the diversity of our society.”

PPCC has proudly hosted numerous colloquia, faculty exchange programs, art exhibits, and more since the inception of the Office of International Education. Outstanding highlights include the PPCC-hosted American Council on International Intercultural Education’s (ACIIE’s) ninth annual conference in April 1994 and a “PPCC Internationalizes Campus and Curriculum” initiative in 1995 which began emphasizing international business in the Business AAS and AGS degrees and in Business certificates. International students are also well-represented at PPCC with a total of 300 such students in fall 2002, including 51 students with F-1 visas and 267 “permanent residents.” This number reflects a substantial increase in international student numbers since fall 1992 when the total number of F-1 and permanent resident students was 173.

In June 2003, the assignment of the half-time director of International Education was changed. Though the duties and responsibilities of this position are now carried out by the same person, now a faculty member in the Business Division, he receives a six-credit release from his teaching load. A half-time assistant will assist Dr. Astor with projects for the next two years at which time her assignment to International Education will end.

Strengths:

- A. The Office of International Education and PPCC faculty (especially those on the International Education committee) have demonstrated an exceptional level of initiative and dedication in seeking financial support for international education and for faculty professional development in this area.

Supporting Evidence:

- PPCC has been the recipient of five Title VI grants since 1992, totaling \$762,691.
- PPCC received a Group Projects Abroad grant in 1999 for \$50,000.
- PPCC faculty have been awarded three Fulbright scholarships.
- Beginning in 1996, PPCC has annually hosted a five-week student exchange program with the Viborg Handelsskole (Business School) in Denmark as well as sponsored various travel programs and created web sites. These initiatives have netted approximately \$13,000 annually to the Office of International Education.

- B. PPCC is locally and nationally recognized for its activities in International Education.

Supporting Evidence:

- PPCC is the only community college in the country to be awarded the American Council on International/Intercultural Education's Achievement Award for extensive contributions to global education twice: once in 1993 and again in 2001.
- PPCC was the recipient of the 2003 Horizon Award for "Outstanding International Programs" presented by the Colorado Springs Global Advisory Council.

PPCC is the only community college in the country to be awarded the American Council on International/Intercultural Education's Achievement Award for extensive contributions to global education twice: once in 1993 and again in 2001.

Concerns and Recommendations:

A. The future of the Office of International Education is at risk since the college does not provide adequate infrastructure to ensure continuing support should the office director's diligent efforts to procure grants not always succeed and/or should the present director leave this position. The President recently called together a committee of those faculty and staff who have been most active in I.E. over the years to make recommendations concerning the college's future involvement in this program and the nature of the program itself.

Supporting Evidence:

- After the retirement of the first Director of the Office of International Education in 2000, the college no longer funded a full-time directorship;
- The second (and current) director was assigned half-time to International Education but as of fall 2003 was reassigned to teach business full-time and given a two course release to run International Education programs.
- The OCE budget for the Office of International Education for the past two years was \$7,000; it was reduced further to \$4000 for fall 2003.
- One half-time assistant is assigned to the International Program and paid for by the general fund; however, in 2005, this contract will end.

Recommendation:

- While the inclusion of a statement regarding students' understanding of global issues in the college's 2002-2007 Strategic Plan is a step in the right direction, the college should implement a contingency plan for the future of the Office of International Education with a commitment to fund this program with a full-time director.
- B. Although the enrollment of international students has been high and the Business Department has been very active in including international content in its curriculum, no institution-wide effort has been initiated to incorporate international education into the curriculum or to sponsor a variety of activities that would take full advantage of some of the unique learning opportunities that exist at PPCC.

Supporting Evidence:

- A survey was conducted in fall 2002, asking students in humanities and social sciences courses if they had been exposed to the following cultures/countries: Europe, Asia, India, Mexico, South America, Africa, Australia, Russia, and the Middle East. The results indicated that students learned very little about Asia, India, Africa, Russia, and Australia.
- When the Danish and other international students visited PPCC, few formal, PPCC-sponsored activities were offered to encourage non-international students to interact with students visiting from other countries.

Recommendations:

- The college should allot more resources to help faculty expand their international curriculum, particularly related to Asia, India, Africa, and Russia.
- Since recent, albeit few, public/formal events devoted to international/intercultural subjects have been well-attended, offering similar activities more regularly would effectively promote the mission of International Education and possibly unite international and domestic students in keeping with OIE's vision of "bringing the world to our students".
- English Language Institute classes could visit appropriate humanities and social sciences classes which correspond to the ELI students' current skills level, allowing for a valuable intercultural exchange of ideas and information.

Conclusion:

PPCC's International Education program has made great strides in the eleven years since the Office of International Education was established. The faculty and staff who have served on the I.E. committee, as well as those who have worked for the I.E. office, have exercised considerable initiative and creativity in laying a strong foundation and offering a number of innovative activities that promote and sustain the program. PPCC should take better advantage of some of these existing activities, such as the college's enrollment of large numbers of international students, and connect them more closely to our American-born students. To ensure the continued existence of the Office of International Education, a plan for future funding should be developed.

Interpreter Preparation Program

The Interpreter Preparation Program, begun at PPCC in 1996, offers courses taught by instructors with current vocational credentials that prepare students for entry level employment as interpreters or translators for deaf and hard-of-hearing individuals. Instructors must possess current vocational credentials to teach Interpreter Preparation classes. Students must apply to the program to be accepted, the basic requirements including proficiency in American Sign Language or completion of ASL 121 with a “C” or higher and ASL 122 with a “B” or higher. As students progress in the program, they must earn “Bs” or higher in any ASL classes they take. In order to graduate from the program, students must demonstrate proficiency in American Sign Language. With the Interpreter Preparation degree, students will possess the knowledge to pass the RID (Registry of Interpreters for the Deaf) and the EIPA (Educational Interpreter Performance Assessment) exams.

The Interpreter Preparation Program maintains a very active advisory board which offers recommendations on curricular changes to better meet the needs of the community it serves. The advisory board plays an especially significant role even beyond that of a guide on curricular issues; it also provides internships for students and, in many cases, becomes the PPCC graduates’ employer in the field.

Strengths:

- A. The Interpreter Preparation Program does well to train students to become successful Sign Language/English Interpreters for the community.

Supporting Evidence:

- Employment of PCC graduates and their pass rates via the Registry of Interpreters for the Deaf confirm this evaluation.

- B. The Interpreter Preparation Program teaches students cultural differences between Deaf and hearing people.

Supporting Evidence:

- See curricula and syllabi for Interpreter Prep classes.

- C. Faculty in the Interpreter Preparation Program train students to analyze spoken and signed texts.

Supporting Evidence:

- See curricula and syllabi for Interpreter Prep classes.

Concerns and Recommendations:

- A. In the past, the program suffered from the lack of an appropriate Sign Language Lab.

Supporting Evidence:

- According to information gleaned from interviews with faculty, students were not as well prepared and trained as they would have been with an available lab. Because a Sign Language Lab will be available for fall 2003, the assumption is that the level of student preparation will increase.

- B. Appropriate, adequate space for the Interpreter Preparation Program has been a challenge for faculty and students.

Supporting Evidence:

- Because newly renovated space is now available at Centennial Campus, including a lab and designated classroom, these concerns are being addressed.

Recommendation:

- The newly renovated space at Centennial Campus—particularly the lab, Room A-158, and a designated classroom, Room A-157—will be available for classes beginning fall 2003.

- C. Video tape resources and other technology need to be more accessible for Interpreter Preparation faculty and students.

Supporting Evidence:

- Interviews with faculty

Recommendation:

- In the 2002-2003 academic year, the college purchased computers for the Interpreter Preparation Program. The plan is to develop a ten-station lab by fall 2003.

Conclusion:

While space issues and lab availability have been chief concerns among the faculty in Interpreter Preparation, recent and significant changes to allay these concerns have fully resolved them. Beginning in fall of 2003, this program should begin demonstrating signs of further growth and retention as a result of increased space and laboratory accessibility for its students.

Learning Enterprises

Learning Enterprises was established at PPCC in 1991 where, until 2001, it maintained facilities at PPCC's Downtown Studio Campus and Commerce Center. This program's mission centers on providing customized business training to local business and industry. During the period of 1991 to 1997, Learning Enterprises worked toward three purposes:

1. To serve as a temporary headquarters for new companies in town and assist them in becoming established and training their employees;
2. To provide conference, training, and meeting rooms for companies and government or nonprofit organizations;
3. To provide consulting work in Organizational Development to help managers direct their growth and operations.

Various types of training in which Learning Enterprises specializes include team building, computer skills (applications and programming), technical skills, manufacturing/industrial skills, management skills, performance skills, supervisory skills, customer service skills, and English as a Second Language.

In 1998, Learning Enterprises' mission changed as a result of significant debt, the opening of the Rampart Range Campus, and shifting business trends. Primarily, it tailored and modified its focus to customized training and coordinating requests for classes within existing college programs. This shift in focus led to a cut in full-time staff positions (from 20 to 5 personnel) and, in 2001, the closure of the Commerce Center. Between 1996 and 2002, expenditures in the program exceeded revenues, and now, Learning Enterprises relies on part-time staff and instructors to fulfill its more modest, scaled-down mission.

In 1998, Learning Enterprises' mission changed as a result of significant debt, the opening of the Rampart Range Campus, and shifting business trends. Primarily, it tailored and modified its focus to customized training and coordinating requests for classes within existing college programs.

Strengths:

- A. Learning Enterprises has enjoyed a strong affiliation with PPCC.

Supporting Evidence:

- See “Corporate Workforce & Economic Development Market Research,” conducted by Susan Watkins Communications, September 22, 1998.

- B. Local business and industry confirm a high awareness of Learning Enterprises and its mission as a local service provider that understands its community’s needs.

Supporting Evidence:

- See “Corporate Workforce & Economic Development Market Research,” conducted by Susan Watkins Communications, September 22, 1998.

- C. Learning Enterprises has demonstrated an active interest in and ability to serve corporate and business clients as well as non-profits and government agencies.

Supporting Evidence:

- See “Corporate Workforce & Economic Development Market Research,” conducted by Susan Watkins Communications, September 22, 1998.
- More recently, a Business faculty member has established joint marketing /expanded training opportunities and shared revenue projects with Pueblo Community College in Pueblo, Colorado.

Concerns and Recommendations:

- A. By the fall of 1998, Learning Enterprises had suffered nearly \$675,000 in cumulative losses, a deficit which the college administration paid off over the next four years with transfers from the general fund. This transaction was complete on June 30, 2002. This weakened financial performance corresponded to a sharp decline in services as well.

Supporting Evidence:

- Financial information as provided by college administrators.
- The following services represent the bulk of services provided in fiscal year 2001-02:
 - a) Training for 53 people in two organizations
 - b) Curriculum development for one organization
 - c) Delivery of three college-credit public offerings for nine people per course
 - d) Providing of facilities for ten organizations
 - e) Assistance to five companies in the grant process

2. Recommendations:

- Dissolution of Learning Enterprises
- Reorganization to provide services through the current instructional divisions and instructors.
 - a) The Executive Director of Institutional Advancement and Development will serve as the first point of contact for companies desiring specialized training at PPCC.
 - b) The above-mentioned Business faculty member will become the Coordinator for Business Training; she will work with the Executive Director of Institutional Advancement and Development, the Vice President for Educational Services, the division deans, and the department chairs to set up training classes, hire instructors, and gather materials for training. All the above parties will perform these duties in addition to their other duties.
 - c) While Learning Enterprises, *per se*, will no longer operate under its own budget or division heading, PPCC will continue to pay the above employees to represent the college in the business community.

Conclusion:

After careful review, the college has decided that it can use its resources more efficiently by dissolving Learning Enterprises. It believes it can provide services to the business community through the college's instructional divisions rather than through a separate enterprise. According to President Garcia, future classes and customized training seminars will be billed on a full-cost basis, allowing the college to break even on all activities. Because overhead costs in this proposal will be minimal, expenses will be limited to differential costs. For example, if no classes are offered in a particular month, the college will not incur costs for that month.

In the manner outlined in the above recommendations, the college will continue to play a strong role in serving the workforce and economic development needs of the community without draining resources from existing programs.

Library

The PPCC library is open six days a week during fall and spring semesters, and its staff rotates between the Centennial and Rampart Range Campuses weekly. Duties and responsibilities of the library staff include

- Checking in and out books and non-print material;
- Collecting overdue fines and accounts receivable;
- Borrowing and lending books;
- Shelving all materials;
- Offering reference service;
- Providing reference materials;
- Providing bibliographic instruction;
- Providing copy machines for students;
- Shipping materials between libraries;
- Shelving and checking out ITV student class tapes;
- Reserving items;
- Maintaining a microfilm room;
- Developing the collection;
- Ordering books and materials;
- Cataloging;
- Maintaining archives for PPCC;
- Conducting inventories;
- Repairing damaged books;
- Processing gift collections

As of September 1, 2003, the library's collection contained 37,232 print and non-print items.

Strengths:

- A. The library staff serves its patrons professionally and effectively.

Supporting Evidence:

According to information gleaned from library staff and selected faculty:

- Reference librarians regularly consult with faculty to develop the library's collection and frequently research online databases to determine those most useful for the institution's various academic needs.
- Staff provides convenient services tailored to student and faculty needs.
- Staff provides students with invaluable individual attention.
- Library office hours are extended at peak times and during evenings.

Reference librarians regularly consult with faculty to develop the library's collection and frequently research online databases to determine those most useful for the institution's various academic needs.

- B. The library's layout allows easy access to materials in a wide variety of formats so that students may tailor their studying habits accordingly.

Supporting Evidence:

- Current issues of popular newspapers and magazines as well as documentary photo aids are available.
- Students may study comfortably at a drafting table, in study carrels, and in study rooms.
- Students have access to DVD players, video cassette players, and CD players.
- A collection of over 350 topographic maps of the state of Colorado is available.
- A children's room is located within the library, containing several hundred children's books for on-site browsing and check-out.
- Students may make use of computer-assisted instruction and videotapes as well as databases such as ACLIN, FIRSTSEARCH, the Internet, and EBSCO.

Concerns and Recommendations:

- A. Certain physical aspects of the library at the Centennial Campus need upgrading although new carpet was recently added throughout.

Supporting Evidence:

- Office space is limited. (Three people share one small office but do not use it simultaneously).
- Some furniture is visibly worn, stained, and mismatched.

Recommendations:

- The college should evaluate the current use of space at the Centennial Campus Library and convert microfilm and videoconference rooms to better student use.
- The college should provide funding to replace some current furniture.

- B. The library has not adequately funded circulating materials to keep these materials up-to-date.

Supporting Evidence:

- Staff/Student Interview

Recommendation:

- The college must allocate additional funding for circulating materials.

- C. The Rampart Range Campus Library is not as adequately staffed as its Centennial Campus counterpart; thus, its hours of operation are considerably less extensive.

Supporting Evidence:

- As the library schedule of hours notes, Rampart Range Campus Library is open only one Saturday a month, and evening hours are generally not available.

Recommendations:

- The college should investigate the possibility of increasing library staff so that greater campus-to-campus coverage can result.
- The library's director and designated staff might consider cross-training current staff members in reference issues so that more of them can assist students.

- D. CARL (Colorado Alliance of Research Libraries), the company providing online bibliographic databases and the library's public access catalog, is sometimes inefficient and frequently "goes down." The company is sometimes slow to respond to troubleshooting requests, making it difficult for library staff to maintain bibliographic control.

Supporting Evidence:

- Staff Interview format

Recommendation:

- Knowledgeable library staff should determine if the problem is internal (e.g. connected to college computer equipment), but if not, investigate the possibility of another form of bibliographic access.

Conclusion:

The library has done and continues to do an exemplary job, considering the resources available to its director and staff. Concerns that need to be addressed include a review of library duties and training processes as well as an evaluation of retention issues and the current use and physical condition of space. In addition, reference staff may need to explore alternatives to the library's primary bibliographic access method, CARL.

The Multi-Media Instructional Design Center (MID Center)

Although the MID Center does not exist in its original configuration, most of the same or updated equipment is now housed in the computer lab at the Centennial Campus, A-300. The MID Center has always functioned as a “do-it-yourself” lab that offers high-speed Internet access, current software, scanners, digital cameras, and LCD (Liquid Crystal Display). A full-time staff member is available to assist computer users.

The MID Center provides a convenient, accessible venue where students and/or staff may meet their technological needs.

Strengths:

- A. The MID Center provides a convenient, accessible venue where students and/or staff can meet their technological needs.

Supporting Evidence:

- The lab’s hours of availability exceed those of other computer labs on campus and it is open between semesters whereas other labs are closed.
- As noted in the above “Background” section, a number of high-tech programs are available for users. The technology offered in the MID Center meets or exceeds industry requirements.

Concerns and Recommendations:

- A. Certain equipment required for various college courses is lacking in the MID Center.

Supporting Evidence:

- The lab has only two video camcorders for a class of 30 students.

Recommendation:

- Designated staff should research the technological needs of faculty and their curricula and purchase necessary equipment accordingly.

- B. The MID Center has purchased software (at the request of faculty and staff) that has proven unnecessary or is infrequently used by students.

Supporting Evidence:

- Students who frequent the lab often have needs or requests for software that the MID Center does not own.

Recommendation:

- Designated staff must assess the needs of its clientele—typically, PPCC faculty and students—before purchasing expensive technology.

Conclusion:

The MID Center provides a convenient venue with generous hours for students. However, the college must give attention to the technological requests of faculty and the needs of the students.

Military Programs

Pikes Peak Community College's Military Programs were established in 1972 with the mission to provide quality educational opportunities for active duty military personnel, their family members, other government employees, and civilians from the local communities. The relationship between the military installations and PPCC is governed by a Memorandum of Understanding (MOU), which officials at all military sites and PPCC have agreed to uphold. Classes are offered at five military installations, to include Fort Carson (CO), Peterson Air Force Base (CO), the United States Air Force Academy (CO), Fort Sill (OK), and Little Rock Air Force Base (AR) (closed on March 31, 2003). Enrollment numbers across these five installations are roughly 5000 classes per year among a total of 1000 students, representing 5-10 percent of the PPCC student body. Active duty students pay a flat-rate tuition rather than resident/non-resident tuition.

PPCC offers classes at the Education Center of each installation which an education officer and his/her staff operate. Eleven full-time staff members are assigned across the five military sites and the Military Programs' central office at Rampart Range Campus:

- Peterson/USAFA: 3
- Fort Carson: 4
- Fort Sill: 2
- Central Office/Rampart Range Campus: 2

In addition to these full-time staff assignments, part-time personnel act as lab and office monitors.

Although family members, Department of Defense civilians, and other civilians may take classes, the Military Program is designed for active duty military personnel. On the Air Force bases, classes are tailored to the active duty enlisted member pursuing a Community College of the Air Force (CCAF) degree. More than 95 percent of PPCC's Air Force students take PPCC classes toward a CCAF degree rather than a PPCC degree. CCAF is regionally accredited through the Southern Association but does not offer classes. It relies on regionally accredited colleges to provide the classes for students.

After a military student is counseled by a military academic advisor to pursue a CCAF degree, that student often registers for the PPCC Associate of General Studies Degree. His/Her coursework is then applied to both the CCAF and PPCC programs. At the completion of the CCAF and AGS programs, students may continue to complete an AA or AS degree. Because of the mobility of active duty students, they prefer to take CORE classes as these will transfer most readily to another institution of higher learning.

As on traditional campus sites, students at any of the military installations can earn an Associates Degree by taking courses in the following areas: accounting, anthropology, astronomy, biology, business, computer information systems, computer science, criminal justice, economics, English, fire science, geography, geology, history, humanities, literature, management, music, philosophy, political science, psychology, sociology, Spanish, and speech. Students can enroll in these courses via the traditional classroom setting or alternative formats, including independent study, independent/group study, and advanced interactive technology. As is the case for any PPCC military student, Distance Education—specifically, online—courses are available to any deployed students who have access to a computer and the Internet. In addition to degree programs available, Little Rock AFB did offer and Fort Sill offers Cisco Network Academic certificate programs; Little Rock AFB offered the only upholstery certificate program in the state system.

No “hard” faculty assignments are made to the military installations. Full- or part-time instructors who teach for PPCC may and often do elect to teach a portion of their course load through one of the local military sites. By contrast, the out-of-state installations hire qualified adjunct faculty from the local work force, approved by the instructional division deans at PPCC. Academic guidelines and credentials for teaching at any of the military installations are identical to those in place on PPCC’s traditional campuses. Instructional division deans and department chairs hire instructors to teach courses and are responsible for ensuring quality of instruction and curricular integrity. Often, instructors at the military installations who have knowledge of the military themselves find that casual conversation with their active duty students enhances rapport between them. Otherwise, though, few distinctions exist between instructors at traditional campus sites and those at the military installations.

No “hard” faculty assignments are made to the military installations. Full- or part-time instructors who teach for PPCC may and often do elect to teach a portion of their course load through one of the local military sites.

Assessment of student performance in a given course at any of the military installations follows the same procedure as elsewhere on a PPCC campus. Instructors use division and department-approved course outlines from which to prepare their syllabi and teach, and classes conducted at the military sites adhere to the same course objectives as do classes conducted at the traditional campuses.

Strengths:

- A. Class offerings are tailored to the active duty military schedule, better accommodating the needs of students in the military. The 8-week semester schedule is fairly standard at all military installations, and most classes are scheduled in evening hours and over the lunch period to ensure accessibility for the majority of students whose military work schedule is 7:30 a.m. – 4:30 p.m.

Supporting Evidence:

- See Military Programs course schedules, 1993-2002.
- B. Faculty across the five installations understand the rigors and unpredictability of their military students' daily schedules and lifestyles. Whenever possible, they exercise flexibility in their teaching to allow for those times when students are called away for temporary duty to another location. If students find that their time away will prove too extended to allow them to complete a course, amply supported tuition appeals can relieve them of their financial obligation to the college.

Supporting Evidence:

- Special allowances granted military students during Operation Enduring Freedom after Sept. 11, 2001
- Availability of open-entry/open-exit courses, Internet courses, independent study courses, and independent study/instructor-enhanced courses; regular procedure of granting advance assignments for students to complete while away from the classroom.

- C. Except for advising, students enjoy a comprehensive menu of student support services at each of the five military installations, including testing; admissions; registration for on-site classes; payments on accounts; transcript requests; and application for graduation. (To obtain advising services related to their field of study, students must contact their assigned military advisors.)

Supporting Evidence:

- On-site student information and brochure
- D. The Military Program is grounded in a variety of sound academic degree programs; a supportive administration, especially at the instructional dean and department level; and a strong, competent support staff. Moreover, the program finds its greatest strength in the adjunct faculty assigned to classes who provide consistent, well-qualified, and up-to-date course information for their students and whose real-life experiences reinforce learning objectives.

Supporting Evidence:

- See Military Programs course schedules, 1993-2002
 - Course objectives and instructor credentials
- E. A fundamental strength of PPCC's Military Programs centers on its Director and Manager(s) whose own military background and experience have helped them to foster strong relationships with students and the sites' Education Services Officers, who are federal civil service employees. First-hand knowledge of the military system has contributed to a cooperative environment to develop "on demand" courses and maintain an open door policy that welcomes faculty, staff, and students to share ideas or broach concerns at any time.

Supporting Evidence:

- Development of special courses designed to address specific military trends and tailored to target audiences, such as fire science and emergency services.
- Staff credentials.

Concerns and Recommendations:

- A. Currently, other higher education institutions that share most of the military sites with PPCC compete with the college for its students by offering advantages in curriculum offerings and schedules that military students understandably find attractive.

Supporting Evidence:

- Other higher education institutions represented on-site express interest in the position now held by PPCC's Military Programs.

Recommendations:

- Military Programs must continue to make special request/interest courses available for students on all sites. The program has already established a precedent for listening to the needs of its students with the incorporation of Emergency Medical Services courses at Peterson AFB and USAFA; a once-a-month, weekend-based speech course at Peterson AFB; and lunch-time classes at Schriever AFB. More avenues of facilitating such intentional collaboration between Military Programs and its special-needs audience of students should be explored.
 - Program Managers must stay attuned to the changing academic interests of their site populations, continuing to work with the local Education Service Officers to identify new program/subject areas in which to offer classes.
- B. Following the terrorist attack on the U.S. on Sept. 11, 2001, courses at the military installations have experienced a decline in enrollment. Non-military students can no longer be sponsored by PPCC to attend on-site classes. In addition, military students are now working longer hours with fewer days off, which limits their class schedules considerably. Furthermore, the strengthened security procedures have required greater coordination with the military installations so that faculty and deans without military identification can gain access with little interference.

Supporting Evidence:

- Decreasing attendance
- Security Procedures

Recommendations:

PPCC's Military Program officials should

- Determine a method of enrolling additional students without overlooking new college entrance requirements, especially as they pertain to military installations.
 - Actively encourage non-military students to register for classes at one of the traditional campus locations;
 - Diligently work to make referrals to an appropriate college resource and link non-military students with an academic advisor at one of the traditional campus locations.
 - Continue working with security personnel at the military installations to maintain solid relationships.
- C. Military Programs should improve its efforts to address provisions of the Memorandum of Understanding that govern class offerings. Primarily, at those installations in close proximity to each other, the Program Director and Managers must offer as many classes as possible on each site without overlapping the same course offerings on other sites. Furthermore, PPCC's Military Programs should coordinate their on-site offerings with those of other college programs on the same site.

Supporting Evidence:

- Guidelines established in the Memorandum of Understanding with each military installation

Recommendations:

- The Director and Managers must continue and improve careful planning when scheduling classes at all military installations.
- Military Programs must nurture a hand-in-glove relationship with the education service officers to provide necessary educational services within the limitations outlined in the Memorandum of Understanding.

D. The costs of maintaining programs at two out-of-state installations (Fort Bragg, N.C., where the college sustained about a \$500,000 loss over a three-year period through its language training program; and Little Rock Air Force Base, where, in spite of a net profit from all operations there, the upholstery program had been losing \$20,000 per year since the early 1990s) led to philosophical consideration of the wisdom of continued out-of-state programs. Because of these considerations and the retirement of two full-time employees, PPCC has closed its North Carolina site and has discontinued all programs at Little Rock AFB.

Supporting Evidence:

- Course schedules and locations
- Financial information provided by college administrators

Recommendations:

- PPCC and Military Programs representatives should seriously examine the question of whether PPCC's vision, mission, and goals embrace the practice of out-of-state course/program offerings.

Conclusion:

A number of faculty and staff believe that PPCC cannot be a true community college without serving personnel at Peterson AFB, Fort Carson, and the Air Force Academy. Military Programs is a significant and responsive program, contributing to the overall college mandate to serve the Colorado Springs community, which includes a large military presence. It has developed a strong relationship with the Education Services Officers at each site to offer a solid academic program and support services that accommodate students' work schedules and unpredictable military obligations. It also has developed a number of special request courses to meet the unique and sometimes difficult needs of the military. However, Military Programs finds itself challenged by a more secure military environment resulting from Sept. 11, 2001; competition from other academic programs; and philosophical questions about its place in the college mission.

New Student Orientation

New Student Orientation is designed for all potential students of PCC to provide an opportunity for students to learn about the college and to meet other students. A full-time Enrollment Services employee is in charge of orientation sessions.

Strengths:

- A. The frequency and regularity of the New Student Orientation sessions prove beneficial to students.

Supporting Evidence:

- Orientation sessions are offered about 15 times a year.
- New students attending orientations participate in campus tours and learn information about the college provided in a Power Point presentation.

Concerns and Recommendations:

- A. Currently, orientation is not mandatory. However, students are given specific dates and times of orientation(s) when they register so that they may infer that attendance is mandatory.

Supporting Evidence:

- See information in semester schedule.

Recommendation:

- The college should mandate orientation for all new students so that no incoming students would be unaware of basic college guidelines, policies, locations of key student services, etc.

- B. Currently, orientation sessions are very impersonal.

Supporting Evidence:

- Partially due to three years of unprecedented growth, students do not receive one-on-one contact with advising, financial, and other types of enrollment counselors.

Recommendation:

- The college should provide enrollment services advisors as references at every orientation.

Conclusion:

New Student Orientations provide a consistent venue for addressing new students' questions and concerns. Making these orientations mandatory to ensure a comprehensive introduction to the college for all students is recommended.

New Student Orientations provide a consistent venue for addressing new students' questions and concerns.

The Pikes Peak News

The Pikes Peak News is PPCC's student newspaper, published by and for PPCC students. Journalism students write the articles that appear in the Pikes Peak News, but this work occurs outside the classroom and on their own time. A local printing company prints approximately 2,000 copies of the *The Pikes Peak News* each month, and the newspaper receives no significant funding from the college. Each issue costs about \$600 and is funded through advertising.

Strengths:

- A. *The Pikes Peak News* is a free publication, making it easy for students to stay informed on college issues.
- B. The consistent, regular presence of a student newspaper promotes a sense of community among students.

Supporting Evidence:

- *The Pikes Peak News* is published monthly. The program is growing, and the aim of the students involved is to publish twice monthly.

Concerns and Recommendations:

- A. Student volunteers produce the paper on their own time, and no staff exists beyond volunteers.

Supporting Evidence:

- Writing articles for the newspaper is not a for-credit activity.

Recommendation:

- The college should offer a small stipend as an incentive to encourage journalism and other students to work on the paper and/or write articles for it.
- B. The working space for publication of the newspaper is very small and not dedicated to this venture alone.

Supporting Evidence:

- The paper is published in room B-203a at the Centennial Campus which is also used as a classroom. Students can work on the paper when classes are not in session.

**Student
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own time, and no
staff exists
beyond
volunteers.**



Recommendation:

- The college should, at the very least, make efforts to schedule Room B-203a so that only one group or organization at a time has access to it. Students continue to use room A-351 as well, particularly for answering calls about advertising in the paper. If the editor and the work study student could have computers in A-351, that would be helpful. Administration is working on expanding this space.
- C. Those working to publish *The Pikes Peak News* in the space in A-351 have no access to computers and are using a printer so old that it doesn't have enough memory to print some pages in the same type. However, new and appropriate equipment is now available to these students in the Breckenridge building.

Supporting Evidence:

- The old MACs which were in A-351 are no longer usable.

Recommendation:

- The college should purchase newer computers with more memory and better software to provide students working on the paper with usable machines and a functioning printer.

Conclusion:

While certain benefits result from the publication of a free college newspaper whose operations are completely volunteer-based, a higher-quality, more satisfying outcome would be likely if students were paid for their work with *The Pikes Peak News*; if the computers the students had available to them were newer models incorporating more up-to-date software; and if more physical space (perhaps closer to the Multi-Media Center) were allocated to them to conduct their work effectively.

Re-Entry Programs

The Women's Re-Entry Program ceased operations in 2001 and, at the recommendation of the Director of Enrollment Services, was absorbed by New Student Orientation. Former Re-Entry Program staff found that time and energy to expend on the program were not sufficient to allow students to benefit from it. However, in July 2003, designated college officials determined that the Women's Re-Entry Program should be a free-standing entity. The Dean of Library Services and Educational Effectiveness is now working to re-establish and organize the program so that it will be available for women who qualify by fall 2004.

Strengths:

- A. As it operated formerly, the Re-Entry Program proved pro-active regarding orientation of students.

Supporting Evidence:

- Staff encouraged students to attend orientation in admission letters sent to students each term.

Concerns and Recommendations:

- A. The orientation offered by the Re-Entry Program was not mandatory and, as a result, did not benefit as many students as it might have.

Supporting Evidence:

- Interview with former staff

Recommendation:

- Dissolution of program (effective 2001); absorption by New Student Orientation.

- B. The Re-Entry Program offered no counseling service for students, and the college phased out counseling services, in general.

Supporting Evidence:

- Interview with former staff

Recommendation:

- Dissolution of program (effective 2001); absorption by New Student Orientation.

- C. The Re-Entry Program staff were not sufficiently trained to work with students and their personal issues.

Supporting Evidence:

- Interview with former staff

Recommendations:

- Dissolution of program (effective 2001)
- New Student Orientation, which replaced the Re-Entry Program, should clearly define its role in relation to students with special needs and/or personal issues.

Conclusion:

The Re-Entry Program dissolved as a result of time and energy deficits, and the New Student Orientation absorbed the program. The college must continue to devote particular attention to ensuring that the objectives and responsibilities of New Student Orientation are made clear to students so that students may reap the practical benefits of the program.

The Re-Entry Program dissolved as a result of time and energy deficits, and the New Student Orientation absorbed the program.

Southern Colorado Education Opportunity Center (SCEOC)

The Southern Colorado Education Opportunity Center, a service free to low income or first-time students, located at the Centennial Campus in A-115, assists students with financial aid forms and how to file for financial aid via computers as well as directs students through the enrollment process. The SCEOC Office promotes a positive college experience for students.

Strengths:

- A. The SCEOC sponsors an outreach program whose personnel travel to high schools and military sites to host workshops. This program does well to actively encourage students who might not otherwise consider college to do so and assists them in the enrollment process.

Supporting Evidence:

- See the program's schedule of workshops.
- B. The SCEOC has five sites in Colorado and three satellite sites, thus increasing its range of services to potential Colorado students.

Supporting Evidence:

- Offices are located in Trinidad, La Junta, Pueblo, Lamar, and Colorado Springs. Satellite offices are in Walsenburg, Canon City, and Raton, NM.

Concerns and Recommendations:

- A. SCEOC suffers from a low profile.

Supporting Evidence:

- This program is not widely advertised.

Recommendation:

- Staff should consult with the Marketing Director at PPCC to make flyers, offer commercials, and submit newspaper advertisements to promote the center.

Conclusion:

Since the outreach program through SCEOC serves such a vital purpose—encouraging and assisting potential students to attend college who would not otherwise do so—the college must expend more energy and effort to advertising it as per the recommendation above.

Student Life

Since 1993, significant changes have been made regarding Student Life and its range of operations to include the following components:

- Student Activities
- Athletics (recreation and sports clubs)
- Student Center
- Student Government
- Student clubs and organizations

As a result of the Rampart Range Campus opening in 1998, the college created a .5 position for Student Activities Coordinator and a .75 administrative staff position at the Rampart Range Campus. While the first of these positions—Student Activities Coordinator—was temporarily eliminated in 2001 because of budget constraints, it was reinstated in October 2002 to allow for the expansion of programming and an increase in activities at the Rampart Range Campus for 2002-2003 academic year. In addition, the .75 administrative position eventually became a full-time position. In 2001, the Recreation and Sports Programming Coordinator resigned, and to date, budget constraints have prevented a replacement hiring. The Coordinator of Student Activities and the Student Life Coordinator spend time on all three campuses, arranging their schedules to provide as much presence and coverage as possible between them. Representing the student part of the equation, 17 PPCC students currently participate in Student Government, five as officers and 12 as senators.

In 1999, the college transferred oversight of the campus food service and vending machines from Student Life to Auxiliary Services, allowing Student Life staff some opportunities to expend their energies in other areas. One such area presented itself quickly, which was the sponsoring of a ballot initiative to fund a new and larger Child Development Center at both the Centennial and Rampart Range Campuses. Students resoundingly passed this initiative. Another area of focus and improvement for Student Life occurred in conjunction with the Downtown Studio expansion. As a result, a student space—or commons—was created at this campus, and now, a full-time Student Life administrative assistant located at the Downtown Studio Campus helps to ensure that student services are provided at all three campuses.

Currently, Student Life operates an office on each campus where various services are provided, including a fax machine, copier, lamination machine, phone service, student lounge areas, ID cards, and poster approval/stamping. It sponsors 28 different clubs ranging from Phi Theta Kappa, the international honors society for two year college students, to special interests clubs. An example of such special interests clubs is club sports (as opposed to intercollegiate athletics) such as women's volleyball, men's soccer, and co-ed karate. Other recreational opportunities open to staff and students include weekly drop-in aerobics and basketball. Fitness challenge opportunities are offered at all three campuses, and staff and students may take advantage of weekly chair massages offered for a reasonable fee.

A voluntary exit survey disseminated in 2001 asked students to rate their general satisfaction with Student Life's programming and events. A total of 216 students responded to the survey. Results included the following:

- Student lounges and the garnering of student IDs represent the most-used Student Center services.
- Students would most like to see expanded food service offered through the Student Center.
- Conflicts in schedules prevent most students from taking part in more Student Life activities.
- The most popular activities during 2001-2002 were Pizza with the Prez, Cinco de Mayo, and Spring Fling (Earth Day), all activities that included food and other programs of entertainment.

Strengths:

- A. Student Life offers a presence on each of the three main campuses, contributing to a sense of community and cohesion among students.

Supporting Evidence:

- See various facts in the above section, denoting Student Life staff and location information.
- President Joseph Garcia's support of Student Life's mission and accomplishments has enhanced image and reputation of Student Life in the eyes of PCC students.
- Student Life staff embraces the core values and mission of the Association of College Unions International, which concern the establishment of a caring community of students, faculty, administrators, and staff at each campus.

- B. Student Life services are expanding to embrace all three campuses, better serving its entire student population as a result.

Supporting Evidence:

- Centennial, Rampart Range, and Downtown Studio Campuses provide a consistent and uniform range of student services. (See previous listing of such services in opening paragraph)
 - Discount tickets to community events are offered at all campuses.
 - The Child Development Center at Centennial is about to undergo expansion, and at Rampart Range, a new child care center will soon be constructed.
- C. Student Life staff book programs at multiple sites to increase college-wide student attendance.

Supporting Evidence:

- “Pizza with the Prez” and “Hoagies with Jose” forums are regularly scheduled on different days at different sites.
 - Programs commemorating the 9-11 attacks bridged the three campuses and centered on a “join hands” theme.
 - The panel discussions, “Campus Conversations about Iraq,” were presented in spring 2003 at Centennial and Downtown Studio Campuses.
 - Black History month programs occurred simultaneously at all three campuses in 2003.
- D. The reinstatement of the Coordinator of Student Activities position has led to an increased dedicated attention to programming.

Supporting Evidence:

- As a result of the hiring of a Coordinator of Student Activities in October 2002, PPCC students (once again) benefited from the attention of a person whose primary responsibility was student activities.

The reinstatement of the Coordinator of Student Activities position has led to an increased dedicated attention to programming.

Concerns and Recommendations:

- A. No method exists by which to evaluate activities consistently or effectively solicit suggestions from students for future activities.

Supporting Evidence:

- Misleading reports from Student Life on “standing room only” at key events in 2002-2003.
- Students’ busy, commuter status decreases the chances for consistent, widespread student feedback on events and issues.

Recommendation:

- The acquisition of a new digital ID system using card readers to scan ID cards introduced in January 2003 presents a possible means by which student attendance at events might be gauged. However, such a method cannot be used until card readers are in place.

- B. Equal programming at all three campuses might not be continued because of associated costs; in addition, circumstances can prohibit a certain event from being offered college-wide.

Supporting Evidence:

- The cost of each event multiplied by three is often considerable.
- Since only one campus has a gym, certain activities and programs are consequently limited to the Centennial Campus.
- The Martin Luther King Day Breakfast can only be held where there is room to seat all attendees: the Centennial Campus.

Recommendation:

- The college should carefully choose activities that suit the space of individual campuses and focus on providing equal numbers of activities for the student body at each campus.

C. Student Government suffers from a general attitude of apathy.

Supporting Evidence:

- Student government elections generally generate only about 100 voters (with the notable exception of the bond issue for the Child Care Centers which generated nearly 400 votes).
- Most students do not know the names of their student government officers.
- Student Government allocates student fee monies, but only those students seeking funds seem aware of this fact.

Recommendations:

- Online voting, first implemented in spring 2003, is a method of rendering student voting more convenient. Student Life staff hope this will generate a higher percentage of student involvement in campus issues.
- Student Government needs to market itself to draw more attention to the good work it does.

Conclusion:

Student Life provides many and varied activities and programs for PPCC students, staff, and faculty. Hampered by physical distance among the three campuses and a diverse, non-resident student population whose interests are not centered at PPCC, staff members nevertheless strive to enhance PPCC students' college experience and unify a widespread group. The welcome addition of a dedicated Coordinator of Student Activities has helped ensure the continued health and growth of the Student Life program.

Technical/Industrial and Service Occupations (TISO)

As a result of PPCC's 2002 reorganization, the Technical/Industrial and Service Occupations Division (TISO) was dissolved and its disciplines merged into other, also newly-named academic divisions. Specifically, the Division of Communications, Humanities, and Technical Studies, the Division of Mathematics and Technology, and the Division of Health, Environmental, Natural, and Physical Sciences incorporated former TISO areas into their respective division structure.

The Visit Team may elect to review PPCC's 1993 Self-Study report and its section featuring TISO as standard practices and operations in this division during the period from 1993 to 2002 underwent no significant changes from the period featured in the last self-study.

The strengths and concerns described below will focus on the period, 1993-2002, when TISO existed as a separate and unified division. This report emphasizes those strengths and concerns which have not been rendered, for lack of a better term, obsolete as a result of reorganization. Instead, what follows should testify to issues that remain noteworthy and that have "carried over" in some sense from the previous to the current TISO incarnations.

Strengths:

Preliminary Note:

Faculty from the former TISO Division as well as administrators, students, and employers were asked to respond to a questionnaire pertaining to their program area's strengths and weaknesses. Seventeen faculty from 16 program areas commented favorably on a number of issues, including the following:

- a) The variety of program course offerings, both academic and hands-on, allows for practical application of concepts and theories;
- b) Teaching and training prepare students for the workplace;
- c) Programs employ quality, experienced instructors who often work or have worked in the areas in which they teach;
- d) Programs maintain community partnerships and advisory boards;



- e) Programs maintain state-of-the-art equipment and technology;
- f) Programs provide a personal education for the student through such means as small classes, one-on-one instruction, and advising;
- g) Students gain valuable practical experience through participation in mentorships, internships, and practicums.

Students (first-year, second-year, and continuing) completed and returned a total of 314 questionnaires, which noted the following:

- a) Overall satisfaction with program areas: 4.06 (above average);
- b) Overall satisfaction with quality of instruction: 4.14 (above average);
- c) Assessment of the degree to which program areas prepared students for future careers: 4.05 (above average);
- d) Overall quality of programs: 4.05 (above average);
The above ratings were based on the following scale: 1=poor; 2=below average; 3=average; 4=above average; 5=excellent
- e) Cost of education: 2 (average);
- f) Sense of career readiness: 2 (average);
The above ratings were based on the following scale: 1=bad; 2=average; 3=good
- g) Readiness to recommend PPCC to friends (1= yes; 1.5=maybe; 2=no): 1.02 (yes)

The following section specifically features much of the above information.

- A. Programs in the areas that emerged from the former TISO Division offer an academic, hands-on curriculum that allows for practical applications of concepts and theories.

Programs in the areas that emerged from the former TISO Division offer an academic, hands-on curriculum that allows for practical applications of concepts and theories.

Supporting Evidence:

- Faculty syllabi confirm this curricular advantage.
- Student response indicates high levels of respect for and compliance with the academic and hands-on portions of various program curricula. Only 7 of 314 students indicated that they would not or might not recommend PPCC; 98% indicated that they would.

B. Teaching and training prepare students for the workplace.

Supporting Evidence:

- See students' and employers' responses to questionnaires.

C. Programs employ quality, experienced instructors who often work or have worked in the areas in which they teach.

Supporting Evidence:

- Personnel records and Human Resources documentation confirm that full-time and adjunct faculty are selected from a list of competent, qualified career professionals.

D. Students are satisfied with their programs.

Supporting Evidence:

- See above ratings from the student survey.

E. The level of academic integrity of the former TISO programs has been significantly improved since the 1993 Self-Study Report.

Supporting Evidence:

Interviews with past and current deans revealed that

- Independent study programs are now validated.
- Vocational programs implement some of the highest standards at the college.
- Professional working relationships among faculty staff have improved.
- A higher number of adjunct faculty has helped to defray the costs of certain programs.

F. Employers consistently rate job quality and technical preparedness of PPCC-trained employees between "good" and "very good."

Supporting Evidence:

- Employer surveys

Concerns and Recommendations:

- A. Faculty in the former TISO programs (now widespread among three new academic divisions) believe that instructional effectiveness and student learning remain as areas needing improvement.

Supporting Evidence:

- See Faculty/Staff questionnaire responses.

Recommendations:

- Space constraints exist for certain technical and industrial programs which need to be resolved, particularly in these areas: Culinary Arts, Natural Resource Technology, Criminal Justice, Architecture and Construction Technology, and Drafting.
 - While some computer hardware has been upgraded, certain technical classrooms at all campuses would benefit from the installation of LCD projectors.
 - An administration-supported effort to reduce bureaucratic duties that detract from instruction would be gratefully welcomed by many faculty.
 - Some technical and industrial programs' students need better, more formally "tracked" preparation in reading, writing, and math.
 - Certain programs, such as Criminal Justice and Architecture and Construction Technology, need more aggressive marketing and promotion.
 - Faculty need to work to render curricular standards more consistent and uniform across a single program area.
 - Faculty and administrators should communicate more regularly and meaningfully with area employers to improve job placement for students.
- B. The high cost of a technical or industrial education has presented a formidable obstacle for students.

Supporting Evidence:

- See "average" rating for "cost of education" in the student questionnaire.

Recommendation:

- Currently, PPCC's tuition is being raised at a rate less than that of four-year state colleges, thus rendering costs for students lower by comparison. However, since the state sets tuition rates, the college has little control over this current advantage.

- C. While current deans concur that many problems and inconsistencies with the former TISO program areas have been addressed and rectified through the 2002 reorganization, a major concern remaining has centered on workload equity.

Supporting Evidence:

- In 2002-2003, the Faculty Workload Taskforce was formed and with the Faculty Salary and Budget Committee addressed this concern; committee members completed a document to make salary and workload equitable and manageable across all academic divisions.

Recommendation:

- The college should continue to adhere to the recommendations of said committees as they offer an expert, first-hand perspective on such issues as workload equity.

- D. Faculty remain concerned about the way in which rapid changes in technology and their struggle to keep abreast of such changes impact learning in the classroom.

Supporting Evidence:

- See Faculty/Staff questionnaire responses.

Recommendations:

- If such workload/equity checks as that described in Concerns/Recommendations C above become standard, faculty should be afforded more time to obtain training in various technologies.
- The college should also fund upgrades to help maintain relatively current and available technology.

- E. Faculty and dean(s) express great concern regarding the college's (and state's) potential loss of Carl Perkins funding due to federal government budget problems.

Supporting Evidence:

- See supporting TISO/Perkins documents.

Recommendation:

- Deans and faculty of former-TISO program areas should work with college administrators to seek and even develop alternate funding should Carl Perkins funding be dramatically reduced or eliminated.

Conclusion:

The two questionnaires distributed to students and faculty/staff, respectively, proved especially valuable to this subcommittee in gathering quantitative and qualitative support for its evaluation of the former TISO technical and industrial programs. The report above delineates many specific conclusions drawn from these questionnaires, which revealed a fairly balanced set of strengths and concerns. Improvements to these areas in the past ten years have most decidedly taken place and past strengths hold steady, especially in the areas of curricular standards and general student satisfaction with instruction. According to current and past division deans and campus directors, the college should emphasize resolution of the following concerns, first and foremost:

1. Monitoring of the academic preparation and progress of students with reading, math, or writing deficiencies;
2. Professional development of faculty (Specifically, faculty in TISO program areas require technological training in satellite technology, telecommunications, and digital broadcasting.);
3. Job preparation and job placement (according to the former Director of Corporate Workforce and Economic Development, several major employers in Colorado Springs do not hire PPCC graduates because they find them under-prepared). It should be noted, however, that certain technical/industrial programs at PPCC—Early Childhood Education, HVAC (Facilities Management Technology), Architectural Drafting, Computer-aided Drafting, Welding, and Machining—have done an exemplary job in responding actively to employer needs.

Testing Center

Located at all three campuses of PPCC, the Testing Center advocates a college-wide commitment to students and the community it serves. It offers the college's selected placement testing instrument, the COMPASS (to be replaced by ACCUPLACER on October 1, 2003); career testing; Work Keys; and make-up testing for individual classes. Hours of operation at all three campuses are Monday and Tuesday 8:00 – 6:00; Wednesday, Thursday, and Friday 8:00 – 5:00. Two weeks before classes and the first week of classes, all centers are open until 7:30 p.m. on Monday and Tuesday.

The Testing Center provides a variety of testing for students and the community at large.

Strengths:

- A. The Testing Center provides a variety of testing for students and the community at large.

Supporting Evidence:

- Available tests at all Testing Center locations include the GED, CLEP, and DANTES; the college's placement test for math, reading, and English (the COMPASS) is also made available to potential and established students in the Testing Centers.

- B. The Testing Center staff at Centennial Campus is short staffed but well organized and helpful.

Supporting Evidence:

- Subcommittee student questionnaire results

- C. The Testing Center services specific programs and areas effectively.

Supporting Evidence:

- Placement testing is offered at several military bases, including Fort Carson, Air Force Academy, and Peterson Air Force Base.
- Testing Center locations also offer the nursing entrance exam.

Concerns and Recommendations:

- A. The office general space of the Testing Center at Centennial Campus is quite small; space for actual testing is also inadequate.

Supporting Evidence:

- Subcommittee student questionnaire results

Recommendation:

- Designated college officials should actively seek out a larger space for the Centennial Campus Testing Center.

- B. The Testing Center is uniformly under-staffed.

Supporting Evidence:

- A review of the Testing Center's schedule will reveal limited staff members who are still responsible for covering several test sites.

Recommendation:

- Designated college officials must research the needs of the various Testing Center locations to determine how many more employees are needed.

Conclusion:

Though the Testing Center and its staff deserve praise for serving the college and the community quite effectively considering their limited resources, under-staffing and inadequate space represent chief concerns which the college must address to ensure that the Center provide the best services it can.

Transfer Programs

A. The following section centers on the transfer-specific observations documented by the '92-93 Visit Team:

“The acceptance rate for AA/AS graduates transferring to Colorado four-year institutions is slightly lower than desired.”

“The transfer rate for credits earned by students seeking the AA and AS degrees bears investigation.”

By Colorado statute, Pikes Peak Community College must provide “two-year transfer educational programs to qualify students for admission to the junior year at other colleges and universities. . .” (Mission Statement, 2003-2004 College Catalog, pg. 7). As an added measure, the Colorado Commission on Higher Education (CCHE) has established a statewide transfer policy that applies to all Colorado public higher education undergraduate programs, based on statutory authority published in Colorado Revised Statute. (See www.cccs.edu/EdServices/Transferpolicy.) Thus, students at PPCC can take general education (previously “core”) courses at the freshman and sophomore levels to fulfill the first two years of general education requirements at Colorado’s four-year public institutions. According to this statute, they can also earn a basic two-year degree—the Associate of Arts, the Associate of Science, or Associate of General Studies which is guaranteed to transfer.

The CCHE bears a number of responsibilities related to student transfer, including

- Ensuring that state-supported two- and four-year institutions provide native and transfer students equitable treatment;
- Developing transfer policy to assure that students can transfer qualified courses between and among institutions;
- Designating the approved list of state-guaranteed general education courses;
- Resolving student appeals and inter-institutional problems pertaining to transfer negotiations.

(See www.cccs.edu/EdServices/TransferPolicy.html.)

As of the 2003-2004 academic year, PPCC students may complete an AA or AS degree (to include at least 35 credits from the list of guaranteed transfer courses and a grade of C or higher in each course) and be assured that 60 credits will be applied towards a bachelor's degree in Liberal Arts and Sciences at any Colorado public four-year institution. As a result, transfer students are guaranteed to complete their bachelors degree in another 60 (upper-division) credits. Exceptions to this state-wide transfer agreement include programs with already established, alternate transfer agreements such as Teacher Preparation, Business, Engineering, and Nursing.

The Vice President for Educational Services at PPCC has recently assigned coordination of all transfer and articulation issues to specific faculty and staff, namely the Assistant to the VPES for Articulation, Transfer, and Teacher Preparation and the Coordinator of Articulation, Transfer, and Teacher Preparation. Currently, PPCC has developed transfer or articulation agreements, has special program privileges, or has established educational partnerships with various colleges and universities. A full listing of these institutions and more specific transfer information pertaining to each are available at <http://intranet.ppcc.edu/publications/transferinfoforadvisors/>.

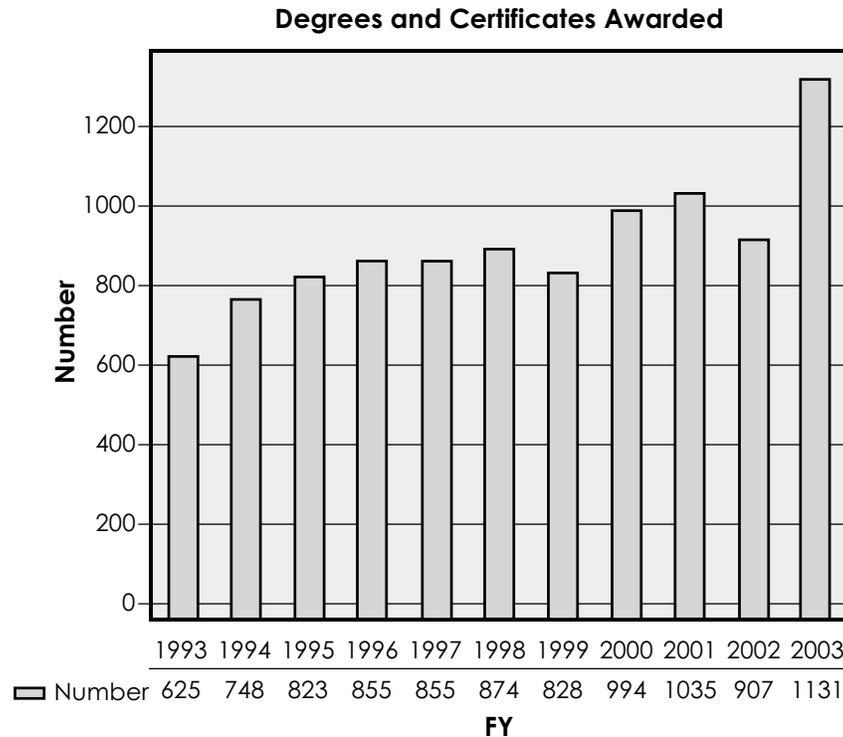
The Colorado Community College System has also established state-wide articulation agreements with Capella University and the University of Denver. For more information, see www.cccs.edu/EdServices/Articulation.html.

B. The 1993 Visit Team also noted these areas of improvement which the following section will address:

“The number of students who graduate from PPCC could potentially be higher.”

“The GPA of PPCC graduates entering four-year institutions with AA and AS degrees tends to be lower than the average two-year transfer students’ GPA.”

The graph below clarifies the number of degrees and certificates awarded within the past 10 years and testifies to the college's steady improvements in addressing the first concern noted previously.



The CCHE Master Plan (2001-2002) notes that “in 2001 the Commission expects to raise the bar/benchmark for performance funding indicators”; such indicators related to the above concerns include graduation rates; freshman retention and persistence rates; support and success of minority students; scores/passing rates on tests and exams. To hold state community colleges accountable for these and other indicators, House Bill 1219 and Senate Bill 99-229 of the State Legislature established the Quality Indicator System which determines general funding support to state community and four-year colleges.

As evidence that PPCC has given its attention to the two concerns noted above, the Community College Transfer Study was conducted to examine the performance and relative success of 18, 635 students (including 2,333 community college transfer students) entering the University of Colorado between summer 1995 and spring 1997. The study noted the following about PPCC graduates’ performance at University of Colorado–Boulder, University of Colorado–Colorado Springs, and University of Colorado–Denver:

- System-wide, community college students transferring to the University of Colorado system “compare favorably to . . . transfers from other institutions and first-time freshmen at all three of Colorado University’s general campuses.”
- Community college students transferring to the Boulder campus graduated with an average GPA essentially the same as those of native students.
- At the University of Colorado–Colorado Springs, community college transfer students boasted higher first-term GPAs than native students’ and graduated with GPAs nearly identical to other students’. In addition, community college transfer students graduated at a higher rate from the University of Colorado–Colorado Springs (41 percent) than did native students (35 percent).
- At the University of Colorado–Denver, 51 percent of community college transfer students graduated compared to 40 percent of native students.

Strengths:

- A. The above-noted Community College Transfer Study confirms that earlier concerns about graduation rates of transfer students have been resolved and, in fact, that graduation rates of PPCC transfer students are generally high, now representing a strength in the area of Transfer Programs.

Supporting Evidence:

- See Community College Transfer Study.
- Comment from PPCC President Joseph Garcia: “This study shows that PPCC graduates are well-prepared academically and are highly successful at the four-year and university level.” (May 2003)
- Quote from a letter from Dr. Elizabeth Hoffman, Colorado University President, to Joe D. May, President of the Colorado Community College System: “. . . I am sincerely gratified that this data reflects the success rates community college students have when transferring to Colorado’s largest university system.” (May 2003)

Concerns and Recommendations:

- A. PPCC transfer students still demonstrate relatively low absolute graduation rates, typically falling about three percentage points behind the average graduation rates of fellow Colorado community college peers.

Supporting Evidence:

- See PPCC matrix on “Graduation Rates.”

Recommendations:

- The college should continue its active endorsement of reinvigorated policies on articulation and transfer.
- The college should continue efforts to increase the graduation rate of students enrolled in AA, AS, and AGS programs

Conclusion:

The college has done very well in improving the preparation of graduates for transfer to Colorado four year institutions. State governing bodies have paved the way for many improvements in transfer policy which have considerably increased the “transfer rate” for community college general education credits. The quality of education at PPCC and at the other system community colleges has resulted in a demonstrably improved GPA of students who graduate and/or transfer to the state’s four-year universities. These represent commendable improvements. Despite being a key component in the State’s Quality Indicator System, the college’s graduation rate is still in need of improvement. This is an area of recommended continued improvement.



Veterans Affairs Office

The Veterans Affairs Office serves more than 90 students each semester. Four classified staff operate the office at the Centennial Campus while four student staff cover the Rampart Range Campus. This office acts as a reporting agent to the Veterans Administration and is governed by VA regulations and guidelines. The college defers tuition and other student fees until students receive reimbursement from the Veterans Administration. Veterans Affairs offices are housed at Centennial Campus, Fort Carson, Peterson Field, and Fort Sill.

Strengths:

- A. The Veterans Affairs offices at PPCC carefully follow state and federal guidelines, enabling Veterans to receive their benefits on time.

Supporting Evidence:

- Interviews with all supporting staff and supervisor

Concerns and Recommendations:

- A. Centennial Campus space allocated to the Veterans Affairs Office is very small and cramped, considering the number of students which this office serves.

Supporting Evidence:

- Two classified and four student staff share the office area.

Recommendation:

- All VA office space needs to be contiguous, should have walls and a door, and needs to be enlarged.
- B. Transmission errors occur relatively frequently in Veterans Affairs documents and materials because of the necessity of using a modem to send them to the regional office in St. Louis, MO. Materials are submitted but are corrupted in transmission.

Supporting Evidence:

- Materials are lost or corrupted in transmission, and consequently, veterans are not paid on time.

Recommendation:

- The technological equipment in the Veterans Affairs Office needs to be upgraded.

- B. The process of completing forms and receiving VA benefits is very slow.

Supporting Evidence:

- The St. Louis VA Office runs approximately one month behind schedule. Students often do not receive their benefits until the end of the semester.

Recommendation:

- The college should install Ecert system for transmission.

Conclusion:

The Veterans Program at PPCC continues to positively influence the students it serves. While the lack of office space causes concern and should be addressed, for now, the staff has adjusted to space constraints. The protracted nature of the VA process is out of the control of PPCC staff although the Veterans Administration Office must frequently respond to students' resulting frustration and dismay. However, eventually, students do indeed receive their benefits.

Summary of Criterion Three Findings:

PPCC provides students with the tools and resources they need to be successful learners. Educational programs are especially strong, primarily because of excellent instruction. Students also appear pleased with most student services although not all of these services are advertised to the extent that they might be. Student Life, with the replacement of a formerly eliminated position, now presents multiple opportunities for students outside the classroom. Assessment of Academic Achievement, although in its nascent stages, is now truly focused on college-wide learning outcomes rather than departmental evaluation. The upper-level administration now also shows an increased commitment to and understanding of this process. Although the library would profit from a larger collection budget, other changes have led to a greater number of students using the library. International Education programs continue to be a strong hallmark of PPCC. Overall, Pikes Peak Community College serves its students well, providing instruction and support services that lead to student success.

Criterion Four:

“The institution can continue to accomplish its purposes and strengthen its educational effectiveness.”

The results of the self-study and evaluation process of Pikes Peak Community College regarding planning and institutional effectiveness reveal that this institution is well and strategically situated to carry out its stated mission for the foreseeable future. An examination of the college’s human, fiscal, technological, and physical resources, its governance, and its assessment process reveals that, while the challenges to the college from the outside are numerous, the internal talents, creativity, and professional expertise of our employees have enabled and will continue to enable the college to thrive. PPCC administration, staff, and faculty are engaged in ongoing examination of the effectiveness of the organizational structure, educational programs, governance, and assessment processes. Above all, the college is committed to a strong strategic plan that provides direction to its decision making.

Recently, grounded by the strategic plan, the college examined several processes that needed to be restructured. In some cases, such as the new assessment program, the efforts are so new that success cannot yet be declared. In other cases, established procedures, such as the budgeting procedures, are so strong that the college is able to compensate for drastic budget cuts dictated at the state level.

PPCC continues to employ demographic data to assess and plan for the demands of its rapidly growing service area. Its three full-service campuses have clearly become the “college of first choice” for an increasing number of citizens in the community. With current changes to the statewide core curriculum and the new ease of transfer to four-year state public schools, there is no reason to believe that this appeal will dwindle. Indeed, PPCC is positioned well to respond to future challenges and opportunities.

Assessment

The 1993 NCA Visit Team yielded several concerns involving assessment and identified the following imperatives:

- a. PPCC needs to create a formal assessment plan;
- b. PPCC needs to provide evidence that students are, indeed, achieving college-established academic goals;
- c. Any information that the college gathers about assessment should be used to improve educational programs as well as the teaching-learning process;
- d. The college should actively clarify to its faculty the difference between assessment and accountability.

Following on the heels of the 1993 NCA Visit, PPCC formed the Assessment Plan Committee to evaluate the (then) current plan and develop a new plan adhering to the guidelines and feedback provided by NCA and the standards set by the Colorado Community College System (CCCS). This venture concluded with a report submitted to the NCA Commission which, in turn, took no further action.

Over the next several years, the college's past registrar, hired by PPCC's president, worked directly with assessment, compiling reports and plans in conjunction with the Assessment Plan Committee. Because faculty and staff involvement was minimal, few people understood the ways in which assessment benefited students and the college as a whole.

After the departure of the former registrar, the college assessment process stalled, and any reports generated on the subject appeared mechanical, "get the job done" documents whose real value was questionable. Among Assessment Committee members interviewed for this subcommittee report, confusion and uncertainty seemed to characterize the spirit of assessment during this time. Such confusion notwithstanding, the college continued to collect student data annually via exit questionnaires, student satisfaction surveys, and faculty evaluations.

While assessment efforts did, indeed, continue through these years via such methods as pre- and post-testing in individual departments, Work Keys testing, student goal statements, and outcome-based testing, they were limited and discipline-specific rather than systemic, organized, college-wide attempts to improve the teaching/learning experience.

Upon the arrival of the college's new president, Joseph Garcia, in 2001, the strategic planning process and the plan itself became a touchstone for all planning, including assessment. Evidence points, tentatively at this early stage, towards the implementation of meaningful assessment at PPCC. First, the college has appointed an assessment leader who is highly capable and excited about the process as well as attuned to the necessity of motivating and involving faculty throughout the college to facilitate assessment. In addition, the college invited several nationally known assessment speakers to present for faculty and staff and also sent teams of faculty and staff to various assessment conferences after which these teams conducted college wide workshops. As a result of these fledgling but more clearly defined efforts to take assessment seriously, faculty and staff are actively involved in setting standards and measurable performance expectations for the first time in many years.

Strengths:

- A. The college has progressed significantly in developing a strategic planning process and identifying initiatives and goals.

Supporting Evidence:

- See the 2002-2007 Strategic Plan.
 - The Strategic Planning Council has discussed adding assessment to the plan and, with the assistance of the College Outcomes Assessment Team (COAT), developing specific initiatives and goals.
- B. The college's decision to create the College Outcomes and Assessment Team and to encourage college-wide immersion in assessment activities reflects its commitment to this process.

The college's decision to create the College Outcomes and Assessment Team and to encourage college-wide immersion in assessment activities reflects its commitment to this process.

Supporting Evidence:

- See college roster of committees to include the Assessment committee.
- Note the 2002 assignment of an assessment coordinator as well as several faculty granted release time to work on assessment tasks.
- See the Center for Excellence in Teaching and Learning (CETL) agenda of activities for the 2003-2004 academic year (in which assessment is primarily featured).
- See the latest membership list for the Strategic Planning Council; the Dean of the Library and Educational Effectiveness (in her capacity as assessment supervisor) is now seated on the council.

Concerns and Recommendations:

- A. While student success represents a critical component of the Strategic Plan, assessment does not appear to be a significant component indicating that the college has been slow to embrace assessment processes fully.

Supporting Evidence:

- See the 2002-2007 Strategic Plan.
- Budget allocations for assessment have been only \$1,000 each year for the past ten years; however, the college has supported efforts with dollars reallocated from other budget sources when appropriate.

Recommendations:

- The Strategic Plan must be revised to include specific language that incorporates assessment into the college's vision, mission, and goals.
- Designated Strategic Planning Council representatives should identify assessment-related initiatives and goals.
- The college should continue to offer college-wide activities on assessment, involving students and non-academic staff as much as possible.
- The college should continue to support assessment through appropriate budgeting. For the current academic year, 2003-2004, \$17,000 has been budgeted for the assessment program events, materials, research, conferences, and workshops. These costs do not include salaries. The Dean of the Library and Educational Effectiveness has had fifty per cent of her duties designated for

assessment supervision. In addition, she has administrative staff to support her in this effort. The COAT Coordinator (a faculty member) has 50% release time to coordinate the project.

- B. Appropriate assessment tools and methods of assessment are in short supply; certain data such as faculty evaluations and the use of Work Keys for Career and Technical programs have not proven particularly effective.

Supporting Evidence:

- Thirteen of the 26 questions on the current faculty evaluation instrument address instruction while the others address non-assessment-related issues such as student employment, GPA, number of hours the student studies per week, absences, etc.
- Work Keys material is outdated. Baseline assessment is historical and is not updated. Testing methods have also compromised classroom instruction. In addition, students and discipline chairs do not receive results in a timely manner.

Recommendations:

- The college, via faculty-based committees, should continue to develop and finalize a new faculty evaluation instrument that deals exclusively with instructional issues and questions. ***Note: This process is scheduled for completion in the fall of 2003.*
- Work Keys should be eliminated and replaced with an appropriate Career and Technical assessment tool. The college faculty and community-based committees (e.g. advisory board members) should identify and approve appropriate assessment instruments and methodologies.

Conclusion:

While PPCC has made progress in the strategic planning process, it needs to continue to explore ways to integrate college-wide outcomes assessment into all areas of the institution. The makeup of the Strategic Planning Council's membership, with the new appointment of the assessment supervisor, is an important beginning. The college's ongoing commitment to assessment needs to be evidenced in budget and staff and faculty allocations in order to increase the level of understanding and commitment. Current assessment tools need to be evaluated to determine effectiveness and replaced with appropriate tools and measures.

Distance Education

Much of the following section is based on information gleaned from an interview with the Program Director of Distance Education at PPCC in spring 2003 and with the Director of Facilities and Procurement in fall 2003.

The Distance Education Office oversees both televised and online course offerings at the college. The Program Director of Distance Education indicated that the college boasts “thousands of Internet enrollments and a few hundred TV students. TV classes fill only after the Internet enrollments are full.” Specifically, a spring 2003 enrollment count revealed 280 TV versus 2,500 Internet students (in addition to approximately 1,000 CCC Online students).

While online course enrollment dramatically out-strips ITV enrollment, the staff in Distance Education spends most of its time and administrative energies on maintaining a proper base of operations for its ITV classes. PPCC has a full-time television station and a three-quarter-time TV station manager. To produce a television class costs between \$10,000 and \$15,000 per year, including costs for the station manager, control room, cameras, a chief engineer, and a faculty member. The college owns four television channels but leases three of those to Sprint which, according to the Director of Facilities and Procurement, provides the college approximately \$1,600 of revenue per month.

Distance Education produces a substantial amount of revenue for the college each year. On the basis of current averages, the Distance Education Director notes that the college garners an additional \$27,000 per year in tuition due to TV enrollments. Even more significant is the revenue generated for the college as a result of online course enrollments. Because a student taking a three-credit hour class via Intranet pays almost \$150 more per course than a student in an on-site class of three credits, the college receives approximately \$300,000 additional tuition per year. Out-of-state students, however, pay the same tuition rates, so Internet-based courses are less expensive than on-site classes for them. These tuition rates are the same as those charged by CCC Online, the system-wide online program of which PPCC is a part. The increase in enrollments at both PPCC and CCC Online suggests that students think the benefits (including, in some cases, reduced child care and transportation costs) outweigh the higher tuition.

Strengths:

- A. Three of the four PPCC television channels, purchased in 1990, generate a monthly income of approximately \$1600.

Supporting Evidence:

- See Distance Education Office Reports on television offerings/design.
 - See annual college budget reports.
- B. While Internet-based courses have taken some enrollment from the television-based offerings, PPCC continues to offer 15-16 ITV courses per semester.

Supporting Evidence:

- See Distance Education Office Reports and Enrollment data
- C. Online enrollments and offerings continue to grow, testifying to a vigorous program. In addition, many faculty have become increasingly skilled at incorporating Blackboard grading components into their course shells.

Supporting Evidence:

- See any semester schedule for past and current online course offerings at PPCC.

Online enrollments and offerings continue to grow, testifying to a vigorous program. In addition, many faculty have become increasingly skilled at incorporating Blackboard grading components into their course shells.

Concerns and Recommendations:

- A. Because the station's signal is broadcast via microwave signal and picked up by cable, picture quality is often poor. In addition, the college is the target of periodic pressure from cell phone companies to purchase the portion of the broadcast spectrum currently used by educational channels.

Supporting Evidence:

- Reports from the Instructional Television Fixed Signals (ITFS) organization have warned PPCC and other educational entities about the potential loss of spectrum space.

Recommendations:

- PPCC should continue to provide evidence to ITFS about the importance of educational television to our programs.
- PPCC is a part of the educational television consortium in Colorado Springs that has fought for a fiber network that would connect all schools directly to cable. The system is scheduled for fall 2003 completion, but work has fallen behind.

The college must examine the efficacy of expanded Blackboard capabilities in light of growing concerns regarding over-strained physical classroom space and increasing student enthusiasm for instructional delivery via Internet.

- The college should continue to put pressure on those responsible to complete the system in a timely manner so that the reliability of the signal might be improved.

B. PPCC's current flat license fees to the Blackboard vendor amount to approximately \$5,000 per academic year. The vendor audits college activity, and it cautions that a more sophisticated license is needed; such demands equate to a greater capital outlay. Based on a formula tied to FTE, PPCC could, in the near future, be required to pay in the neighborhood of \$35,000-\$40,000 per academic year for those expanded capabilities.

Supporting Evidence:

- Interviews with the Director of Distance Education and the Director of Information Technology Support Services.
- Statements from Blackboard vendor.

Recommendations:

- The college must carefully weigh the advantages of Blackboard's extended capabilities (providing redundancy of servers and increased uptime) for students, instructors, and Information Technology Support Systems administrators against the increased expenditure.
- Extended capabilities also suggest the need for a Student Help Desk to answer student questions. Currently, such a service does not exist but would need to be budgeted for should the college opt to service more students via the Blackboard-supported Internet classes.

Conclusion:

The popularity of Distance Education offerings continues to increase. PPCC's Internet course offerings glean additional tuition dollars for the college annually and, more importantly, allow students in many parts of the world greater access to an education from the institution. While Internet and ITV course enrollments are almost certain to grow, stronger budget allocations for television instruction alone would help defray costs of running a full-time TV station. Additionally, the college should remain vigilant in its use of television broadcast licenses. The college must examine the efficacy of expanded Blackboard capabilities in light of growing concerns regarding over-strained physical classroom space and increasing student enthusiasm for instructional delivery via Internet.

Facilities

[See Chapter Two, Previous Concerns Report on “Facilities,” for a complete and detailed explanation of the construction and renovation that PPCC has undergone in the years since the last NCA visit.]

Strengths:

- A. Through diligent and resourceful efforts on the part of the PPCC Foundation and the 2000/2001 Student Government, PPCC students voted to fund \$3.4 million in student fees for the construction of a new child care center at the Rampart Range Campus and the expansion of the existing center at the Centennial Campus.

Supporting Evidence:

- The PPCC Foundation conducted and funded a feasibility study for the child care center in January, 2001. (See current student fee structure, which allows for this increase.) Student government organized a concrete plan to get this bond passed, which resulted in a larger than usual student turnout vote in April of 2002. This fee will be assessed in January 2004.
- B. The construction and renovations at the Downtown Studio Campus continue apace, a primary objective being to expand course offerings at this site so that students may eventually be able to take all general education courses towards a degree here. (The current plan to locate science labs at the Downtown Studio Campus represents a step in this direction.)

Supporting Evidence:

- See current and future design/plans for the Downtown Studio Campus.

Through diligent and resourceful efforts on the part of the PPCC Foundation and the 2000/2001 Student Government, PPCC students voted to fund \$3.4 million in student fees for the construction of a new child care center at the Rampart Range Campus and the expansion of the existing center at the Centennial Campus.

Concerns and Recommendations:

- A. Space limitations, especially at peak hours, on all three campuses present problems that need resolution.

Supporting Evidence:

According to an interview with the Facilities and Procurement Director:

- The Breckenridge Building on the Centennial Campus needs upgrades in automotive, welding, machining, computers, and audio-visual equipment for the various technical programs located there.
- The Facilities and Procurement Director states, “The total B building needs restructuring: paint, carpet, etc.” A complete renovation can not occur because of loss of state funding for capital improvements.
- The Rampart Range Campus may, in the very near future, need another building or additional classroom space since some space originally intended only as meeting space has become classroom space.
- The Director of Procurement and Facilities notes that the college “built a faculty office building [at Centennial Campus], and it’s already full. In accordance with the state’s inflexible guidelines regarding the extent of construction parameters, the college could not build for the future needs but for the needs identified when the state accepted the college’s proposal.” Since the college’s strategic plan calls for the hiring of a number of new faculty every year to meet enrollment demands, such a situation was likely to occur.

Recommendations:

- Because, according to the Director of Procurement and Facilities, construction and other improvements will not be likely until 2005 or 2006, the college should explore other funding possibilities, such as grants, in the interim. When funding requests at the state level are again permitted, the college must strongly lobby for construction and renovation dollars.
- In 2005 or 2006, the college should make a concerted effort to follow its Strategic Plan, which asks for funding to be set aside for the renovation of five classrooms per year in the Breckenridge Building, Centennial Campus.

- B. The Downtown Studio Campus (DTSC) has no police presence during the hours that the campus is officially closed, and the Director of Public Safety has stated that a need exists for a Public Safety presence 24-hours per-day, seven days a week.

Supporting Evidence:

- The Director of Public Safety and Chief of Police reports that during the summer of 2003, the DTSC had sporadic coverage at night. The DTSC is patrolled during the fall and spring semesters from 8 a.m. to 10 p.m. Monday through Thursday and 8 a.m. to 5 p.m. on Friday. Any Saturday events are also covered by security staff. It should be noted that the Colorado Springs Police Department refuses to give the DTSC a directed patrol (e.g. a specific patrol of the campus). If the police happen to drive by and note something suspicious, however, they will investigate.

Recommendation:

- The college should soon take steps to establish a round-the-clock police presence at the Downtown Studio Campus.

Conclusion:

Colorado's current economic health is contributing to PPCC's various financial constraints; however, because such economic downturns customarily result in a higher rate of enrollment for colleges, which PPCC is certainly experiencing, designated college officials must actively pursue other avenues of funding until the worst of the budget crisis passes. Every effort should be made to generate soft dollars from sources such as the PPCC Foundation, grants, the Alumni Association, and other fund raising activities.

Future Facility Resources for the College

Paulien and Associates (of Denver, CO) completed and published the PPCC Facilities Master Plan for the Rampart Range, Centennial, and Downtown Studio Campuses in December 2002, three months after the publication of PPCC's first Strategic Plan (2002-2007). Future expenditures will be guided by these planning documents. Specific needs for resources in technology have been detailed in an Information Technology Strategic Plan published in November 2001, which provides for a reliable, robust, secure, and scalable network infrastructure for students, faculty, and staff. This infrastructure will accord all high-speed, seamless access to information, network resources, telecommunications, videoconferencing, and all other information technology. The plan also ensures that future technology expenditures will take place systematically and economically.

In September 2002, PPCC published its first "workbook" containing operational activity plans for a number of strategic initiatives including "Campus Environment." Goals cited corresponding to these initiatives follow:

1. Develop and implement a controlled maintenance plan for all facilities.
2. Renovate and expand the Downtown Studio Campus and continue Centennial Campus renovation projects.
3. Establish a long-range capital projects plan for the college.

Strengths:

A. The Facilities Master Plan and the Strategic Plan provide a statistical and trend-based foundation for expenditures on facilities renovation, upgrades, and additions to existing campuses.

Supporting Evidence:

- Even before the advent of either planning document noted above, in 2000, a new faculty wing with over 80 new offices was built at the Centennial Campus, and previous instructional and administrative space was re-allocated or renovated to provide more classrooms and laboratories.
- In accordance with the second stated goal featuring "Campus Environment," the college purchased additional space for expansion of the Downtown

The Facilities Master Plan and the Strategic Plan provide a statistical and trend-based foundation for expenditures on facilities renovation, upgrades, and additions to existing campuses.

Studio Campus in 2001. Much of the existing facility was renovated in 2002-2003 to provide new classrooms, classroom laboratories, open laboratories, and office space.

- Guided by the Facilities Master Plan, four new offices, three new classrooms, and a new tutoring center have been created from existing space at the Rampart Range Campus.
- B. The Information Technology Strategic Plan has, thus far, proven a worthwhile document, ensuring a cost effective approach to technology expenditures.

Supporting Evidence:

- See Budget Request Summary of Information Technology Strategic Plan. The total request for technology dollars from fiscal year 2002-2003 through fiscal year 2006-2007 is \$3,882,776.

Concerns and Recommendations:

- A. Although PPCC's current demographics and trends clarified in the Strategic Plan prove its vital basis, the college must remain diligent in examining and analyzing long-term growth in the region. The college must also engage in planning for facilities expansion that will adequately accommodate likely and dramatic enrollment increases that parallel community growth. Specifically, rapid growth in the north and northeast parts of Colorado Springs is imminent.

Supporting Evidence:

- A recent *Gazette* (Colorado Springs' primary newspaper) article cites the following: Five of the ten fastest growing areas in Colorado Springs are north side zip code areas, proximate to Rampart Range Campus: Springs Ranch/Stetson Hills, Nor'wood, Briargate, Monument, and Northgate/Gleneagle. Three new shopping centers are currently underway near the Rampart Range Campus (Briargate, Nor'wood, and Monument), and the Nor'wood developer indicated in a brief interview that his company does not build speculative projects; the population definitely exists to support this large center.

Although PPCC's current demographics and trends clarified in the Strategic Plan prove its vital basis, the college must remain diligent in examining and analyzing long-term growth in the region.

- An equally rapidly growing area is Falcon School District #49 in eastern Colorado Springs where PPCC has no campus presence. In a brief interview, the D-49 Superintendent, Mark Maksimowicz, using data from home builders, noted that the district will need \$1 billion during the next 20 years to build schools in his districts to accommodate an estimated 41,000 new students. Because of deficiencies in local and state funding, Maksimowicz has contracted with four area developers who agreed to pay for a \$3.5 million fifth- and sixth-grade campus in the Meridian Ranch neighborhood. (as reported in the Gazette)
- College demographics indicate that students who live in the south part of the city predominately attend the south campus, Centennial Campus; Students in the north part of the city attend the Rampart Range Campus; and students from the general downtown areas or areas proximate to the Downtown Studio Campus tend to enroll in classes there. The new population growth in the north side of the city would therefore likely attend classes at Rampart Range Campus, and the same would be true for potential new students on the east side of town, where there is no campus.

2. Recommendations:

- The college should continue to study and track demographic trends to anticipate facilities use.
- Specifically to address the rapid east-side growth, the college should establish an East-Side Task Force to investigate the feasibility of creating a PPCC presence in the District #49 area. Much as the college did several years ago with Rampart Range High School in District #20, the college could establish a partnership with one of the District #49 high schools to begin this process.

B. The college has been slow to recognize trends in community college funding and to develop alternative funding sources (current and future) to replace steadily diminishing funds from local, state, and federal sources. John E. Roueche, professor and director of the Community College Leadership Program at UT-Austin and leading theorist in community college education, noted that in the past, nearly “unlimited resources [were] available from local, state, and federal sources” for community colleges. However, this situation has changed in the past 10-15 years, especially in the state of Colorado with its Taxpayers Bill of Rights (TABOR) amendment. Roueche notes certain trends from the 1990s alerting community colleges of decreased funding from traditional sources:

1. increased demands for college accountability, linked to granting of traditional funding;
2. technology’s role in college operations, with both positive and negative effects;
3. colleges’ steadily increasing reliance on adjunct faculty to maximize operational efficiency;
4. increased need for collaborative efforts: more partnering with business, industry, health organizations, and other educational entities (K-12 and higher education), community organizations, and domestic/international cooperatives;
5. steadily decreasing numbers of traditional full-time students

While the college may not have anticipated the full impact of TABOR originally, it will have to continue to balance the continuing trends Roueche cites with the fiscal realities TABOR imposes.

Supporting Evidence:

- Cuts of some 13 to 25 percent of state general fund support for the 2002-2003 and 2003-2004 fiscal years
- Elimination of APT positions due to fiscal necessity
- Creation of ten new full-time faculty positions (instead of the anticipated twenty)
- Early retirement of classified employees and other related personnel actions

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Recommendations:

- The college should continue pursuing non-traditional funding sources—grants, Foundation fund-raising, and partnerships with businesses, industries, and social services within PPCC’s service area.
- The college should create mechanisms within its Strategic Plan to enable it to meet state demands for increased accountability.
- The Director of Campuses, the Director of Institutional Research, and the Vice President for Educational Services should continue to prepare semester reports identifying room use vis-à-vis the academic schedule. Those reports, in turn, should be integrated into the Academic Master Plan to track and anticipate demands on PPCC facilities.
- Finally, as noted earlier in this report, the college should include an east-side campus in its strategic planning process.

Conclusion:

Recent thoughtful renovations and expansion of the Downtown Studio, Centennial, and Rampart Range campuses have combined to create much-needed classroom and office spaces to accommodate the needs of college stakeholders. These changes were all made in attempt to serve students better and support student success. Trends indicate that the certain increase in numbers of students enrolled at all campuses will continue to stretch facilities and personnel at the same time traditional funding sources decline as a percentage of the annual college operating budgets. The college will need to retain its flexibility and creativity in facilities use and management while it continues to explore non-traditional fund-raising sources and a more non-traditional academic schedule. To sustain the best balance between meeting service area need and making the most effective use of existing facilities, the college must continue to analyze student enrollment data and area demographics, ever mindful of the significant population growth to the city’s east.

Current and Future Facilities and Equipment Related to Technology

This report is based on an interview on April 24, 2003, with the Director of Distance Education and Educational Technology. It is linked, in part, to the Criterion Four report on Distance Education as that office falls under the purview of the Director of Distance Education and Educational Technology. In the performance of his duties, he purchases technology equipment such as computers, other hardware, and software; reviews vocational programs for state funding; oversees distance education and instructional TV; administers the educational technology budget; and assists in designing wireless classrooms.

The Director of Distance Education and Educational Technology stated that recent purchases and planned new purchases in the area of technology will suffice for the short term. It will be at least two or three years before any major purchases will take place because of budget constraints. The Director of Distance Education and Educational Technology also expressed concern about the loss (and potential loss) of technology personnel within the next few years.

Strengths:

- A. The staff and personnel of Information Technology Support Systems (ITSS) prove a great strength of this area, noted for their efficiency and comprehensive service.

Supporting Evidence:

- The ITSS unit of 16 people responds to 600 service calls per month.
- Ten staff members responsible for physical repairs on computer hardware and software cover all three campuses.

- B. Classroom and office technology equipment and software are generally up-to-date and/or planned for upgrade in the near future.

Supporting Evidence:

- ITSS provides regular training sessions for college staff and faculty on a wide variety of software.

Purchases of equipment to date include

- 200 Dell computers specially built for high use and associated abuse;
- approximately 40 LCD ceiling-mount projectors;
- ten video carrels (each with a video camera, VCR, DVD, and audio tape machine) designed for the Interpreter Preparation Program for viewing and recording student interpretation of American Sign Language;

Purchases of equipment/ services pending include

- a Macintosh server;
- A modest number of Dell computers, perhaps 20, will be purchased;
- Five to six more LCD ceiling-mount projectors;
- Upgrades of an online Blackboard server and its software.

- C. The college is combining new and older technology to create a better system.

Supporting Evidence:

- In 2003-2004, the college will upgrade its Internet connection to triple the speed of information delivery. The old system will be retained as a back-up system in case the new system breaks down, thus ensuring good service to the campus community.

- D. The staff of ITSS and Director of Distance Education and Educational Technology are committed to working gracefully and well under budget pressures.

Supporting Evidence:

- Plans are underway to convert old technology to useful products for today. Computers are being upgraded by adding hardware to meet current standards and constituents' needs and using older technology in areas not requiring state-of-the-art technology.

- E. The college's technology plan involves gradually providing greater wireless access.

Supporting Evidence:

- Within three years, the college plans to provide two or three wireless stations at each campus to which students will be able to connect with a laptop from such locations as the atrium on the Centennial Campus.

Concerns and Recommendations:

- A. An anticipated \$1,000,000 budget cut, half of which will involve staff reduction, could adversely affect technology operations.

Supporting Evidence:

- The studio engineer position was eliminated in 2003 with no plans for reinstatement; due to budget constraints, even though the need for it is and likely will remain high.
- In 2002, a specialist who repaired audio-visual equipment retired, and that position was subsequently eliminated. Without consulting faculty who would be affected, the college removed from circulation and/or eliminated much of the equipment that the specialist had repaired. Some slide projectors, 16mm movie projectors, and related visual aid media were discarded without being suitably replaced. A limited amount of this out-dated equipment (opaque projectors, slide projectors, 16mm movie projectors and DuKane projectors) remains available to faculty. Many faculty were not informed of this decision and needed to make instructional changes as a result.

Recommendations:

- The college should carefully analyze each technology position and the ramifications of keeping or eliminating it before deciding how to proceed, especially with those positions that do not over-lap with any other position in the area.
- The college should consult with faculty who use equipment and visual aids scheduled for elimination. No necessary items should be eliminated until a suitable replacement using a different technology is provided.
- In fairness, it is impossible to repair some equipment because of its age; therefore, on the instruction side of the house, faculty and administration must find appropriate ways to transfer technologies, to train on new technologies, and to plan collaboratively for the incorporation of new technologies into existing curricula.

Conclusion:

Broadly speaking, computer and software technology at the college is up-to-date and should prove adequate for the near future. However, the rapidity with which technology changes and advances requires that the college prepare itself for substantial budget increases in this area. Peripherally, the college must budget for and ensure that employees receive adequate training on the use of the new technologies. Designated college officials may wish to explore avenues other than state funding to offset budget cuts and alleviate current gaps left by eliminated positions.

Faculty Senate/Leadership

Interviews conducted with the current and three past Faculty Senate presidents centered on the role of Faculty Senate in college leadership and Faculty Senate's potential to provide leadership in the future.

Faculty Senate presidents, past and present, believe that understanding the differences between “managers” and “leaders” is key to understanding some of the leadership issues and concerns felt by many at PPCC and substantiated in the PACE Survey. Managers of an organization maintain the status quo and ensure that the infrastructure and processes of an institution are appropriately organized to support the vision and goals of the leadership. If the infrastructure is not organized to facilitate such support, managers may initiate changes necessary so that these goals can be realized. College leaders, on the other hand, may be administrators, faculty, or staff and may come from any area of the college. According to *The Leadership Challenge* (Kouzes and Posner, 1995), “leadership isn't the private reserve of a few charismatic men and women. It's a process ordinary men and women use when they're bringing forth the best from themselves and others.” Such people possess vision, character, and the ability to take the college in wise instructional directions. They understand the value of education and are willing to “go to the mat” for their principles while inspiring others to do the same. They focus on issues rather than on numbers; they capitalize on institutional strengths, wherever they may find them; they listen without preconceptions; and they allow others to conduct their business without undue interference. They inspire others to “go new places” and test the boundaries of their current comfort zones. Leaders are not always identified in the specific institutional roles they fill.

This group of four faculty representing current and former leadership positions on Faculty Senate during the last eight of ten years could think of few leaders (versus managers) at PPCC from among administrative, faculty, or staff ranks.

Some hopes and goals shared by Faculty Senate presidents upon entering this role centered on creating a forum for open, productive dialogue; communicating and working effectively with administration to overcome hurdles within the college's current culture and structure; conducting meaningful meetings with substantive outcomes. In other words, they wanted Faculty Senate to play a key role in the governance of the college.

Strengths:

- A. The practical processes and operations of Faculty Senate have improved in the past 3-4 years. Meetings have been well-conducted, and faculty have begun to consider the Senate a place to bring their concerns. The Constitution was revised to more consistently reflect the current operation of the Senate.

Supporting Evidence:

- See recent minutes of attendees at Faculty Senate meetings.
- In the November 9, 2001 meeting of the Faculty Senate, the Senate voted in favor of adjunct voting representation to include two at-large representatives and one representative to serve on the Faculty Salary and Budget Committee.
- In December 2001, Senate voted to put the issue of amending the Constitution to an all-faculty vote.
- In February 2002, a Senate subcommittee began work on editing the Constitution.
- In March 2002, the all faculty vote failed because a majority of faculty did not vote. However, the fact that this faculty-related issue had, at least, come to a vote indicates the growing pro-faculty stance of Faculty Senate.
- In July 2002, Faculty Senate discussed the role of assistant deans as Senate representatives. Senate ultimately recommended that assistant deans not serve because, in cases when an assistant dean recused himself/herself from voting because of possible conflicts of interest, a division would, as a result, be under-represented. An amendment to the Senate constitution was subsequently drafted, prohibiting assistant deans from serving on the Senate. Again, the fact that this sensitive issue even came to a vote demonstrates the Senate's greater awareness of faculty concerns.
- In the past, the Vice Presidents for Administrative and Educational Services had attended Senate meetings quite regularly, often for the majority of the meetings at the request of the Senate president. However, in recent years, Faculty Senate leadership began to work toward a different model which would involve the vice presidents, and occasionally the president, for discussion on specific issues after the Senate representatives had had opportunity

to discuss those issues from multiple perspectives and arrive at a commonly supported position. This change, the Senate believes, has allowed the faculty greater freedom of discussion, which is particularly important when trying to encourage provisional faculty to become actively involved. With many former faculty members retiring and being replaced by new faculty hires, the Senate wants to ensure that new faculty feel free to express opinions and concerns in the Senate forum. The Senate also believes this change has increased the likelihood that a more accurate, unified faculty position can be presented to the administration when necessary. It should be noted however, that college administrative leadership feels that communication and efficiency would be enhanced if the VPs or the President were in attendance at Senate meetings to address issues immediately, especially those that might be based on inaccurate or incomplete facts.

- B. Another perceived improvement has been more effective discussion in the Senate, an increased willingness to listen to and consider others' viewpoints, and an increased sensitivity to the needs of faculty across instructional divisions. A contributing factor is believed to be the mix of vocational and academic transfer faculty in all divisions as a result of the reorganization. These improvements in Faculty Senate-based communications spurred one former Senate President to remark that the Senate represents an area of the college where participatory decision-making is practiced.

Supporting Evidence:

- See minutes of any Faculty Senate meeting within the past two years.

- C. A broad-based strength of the Faculty Senate in recent years centers on its increased visibility as a model of collaborative governance and faculty development.

Supporting Evidence:

- Faculty Senate meets regularly during the fall and spring terms, meetings are well attended, and published minutes are distributed to each division. Representatives regularly solicit feedback and report on Senate activities at division meetings. The body also meets in the summer when specific issues require it.

- In response to faculty requests and changes in division structure, Faculty Senate has revised its constitution to include certain amendments noted above.
- D. Faculty Senate feels empowered to take strong positions on major issues within the institution.

1. Supporting Evidence:

- During the 2002-2003 round of hirings for four new instructional deans, Faculty Senate recommended that each academic division develop its own search and screen procedures to reflect the unique requirements of its division. It also recommended that each division set its own deadline for completion of these procedures; these recommendations opposed administration's mandate that all search and screen procedures be in place by December 2002. Each division did establish its own search and screen criteria, but the college adhered to the originally established deadlines.
- Faculty Senate sent the following response to the college president in response to academic reorganization: "We join the President in his efforts to improve our college and to achieve our overall mission of student success. This commitment obligates us to express our reservations about the proposed reorganization since the principles that framed the discussion did not allow for any meaningful input as to their appropriateness in regard to our college's mission."

Concerns and Recommendations:

- A. Excessive college commitments and responsibilities make it difficult for faculty to participate meaningfully in Faculty Senate.

Supporting Evidence:

- Uneven faculty participation on committees and in other non-classroom activities
- A large number of current projects and tasks in which many faculty, including those on Faculty Senate, play a part.

Recommendations:

- Administrators, faculty and staff should continue to analyze committee charges, effectiveness, accomplishments and make-up. Collaborative effort at a college-wide re-evaluation of committees, task forces, and special projects would result in a shared prioritization of how we govern our work to meet the goals of the Strategic Plan.
 - Instructional divisions should analyze their faculty's involvement in committee work and special projects in an effort to more evenly distribute such responsibilities.
- B. A serious college-wide concern that Faculty Senate has frequently entertained centers on ineffective communication among administrators, faculty, and staff.

Supporting Evidence:

- Results of the PACE (A Personal Assessment of the College Environment) survey, a college-wide survey conducted fall 2002
- Results of the SWOT (Strengths, Weaknesses, Opportunities, and Threats) surveys conducted

Recommendations: *Generally speaking,*

- All stakeholders should redouble efforts at producing timely, meaningful, and collegial communications that avoid accusatory, defensive or adversarial tone.
- All stakeholders should come to agreement that simply acknowledging receipt of information and simply generating information are not the same as engaging in meaningful discourse on any topic or issue.
- Administrators and others involved in significant decision-making at the college should recognize that disseminating information after the fact about decisions already made or viewpoints already established is not the true spirit behind the collaborative approach to problem solving identified in the Strategic Plan.

More specifically,

- The college president should acknowledge and respond to published Faculty Senate positions. When Faculty Senate has crafted position papers on behalf of its constituents and has conveyed its position to the administration, the administration should accept these papers as a call for constructive dialogue. In the same manner (as appropriate), when administration considers matters that directly impact faculty and instruction, formulates, and forwards such positions to the Faculty Senate, the Senate must respond in an equally open and collegial fashion.
- Since the PACE survey identified PPCC as a consultative organization, the stakeholders should explore ways to increase the effectiveness of this model. The PACE survey regards the collaborative model as optimal; therefore, the institution should explore areas in which increased collaboration can occur.

Conclusion:

While Faculty Senate has made some progress as an institutional leader, it needs to explore ways to inspire more faculty involvement and to work with administration without avoiding the presentation of provocative issues. Issues of leadership in academic areas are of particular concern. The College Leadership Team and Faculty Senate should work to delineate responsibilities and authority as they pertain to academic leadership. A systemic culture of leadership should be encouraged and supported. Communication between administration and Faculty Senate should become focused on issues of substance, and the groups should come to agreement about the kinds of issues that should be brought before Faculty Senate before final decisions are made.

Fiscal Stability and Resilience

Colorado is currently experiencing significant budget challenges as a result of several factors, including normal economic cycles, recent significant tax cuts that occurred three to four years ago; and the impact of the Taxpayer Bill of Rights (TABOR) Amendment, passed by voters in 1992. As a result of these circumstances, PPCC's general fund from the state for fiscal year 2002-2003 was cut from \$16.8 million to \$13.9 million. For the fiscal year 2003-2004, state general fund allocations will be even less: \$12.8 million. In anticipation of this budget shortfall, the college had been building a substantial reserve over the past four to five years. The Reserve was sufficient to cover fiscal 2003 reversions. At this time, no information is available about any reversions for the fiscal year 2004; therefore, it is uncertain whether the college's residual reserves will cover any reversions.

In 2002, the college embarked on a comprehensive Strategic Planning Initiative to define those areas which would be fiscal priorities for the college and re-stated the college's commitment to maintaining fiscal viability through maintenance of reserves.

Any area that directly affects students is considered a fiscal priority area. Among them would be direct instruction, including the hiring of additional full-time faculty; direct service to students, including Enrollment Service Centers, Tutoring, and Supplemental Services; maintenance of a well-qualified workforce, including professional development funds; and maintenance of high quality facilities, including intact classroom furniture and up-to-date technology in the classrooms.

PPCC—and community colleges, in general—are able to guard against too severe an impact of normal economic cycles. Basically speaking, as the economy declines and state appropriations diminish or increase only slightly, people in a community turn increasingly to higher education to enhance their marketability. Thus, during normal economic cycles, tuition increases and fee revenues generally compensate for reduced state funding.

During 2002-2003, PPCC's enrollment increased by 12 percent, the largest single year increase in a decade. Summer 2003 enrollments experienced a 9.6 percent increase and fall 2003 numbers are up 9.4 percent. While the college does not expect such an increase to hold steady through fall census, it can reasonably project at least a 10 percent enrollment growth by that point.

Strengths:

- A. The college's history of effective fiscal planning positions the college well to weather the current economic crisis.

Supporting Evidence:

- The \$2.8 million appropriations reduction in 2002-2003 was covered by borrowing from reserves while the collection of over \$1 million in additional tuition and fee revenues resulting from strong enrollment growth also offset that reduction.
 - The college's Strategic Plan specifically defines the college's budget priorities from year to year.
 - In the last two years, when other colleges around the state have experienced severe reductions in employee numbers (to include full-time faculty), PPCC has had the fiscal resources and flexibility to provide all priority services well and to hire over fifty new full-time faculty.
- B. The college's commitment to its Strategic Plan has assured some level of stability and resilience.

Supporting Evidence:

- In formerly healthy economic times, the college's personnel costs had become excessive, a state of affairs which it was recently compelled to address because of the pending \$1 million cut of state appropriations (effective for 2003-2004). As a result of some early retirements and job abolishments, the college reduced its non-faculty personnel costs by over \$800,000 with very little impact on students and student success.
- The college added 10 new full-time faculty positions for 2003-2004, recognizing that, even in economically strained circumstances, student success is intimately connected to a solid backbone of full-time instruction.

Concerns and Recommendations:

- A. The college believes it must brace itself for a probable lingering of the current economic crisis.

Supporting Evidence:

- Strong enrollment growth at the college indicates no shift towards a healthier, more promising economy.
- While the state is beginning to see small signs of economic recovery, the college's service area continues to experience commercial layoffs, business closures, continuing impact from the decline of high technology industry, and the continued deployments of our military community to the Middle East.

Recommendations:

- Until signs of a true economic recovery abound, the college must continue to exercise care in expenditures.
- The college must also continue placing its excess tuition and fee revenues from enrollment growth into reserves.

Conclusion:

This subcommittee notes that the college's continued fiscal stability and resilience are not in jeopardy although the college is forced to defer some of its more ambitious initiatives (renovation, expansion, hiring and salary increase) until more sufficient reserves are available and state budgets are replenished.

PPCC Foundation

The Pikes Peak Community College Foundation raises money and uses it for various expenditures beyond those funded directly by state dollars. In recent years, the Foundation has become more active in its efforts, most notably by acquiring support for the Rampart Range Campus and assisting in the expansion and creation of child care centers at the Centennial and Rampart Range Campuses. Foundation funds have also supported student scholarships and professional development efforts through the Center for Excellence in Teaching and Learning.

The Foundation, through the Financial Aid Office has awarded approximately \$30,000 per year in student scholarships, provided seed money for the *Almagre* literary journal, supported faculty research and professional development, and provided \$2,000,000 in cash, services-in-kind and furnishings

In an effort to ascertain how PPCC's Foundation fund-raising efforts compare to those of our sister colleges, the former Executive Director of Institutional Advancement and Development at PPCC was asked to contact all community colleges in the state to determine cash contributions for the last five fiscal years (1998–2002). Only four community colleges responded to several requests that the director sent, beginning November 13, 2003.

Strengths:

- A. The primary strength of the Foundation is its success in acquiring contributions that help the college and offset state budget cuts.

Supporting Evidence:

- The Foundation raised \$837,750 in the five years from fiscal year 1998 through fiscal year 2002.
- The Foundation has a current corpus of \$1.6 million.
- The Foundation, through the Financial Aid Office has awarded approximately \$30,000 per year in student scholarships, provided seed money for the *Almagre* literary journal, supported faculty research and professional development, and provided \$2,000,000 in cash, services-in-kind and furnishings at the Rampart Range Campus.

Concerns and Recommendations:

- A. Contributions have diminished significantly since fiscal year 1998, and compared to the four responding community colleges (noted in this report's opening), PPCC raised comparably lower amounts. As the state's budgetary crisis further negatively affects college funding, the college will become more dependent on the Foundation's successful efforts to fund value-added education (enrichment opportunities that exceed those possible with state funding) for our students.

Supporting Evidence:

- The following chart from the former Executive Director of Institutional Advancement and Development shows “cash only” contributions received by the responding community college foundations and PPCC’s Foundation.

	FY’98	FY’99	FY’00	FY’01	FY’02
Pikes Peak Com College	\$405,484	\$97,625	\$79,404	\$200,357	\$54,880
Pueblo Com College	\$61,066	\$179,155	\$461,451	\$406,949	\$412,781
Com College of Aurora	\$373,711	\$228,389	\$149,564	\$183,607	\$246,500
Com College of Denver	\$115,513	\$126,580	\$90,413	\$53,907	\$132,245
Morgan Com College	\$140,382	\$34,298	\$138,595	\$105,893	\$100,000

Totals for the five years are as follows:

Pikes Peak Community College	\$837,750.00
Pueblo Community College	\$1,521,402.00
Community College of Aurora	\$1,181,771.00
Community College of Denver	\$518,658.00
Morgan Community College	\$519,168.00

Note: The former Executive Director of Institutional Advancement and Development stated that from July 1st through October 31st, 2002 the PPCC Foundation had raised more than \$65,000.

Recommendation:

- The entire PPCC college community must work hand-in-hand with the Foundation to collaborate on identifying specific projects and efforts the Foundation can take in becoming more active in raising monies to offset reduction in state funds.

Conclusion

The PPCC Foundation has the ability to raise contributions, and the college should collaborate with the Foundation to raise even more funds to replace budget cuts by the state.

Governance

Pikes Peak Community College is one of thirteen community colleges in Colorado governed by the State Board for Community Colleges and Occupational Education. Most of the college policies are determined at the state level. Participating colleges can recommend new policies or modifications to existing policies through a complex web of committees, task forces, and ad hoc groups. PPCC employees must operate cooperatively within this system while responding to unique needs of the region.

The fiscal and curricular restraints imposed on the college by the state cannot be underestimated regarding the college's ability to respond to several governance and leadership issues.

The President of PPCC, as chief executive officer, has ultimate authority for all decisions made by employees of the college and may delegate some types of decision making authority to appropriate college employees. All other employees have varying levels of responsibility for providing input into decisions or making recommendations about those decisions.

The College has had three different chief executive officers during the past ten years. Leadership changes at the Vice President for Administrative Services (VPAS) level and the dean levels have also occurred due in part to the recent reorganization and retirements. The college has gone from six to five deans, and as the 2003-04 academic year approaches, one dean and one interim dean will be continuing while three deans new to the college and state system will begin their tenure at PPCC. During the past decade, numerous changes to the college's organizational chart, with many changes at the director and supervisory levels on the administrative side of the house, have affected the college. An increasing number of policy and procedural changes at the state level have impacted the scope and purview of the actions and authority available to the college's leadership.

The fiscal and curricular restraints imposed on the college by the state cannot be underestimated regarding the college's ability to respond to several governance and leadership issues. However, some concerns do exist despite the institution's far greater strengths. This report will attempt to clearly and fairly address both.

Strengths:

- A. College leadership continues to direct the college's mission effectively despite state and economic constraints.

Supporting Evidence:

- The 2002 Personal Assessment of the College Environment Survey (PACE) study results indicate that individual stakeholders are satisfied with the leadership of their supervisors and/or directors.
 - PACE results establish that the college's model of governance is "consultative."
 - Increasing enrollment at the college provides evidence of the college's dedication and success in adhering to its mission and values statements.
- B. The college's consultative model of governance embraces stakeholder participation in decision making, shared governance, shared vision, and shared values.

Supporting Evidence:

- Draft of Governance Task Force's "Philosophy of Institutional Government at Pikes Peak Community College" (03F)
- PPCC Strategic Plan (2002-2007)
- Strategic Initiatives and Goals (First, Second, and Third Quarter Reports)
- Strategic Initiatives and Goals Annual Report, entitled *First Annual Report on the Strategic Plan*

*The first two documents noted above contain numerous examples of how employees have collaborated to meet goals enumerated in the Strategic Plan. In the quarterly report on Strategic Initiatives and Goals, dated November 25, 2002, regarding "identifying and eliminating barriers to individual student success," this subcommittee noted the following such examples:

- a. "Enrollment Services and Distance Education are working together to answer student questions about distance learning opportunities without having to make multiple phone calls."
- b. "The open computer lab at Centennial Campus was enlarged by 50 computers by relocating computers from the Mid-Center and older equipment from the Rampart Range Campus."
- c. "New activity: The Child Development Center (CDC) is providing parenting and community resource information to students who are parents."

The college uses its Strategic Plan (2002-2007) to govern decision-making at the institution.

In the quarterly report on Strategic Initiatives and Goals, dated May 8, 2003, this subcommittee found the following example regarding developing multiple, flexible strategies for remediation to promote student success:

- “With the addition of college-level math tutorial instruction fall semester, 2002, the Developmental Studies Math Labs have become known as the Math Labs. College-prep and college-level tutorial instruction is now available in the Math Labs at the Centennial, Rampart Range and Downtown Studio campuses. The Downtown Studio Campus’ newly remodeled room 215 provided space for its Math Lab. In December 2002, the Rampart Range Campus Math Lab gave up its room (W-111) to convert it into classroom space. Remodeling of the new space, N-204, was completed in March and now houses the Math Lab, the Language Lab, and Student Support Services. Already, the use of the lab facilities in N-204 has increased so much that the space is inadequate.”

C. The college uses its Strategic Plan (2002-2007) to govern decision-making at the institution.

Supporting Evidence:

- See the 2002-2007 Strategic Plan.
- See the Quarterly Strategic Initiatives and Goals Reports of November 25, 2002 and May 8, 2003, and the *First Annual Report on the Strategic Plan*. (Those goals noted that have not yet been achieved have suffered from lack of personnel or physical/technological/fiscal constraints rather than from lack of interest. Such goals remain in the plan to be implemented at the first opportunity. High priority goals, such as student success, have been effectively implemented and will continue to be closely examined.
- College leadership has initiated several efforts to meet goals identified in the Strategic Plan, including yearly re-visits of the plan; creation of various task forces; and requests for statistical analyses and studies to determine best courses of action.

Concerns and Recommendations:

- A. A formal structure for the governance model was conceived and implemented as recently as June 20, 2003. Due to the structure's brief and untested history, it is not possible to attest to its successful implementation of the college's philosophy of institutional governance statement.

Supporting Evidence:

(Because of the length and style of the following evidence for the above concern, it will be offered in narrative.)

The current college president, Joseph Garcia, was concerned that the previous structure for college governance, the Shared Governance Association (SGA), was cumbersome and often ineffective. As a result of that belief and with the Strategic Plan in mind, he constituted a governance task force to examine the SGA entity and ultimately to propose a new, more viable governance structure. While the task force labored during fiscal year 2002-03, SGA did not function. (SGA has not been disbanded, but its current role is ambiguous at best. The role of SGA will be clarified during the fall of 2003.) The task force presented its philosophy statement draft to the Cabinet in December 2002; however, the Task Force was unable to come to consensus regarding a structure to match the philosophy. During the hiatus, the Executive Director of Human Resources (himself a member of the Governance Task Force and Executive Cabinet) was directed by the President to draft a proposal for an effective structure to implement the philosophy. His proposal was presented to the reconvened task force in June 2003.

Based on that proposal, the Executive Cabinet was disbanded and a new structure developed. The membership of a newly constituted College Leadership Team (CLT) is as follows: Six APT employees (five holdovers who include the president and four individuals who report to him directly from the Executive Cabinet and one dean), one faculty member and one classified staff member. While the instructional dean was not included in the original model presented to the Governance Task Force, that position was added at the request of faculty representatives on the Task Force. Student representation was omitted from

this model because the president was concerned about students' availability for meetings and because he meets with Student Government representatives on a regularly scheduled basis to ascertain their concerns and suggestions.

At this time, stakeholders have raised two primary concerns. The first is that the role of the Shared Governance Association remains unclear. Members of the SGA have recently been invited by the VPES and the president to meet jointly with the CLT to discuss what the best course of action might be regarding college governance and SGA. (It is hoped that open communication and discussion on the subject will result "some common understanding and agreement as to the future role of SGA in shared governance/shared decision-making." (See VPES e-mail dated September 5, 2003.)

Secondarily, some College constituents are concerned by the disproportion of APT, faculty, and staff representation as well as the absence of student representation on the newly formed College Leadership Team. They are concerned that this imbalance does not truly reflect the goals and spirit of "shared governance" nor the collaborative problem solving and decision-making value stated in the Strategic Plan. The faculty and classified members are to be elected by their constituents; at the request of faculty on the Governance Task Force an instructional dean will attend each meeting on a rotating basis. According to the proposal, a "pilot" program of the CLT will be run "for a period of not less than six months and no more than 12 months, beginning July 2003, as a means to operationalize the principles set forth in the Philosophy of Institutional Governance at Pikes Peak Community College...." The aforementioned representatives would be selected by their respective governing bodies through processes developed by the three governing bodies.

Further supporting evidence of the above immediate concern can be found in "Institutional Governance at Pikes Peak Community College: A Proposal to Reconfigure the President's Executive Cabinet"; the June 2, 2003, minutes of the President's Executive Cabinet; and the PPCC Strategic Plan.

Recommendation:

- The college constituents must monitor the effectiveness of the CLT model during the pilot period to ensure that its actions are truly shared and collaborative despite the disproportionate representation. In any model or structure for shared governance, stakeholders should be represented equally or at least proportionately. The current structure with six APT representatives, one faculty representative, one classified staff representative, and no student representative creates disproportionate representation. Such disproportionate representation could result in disproportionate discussion and decision-making. A balanced representation of the college's various constituencies would, on the other hand, smooth the way for balanced discussion and decision-making. It should be noted, however, that the college president has publicly and consistently stated that the CLT is not a decision-making group nor one in which issues are put to a vote. In addition, the SGA, should it continue to exist, does meet the desire for balanced representation from all four groups. Furthermore, a reconstituted CLT could alleviate concerns regarding ineffective college communication as identified in both the Strengths, Weaknesses, Opportunities and Threat (SWOT) analysis and the PACE Survey.
- Additionally, the CLT should solicit and publicly address responses from campus constituents upon completion of the six-to-twelve month pilot program to assure that the CLT does, indeed, reflect the "Philosophy of Institutional Governance at Pikes Peak Community College" goal of creating a form of effective governance that will "strengthen communication, participation, and collaboration in planning and decision making and will provide continuous, relevant, and accurate information to all stakeholders about the college."

- B. A member of The President's Executive Cabinet was directed to draft the model rather than the Governance Task Force, the entity charged by the President to accomplish that task. While the task force members may have been unable to come to consensus during the fall of 2003, they were not reconvened in the following semester to do so. Instead, in the absence of any document drafted by them, they were directed to respond to the administration's proposal.

Supporting Evidence:

- "Institutional Governance at Pikes Peak Community College: A Proposal to Reconfigure the President's Executive Cabinet."
- See the June 6, 2003 minutes of the President's Executive Cabinet.

Recommendation:

- The President should reconvene the Governance Task Force at the end of the CLT pilot period to assess and analyze the structure's efficacy as a match between the philosophy of governance statement and the current delivery structure.
- The status of the SGA should be made clear to college stakeholders.

- C. While the President's status as the final authority on issues and decisions is understood and the current condition of the College Leadership Team as a non-voting body conceded, a strong model of governance must be one that assures stakeholders of the value of their issues and their expert input. In the current model, this level of communication, cooperation, and mutual respect between higher administration and its many stakeholders is not evident to all involved.

Supporting Evidence:

- The CLT Proposal (drafted by the Executive Director of Human Resources a member of the president's Executive Cabinet and Governance Task Force) and presented to the Governance Task Force for discussion and adoption on June 20, 2003, and revised June 30, 2003, attests to this concern.
- VPES' official e-mail message to the college dated September 5, 2003.

Recommendation:

- The college should develop an institution-wide leadership program for all stakeholders. This program should focus on developing leadership potential and talents that nurture a systemic culture of leaders in all areas, one that teaches and promotes collaborative problem solving and decision-making skills that ensure collective understanding of issues, policies, and procedures that directly affect our abilities to realize the Strategic Plan's mission and vision statements.

Conclusion:

Pikes Peak Community College, while constrained by certain state governance issues, continues to work effectively within those constraints to meet the challenges of the future. The lynchpin of its governance is an effective and dynamic strategic plan that is analyzed and evaluated quarterly. Decisions are predominantly being made with that document as a touchstone. Smaller governing units (instructional divisions, task forces, directors, committees, etc) are charged to implement the goals whenever possible. The success such smaller governing units have had in working collaboratively has contributed to the college's overall institutional effectiveness.

However, it remains to be seen if the college will be successful in its attempt to create a structured governance protocol which might replace or supplement the SGA. While it has a strong, collaborative and shared governance philosophy statement in place, a viable and effective governance model is untested. This lack of surety may be due, in part, to the collective stakeholders' inability to clearly delineate between and among governance and administration, leadership and management.

Human Resources

A goal of the college's 2002-2007 Strategic Plan requires the establishment of a system "to recruit, develop, and retain a diverse, competent, and committed workforce." To this end, the college developed a comprehensive e-Recruiting System to facilitate a greater outreach and capture of qualified candidates for all faculty or staff positions opened for competitive selection. Since this system's inception in 2002, PPCC has increased the various applicant pools' "voluntary reporting" of minority, women, and disability status from 10 percent to over 85 percent. This improvement in reporting and the increased awareness of minority representation in each job applicant pool it offers to search and screen committees and hiring authorities alike has, to a great extent, resulted in an increased level of hiring of qualified minority faculty and staff. As an example of this increased hiring of minority faculty and staff, APT minority representation in the PPCC workforce was increased from a March 31, 2002 level of 2.2% of the workforce to a March 31, 2003 level of 3.8% of the workforce, or an increase of 1.6%. Faculty minority representation in the PPCC workforce was increased from a March 31, 2002 level of 3.6% of the workforce to a March 31, 2003 level of 4.1% of the workforce, or an increase of 0.5%. Overall, the minority representation in the PPCC workforce increased from a March 31, 2002 level of 15.93% to a March 31, 2003 level of 19.8%, or an increase of 3.87%. This increased level of minority representation in the college's overall workforce now exceeds the minority representation in El Paso County, which – according to the 2000 Census, is 18.8% non-white.

Strengths:

Currently, PPCC is implementing a minority recruitment process in targeted markets. In a recent recalculation of the racial and ethnic representations of our faculty by gender conducted to reflect the change from our June 30, 2003 levels affected by our recent faculty appointments, the college increased our faculty minority rate as a percentage of our entire workforce this past year from 4.1% to 4.98%, or an increase of almost one full percentage point. Minority faculty now comprise 13.17% of our entire faculty cohort. This is also up .87 % from a June 30, 2003 level of 12.3%. Finally, since March 30, 2002 (past two hiring years), we are up 1.38% in minority faculty representation as a percentage of our entire workforce.

Supporting Evidence:

- PPCC Workforce Demographic Indices June 30, 2003

Concerns and Recommendations:

- A. A principal challenge for the college is offering competitive salaries, particularly as such a drawback affects the college's ability to attract diverse faculty.

Supporting Evidence:

- A representative of Human Resources, in an interview, stated that PPCC often competes with other institutions for minority faculty, especially in the hard sciences where the college is targeting job announcements to reach this category of applicants.

Recommendation:

- Because it is in the college's best interests to recruit, hire, and retain a diverse workforce, the community college system must strive to offer competitive—or above-competitive—salaries if it truly wants to make quality hiring a priority.

Conclusion:

PPCC's commitment to hiring and retaining the best people for the positions hired is a balancing act of sorts between available funding for competitive fields on the one hand and effective recruitment on the other hand. However, as evidenced from the previous statistics, PPCC, as an entire workforce, reflects the diversity of the community it serves; furthermore, within its faculty cohort, the college has made significant gains in its minority faculty representation as a result of its strategic focus on workforce diversity.

Summary of Criterion Four Findings:

Through its resources, governance, educational programs, assessment and planning efforts, PPCC has established its ongoing commitment to accomplish its purpose and strengthen its educational effectiveness.

General Strengths:

- PPCC directs its decision making through a dynamic and effective Strategic Plan.
- PPCC has a strong philosophy of governance.
- PPCC manages human, fiscal, technological, and physical resources well, especially in the midst of severe state budgetary constraint.

PPCC manages human, fiscal, technological, and physical resources well, especially in the midst of severe state budgetary constraint.

General Challenges:

- PPCC gains revenue through tuition dollars; therefore, it must continue to attract and retain more students. However, serving additional students means further strain on already strained physical resources.
- PPCC must continue to implement the state's instructional mandates with reduced state funding.
- PPCC must seek increased, outside revenues (through the PPCC Foundation, grants writing, donations and community partnerships) to provide opportunities for instructional effectiveness.
- PPCC must embrace the new efforts at assessment and retention to keep student success a priority.
- PPCC's stakeholders must renew efforts to communicate, problem-solve, and govern collaboratively to meet the growing challenges of the decade.

Criterion Five:

“The institution demonstrates integrity in its practices and relationships.”

Commission Meaning of “Integrity”

The higher education community has often assumed that because of its traditional commitment to the pursuit of truth, its institutional behavior is beyond reproach and that the public should trust that such is the case. But institutions of higher education are as vulnerable to error as are all other social institutions. During the past decade, some widely-reported lapses in institutional integrity have brought into new focus the relationship between institutional integrity and institutional accreditation.

By “integrity,” the Commission means that an institution adheres both to the civil laws and to the code of ethics commonly accepted by the academic community. Such values are reflected by an institution’s

- expression of the ethical values it has adopted through institutional policies and procedures and made public in its public documents and contractual arrangements;
- assurance that its practices are consistent with its publicly stated policies;
- expectations that members of its constituencies (administration, faculty, and students) observe the tenets of academic honesty;
- practice full disclosure in its dealings with members of the institution and its public;
- operation, without conflict of interest, at the board, administrative, and faculty levels;
- living up to commitments it makes in all its public presentations.

The Commission recognizes that an institution’s history, tradition, and mission may shape its particular policies and practices. Consequently, the Commission does not prescribe any single set of principles to be followed by all institutions. It does expect each member institution to have a body of ethical values to which it subscribes and which form institutional policies and procedures and guide institutional practices and relationships.

This chapter will present five areas of focus as they apply to institutional integrity. They are:

1. Documentation
2. Diversity
3. Articulation and Records
4. Contracts
5. Miscellaneous

Sub-categories for each of these areas will contain background information and facts associated with that topic of focus followed by strengths with supporting evidence and finishing with concerns and recommendations. Conclusions will then complete each report and present the overall picture of that area of focus, summarizing the findings.

Integrity in Documentation for the 2002-2003 College Catalog

The PPCC college catalog is an annual publication available to all current and potential students at all three campuses. It serves a number of vital and practical purposes to include informing students of college-related issues and policies; clarifying academic standards; providing standards related to discipline and grievance procedures; and elucidating expectations related to various areas of study within the college.

Strengths:

- A. The PPCC college catalog attempts to provide an all inclusive repository of college policies and procedures especially as these relate to the student.

Supporting Evidence:

- See current college catalog.

Concerns and Recommendations:

- A. The PPCC college catalog does not support various department-specific policies and practices.

Supporting Evidence:

- While the catalog states that any credits earned from another college will transfer to PPCC if obtained within the last 15 years, faculty advisors generally adhere to the basic maxim that general education course credits should be no older than 10 years and, specifically, science course credits should be no older than five years. Students are expected to comply with such division-specific mandates regarding credit for prior learning, regardless of the catalog's more generic and ultimately misleading statement of policy.

Recommendation:

- The college catalog should provide a more explicit and far-reaching commentary on the variations and exceptions to the "15 year acceptance of credits" policy. It should be clear to students that while credits earned up to 15 years ago will be accepted as elective credit, specific departments may have more stringent requirements for specific courses.

The PPCC college catalog attempts to provide an all inclusive repository of college policies and procedures especially as these relate to the student.

Various pre-requisite changes to the Core Curriculum within the college and within specific departments and programs are not reflected in the current college catalog.

Supporting Evidence:

- Various pre-requisite changes to the Core Curriculum within the college and within specific departments and programs are not reflected in the current print version of the college catalog. Thus, students read that certain courses (such as science or math courses, for instance) have no pre-requisites only to discover, often too late, that, in fact, they do.

Recommendations:

- Designated faculty from each department and program must review pre-requisite policies and ensure that these pre-requisites enjoy clear documentation in each year's catalog. The deans are made responsible for these being correct. If any changes in pre-requisite policies are expected after the annual printing of the catalog, the catalog should include a note apprising students of pending changes in the areas, programs, degrees, or certificates affected. The college has made use of additional measures to inform students of post-catalog printing changes to the curriculum, such as flyers, frequent website updates, and newsletter announcements,
- The state system software, though not a college option, needs to be updated.

Supporting Evidence:

- The catalog features the subjects of transfer and the transferring student on pages 6 and 10, but mention of pending core curriculum changes is notably absent.

Recommendation:

- The catalog should include statements regarding any changes—pending or recently implemented—to the core curriculum. The most recent catalog has addressed this need.

Supporting Evidence:

- Students can learn how and where to register on page 10 of the catalog; however, this section does not include the information that computer access to registration begins at 2 a.m. of the date listed, nor does it direct students to a help-line should technological problems occur during online registration.

Recommendation:

- Rather than feature such specific registration information in the general college catalog, the semester course schedule, instead, should feature it.

Supporting Evidence:

- Pages 16-17 of the current catalog state that transfer courses in which students earned “Ds” will be accepted and that a grade of “D” in a college-level course is considered “passing” for the associates degree which is consistent with Board policy. However, many programs, to include Nursing and many general education fields, require “C” or better to qualify as “passing.” The recent legislative action of 60 + 60 transfer now requires all courses to transfer to be grade “C” or higher.

Recommendation:

- The catalog must modify this segment to comply with actual department- and program-specific academic tenets.

Supporting Evidence:

- Page 30 of the current catalog offers information related to the Testing Center but does not alert students to the likelihood of related fees.

Recommendation:

- Key additions to this segment of the catalog should include specific information regarding Testing Center fees that students may incur and the potential to cover these fees through financial aid.

- B. PPCC’s college catalog separates listings for degrees and certificates; however, some designated “degree” programs or areas offer certificates and vice-versa.

Supporting Evidence:

- Pages 58-59 of the current catalog indicate that the Emergency Medical Services Program (EMS) offers both degree and certificate options; however, only a certificate option is shown.

Recommendation:

- Each academic division should compare catalog listings of degree and certificate options for programs and departments for accuracy.

Each academic division should compare catalog listings of degree and certificate options for programs and departments for accuracy.

- C. The print version of the college catalog is updated only once a year, yet staff, faculty, and students alike perceive it as the primary policy and curriculum resource of the college. Furthermore, printing constraints require that any additions or changes to the catalog be submitted six months prior to the publication date. State and college based curriculum changes, however, occur throughout a given year, thus preventing the catalog from fulfilling its widely understood purpose to provide readers with an accurate, up-to-date, and comprehensive resource. Print versions of the catalog addendum are available, but are often overlooked by students and faculty.

Supporting Evidence:

- One recent example of the dilemma described above centers on the Nursing Program, whose faculty did not learn of state changes and new curricular directives until after the catalog's publication deadline. As a result, nursing students who expect the catalog to provide accurate information regarding courses to take, etc., will not receive it.

Recommendation:

- As in the case of post-catalog-printing pre-requisite changes (See "Recommendations" to Concern A above), the catalog must document any changes to the core curriculum dictated by the state and/or clearly note that such changes are pending. In addition, the catalog should direct students to program or department advisors and the college website for the most recent and accurate information regarding their field of study.
- D. The catalog provides specific policies related to discipline and grievance procedures, some of which are inadequately explained; in addition, designated college officials do not always consistently adhere to the policies as the catalog presents them.

Supporting Evidence:

- On pages 20-22 of the catalog, students can read specific information on the above procedures, but the directives include references to other policies not provided (e.g. BP 4-30 or SP 3-210a).

Recommendation:

- Related policies necessary for students' full understanding of discipline and grievance procedures must be made available in the catalog; if space makes such reproduction unrealistic, then the catalog should direct the student to other ways to access these related policies.

Supporting Evidence:

- Some students have bypassed the stated chain-of-command regarding procedures.

Recommendation:

- All faculty and administrators must adhere to the policies as the catalog presents them (or revise the written presentation of those policies if necessary). If a student then attempts to bypass steps or key college designees in a particular process, a representative of the college should remind him/her of the established protocol.

- E. The college catalog does not cross-reference consistently with other college publications in its use of abbreviations, acronyms, titles of college officials, and general directives.

Supporting Evidence:

- For example, on page 21 of the current college catalog in regard to the discipline policy, readers note that a Chief Student Services Officer plays a key role in this procedure. However, this subcommittee failed to identify this position in any clear way when its chair conducted an informal search for information.

Recommendation:

- Although listing specific names to correspond with specific positions in the catalog is not feasible because of staff turn-over, the catalog should provide a glossary of terms or similar reference so that students and other readers can more easily access and understand the meanings of abbreviations, acronyms, and titles of college officials.

Supporting Evidence:

- For example, on page 23 of the current college catalog in regard to "Required Disclosures," the means or method of disclosure is not made clear.

Some students have bypassed the stated chain-of-command regarding procedures.

Recommendation:

- Representatives from certain areas of the college should review incomplete, misleading, or unclear sections of the catalog and revise them accordingly.
- F. Published contact numbers in the catalog for various programs, departments, and resources are often not correct.

Supporting Evidence:

- See current catalog for examples, including but not limited to
 1. the Downtown Studio Gallery number listed on page 34;
 2. the military phone numbers listed on page 29;
 3. the Re-Entry Program number listed on page 30.

Recommendation:

- All contact numbers, web links, and room numbers should be confirmed before printing of the annual college catalog.

Conclusion:

The PPCC college catalog provides a valuable resource for students and faculty in terms of college policies and procedures and educational offerings. It is also a legally binding document that declares the college's commitment to the student. Therefore, information must be accurate and followed consistently by all. Currently, the process of information review before printing is not effective for the variety of reasons noted above. Because of the discrepancies between what is advertised and what is actually available (or printed), the process of review needs to be re-evaluated as it often appears that what department chairs are submitting is not what is being printed. If there continue to be potential changes after the printing date, then documentation in the catalog must include the potential for change and how the student may access the most current information. In addition to these important and substantive proposals, the college must devote more care and attention to reviewing and confirming detailed information in the catalog before printing it each year.

Integrity in Documentation for the Semester Course Schedule

The PPCC semester course schedule is available in print and electronic format to all current and potential students at various outlets. This schedule informs students of available college courses for each semester—fall, spring, and summer—as well as guides them toward course, certificate, or degree completion.

Strengths:

- A. The PPCC semester course schedule is available at multiple venues, including all PPCC campuses and local libraries.

Concerns and Recommendations:

- A. The semester course schedule provides an inconsistently useful guide to students in preparing them for a given semester's range of course offerings.

Supporting Evidence:

- Class sections are often over-assigned and fail to meet minimum enrollment requirements. As a result, department and program chairs drop such courses, notifying students to re-enroll in other available classes.

Recommendations:

- Department and program chairs should more conservatively schedule certain classes to avoid over-assignment and general inconvenience to students.
- Because students often travel significant distances to attend classes, the college should notify students of course cancellations prior to the first day of class by posting information on the college web site or other resource(s).

Supporting Evidence:

- Entries in the semester schedule for instructors often indicate “STAFF” since department and program chairs do not always have a specific roster of instructors' names before the semester course schedule is printed. Unfortunately, a result of this dilemma is that students are often unable to select instructors of their choice.

Recommendations:

- The college should make a practice of providing postings in prominent locations (Enrollment Services, faculty office areas, Student Services, Student Life, etc.) of updated faculty rosters as each semester start date nears.
- The college web should continue to allow updates through the start date of each semester.

Supporting Evidence:

- Class times within one discipline often conflict with class times in other disciplines, limiting a student's ability to complete courses in a timely manner.

Recommendation:

- A college-wide effort should ensue to regularize start and end times of classes across divisions, disciplines, and programs. The college does publish standard time blocks for all classes, but some divisions deviate from these standard times for a variety of reasons.

Supporting Evidence:

- Because of early deadlines for submissions to the semester schedule, "selected topic" courses often do not appear but are, in fact, offered.

Recommendation:

- The college web site should allow updates through the start date of each semester of such information as selected topic courses being offered.

- B. The semester schedule often lists incorrect course times, days, and locations.

Supporting Evidence:

- For example, on page 44 of the 2003 spring semester schedule, information listed for EMS 125-152 and EMS 125-06A does not reflect the original, second review, or final review information that the program chair submitted.

Recommendations:

- The current process for review of semester schedule information has moved to an electronic process since misplaced hard copies and problems caused by illegible handwriting invariably lead to the problem noted above.
- The college should and has ceased its practice of "rolling over" courses from one semester's roster to the next and offer such a practice to department and program chairs only as an option. Doing so

should lead to greater departmental control of the information published in each semester schedule.

- The college should and has completed efforts to allow electronic adjustments to the semester schedule through the start date of each semester. Several students and faculty considered the spring 2003 semester schedule cover offensive and not reflective of academic values.

Supporting Evidence:

- See cover of spring 2003 semester schedule.

Recommendations:

- Marketing director and staff should ensure that the photos on the schedule cover reflect the student body dynamically but inoffensively.
- Before the schedule cover is printed and published, marketing staff should solicit suggestions and approval from students and faculty.

- C. Some abbreviations or acronyms used in the semester schedule are unaccompanied by definitions or clarifications.

Supporting Evidence:

- For example, on page 9 of the current semester schedule, FERPA (Family Educational Rights and Privacy Act) is mentioned without clarification of the way in which this act might affect students.

Recommendations:

- Designated staff or faculty should review the schedule for such vagueness in terminology and clarify them as needed.
- A possible second step could include a review panel of students (the usual readers of the semester schedule).

Conclusion:

The PPCC semester schedule represents a valuable reference for students and faculty regarding course offerings. However, discrepancies between what the schedule publishes and what is actually offered as well as serious publishing errors in course times and locations lead to the conclusion that several improvements to this publication should be made. Primarily, most of the concerns noted above could be remedied if a diligently and regularly updated version of the schedule were available on the college's web site.

Before the schedule cover is printed and published, marketing staff should solicit suggestions and approval from students and faculty.

Integrity in Documentation for the Adjunct Instructor Handbook

The adjunct instructor handbook is a set of standards designed to provide adjunct faculty with current college rules and regulations. The dean or department chair of an adjunct instructor's academic division prints and distributes this handbook annually.

Strengths:

- A. The handbook generally fulfills its purpose of providing adjunct instructors with information necessary to complete their role outside the classroom.

Supporting Evidence:

- See current Adjunct Instructor Handbook.

Concerns and Recommendations:

- A. The handbook does not include information related to printing procedures and, if applicable, copy allowances per instructor. In addition, regulations related to accessing supplies and classroom equipment are not clarified.

Supporting Evidence:

- See current handbook.

Recommendation:

- Those in charge of the composition and distribution of the handbook need to review rules in place for various processes (as noted above). If these vary by academic division, the handbook should direct instructors to the appropriate place for more, division-specific information.

The handbook generally fulfills its purpose of providing adjunct instructors with information necessary to complete their role outside the classroom

B. Since the majority of information pertinent to faculty arrives via e-mail, adjunct instructors, veteran and new, may be unfairly—albeit tacitly—compelled to check their e-mail regularly even if they do not have computer access at home. Even in those cases, however, all adjunct instructors have access to computers, the Internet, and e-mail through work stations available at each campus. In addition, since all the applications needed are web based, access is available from any computer with Internet access. While some adjunct instructors teach in programs in which a full-time instructor acts as their mentor and guide (e.g. Nursing), instructors in other disciplines may well miss a number of vital information items, including (but not limited to) the following:

- Educational Procedures (online)
- No-Show paperwork

Supporting Evidence:

- Conversations with adjunct faculty
- Interviews with department chairs and administrative staff

Recommendations:

- Information regarding Intranet access and passwords that adjunct faculty need to submit technical requests and course grades should be featured in the handbook. Other important and informative items such as key deadlines (last day to drop/add, last day to withdraw without penalty, etc.) and, possibly, sanctions resulting from failure to adhere to deadlines need featuring in the handbook as well.
- Information Technology Support Services (ITSS) should send a formal letter to adjunct faculty at the beginning of each semester that details the information noted above under Concern B.
- The college should further pursue the idea of a mentoring program for adjunct faculty, through which such vital information could be disseminated as needed.

Conclusion:

The current Adjunct Instructor Handbook is not a comprehensive and thoroughly informative document. Because adjunct instructors are held accountable for various procedures and deadlines throughout a given semester and the handbook sometimes fails to clarify such information, a good deal of time and corrective effort on the part of the individual instructor and administrative staff results. The handbook should, therefore, be re-written to prove more comprehensive, thus ensuring its usefulness to adjunct instructors.

In addition to basic concerns regarding the structure and content of the handbook, its traditional print format is gradually giving way to an electronic format, creating a dilemma for those adjunct instructors with limited or no computer access at home. It is the intent of the college that all faculty including adjunct instructors will be required to use computers to address this issue. Various recommendations, as noted in the report above, may remedy this particular problem.

Integrity in Documentation for the Student Guide (The “Nobody Told Me Book”)

Available at all campuses and college installations, the PPCC Student Guide is an annual publication that students may use as a quick reference to college information and general procedures. It covers information pertaining to student activities and organizations; student services; rules and procedures; and academic guidelines.

Strengths:

- A. The Student Guide offers an all-inclusive resource of college activities as they pertain to students.

Supporting Evidence:

- See current Student Guide.
- See the PPCC web site (www.ppcc.edu/student-services)

- B. The Student Guide states that information on policies and academic guidelines is subject to change, which is helpful information to impart to continuing students.

Supporting Evidence:

- On page 7, the Student Guide states that information is current “as of July 24, 2002, and is subject to change without notice” but does not clarify how to obtain the most current information. (*See Section B, “Concerns and Recommendations.”)

- C. The Student Guide includes a listing of the reorganization of Educational Services, facilitating easy location of specific educational departments and areas.

Supporting Evidence:

- See Student Guide, pp. 50-53.
- See the PPCC Web site (www.ppcc.edu/student-services)

- D. The Student Guide contains a campus directory for all three campuses.

Supporting Evidence:

- See Student Guide, pp. 59-60.
- See the PPCC Web site (www.ppcc.edu/student-services)

The PPCC Student Guide is an annual publication that students may use as a quick reference to college information and general procedures.

Concerns and Recommendations:

- A. The Student Guide does not keep a current listing of clubs and organizations, including sponsors, etc.

Supporting Evidence:

- In the current Student Guide, the listing for the sponsor of the PPCC Association of American Medical Technologies (AAMT) is not correct.

Recommendation:

- Before the publication of the Student Guide each year, its writer(s) should contact club and organization sponsors and other pertinent individuals for the most up-to-date information.
- B. Information contained in the Student Guide changes with no cross-references or other clarifying guide for obtaining current information.

Supporting Evidence:

- On page 16 of the Student Guide, students may learn how to obtain and update their student identification cards. However, changes in the procedure, including fees and related minor but significant modifications, have occurred, about which students were not forewarned in the Student Guide.

Recommendations:

- If changes, especially in student fees related to certain processes, occur after the start of a semester—and, therefore, after the publication of documents like the Student Guide—the college should strive to delay the implementation of the changes until the following year.
- In the case of certain disciplines (such as Nursing) which require students to possess a current photo ID each semester, the college should consider waiving the fee for ID updating.

- C. The current Student Guide offers information related to the Testing Center but does not alert students to the likelihood of related fees.

Supporting Evidence:

- See Student Guide, page 27.

Recommendation:

- Key additions to this segment of the Student Guide should include specific information regarding Testing Center fees that students may incur and the potential to cover these fees through financial aid.

- D. The Student Guide provides specific policies related to discipline and grievance procedures, some of which are inadequately explained; in addition, designated college officials do not always consistently adhere to the policies as the Student Guide presents them.

Supporting Evidence:

- On pages 38-45 of the Student Guide, students can read specific information on the above procedures, but the directives include references to other policies not provided (e.g. BP 4-30 or SP 3-210a).

Recommendation:

- Related policies necessary for students' full understanding of discipline and grievance procedures must be made available in the catalog; if space makes such reproduction unrealistic, then the catalog should direct the student to other ways to access these related policies.

Supporting Evidence:

- Some students bypass the stated chain-of-command regarding procedures.

Recommendation:

- All faculty and administrators must adhere to the procedures as the student guide presents them (or revise the written presentation of those procedures if necessary). If a student then attempts to bypass steps or key college designees in a particular process, a representative of the college should remind him/her of the established protocol.

The Student Guide does not cross-reference consistently with other college publications in its use of abbreviations, acronyms, titles of college officials, and general directives.

- E. The Student Guide does not cross-reference consistently with other college publications in its use of abbreviations, acronyms, titles of college officials, and general directives.

Supporting Evidence:

- For example, on page 40 of the current Student Guide in regard to the discipline policy, readers note that a Chief Student Services Officer plays a key role in this procedure. However, this subcommittee failed to identify this position in any clear way when its chair conducted an informal search for information.

Recommendation:

- Although listing specific names to correspond with specific positions in the Student Guide is not feasible because of staff turn-over, the Student Guide should provide a glossary of terms or similar reference so that students and other readers can more easily access and understand the meanings of abbreviations, acronyms, and titles of college officials.

Supporting Evidence:

- The Student Guide lists different numbers for certain offices than do other college publications, such as those for Veteran Affairs, Pikes Peak Workforce Center, and Southern Colorado Educational Opportunity Center.

Recommendation:

- Designated officials and/or writers of the Student Guide must verify all phone and room/office numbers prior to printing each year.

- F. Listings in the Student Guide for fees for similar services at the three campuses are variable.

Supporting Evidence:

- For example, the Student Guide offers copy fee information on page 36, but depending on the campus where a student obtains copies, the fee will differ.

Recommendation:

- Fees for basic services, such as copying, should be uniform across the three campuses.

- G. The Student Guide does not offer consistently accurate information regarding classroom and other academic policies which they are expected to follow.

Supporting Evidence:

- For example, the 2002-2003 Student Guide offers information on page 54 on the importance of regular class attendance, but fails to communicate that faculty must give “no show” students, (students who do not show up at any time during the “census” period) an “NS” on the web for faculty grade sheet which “dis-enrolls” the student.

Recommendation:

- Complete information must be contained in the student guide on such important classroom procedures as noted above.

Supporting Evidence:

- The Student Guide does not actually verify a commonly held assumption among students that, if an instructor does not appear for 20 minutes after the start of a class, students may leave without penalty.

Recommendation:

- If such an assumption is, in fact, based on a college sanctioned norm, the Student Guide should publish it.

Supporting Evidence:

- Students are often told that instructors have up to one week to return tests, graded, but the Student Guide does not clarify this point.

Recommendation:

- Individual disciplines and departments should review teaching policies on above issue noted to determine whether a uniform “turnaround time” for tests and/or major assignments can be noted in college publications like the Student Guide.

The college and designated officials should make every effort to ensure cross-publication consistency and accuracy in every area.

Conclusion:

The Student Guide, like the college catalog and course/semester schedule, exists as a valuable resource for students in obtaining information on policies and standard academic practices at PPCC. The college and designated officials should make every effort to ensure cross-publication consistency and accuracy in every area. In the event that changes are likely beyond the point of yearly publication, students should be directed to web sites or other locations where they can find the most up-to-date information. The current Student Guide has done especially well in rendering the contact information for the college's range of offices and services comprehensive and accurate.

At the close of its extensive investigation and evaluation of PPCC's "Integrity in Documentation," it was concluded that more than individual, isolated recommendations for specific concerns were called for, primarily because they noted a common theme among the concerns noted throughout the individual "documentation" sub-reports: the dilemma posed by the quick obsolescence of documented materials related to the college's operations once they were printed and available for widespread use. Hence, included at this point in the Self-Study Report is a "paper-to-web" proposal for all existing documentation at the college. What follows is a rationale for this proposal and a detailed delineation of the practical steps of the proposed process.

Proposal to Abolish Hard-Copy Documentation at PPCC

Inherent integrity issues associated with hard copy materials at the college continue to challenge the institution as attested to by the several "concerns and recommendations" featured in the above reports. The administration has addressed these concerns by placing sequel and continuously updated forms of these documents onto the web. This leadership has provided the institution the ability to maintain its integrity with respect to all academic documents. However, to keep the hardcopy forms of these documents would continue to generate confusion for students, staff, and faculty, due to the continuously changing content printed. Therefore, it has been recommended that the college begin phasing out all hard copy catalogs, schedules, student guides, and ancillary publications over the next two years, rendering these documents available only via the college web site.

The subcommittees dealing with several "Integrity" issues pertaining to the hard copy forms of the documents presented, therefore, recommend that the college begin phasing out all hard copy catalogs, schedules, student guides, and ancillary publications over the next two years, rendering these documents available only via the college web site.

A rationale for such a “paper-to-web” proposal is not difficult to offer. Library systems across the United States (including the PPCC Library and the Pikes Peak Library District) have entirely eliminated card filing systems, replacing them with an electronic system. In addition, students can enjoy access to the World Wide Web from a multiplicity of convenient locations—the nearest local library representing a good example. Another argument in favor of such a shift is the disservice that an institution does its students by retaining an antiquated means of disseminating information. Since college students are expected to quickly acquire and incorporate computer literacy skills into various aspects of their academic lives, the college would be ill-advised in urging students “backward,” technologically speaking, through its persistent use and dissemination of hard copy materials. And finally, the college could certainly expect a cost advantage in shifting its materials from paper to electronic publication as the brief chart below alone confirms the lack of economy associated with printing the 2002-2003 Summer, Fall, and Spring Schedules and the 2002-2003 Catalog:

Semester:	Quantity Printed	Cost:
Summer 2003	30,000	\$ 5,825
Fall 2003	38,000	\$10,726
Spring 2003	34,000	\$ 8,927
Total		\$25,478
Catalog 2002-03	19,000	\$17,629

As a result of adopting this proposal, PPCC students would be provided an encyclopedic array of information once connected to the college’s web site, including materials not currently available to them in any hard copy publications, such as

- Textbook information for any course offered;
- Course syllabi and supplemental materials for any course offered;
- Biographies of faculty to assist in class selection;
- Up-to-the-minute dates and times of classes

Practical steps to facilitate the “paper-to-web” resolution should address the following:

1. Information Technology Support Services (ITSS) should begin developing a computer/terminal system with a touch-screen keyboard of options so that students, faculty, and staff could quickly access the desired publication.
2. As hard copies of catalogs and other publications are being phased out, such materials should be moved to locations where, eventually, computer terminals providing access to electronic versions of such publications will be located, thus easing the transition for students.
3. To increase familiarity for all, current cover design and format of the college publications should be programmed as the screen saver for the terminals where such publications will be made available.
4. Computer terminals dedicated to the dissemination of college publications should be user-friendly and programmed efficiently so that a user’s request for a specific type of information can be input and made immediately accessible, thus saving time, energy, and unnecessary costs for those sections a user may wish to print.

Those on the “Integrity” subcommittees who have expended time and attention to exploring the college’s current means of disseminating information believe that this final “paper-to-web” proposal will prove beneficial to everyone at the college, especially students, and will enhance the college’s reputation for providing timely and error-free documentation of all seminal materials. However, those students, staff and faculty who, due to a disability require a hard copy form or need additional assistance to navigate the use of the computer will be provided assistance to remain in compliance with the Americans with Disabilities Act (ADA).

Diversity

PPCC clearly states and publishes its non-discriminatory policies that adhere to state and federal laws (PPCC Website, Course Schedule, College Catalog, Student Guide and Job Announcements). In the 2000 Census, “Ethnicity in Colorado Springs” was reported with the following percentages:

- 80.7% Caucasian/White;
- 6.6% African-American/Black;
- 12% Hispanic;
- 2.8% Asian;
- .9% American Indian;
- 5.2% not specified or non-resident alien

By contrast, PPCC’s student population reflects a somewhat greater ethnic diversity with the following percentages identified in fall 2002-2003:

- 66.7% Caucasian/White;
- 11.2% African-American/Black;
- 10.9% Hispanic;
- 4.3% Asian;
- 1.8% American Indian;
- 5.2% not specified or non-resident alien

As this report features employee ethnicity at PPCC and specific features and conclusions regarding it, what follows is a detailed breakdown of employee ethnicity and gender trends since the publication of the 1993 Self-Study Report.

Caucasian/White Employees:

From 1993 to 2003, White Exempt non-faculty decreased from 87% to 81.8%. (Total Exempt employees increased from 27 in 1993 to 63 in 2003.) In the same period, White full-time Faculty increased from 87% to 90.8%. (Total full-time Faculty in 1993 was 113 compared to 138 in 2003.) Finally, the percentage of White Classified employees fell from 80.2% to 73% despite a base increase of 25 White Classified employees in the last 10 years.

African-American/Black Employees:

From 1993 to 2003, Black Exempt non-faculty percentages rose from 6.45% to 7.8% while Black Exempt full-time Faculty remained steady (5 Black faculty members in 1993 as well as in 2003). The percentage of Black Classified employees rose .1% in the 10-year period, representing an additional four Black employees in this area.

Hispanic Employees:

From 1993 to 2003, Hispanic Exempt non-faculty experienced healthy growth from 0 to 8.3% – a gain of six employees. Hispanic full-time Faculty also increased from 4.6% to 5.9%, reflecting an addition of three Hispanic employees in this area, and Classified Hispanic employee percentages moved from 10.5% to 12.1%, reflecting an addition of nine employees.

Asian Employees:

From 1993 to 2003, Asian Exempt non-faculty declined from 3.2% to 2.6%, a “real person” difference of one to two persons. From 1993 to 2003, Asian Exempt non-faculty declined from 3.2% to 2.6%. On the other hand, Asian full-time Faculty percentages rose from 1.5% to 2%, reflecting an additional two to three persons. Asian Classified staff enjoyed the most significant increase in this area, 1.74% to 6.3%, representing a gain of 11 employees.

American Indian Employees:

From 1993 to 2003, American Indian Exempt non-faculty fell from 3.2% to 0 – a shift from one American Indian at this level to none. At the full-time Faculty level, American Indian employee percentages decreased from 2.3% to 1.3% or three to two employees. Finally, Classified American Indian employees experienced a gain from .6% to 1.34% or one to three employees.

Gender Breakdown:

From 1993 to 2003, Female Exempt non-faculty underwent a growth from 46.9% to 58.8% while Female Faculty enjoyed an even greater increase from 38% to 56%. The Classified area revealed a modest decrease in female representation from 66% to 62.3%.

Total Employee Headcount at PPCC:

- Exempt non-faculty employees in 1993: 37
- Exempt non-faculty employees in 2003: 77
- Full-time Faculty in 1993: 122
- Full-time Faculty in 2003: 167
- Classified staff in 1993: 172
- Classified staff in 2003: 223

Strengths:

- A. The 5.2% decrease in White Exempt non-faculty represents only a 1.1% difference between PPCC's ethnic concentration in this area and the community's percentage of Caucasian/White citizens.

Supporting Evidence:

- See statistics and sources; 1993 Self-Study Report Volume 1, yearly HRS statistics through 2003, and www.springsgov.com/census.
- 1993 Self-Study Report;
- yearly Human Resources statistics through 2003;
- City of Colorado Springs official web site: www.springsgov.com/census

- B. Hispanic Exempt non-faculty experienced a dramatic growth from 0 to 8.3% of this employee population in the last ten years.

Supporting Evidence:

- See statistics and sources;
- 1993 Self-Study Report;
- yearly Human Resources statistics through 2003

- C. Hispanic Classified employee percentages increased 1.6% to virtually match community demographics (12% Hispanic) while White Classified employee percentages shrank.

Supporting Evidence:

- See statistics and sources;
- 1993 Self-Study Report;
- yearly Human Resources statistics through 2003
- City of Colorado Springs official web site: www.springsgov.com/census

- D. Black Exempt non-faculty numbers have increased, resulting in a 1.2% lead over community demographics.

Supporting Evidence:

- See statistics and sources;
- 1993 Self-Study Report;
- yearly Human Resources statistics through 2003
- City of Colorado Springs official web site: www.springsgov.com/census

- E. Female employees have made gains in all areas, except in Classified where the slight decrease in females and increase in males may indicate a modest inroad into the breakdown of traditional gender occupations.

Supporting Evidence:

- See statistics and sources;
- 1993 Self-Study Report;
- yearly Human Resources statistics through 2003
- City of Colorado Springs official web site: www.springsgov.com/census

- F. American Indian full-time Faculty very nearly match PPCC's student population and exceed community demographics.

Supporting Evidence:

- See statistics and sources;
- 1993 Self-Study Report;
- yearly Human Resources statistics through 2003
- City of Colorado Springs official web site: www.springsgov.com/census

Concerns and Recommendations:

- A. The 2003 figures indicate that Caucasian/White faculty numbers are 8.0% above community demographics.

Supporting Evidence:

- See statistics and sources;
- 1993 Self-Study Report;
- yearly Human Resources statistics through 2003
- City of Colorado Springs official web site: www.springsgov.com/census

Recommendation:

- In keeping with Strategic Plan dicta, the President, Vice Presidents, and Deans should emphasize the priority of minority hiring to all selection committees. More rigorous recruiting procedures are also in order, involving regular communications with cultural and business groups in the community.

- B. Representation of African-American/Blacks among Faculty (in terms of headcount) has not increased in the last 10 years at PPCC. Reflecting only half the community demographics and less than a third of the PPCC Black student population, this lack of ethnicity is particularly disturbing.

Supporting Evidence:

- See statistics and sources;
- 1993 Self-Study Report;
- yearly Human Resources statistics through 2003
- City of Colorado Springs official web site:
www.springsgov.com/census

Recommendation:

- Same as above recommendation for Concern A.

- C. Hispanic full-time Faculty numbers lag behind corresponding numbers in the PPCC student body and the community at large, representing another challenge.

Supporting Evidence:

- See statistics and sources;
- 1992-1993 Self-Study Report;
- yearly Human Resources statistics through 2003;
- City of Colorado Springs official web site:
www.springsgov.com/census

Recommendation:

- Same as above recommendation for Concern A.

Conclusion:

PPCC has made some progress in enhancing its integrity relative to diversity issues, and its most notable gains have occurred in its greater gender representation in Exempt and Faculty areas. Remaining a prime challenge and concern is the college's under-representation of ethnic minorities in these and the Classified areas of employment. Because student percentages of ethnic minorities are considerably higher than corresponding percentages in the community demographics, college officials are and should remain vigilant in their efforts to recruit more minorities, especially minority Faculty. It has been speculated that the recent transitions of college presidents may well have hindered a concentrated effort to improve this area in the past three years. However, since many Faculty are now on the verge of retirement, the college can—if it embarks on a serious campaign to market minorities in job searches—expect to make some significant gains in this area.

Fall 2003 Faculty Demographics

Below represents the latest demographics for faculty at Pikes Peak Community College.

Males = 72 total

White – 63
Black – 2
Hispanic or Latino – 5
Asian – 1
American Indian or Alaskan Native – 1
Native Hawaiian or Pacific Islander – 0

Females = 95 total

White – 82
Black – 5
Hispanic or Latino – 5
Asian – 2
American Indian or Alaskan Native – 1
Native Hawaiian or Pacific Islander – 0

Integrity in Articulation and Records for Core Transfer Agreements

PPCC has developed transfer or articulation agreements, has special program privileges, or has established key relationships and educational partnerships with the following colleges and universities. Each of these can be obtained from PPCC's web page: <http://www.ppcc.edu/AdmissionsEnrollment/Admissions/TransferStudents/TransferAgreements.cfm> and from the records office of the college.

Staff members responsible for articulation agreements maintain frequent contact with the student scheduling/advising areas of the college, striving for consistent and up-to-date communication of information.

- Adams State College
- Art Institute of Colorado
- Capella University, Minnesota
- Colorado School of Mines
- Colorado State University
- Colorado State University – Pueblo
- Colorado Christian University
- Colorado College
- Colorado Technical University
- DeVry University
- Fort Lewis College
- Franklin University
- Mesa State College
- Metropolitan State College
- Regis University
- Southwestern College, Kansas
- University of Colorado – Boulder
- University of Colorado – Denver
- University of Colorado – Colorado Springs
- University of Denver
- University of Northern Colorado
- University of Phoenix
- Western State College

Staff members responsible for articulation agreements maintain frequent contact with the student scheduling/advising areas of the college, striving for consistent and up-to-date communication of information. Division deans and their respective department chairs review articulation agreement or transfer drafts prior to approving such agreements. Four-year college campus visitations are scheduled regularly. Specifically, deans, advisors, and scheduling personnel receive a schedule of these visitations, and generally, all PPCC staff and faculty can check the college web site or the newsletter for scheduled dates. During fall 2002, the Assistant to the Vice President for Articulation and Transfer and the Transfer Program Assistant began developing an online status chart, which

lists transfer agreements and special privileges for transfer students, such as the University Connection program with the University of Colorado at Colorado Springs, and ways to contact four-year colleges.

PPCC fosters strong relationships with certain agencies (including four-year colleges themselves) outside the college's service area to promote a variety of solid, effective articulation and transfer agreements. Designated college representatives receive regular input from the Colorado Community College System office, on the development of a state-wide transfer policy. A particular emphasis in recent years has been building relationships with technical colleges and universities in an effort to expand transfer possibilities for AGS and AAS degree students as well as for certificate completers. Specific proprietary institutions with which PPCC has struck up strong alliances include Capella University; University of Phoenix; Regis University; DeVry University; Franklin University; and Southwest College. For example, during fall 2002, DeVry University admissions and advising personnel sponsored a luncheon in the Centennial Campus faculty wing to provide an informal venue for advisors from each institution to meet.

Strengths:

- A. PPCC responds well to the needs of its four-year counterparts.

Supporting Evidence:

- Regular office space is available for advisors from Colorado State University – Pueblo (formerly University of Southern Colorado), and the University of Colorado – Colorado Springs (UCCS).
- Advisors from the above-noted institutions are available weekly on-site to provide guidance to potential transfer students.
- The rotunda and atrium at the Centennial Campus provides a spacious venue for public and private colleges and universities wishing to set up tables and share information about their transfer policies and opportunities. Four-year institution representatives also visit The Downtown Studio Campus and the Rampart Range campus.
- A PPCC-based program assistant has been recently assigned to coordinate transfer and articulation activities and to liaise with colleges and universities to disseminate transfer information. A faculty member has been given a half-time release from teaching duties to oversee the transfer matters.

- B. PPCC effectively sustains its contacts with four-year colleges and universities

Supporting Evidence:

- During fall 2002, PPCC representatives met with advisors and representatives of area colleges and universities to strengthen previous agreements and alliances.

- C. Any student concerns regarding transfers are dealt with smoothly and efficiently by either the Articulation and Transfer Coordinator or the Assistant to the Vice President for Educational Services for Articulation, Transfer, and Teacher Preparation.

Supporting Evidence:

- The Assistant to the Vice President for Educational Services for Transfer and Articulation and the Program Transfer Assistant have developed separate information packets containing transfer opportunity information, which are accessible on the college's web site for both faculty advisors and students.

Conclusion:

Making transfer program information readily accessible on the college website has made excellent improvements and provided a valuable resource for the community. Improvements such as direct links to already existing articulation agreements with individual four-year institutions along with information on advising. PPCC's efforts to systematize and publicize transfer opportunities should significantly improve the program. The college should continue promoting student understanding of its transfer programs to facilitate student success. In addition, the college should maintain its commitment to train faculty advisors in transfer advising and to use a variety of means to ensure that students are aware of transfer opportunities available to them.

Integrity in Articulation and Records for High School Articulation

Although PPCC and local high schools have shared articulation agreements for the past 15 years, high school students were not taking advantage of these agreements. In an effort to increase student interest and participation, in 2001-2002, PPCC implemented a process whereby high school students could receive transcribed credit for career and technical education courses taken at their own high school rather than at PPCC. Thus, students can obtain college credits for such courses in a way that makes the process more attractive to them. In addition to encouraging high school students to make use of articulation agreements in place between their high school and PPCC, this approach has also promoted stronger communication among all partners and has emphasized marketing methods to students, parents, teachers, counselors, and administrators.

Outlined below is the process which the high school students must follow to obtain college credit for career and technical courses taught at PPCC:

- Must earn an A or B in selected course;
- Must fill out a PPCC admissions form;
- Must complete and submit a “Teacher Grade Verification” form;
- Must pay \$10 per course
- Must apply for PPCC credit the year in which the course is completed.

PPCC and participating high school faculty met to determine common competencies in entry-level career and technical education courses. Actual course listings by district and/or school may be found at www.ppcc.edu/hsarticulation. Career and technical areas represented include

- Accounting
- Architecture and Construction Technology
- Auto Mechanics
- Business
- Cisco
- Computer Aided Drafting
- Computer Information Systems
- Culinary Arts and Hospitality
- Early Childhood Professions
- Electronics
- Machining Technology
- Marketing
- Welding
- Visual Communication

School districts participating in articulation agreements with PPCC include

- Academy School District 20
- Canon City School District
- Colorado Springs School District 11
- Ellicott School District 22
- Falcon School District 49
- Fountain-Fort Carson School District 8
- Fremont School District RE-2
- Harrison School District 2
- Lewis-Palmer School District 38
- Salida School District
- Widefield School District 3
- Woodland Park School District

Articulation agreements are annually updated through individual area meetings as well as at the annual Articulation Summit held in June.

Strengths:

As a result of strong articulation agreements with area high schools, students and parents have become more familiar with community college opportunities. Specifically, such familiarity results from visits to high school career and technical education classrooms; on-site presentations to high school counselors, faculty conferences, and superintendents' meetings concerning articulation opportunities; and marketing efforts such as flyers, posters, and handouts.

Supporting Evidence:

- At the end of June 2002, 75 students applied for and earned over 500 credit hours of career and technical education credit. Previous to 2002, while no formal records were maintained of students receiving articulated credit, numbers were very low.
- Increased awareness on behalf of high school staff and faculty has led to requests to expand articulation agreements and for PPCC representatives to speak to students and parents.
- Schools that had not formerly participated in articulation agreements with PPCC have asked to become part of the process.

- The Colorado Community College System supports this new process of articulation to the extent that system representatives asked the Director of Area Vocational Programs and the Coordinator of the High School Articulation Project to write a grant that would provide information about articulation programs offered through Colorado's community colleges. The chief goal of such a grant would be to develop a unified articulation plan among high schools, area vocational schools, and community colleges in Colorado. This grant will be implemented in the 2002-2003 school year.

Supporting Evidence:

- As a result of the Colorado Common Course Numbering System (CCCNS), more community colleges are convinced that high school articulation agreements can be implemented smoothly and effectively.
- Statewide articulation meetings in 2002-2003 have been more actively supported by community college vice presidents, and some community colleges are using PPCC's articulation model as a basis for a process of their own.
- Through the discussions at the statewide meetings, the Colorado Community College System is now looking at developing a statewide plan for "escrowing" articulated credit so that any student in high schools throughout the state could earn articulated credit that could be used at any Colorado Community College. This new plan will be in place for the 2004-2005 school year.

The chief goal of such a grant would be to develop a unified articulation plan among high schools, area vocational schools, and community colleges in Colorado. This grant will be implemented in the 2002-2003 school year.

Concerns and Recommendations:

More interest and participation from high school students will be required to render the process as successful as it can be.

Supporting Evidence:

- PPCC representatives visited classrooms of more than 3,000 high school students within the PPCC service area.
- Approximately 75 students took advantage of this opportunity the first year.

Recommendation:

- A faculty member, the Coordinator of the High School Articulation Project, has begun working to increase interest and participation in this process among high school students. The process needs to be as simple as possible to encourage more teachers, parents, and students to participate.

Some of the practical elements of her work include clearly disseminating the following basic guidelines and directives to students and staff at area high schools:

- a) Work with high school teachers to collect information forms from students.
- b) Ask students to bring the forms directly to PPCC.
- c) Provide a high school “liaison” to help collect forms from all career and technical education classes.
- d) Continue working with counselors to promote the program.
- e) Create a follow-up process with students who attend PPCC to gauge their success in the program.
- f) Continue working with local career and technical education directors at the local school districts to make improvements to the process.
- g) Serve on the statewide Articulation Committee.

- Remaining questions and concerns center on lack of certainty regarding the level of support PPCC can expect for its articulation process from the Colorado Commission on Higher Education. Particular questions that need to be resolved include
 - What grade should be required to receive articulated credit?
 - Should agreements follow a single format, to be used state-wide?
 - As a result of common numbering, will Colorado community colleges accept articulated credit from one another?
 - How should the credit be denoted on college transcripts to ensure state-wide consistency?

Supporting Evidence:

- Community colleges across Colorado currently follow different articulation processes, rendering state-wide articulation guidelines inconsistent and inefficient.

Recommendation:

- The above concerns and questions are already being addressed and will be forwarded to the state vice presidents’ meeting for the vice presidents to discuss and evaluate. These concerns are also being addressed by a statewide Articulation Committee.

Conclusion:

High school articulation represents a solid opportunity for many students which can save them time and money as well as grant them credit in career and technical fields while they are still enrolled in high school. While PPCC will continue the articulation process already in place—working with local high school students, parents, teachers, and administrators—the state system must create a process for “escrowing” credit that will be accepted by all the community colleges in the state. The goal will be to implement a simple process to encourage teachers to help students earn this credit while in high school. This credit will be awarded by the Colorado Community College System and will be accepted at any Colorado community college. As the new state process is implemented in 2004-2005, PPCC should then follow suit with revisions of its own process in this area.

Integrity in Articulation and Records for Transcripts

Pikes Peak Community College demonstrates its integrity in its practices and relationships by offering the appropriate handling of student transcripts.

Strengths:

- A. PPCC provides unofficial transcripts to students in a timely, inexpensive manner.

Supporting Evidence:

- PPCC will provide unofficial transcripts by fax if it receives written authorization. In addition, students can obtain such transcripts over the counter immediately for an additional \$2.
- PPCC will provide unofficial transcripts to students over the Internet as long as the requesting students have no outstanding financial obligations on their accounts.

- B. PPCC grants appropriate credit for prior learning.

Supporting Evidence:

- PPCC awards credit to coursework earned at other accredited institutions.
- Students can, in some cases, receive college credit for prior learning obtained through work experience in accordance with State Board policies.

Concerns and Recommendations:

- A. Currently, students must wait three weeks for their incoming transcripts to be evaluated, which can delay or impede their admittance to certain courses at PPCC.

Recommendation:

- PPCC Admissions staff should strive to provide completed transcript evaluations to students within one week.

Conclusion:

Pikes Peak Community College demonstrates integrity in its practices and relationships by issuing students unofficial transcripts efficiently and economically. College staff also works diligently to fairly and thoroughly evaluate incoming transcripts and documentation of prior learning. Lessening the turn-around time for transcript evaluation by two-thirds should be the primary goal of staff in charge of transcripts.

Integrity in Contracts for Review and Approval Procedures

The state of Colorado dictates review and approval policies and procedures that pertain to fiscal authority. According to state guidelines, then, specifically designated college officials may authorize expenditures in the following manner:

Board Policies BP 8-60, BP 3-70 can be found at the following URL Address:

<http://www.cccs.edu/Docs/SBCCOE/Policies/BP/BP-TOC.html>

- The Purchasing Manager up to \$50,000;
- The Chief Financial Officer up to \$100,000;
- The President up to \$200,000;
- The System President above \$200,000

In the case of enterprise-related program contracts, Area Vocational Programs, Learning Enterprises, the Vice President for Educational Services may exercise authorization of funds.

Expense Contract Transmittal and Revenue Contract Transmittal forms are required on all expense contracts, which must undergo review and obtain approval from each of the following:

- The originator/director;
- The purchasing agent;
- Financial Services;
- The area Vice President;
- The Chief Financial Officer;
- The Signature Authority;
- The State Controller

All revenue contracts must undergo review and obtain approval from each of the following:

The originator/director; The purchasing agent; Financial Services; The area Vice President; The Signature Authority; The originator develops a budget for the contract (expense or revenue) and, once all parties have signed the contract, it is finalized and a purchase order submitted for the required funds. A timeline and budget accompany each purchase order, and specific accounts are frozen once they reach maximum amounts. Financial Services staff monitors each of these contract budgets to determine that all original funding has been spent or received and to review and verify any under-expenditures. All original contracts are kept in the Financial Services Office where they are numbered and accounted for. Retired contracts of one year or less

are kept separate from active contracts; inactive contracts beyond one year are put in storage. The College Comptroller and her staff in Financial Services maintain financial reports and fiscal records. Arthur Anderson, LLP (Limited, Liability Partnership), compiled the Annual Financial Report for the Community Colleges of Colorado (CC of C) for the fiscal years ending June 30, 2000, and June 30, 2001. PPCC, specifically, underwent an audit after the 2000 report. Both the 2000 and 2001 financial reports as well as the 2000 audit report are available upon request.

Financial Report for the Community Colleges of Colorado (CC of C) for the fiscal years ending June 30, 2000, and June 30, 2001. PPCC, specifically, underwent an audit after the 2000 report. Both the 2000 and 2001 financial reports as well as the 2000 audit report are available upon request.

Strengths:

The “checks and balances” method of contract authorization works effectively. The method provides for a predictable expectation of expenditures. Though the time-line for completion of any given authorization process is lengthy, no financial difficulties or questions occur as a result.

Supporting Evidence:

- No legal action against PPCC concerning any contractual agreement between it and another party has occurred for as long as the college has operated.
- The institution has maintained integrity in adhering to board policy (BP 3-70) pertaining to Conflict of Interest. This has assured the “checks and balances” method of contract authorization to remain at highest uprightness.

Conclusion:

The process by which fiscal contracts are handled at PPCC demonstrates a high degree of integrity. Overall, the authorization process as it is currently handled works fairly and accurately.

Integrity in Contracts for Non-Fiscal Reporting

Non-fiscal issues center on non-monetary contracts that the college enters into with other parties, such as student internships; use of a college area for temporary, rent-free office space; liability contracts for nursing, dental, and emergency medical technology students; and donation of used, out-of-date equipment.

The Director of Facilities and Procurement works with all parties involved to compile these contracts. She consults with a legal advisor as appropriate and, if she concludes that a contract is sound and the college will remain in compliance with statute, policy and rule, she recommends that the college enter into it. The contract is then signed by the appropriate dean, the Vice President for Educational Services, and the college President. The corresponding delegation of signature authority, BP 8-60, outlines the exact procedure as PPCC follows it.

Strengths:

- A. The procedure for non-fiscal reporting is followed according to clear mandates and state guidelines.

Supporting Evidence:

- No lawsuits have been filed against the college that concern failures to follow appropriate guidelines for non-fiscal reporting.
- No organization has ever declined to work with the college again because of non-fiscal reporting problems.

Concerns and Recommendations:

Not applicable.

Conclusion:

The process by which PPCC enters into non-fiscal contracts is sound, and integrity is not compromised in any discernible way.

No lawsuits have been filed against the college that concern failures to follow appropriate guidelines for non-fiscal reporting.

No organization has ever declined to work with the college again because of non-fiscal reporting problems.

Integrity in Contracts for the former Learning Enterprises, now the Office of Workforce Development

[See also related Background Information section on Learning Enterprises, in Chapter 7, Criterion Three]

Learning Enterprises was established at PPCC in 1991 where, until 2001, it maintained facilities at PPCC's Downtown Studio Campus and Commerce Center. This program's mission centered on providing customized business training to local business and industry. During the period from 1991 to 1997, Learning Enterprises worked toward three purposes:

1. To serve as a temporary headquarters for new companies in town and assist them in becoming established and training their employees;
2. To provide conference, training, and meeting rooms for companies and government or nonprofit organizations;
3. To provide consulting work in Organizational Development to help managers direct their growth and operations.

Various types of training in which Learning Enterprises specializes include team building, computer skills (applications and programming), technical skills, manufacturing/industrial skills, management skills, performance skills, supervisory skills, customer service skills, and English as a Second Language.

In January 2003, PPCC and Pueblo Community College (PCC) signed the Business and Industry Workforce Training Collaboration Partnership Agreement. As a result, the two institutions consented to collaborate in the delivery and development of workforce training in Colorado Springs and Pueblo.

In 1998, Learning Enterprises' mission changed as a result of significant debt, the opening of the Rampart Range Campus, and shifting business trends. Because revenues generated in fiscal year 2001-2002 totaled only about one-fifth of those in fiscal year 1996-1997, the college was unable to sustain Learning Enterprises as a stand-alone entity. As part of the college's general reorganization of academic divisions and in keeping with elements of the Strategic Plan, Learning Enterprises was disbanded as a separate area.

The re-named Office of Workforce Development relies on part-time staff and instructors to fulfill its more modest, scaled-down mission. Primarily, it tailored and modified its focus to customized training and coordinating requests for classes within existing college programs. This shift in focus led to a cut in full-time staff positions (from 20 to 5 personnel) and, in 2001, the closure of the Commerce Center. Currently, the single part-time administrator oversees grants and remains the point of contact for corporations requesting training information. Primarily, though the Office of Workforce Development still offers workforce training and uses its expertise to develop curricula, the development and delivery costs of such training and curricula are now covered by those corporations requesting them.

Strengths:

- A. The former Learning Enterprises partially fulfilled its mission to respond to the community's workforce development and corporate training needs.

Supporting Evidence:

- Learning Enterprises did identify such needs in the community, consequently establishing the Commerce Center and what became CWED (Corporate Workforce and Economic Development).
- The Child Welfare Training Institute (now a part of the Division of Business, Social, and Behavioral Sciences) emerged as a significant success story of Learning Enterprises.

- B. The new incarnation of Learning Enterprises—Office of Workforce Development—now functions more efficiently and economically.

Supporting Evidence:

- As a result of a proposal made by the Executive Director of Learning Enterprises in October 2001, Learning Enterprises was dissolved as a stand-alone entity and its components re-distributed into particular academic divisions of the college so that operational costs and overall supervision of these areas could be dealt with more efficiently.
- Workforce training is now conducted only at the direct request of a corporation and only if the training can be fully funded by that corporation or by other external grants. [See cabinet minutes.]

**PPCC's
partnership
agreement with
Pueblo
Community
College has led
to broader
training
opportunities for
corporations in
both Colorado
Springs and
Pueblo.**

C. PPCC's partnership agreement with Pueblo Community College (PCC) has led to broader training opportunities for corporations in both Colorado Springs and Pueblo. Specifically,

- Customized curricula and delivery without the need to develop "in-house" materials lowers costs and broadens the scope of courses available;
- Partnering provides a larger pool of qualified instructors to each college;
- Test scores are shared between the colleges, rendering the task of student/employee qualification determination more consistent and comprehensive;
- Corporations in either service area can contract with PPCC or PCC to provide training.

Supporting Evidence:

- Business and Industry Workforce Training Collaboration Partnership Agreement.

D. PPCC's partnership with PCC will benefit Pikes Peak Community College's Workforce Training in the following ways:

- Any customized training jointly developed will be jointly owned and may be subsequently used by either college;
- Costs of publications and layout will also be shared by both colleges;
- Common publications of courses, joint marketing, and mutual links on college web sites should increase exposure and hold down direct costs.

Supporting Evidence:

- Business and Industry Workforce Training Collaboration Partnership Agreement

Concerns and Recommendations:

A. Without funding that would allow the Office of Workforce Development to inform industries of available grants; without adequate staff to solicit contracts; and without meeting space to attract new corporations' interest, the numbers of workers trained through PPCC have decreased.

Supporting Evidence:

- Compared to over 1,000 workers trained in the 2001-2002 school year, only 53 were trained in the 2002-2003 school year. [See Learning Enterprises Community Statistics.]

Recommendation:

- Although the Strategic Plan for the college does not mandate corporate training, the maintenance of the Office of Workforce Training is a sound way to respond to changing needs of new and established corporations in the Colorado Springs area. This office should continue to receive as much support as possible from the college to allow for at least modest growth in the numbers of workers it can train annually.

Conclusion:

A workforce training entity has existed at PPCC in some form since 1991. At its inception, it was considered essential to the growth of the community because of the training and retraining it provided for the local workforce. In the ensuing years, it became a financial drain on the college and, after due consideration, was substantially downsized in spring 2002. The staff of the former Learning Enterprises was reassigned to jobs within the college, the substantial financial losses were stemmed, and the entire balance of debt was repaid.

Workforce training is still available through the Office of Workforce Development. At this time, corporations must request training and provide full funding for any new training. All current grants and requests for training are being fulfilled. In addition, a re-energized effort to facilitate area growth in industry and workforce is now in place as a result of the Business and Industry Workforce Training Collaboration Partnership Agreement between PPCC and PCC.

Integrity in Miscellaneous Areas: Intercollegiate Athletics/Student Organizations

Pikes Peak Community College sponsors no intercollegiate athletic organizations due to the high costs associated with such organizations. Club sports and student organizations have been developed on the Centennial Campus, and Student Life staff hopes soon to make such extra-curricular options available at the Rampart Range and Downtown Studio Campuses as well.

Student associations at PPCC show a robust student participation record and demonstrate an organized approach in developing and sustaining such participation.

Strengths:

- A. Club sports at PPCC's Centennial Campus have been successful in garnering student interest and participation.

Supporting Evidence:

- Three athletic teams—women's volleyball, men's soccer, and co-ed karate—regularly play and compete.
- Students have expressed interest in forming men's and women's basketball teams.

- B. Student associations at PPCC show a robust student participation record and demonstrate an organized approach in developing and sustaining such participation.

Supporting Evidence:

- Twenty-eight clubs and student organizations are currently at PPCC.
- Each club or association must have an approved constitution and a full-time faculty advisor.
- Workshops on student leadership and a specific workshop for advisors conducted by the Director of Student Life addressing rules, travels, and other contingencies are regularly available for students.

Concerns and Recommendations:

- A. At the time of this report, insufficient space existed for clubs and organizations to meet comfortably and conveniently.

Supporting Evidence:

- Until 2003, space was not available for meetings at the Downtown Studio.

Recommendation:

- Current space concerns at the Downtown Studio Campus have been remedied as a result of renovation at that campus. As the institution increases in enrollment, however, space will need to be reevaluated yearly to determine accessibility and availability.
- B. Student activities require that more staff be on hand for logistics and practical purposes.

Supporting Evidence:

- Loss of a student support services employee due to a reduction in staff.

Recommendations:

- One new staff person at Centennial Campus and two half-time staff at the Downtown Studio and Rampart Range Campuses, respectively, are recommended to alleviate this concern.
- Student Life staff and other interested parties will continue to collect information to help in resolving under-staffed conditions in Student Life.

Conclusion:

To date, club sports and student organizations have enjoyed a modest but healthy growth, but this extra-curricular presence is limited to the Centennial Campus. Students at the Rampart Range and Downtown Studio Campuses need to be able to enjoy the benefits of student organizations as well; hence, more campus space and increased budget allocations for staffing will need to be reevaluated on a yearly basis to meet the needs of having these clubs and organizations meet.

Integrity in Miscellaneous Areas: Faculty Advisor Training

In recent years, the former Advising Center was restructured and is now known as the New Student Scheduling Center (NSSC). All new students begin the process of enrollment, placement testing, and first semester class scheduling through the NSSC, and degree seeking students are assigned a faculty advisor at this time. Thereafter, NSSC staff and college faculty actively encourage students to meet with their faculty advisors every semester. As recently as fall 2002, the position of Dean of Educational Effectiveness was created, which oversees the advising program.

In the last two years, faculty advisors from various academic divisions agreed to undergo TEP advisor training and became, as a result, the designated education advisors for their respective divisions.

Faculty advising occurs on a number of levels at PPCC. First, most faculty members receive initial and essential training in Student Information System (SIS) to learn the technical fundamentals of this process. Second, faculty advisor training generally takes place within each academic division according to that division's procedures and guidelines. Finally, college representatives have recently conducted more formalized advising sessions for faculty regarding state changes to the Associate of Arts and Associate of Science degrees. In most divisions, new faculty do not advise students during their first year of teaching, but instead, begin adopting this role during their second year. Previous to the 2002 reorganization, developmental studies faculty did not advise students as part of their job description. As a result of the reorganization, however, these faculty—now known as College-Prep Mathematics and English and part of the Mathematics and Technology Division and the Languages Division, respectively—will be actively engaged as advisors by fall of 2003.

The Teacher Education Program (TEP) represents a specialized branch of advising and is currently under the auspices of the Assistant to the Vice President for Educational Services for Teacher Education. In the last two years, faculty advisors from various academic divisions agreed to undergo TEP advisor training and became, as a result, the designated education advisors for their respective divisions. Because the state of Colorado mandates the curricular requirements of the TEP, advisors who work with pre-teacher education majors use a strictly defined guideline of approved courses as their advising basis.

In 2002, approximately 30 community college credits became part of the “Phase I: Approved Courses” list for pre-teacher education majors, and in spring 2003, another set of courses amounting to approximately 15 credits was also approved by state officials (“Phase II: Approved Courses”).

Strengths:

- A. General Student Information System (SIS) training and advising sessions during each semester’s Professional Development Week activities and throughout a given semester proved valuable in updating advisors on key changes to the process.

Supporting Evidence:

In 2002-03, the following workshops were held:

- Advising Basics: 8/21/02; 8/23/02; 3/13/03; 4/1/03
- SIS Basics: 8/21/02; 8/23/02; 1/14/03; 3/14/03; 4/3/03
- SIS Advanced: 1/14/03; 1/16/03; 3/17/03; 4/3/03
- Advanced Advising: 1/14/03; 1/16/03
- Advising for AGS: 3/10/03; 4/10/03; 4/11/03
- New Core: 4/4/03; 4/7/03; 4/8/03

- B. Advisors in transfer programs are kept up-to-date on changes and developments in articulation agreements and transfer issues.

Supporting Evidence:

- Advisors can find updated materials on the above at <http://intranet.pccc.edu/Publications/TransferInfoforAdvisors>.

- C. Teacher Education Preparation Program advisors benefit from ongoing information and updating regarding the developments in TEP and the unique issues involved in advising pre-teacher education students.

Supporting Evidence:

- The Assistant to the Vice President for Educational Services for Teacher Education has prepared and keeps updates to a handbook for TEP advisors. She distributes this handbook to all new TEP advisors.
- As the only community college representative at the state level for teacher education, the Assistant to the Vice President for Educational Services for Teacher Education serves on the state committee that determines which courses will be included in the TEP.
- TEP advisor training sessions are held at the beginning of each semester with updated information sent to the advisors as it becomes available.

Concerns and Recommendations:

- A. Ongoing changes in state policy complicate faculty advisor training.

Supporting Evidence:

- The statewide core for next year has been decided; however, the core for coming years is still in flux.

Recommendation:

- College advising representatives should plan and conduct frequent training sessions with full information, including information on course re-numberings as per the recently implemented Colorado Common Course Numbering System.

Conclusion:

Despite current challenges to effective advising presented at the state level, PPCC's recent emphasis on streamlining the advising system and regularizing faculty advisor training should help the college better and more consistently serve students.

Integrity in Miscellaneous Areas: Shared Resources

Pikes Peak Community College demonstrates integrity in its practices and relationships in the Area Vocational Program's sharing of resources with other institutions.

Strengths:

- A. The PPCC Area Vocational Program (AVP) has proven a highly accessible community program in its commitment to serve 19 area school districts and approximately 500 students annually.

Supporting Evidence:

- PPCC consistently sends AVP contracts to schools and invites all area schools to encourage interested students to contact its AVP staff and faculty.
- AVP staff meet with local school counselors four times a year in order to go over new policies and procedures, attendance issues, etc. Some PPCC instructors present their programs as well.

- B. PPCC's AVP offers an affordable, wide variety of programs that meets students' needs.

Supporting Evidence:

- Seventeen programs are available at PPCC from which incoming high school students may select.
- School districts pay \$2900 per student enrolled in PPCC's Area Vocational Program.

Concerns and Recommendations:

Not applicable.

Conclusion:

The PPCC Area Vocational Program is affordable, available, and committed to the 19 area school districts it serves. It provides diverse and high-quality programs that enable high school students to develop skills in their chosen vocational fields.

Summary of Criterion Five Findings:

Areas of documentation, diversity, articulation and records, and contracts have been presented as they apply to institutional integrity. Documentation contained many discrepancies with respect to hard copy publication and actual practices. The overall recommendation calls for the phasing-out of all hard copy materials and a movement towards a paperless system. Knowing that this transition will be difficult to incorporate in one year, it is recommended that the direction of the college in the next two years be communicated to faculty, students, and staff through announcements on hard copy publications with the goal of being completely paperless in three years.

Diversity has shown advancements since the 1993 visit but is an area that requires additional resources to maintain a rich culture at Pikes Peak Community College. The recent hiring of new faculty and staff for the fall 2003 semester is another indicator of this college's desire to enhance its minority population and reflect the community we serve as stated in the college's strategic plan.

Articulation and records has been an area that has recently been in the spotlight with respect to legislation. Because of the recent common course numbering project and student bill of rights legislation, articulation of courses along with the integrity of course transfer has seen many changes with the goal of making a guaranteed course transfer from the two-year school to the four-year school a reality. With current articulation agreements and the goals and practices of Pikes Peak Community College in place to meet students' needs, transcripts and course transfer procedures have been enhanced with integrity remaining intact.

Contracts have remained excellent with respect to integrity. All contracts have guidelines that are strictly adhered to, which supports the integrity of the college. The current practices are recommended to remain unchanged based on the results of past contract obligations.

In all, the evaluators of this criterion on institutional integrity conclude that the area represents a strength at Pikes Peak Community College.

Summary of Criterion-Based Chapters 5–9:

Criterion One (The college’s demonstrated mission and purposes):

The college has demonstrated greater awareness of the need to hone its vision, mission, and goals statements and has worked to ensure a wider-scale faculty and staff involvement in the development and composition of those statements. Although the primary organizational components required for appropriate decision-making have existed for some time, the inter-group connections required to render these components a smooth and functioning whole have not always been in place nor have they always been effective. In part, this concern is being acknowledged and addressed through the efforts of such organizations as the Strategic Planning Council under the President’s leadership.

Criterion Two (The college’s effective organization of human, financial, and physical resources):

The college has made considerable technological innovations to physical space—especially classroom space—at all three campuses although budget restraints at the state and local level have certainly impeded its goals in some areas of renovation and construction. Overall, however, officials have done well to work within such constraints so that safety and basic institutional effectiveness are not compromised.

Financial resources have also been well-maintained at PPCC. While certain patterns noted in governing entities at PPCC have given rise to some concerns among staff and faculty, delineated in the fall 2002 PACE survey (Personal Assessment of the College Environment), most stakeholders perceive the Strategic Plan as a means to attend to these concerns collaboratively in the coming years.

Criterion Three (The college's accomplishment of its educational purposes):

The college's educational programs are especially strong, primarily because of excellent instruction, and students also appear pleased with most student services although not all services are advertised to the extent that they might be. Assessment of Academic Achievement, although in its nascent stages, is now truly focused on college-wide learning outcomes rather than departmental evaluation. College-wide forums for defining and clarifying the purpose of assessment have taken place, and plans for detailed, thorough assessment in all classrooms are underway.

Criterion Four (The college's continuing work to strengthen educational effectiveness):

Generally, PPCC's educational effectiveness is proven through its adept management of fiscal, technological, physical, and human resources, especially in the midst of severe state budgetary constraints. However, college officials and program overseers will face challenges in continuing to implement the state's instructional mandates while coping with the realities of reduced state funding. In an effort to keep student success its highest priority, PPCC must embrace recent and comprehensive efforts at assessment and retention. Finally, educational effectiveness appears inextricably related to the tenets of collaborative governance, and PPCC's stakeholders must renew efforts to communicate, problem-solve, and govern cooperatively to meet the growing challenges of the decade.

Criterion Five (The college's demonstration of integrity in its practices and relationships):

Since documentation represents a key avenue through which students and others form their understanding of the college's operations and since hard copies of most college publications have proven, by their nature, difficult to update for accuracy, a general recommendation calls for the phasing-out of all hard copy materials and a movement towards a paperless system. Knowing that this transition will be difficult to incorporate in one year, the subcommittees recommend communicating the direction of the college in the next two years to faculty, students, and staff through announcements on hard copy publications with the goal of being completely paperless in three years. Another area in which the college's integrity is central concerns diversity. While employee demographics indicate that diversity has improved since the 1993 visit, it remains an area that requires additional resources to maintain a rich culture at Pikes Peak Community College. With current articulation agreements and the goals and practices of Pikes Peak Community College in place to meet students' needs, transcripts and course transfer procedures have been enhanced with integrity remaining intact. In addition, all contracts have guidelines that are strictly adhered to, which confirm the college's ongoing efforts to maintain integrity.

Request for Continuing Accreditation:

On the basis of the preceding report and the above synopses of the five criteria that confirm the college's adherence to accreditation guidelines and its conscientious and ongoing efforts towards improvement in key areas, Pikes Peak Community College requests continuing accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools.



Participants in the Pikes Peak Community College Self-Study Process

(APT) = Administrative, Professional, or Technical
(C) = Classified Staff
(F) = Faculty

Steering Committee

Gayle Krzemien, Self-Study Coordinator (F)
Janele Johnson, Self-Study Writer (F)
Jenny Jirous, Previous Concerns, Advice, and Suggestions (F)
Tom Kelly, General Institutional Requirements (F)
Eva Reynolds, Criterion One (C)
Trisha Esquibel, Criterion Two (C)
Jane Abbott, Criterion Three (APT)
Karen Bowen, Criterion Four (F)
Evan McHugh, Criterion Five (F)

Subcommittee Members

Previous Concerns, Advice, and Suggestions

Jane Abbott (APT)	Frank Kuehn (F)
Betty Armstrong (APT)	Fabrizio Labate (C)
Wayne Artis (F)	Beth Lebsock (APT)
Wally Astor (APT)	Rick Lee (APT)
Judy Baros (APT)	Kathy Lehner (APT)
Colette Berge (APT)	Joanne Monaghan (C)
Jo Berger (APT)	Ken Nufer (C)
Carlton Brooks (C)	Laura Orndorff (C)
Dick Chase (F)	Cyrille Parent (APT)
Maggie Goodwin-Dahl (APT)	Eva Reynolds (C)
Bart Guthrie (APT)	George Sanchez (APT)
Gloria Harris (C)	Jennifer Sengenberger (APT)
Tami Hartman (C)	Audrey Tolle (APT)
Roman Hidrogo (APT)	Jeanette Walgren (F)
Ernest Hughes (APT)	Julie Witherow (APT)
Bob Jager (APT)	Mike Young (C)

General Institutional Requirements

Kim Barnett (C)	Ann Maestas (F)
John diStasio (APT)	Rob Olson (F)
Eileen Hogue (APT)	

Criterion One

Judy Baros (APT)	Phil Myers (APT)
Laurie de Herrera (F)	Steve Walth (F)
Kathy Kennington (C)	

Criterion Two

Pam Archuleta (C)	Nancy Martinez (C)
Cheri Arfsten(C)	Taffy Mulliken (F)
Marianne Berdon (C)	Troy Nelson (APT)
Sheila Bieker (C)	Connie Robinson (C)
Terri Dolaway (C)	Paul Ross (C)
Ben Fontes (C)	Tammy Ryd (Student)
Ruth Graul (F)	Michael Singels (C)
Dirk Howard (APT)	Kathy Thorson (C)

Criterion Three

Jane Astor (F)	Michelle Hulsey (C)
Wally Astor (APT)	Rockie Hurrell (C)
Kim Barnett (C)	Wade Knight (F)
Judy Baros (APT)	Bob LaMont (F)
Dale Baxter (APT)	Beth Lebsock (APT)
Colette Berge (APT)	Nancy McCollum (F)
Gail Bicknell (C)	Sandra Miller (F)
Linda Bolling (C)	Steve Milligan (APT)
Chuck Bowles (F)	Laura Orndorff (C)
Megan Boyle (APT)	Mike Parcha (F)
Lorraine Coke-Clark (F)	Stephanie Pauley (APT)
Tim Davis (F)	Dave Potts (F)
Debra Dech (C)	Laura Powell (C)
Susan Dodson (C)	Amy Reed (F)
Lisa Donaldson (F)	Earl Saunders (F)
Jean Echevarria (F)	Jenna Shearn (F)
Sharron Evans (C)	Kelly Sherman (F)
Vicki Furaus (C)	Ron Shields (APT)
Julie Gonzales (C)	Mary Ann Tabor (C)
Bart Guthrie (APT)	Cynthia Theard (C)
Gloria Harris (C)	Kathy Thorsen (C)
Julie Hazel (C)	Audrey Tolle (APT)
Cathy Henrichs (F)	Glenda Vigil (C)
Carol Hetzler (C)	Nancy Wells-Georgia (Student)
Rebecca Hicks (F)	Sylvia Whiteman (C)

Criterion Four

Cindy Buckley (F)	Anne Penland (Student)
Lisa Donaldson (F)	Gwen Wiley (F)
Lia Howard (APT)	Julie Witherow (APT)
Mark King (F)	Bill Wysong (F)

Criterion Five

Marissa Aldridge (Student)	Mark Izold (F)
Karla Belew (F)	Sandy Johannsen (APT)
Colette Berge (APT)	Pat Lichty (F)
Kathy Birkhead (F)	Bob McMullen (F)
Carlton Brooks (C)	Mark Parcha (F)
Deb Center (F)	Larry Threlfall (F)
Deric Davenport (F)	Richard Trussell (F)
Sylvia Espinosa (F)	David Wells (F)
Cecilia Humphries (C)	

Data Collection Team

Dale Baxter, Chair (APT)	Mark Klinger (C)
Jinny Cavin (APT)	Sherri McCullough(C)
Eileen Hogue (APT)	

PR Team

Colette Berge (APT)	Kay Loeber (APT)
Tina Getz, Chair (F)	Steve Milligan (F)
Nan Heflin (C)	Taffy Mulliken (F)
Lois Kline (F)	Ed Quesada (APT)

Visit Team

Dick Chase (F)	Rob Hudson (F)
Julie Gonzales (C)	Ruth Ann Larish (F)
Ruth Graul, Chair (F)	

Administrative Support

Patti Bauer (C)	Chris Wilkerson (C)
Shelly Bennington (C)	

Technology Support

Fabrizio Labate (C)	Cyrille Parent (APT)
---------------------	----------------------

Production

Mark Day (C)	George Sanchez (APT)
Roman Hidrogo (APT)	Claudia Smith (C)

Readers

Judy Baros, Dean

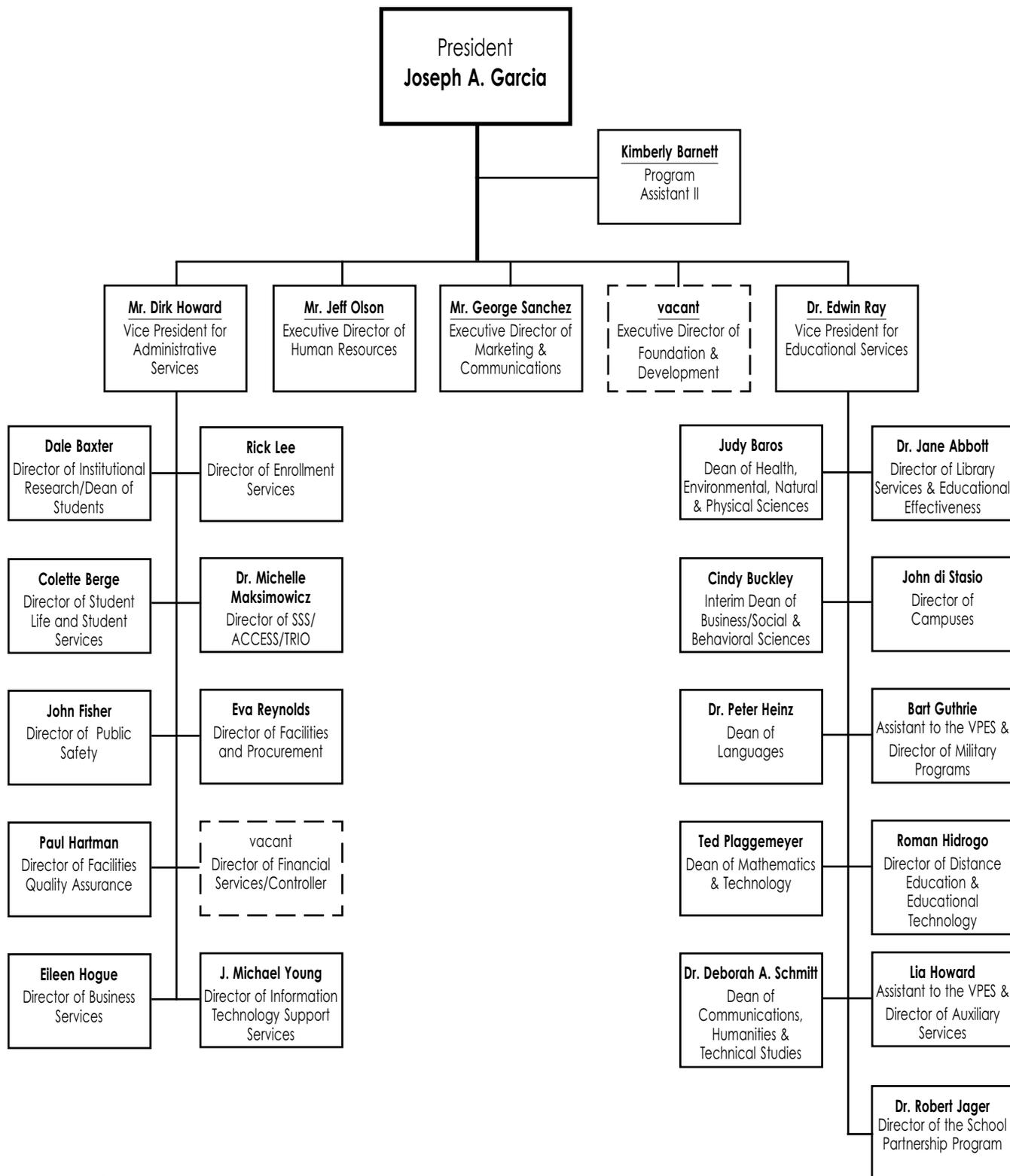
George Bolte, past Advisory Council Chair

Jerry Singleton, PPCC Foundation Chair

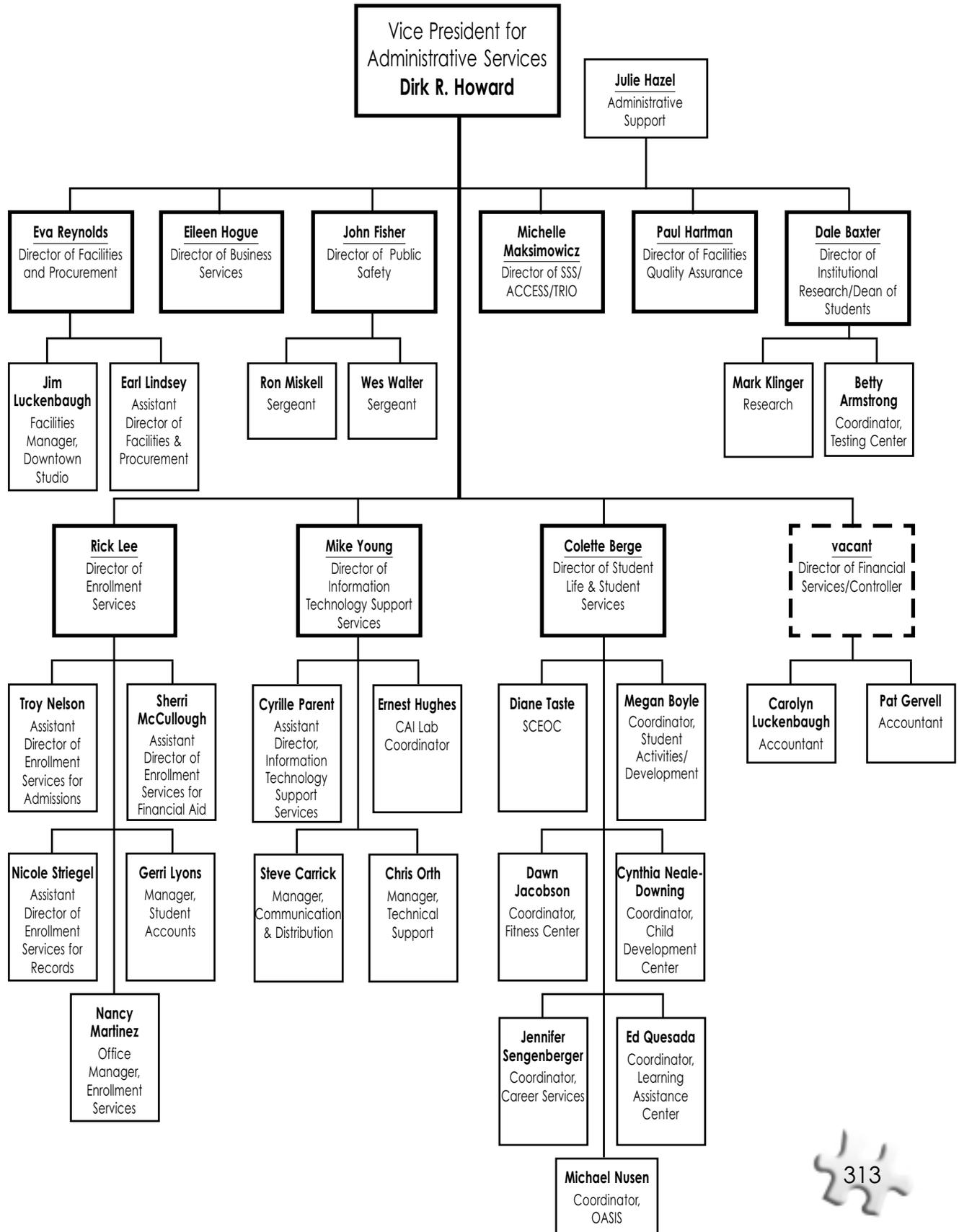
Students – Comments were solicited from Phi Theta
Kappa and Student Government

On behalf of the Steering Committee, a special
acknowledgement for President Joseph Garcia and Vice
President for Educational Services Edwin Ray for their
support and thoughtful and constructive review and
contributions to this Report.

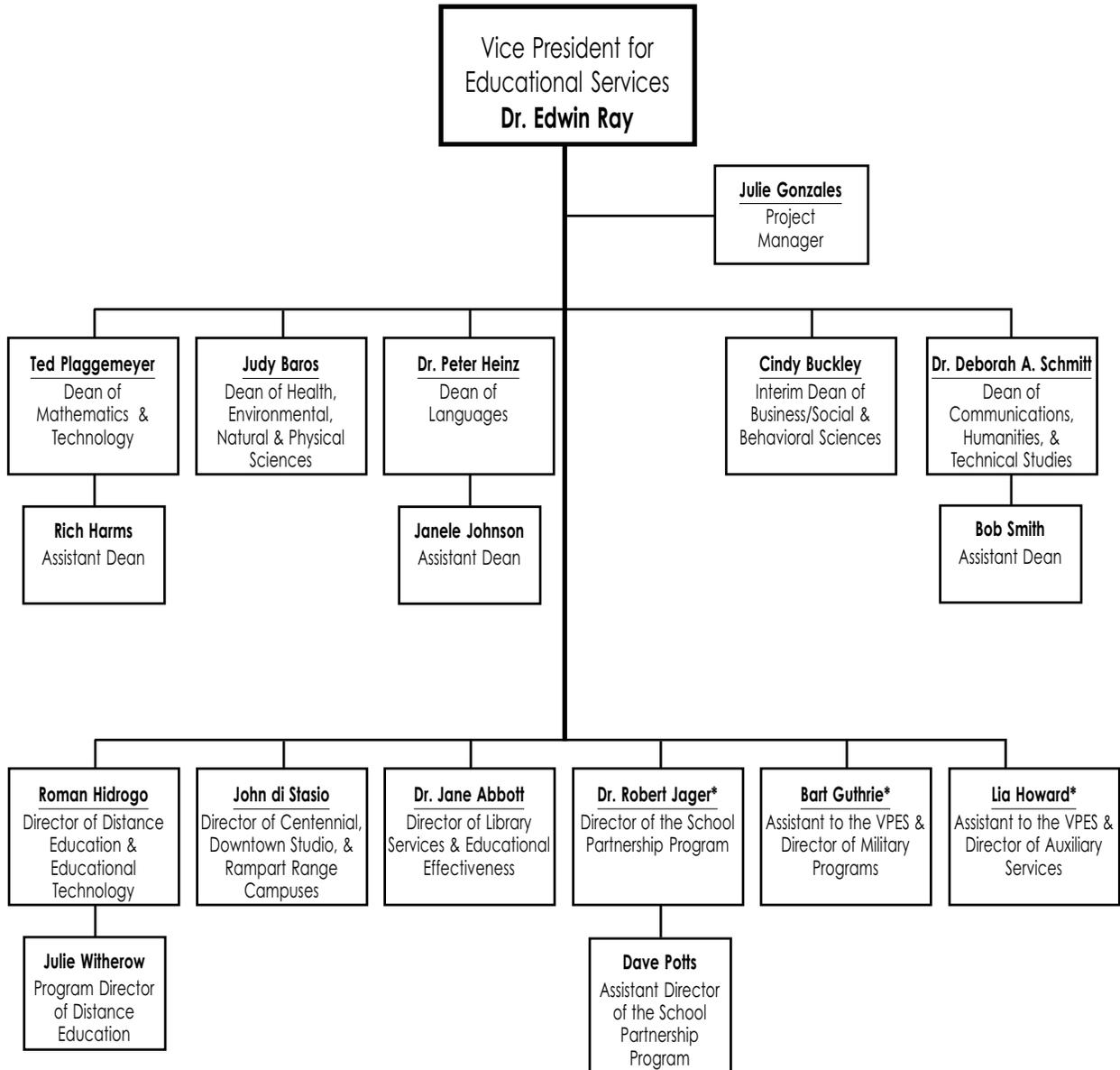
Pikes Peak Community College Administrative Organizational Chart



Pikes Peak Community College Administrative Services Organizational Chart



Pikes Peak Community College Educational Services Organizational Chart



*funded in full or in part from non-general fund sources

Pikes Peak Community College 2002-2007 Strategic Plan

A MESSAGE FROM JOSEPH A. GARCIA, PRESIDENT, PPCC

The Pikes Peak Community College 2002-2007 Strategic Plan was developed by College administrators, students, faculty, staff, Advisory Board and Foundation Board members, and community leaders. The Plan is the result of a collaborative planning process that took place over two years, spanning a period during which three different individuals served as president of the College. All members of the College community participated in some way in the formulation of this plan, and the members of the Strategic Planning Committee deserve special recognition for their contribution of time, energy, and talent. I commend everyone who participated in this effort. Their support and contributions made this plan possible.

The focus of the Pikes Peak Community College Strategic Plan is on individual student success. I believe this focus will enable Pikes Peak Community College to fully meet the transfer, career, and technical educational needs of its students and the community it serves. I am confident that the vision and values stated in this Strategic Plan will guide us towards realizing our shared aspiration of being a community of learners and scholars who believe that what we do here and what we learn here will contribute to the cultural and economic vitality of the Pikes Peak Region.

MISSION

Our mission is to provide high quality educational opportunities accessible to all, with a focus on student success and community needs, including

- occupational programs for youth and adults in career and technical fields,
- two-year transfer educational programs to qualify students for admission to the junior year at other colleges and universities, and
- a broad range of personal, career, and technical education for adults.

VISION

At Pikes Peak Community College, we will unite in our focus on individual student success. Students will choose our College because of our supportive learning environment, enthusiastic and respected faculty and staff, and our ability to meet our diverse community's varied educational needs.

We will have the following attributes in five years:

Student Attributes

- Student FTE of 6,800, representing a five percent annual increase over five years. Our students will be enthusiastically satisfied with their PPCC academic experience as evidenced by matching or exceeding national norms.
- Student retention rate of students in short term certificate programs (less than two years) will increase from one term to the next by three percentage points during each of the next five years. Student graduation rates and/or transfer rates will increase by three percentage points during each of the next five years.

Academic Attributes

- An institution that remains fully accredited by the Higher Learning Commission.
- A mix of academic programs, career and technical programs, and certificate programs that is responsive to the needs of the community.
- Schedules and delivery methods will be flexible and responsive to the community.
- Excellence throughout all programs with cross-disciplinary collaboration and an emphasis on academic rigor, oral and written communication skills, and critical thinking.
- A community of thinkers and learners.
- A campus culture and organizational structure that encourages faculty interaction across disciplines with the opportunity for discussion of pedagogical issues, mutual understanding, and respect and constructive problem solving for the good of the institution.
- Academic programs and activities that reflect the diversity of our society and encourage an understanding of global interdependence.

Faculty and Staff Attributes

- A diverse faculty and staff reflective of the Pikes Peak Region that are enthusiastic, student-focused, well qualified for their responsibilities, and highly satisfied with PPCC as an employer.
- Full-time faculty FTE growth will be twice that of student FTE growth.
- Adjunct faculty FTE will remain constant.
- General fund APT and classified staff FTE growth will be half that of student FTE growth.

Campus Attributes

- Effective utilization of the existing three campuses with space allocation based on the needs of the College and students.
- Clean, well-maintained, accessible, and safe physical facilities offering a full range of student support services.

Financial Attributes

- Total general fund revenues approaching \$40 million.
- A cash reserve fund balance of three percent of annual revenues.
- An annual faculty development fund of \$132,000.
- An annual general fund APT and classified staff development fund of \$50,000.
- An annual technology and equipment replacement fund of \$250,000.
- An annual classroom furniture replacement fund of \$25,000.
- An annual new program development fund of \$100,000.

VALUES

Student Success

We believe:

- Students and their success are our highest priority.
- Learning is the process that changes and improves lives.
- All decisions should advance the quality of education and student success.
- In advocating for an affordable education.
- In the importance of relevant, comprehensive, current curricula.
- In being engaged with and supportive of our community.
- In using appropriate resources, including technology, to support the learning environment.

Quality and Excellence

We believe:

- In providing the highest quality of education and support services to our students and our colleagues across all campuses.
- The process of teaching and learning and the administration of education are mutually supportive.
- Our campuses should be showplaces for our community as reflected in their appearance.
- In actively nurturing those who take on leadership positions.
- That faculty and staff are our greatest assets and that our commitment to and support of their continuous professional development is essential.
- In realistically allocating time and other resources so that employees can reach our agreed upon goals and meet high standards.
- In engaging with and being supportive of our community.
- In consistently reviewing our vision, mission, and values and embedding them in all we do.

Diversity

We believe:

- In valuing and respecting our inherent differences while endeavoring to learn from each other.
- That our student and staff diversity should reflect the community we serve.
- In developing the talents and creativity of our employees.

Shared Decision Making

We believe:

- In collaborative problem solving and decision-making.
- In working toward common goals.
- In being accountable for our decisions and actions.
- In effectively using our resources by prioritizing according to our mission, values and strategic initiatives.

Information and Communication

We believe:

- In listening to each other.
- That clear and consistent communication is critical to our success.
- In providing access to the information we need to succeed in fulfilling our roles and responsibilities.

STRATEGIC INITIATIVES AND GOALS

Student Success

Provide a supportive learning environment that assists individual students to meet their goals.

Goals

- Develop and support multiple, flexible strategies for remediating students.
- Implement writing across the curriculum.
- Establish cross-disciplinary, team-taught courses and cohort groups.
- Design a comprehensive program to improve instruction.
- Identify and eliminate barriers to individual student success.
- Create class schedules that meet the needs of students.
- Evaluate and improve the faculty advising system.
- Determine the scope of student life activities based on the needs of students.

CAMPUS ENVIRONMENT

Create clean, well maintained, accessible, and safe physical facilities offering a full range of student support services at all three campuses.

Goals

- Develop and implement a controlled maintenance plan for all facilities.
- Expand and improve childcare facilities at Centennial and Rampart Range Campuses.
- Renovate and expand The Downtown Studio Campus and continue Centennial Campus renovation projects.
- Produce a comprehensive plan to meet the parking needs at all campuses.
- Create a centralized system to match instructional needs with available space.
- Establish a long-range capital projects plan for the College.
- Address student requests for expanding, improving, or adding new services and facilities.

CONTINUING ACCREDITATION

Evaluate all aspects of the College with respect to the General Institutional Requirements and the Five Criteria of the Higher Learning Commission.

Goals:

- Develop a comprehensive Self-Study Report that articulates the current state of the College and how we are planning for the future.
- Encourage broad participation in this effort.
- Base our assessment on data.
- Present the findings in evaluative rather than descriptive terms.
- Receive continuing accreditation for the next ten years without major concerns.

EFFECTIVE ORGANIZATIONAL SYSTEMS

Create structures and processes to facilitate effective and efficient information access, decision making, and communication.

Goals

- Develop and implement a governance model that works for PPCC.
- Design organizational systems and processes that support the governance model and the daily work of the College.
- Create formal mechanisms for organizational communication that involve and inform College employees and students about important events and decisions.
- Promote access to information about our structures and processes to employees and students.
- Establish a system to recruit, develop, and retain a diverse, competent, and committed workforce.
- Create a plan and process for the expenditure of professional development funds.

MARKETING AND COMMUNITY OUTREACH

Promote a positive image for Pikes Peak Community College.

Goals

- Increase awareness of the College in the community.
- Create and implement a marketing and recruiting plan designed to realize our vision.
- Identify niche markets to effectively increase enrollment of specific groups.
- Develop new academic programs and update existing programs to meet community needs.
- Implement a comprehensive enrollment management plan to reach our projected student FTE increase.
- Encourage College employees to build relationships with the community.



BASIC INSTITUTIONAL DATA FORMS
(Edition 7, October 2001)

The attached Basic Institutional Data Forms are designed to provide the evaluation team scheduled to visit your campus with useful statistical information. They should be completed and submitted with your Self-Study Report to the Commission and the evaluation team (see page 78 and 151 of *Handbook of Accreditation, Second Edition*.)

Institutions submitting reports for comprehensive evaluations should complete all the Forms; institutions submitting reports for focused evaluations will be asked to complete and submit specific portions of the Basic Institutional Data Forms that are helpful in evaluating the area of focus. Please contact your Commission staff person if you have any questions concerning these Forms.

- Comparable data may be substituted for that specified in the Forms; provide notes explaining the data provided as appropriate.
- If a particular form is not applicable to your institution, please indicate with "N.A."
- **SUBMIT COPIES OF THE TWO MOST RECENT FINANCIAL AUDITS.** (These revised BIDs no longer contain financial schedules.)
- Information is generally requested for the current academic year (the year your institutional Self-Study Report is to be completed for submission to the Commission) and for the previous two years. To assure the accuracy and currency of data, feel free to establish different reporting periods among the Forms (the enrollment data might reflect the fall of the current academic year while the learning resources data might come from an annual summary of the previous academic year).
- It is imperative that the information reported in these forms agree with the data provided in the Self-Study Report and accompanying documents.

We know that these Forms can be awkward for institutions to use, and some of the questions may seem dated. We are in the process of revising the Basic Institutional Data Forms to bring them into conformity with developing standards of data collection at the national level, and we hope to pilot a new data collection instrument this year called the Basic Institutional Data and Documents (BIDD) with a small group of institutions. We continue to value your thoughts and observations about data collection and how to make the Forms more useful for the Commission and for institutions.

**The Higher Learning Commission of the
North Central Association of Colleges and Schools**

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Forms

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Basic Institutional Data Form A

ENROLLMENT TRENDS

DEFINITIONS

I. Undergraduate. This classification includes students enrolled in:

- A Bachelor's degree programs.
- B Associate degree programs.
- C Programs leading to one-, two- or three-year certificates or diplomas.
- D Clearly numbered undergraduate courses taken without a specific credential as the goal.

I Graduate. This classification includes those students who have attained bachelor's degrees or first professional degrees (in dentistry, law, medicine, theology, or veterinary medicine, etc.) and are enrolled in a master's, specialist, or doctoral degree program.

II Professional. This classification includes students who have enrolled in a professional school or program which requires at least two or more academic years of previous college work for entrance and which requires a total of at least six academic years of college work for a degree; for example, students enrolled for a professional degree in one of the following fields: Dentistry (D.D.S.), Law (LL.B. or J.D.), Medicine (M.D.), Theology (M.Div.), Veterinary Medicine (D.V.M.) Chiropraxy or Podiatry (D.S.C. or D.P.), Chiropractic (D.C.), Optometry (O.D.) or Osteopathy (D.O.). All students in programs that require only four or five academic years of work (i.e., only four or five years beyond high school) for completion of the requirements for the degree should be reported as undergraduate. All students enrolled in work leading to a master's degree are to be reported as graduate even though the master's degree is required in some fields, such as Library Science and Social Work, for employment at the professional level.

III Full-Time. Use the measure the institution commonly uses to define full time student count. Provide that formula on the top of the page.

IV Part-Time. Use the measure the institution commonly uses to define part time student count. Provide that formula on the top of the page.

IF THE INSTITUTION DOES NOT DISTINGUISH BETWEEN FULL-TIME AND PART-TIME STUDENTS, USE PAGE 4 INSTEAD OF PART 3 FOR REPORTING OF FULL-TIME EQUIVALENT STUDENT COUNT. PROVIDE THE FORMULA USED TO DETERMINE THAT COUNT.

VI. Other. Students who cannot be classified by level, including students enrolled in courses that do not lead to degrees.

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Basic Institutional Data Form A

PART 1 - FULL-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Pikes Peak Community College

	Two Years Prior	One Year Prior	Current Year
UNDERGRADUATE	20 <u>00</u> - <u>01</u>	20 <u>01</u> - <u>02</u>	20 <u>02</u> - <u>03</u>
Freshman - Degree oriented (Definition I-A & B)	2,496	2,499	2,626
Freshman - Occupationally oriented (Definition I-C)	48	55	143
Freshman - Undeclared (Definition I-D)	116	197	307
Sophomore - Degree oriented (Definition I-A & B)	220	265	296
Sophomore - Occupationally oriented (Definition I-C)	23	20	47
Sophomore - Undeclared (Definition I-D)	13	13	27
Junior			
Senior			
TOTAL UNDERGRADUATE	2,916	3,049	3,446
GRADUATE			
Master's			
Specialist			
Doctoral			
TOTAL GRADUATE			
PROFESSIONAL (by degree)			
TOTAL PROFESSIONAL			
TOTAL ALL LEVELS	2,916	3,049	3,446
OTHER			

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Basic Institutional Data Form A

PART 2 - PART-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Pikes Peak Community College

	Two Years Prior	One Year Prior	Current Year
UNDERGRADUATE	20__00 - __01__	20__01 - __02__	20__02 - __03__
Freshman – Degree oriented (Definition I-A &B)	4,810	4,205	4,173
Freshman - Occupationally oriented (Definition I-C)	277	363	358
Freshman - Undeclared (Definition I-D)	1,345	1,512	1,788
Sophomore - Degree oriented (Definition I-A & B)	334	358	407
Sophomore - Occupationally oriented (Definition I-C)	62	65	59
Sophomore - Undeclared (Definition I-D)	191	173	168
Junior			
Senior			
TOTAL UNDERGRADUATE	7,019	6,676	6,953
GRADUATE			
Master's			
Specialist			
Doctoral			
TOTAL GRADUATE			
PROFESSIONAL (by degree)			
TOTAL PROFESSIONAL			
TOTAL ALL LEVELS	7,019	6,676	6,953
OTHER			

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Basic Institutional Data Form A

PART 3 - FULL-TIME EQUIVALENT ENROLLMENT*

***(1 Semesterized Student FTE= 15 student credit hours)**

Opening Fall FTE Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Pikes Peak Community College

	Two Years Prior	One Year Prior	Current Year
	20_00 - _01_	20_01 - _02_	20_02 - _03_
UNDERGRADUATE - (see definitions I. A thru D)	5,257.9	5,289.1	5,814.7
GRADUATE - (see definition II)			
PROFESSIONAL - (see definition III)			
UNCLASSIFIED - (see definition VI)			
TOTAL	5,257.9	5,289.1	5,814.7

Basic Institutional Data Form A

PART 4 - OTHER SIGNIFICANT INSTITUTIONAL ENROLLMENTS

(e.g., non-credit, summer session, other)

Most Recent Sessions and Previous Two Years

Identify types of enrollment reported: Non-credit Continuing Education

	Two Years Prior	One Year Prior	Current Year
	20_00 - _01_	20_01 - _02_	20_02 - _03_
TOTAL UNDERGRADUATE			
TOTAL GRADUATE			
TOTAL PROFESSIONAL			
TOTAL NON-CREDIT CONTINUING EDUCATION ENROLLMENTS (headcount)	74	68	39
TOTAL NON-CREDIT REMEDIAL AND DEVELOPMENTAL ENROLLMENTS (FTE)			
TOTAL OTHER			
TOTAL	74	68	39

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Basic Institutional Data Form B

PART 1 - STUDENT ADMISSIONS

Opening Fall Enrollment for Current Academic Year and Previous Two Years
*FALL APPLICATIONS

Name of institution/campus reported: Pikes Peak Community College

Provide as much of the following information as is available about applicants for admission in the current and previous two academic years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

Open Admissions Institution? Yes No

	Two Years Prior	One Year Prior	Current Year
	20_00 - _01_	20_01 - _02_	20_02 - _03_
FRESHMAN			
Number of applicants with complete credentials for admission to the freshman class	2,987	4,098	4,291
Number of applicants accepted	2,897	4,098	4,291
Number of freshman applicants actually enrolled	1,622	2,207	2,478
TRANSFER			
Number of applicants with complete credentials for admission with advanced standing (transfer)	2,097	1,947	1,594
Number of advanced-standing undergraduate applicants accepted	2,097	1,947	1,594
Number of advanced-standing undergraduate applicants actually enrolled	1,142	1,136	971
MASTER'S N.A.			
Number of applicants with complete credentials for admission to master's programs			
Number of applicants accepted for master's programs			
Number of applicants actually enrolled in master's programs			
SPECIALIST N.A.			
Number of applicants with complete credentials for admission to specialist programs			
Number of applicants accepted for specialist programs			
Number of applicants actually enrolled in specialist programs			

Prepare separate reports for each campus. Please add attachments and additional sheets whenever necessary.

**The Higher Learning Commission of the
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Basic Institutional Data Form B - Part 1 Continued

Name of institution/campus reported: Pikes Peak Community College

		Two Years Prior	One Year Prior	Current Year
DOCTORAL	N.A.	20__00 - __01__	20__01 - __02__	20__02 - __03__
Number of applicants with complete credentials for admission to doctoral programs				
Number of applicants accepted for doctoral programs				
Number of applicants actually enrolled in doctoral programs				
		Two Years Prior	One Year Prior	Current Year
PROFESSIONAL	Report by degrees	20__00 - __01__	20__01 - __02__	20__02 - __03__
N.A.				
Number of applicants with complete credentials for admission to professional programs				
Number of applicants accepted for professional programs				
Number of applicants actually enrolled in professional programs				

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**Basic Institutional Data Form B
Part 2 - ABILITY MEASURES OF FRESHMAN**

Name of institution/campus reported: Pikes Peak Community College

Specify quarter/semester reported: FALL 2002 (New Students, degree/certificate seeking)

Are scores used or routinely collected? Yes No

A. Class ranking of entering freshman	N.A.	B. SAT scores for entering freshman	Verbal (n=49)	Math (n=49)
Percent in top 10% of high school class		Class average SAT score	511	479
Percent in top 25% of high school class		Percent scoring above 500	51%	35%
Percent in top 50% of high school class		Percent scoring above 600	14%	8%
Percent in top 75% of high school class		Percent scoring above 700	2%	-

C. Mean ACT scores for entering freshman	(n= 236)	D. Other tests used for admission or placement	N.A.	
Composite	20	Test name		
Mathematics	19	Mean or Composite		
English	19	Range		
Natural Sciences	21			
Social Studies	21			

Basic Institutional Data Form B

Part 3 - ABILITY MEASURES OF ENTERING GRADUATE STUDENTS

(Report for last full academic year) N.A.

E Graduate Record Examination **Range** **High** **Low**
(for total Graduate School excluding professional schools)

F Miller Analogies Test **Range** **High** **Low**
(for total Graduate School excluding professional schools)

G On a separate sheet, indicate other test data used for admission to professional programs.

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Basic Institutional Data Form B
Part 4 - UNDERGRADUATE STUDENT FINANCIAL AID
FY 2001-2002
(Report for last full fiscal year)

Name of institution/campus reported: Pikes Peak Community College

SOURCE OF FUNDING	TOTAL \$ AMOUNT	NO. OF STUDENTS AIDED	
FEDERAL	Grants and Scholarships	5,428,756	2,899
	Loans	2,608,716	1,110
	Employment	414,887	170
STATE	Grants and Scholarships	2,551,453	1,617
	Loans	-0-	-0-
	Employment	578,633	288
INSTITUTIONAL	Grants and Scholarships	307,472	457
	Loans	-0-	-0-
	Employment	-0-	-0-
FROM OTHER SOURCES	Grants and Scholarships	-0-	-0-
	Loans	1,813,855	692
Unduplicated number of undergraduate students aided			4,023
Number of students receiving institutional athletic assistance			-0-
Percentage of institutional aid for athletic assistance			-0-

Part 5 - GRADUATE AND PROFESSIONAL STUDENT FINANCIAL AID
(Report for last full fiscal year) N.A.

SOURCE OF FUNDING	TOTAL \$ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Scholarships	
	Loans	
	Employment	
STATE	Grants and Scholarships	
	Loans	
INSTITUTIONAL	Grants and Scholarships	
	Loans	
	Employment	
FROM OTHER SOURCES	Grants and Scholarships	
	Loans	
Unduplicated number of undergraduate students aided		

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Basic Institutional Data Form C
Part 1 - FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: Pikes Peak Community College

Specify quarter/semester reported: Fall 2002 (03F)

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50 36-50	50-65 51-64	65-over
Professor												
Associate Professor												
Assistant Professor												
Instructor												
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants												
Undesignated rank	68	85	135	5	9	2	2	-	14	70	66	3
Number of instructional staff added for current academic year	13	24	29	2	4	1	1	-	9	19	9	-
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	14	14	27	1	-	-	-	-	1	13	14	-

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Basic Institutional Data Form C

Part 1 continued- FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: Pikes Peak Community College

Specify quarter/semester reported: Fall 2002 (03F)

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	Associate	Bachelor's	Master's	Specialist	Doctoral
Professor						
Associate Professor						
Assistant Professor						
Instructor						
Teaching Assists. & other teaching peers						
Research staff & Research Assists.						
Undesignated rank	8	12	23	95	2	13
Number of instructional staff added for current academic year	3	3	3	26	-	2
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	2	2	6	18	-	-

Part 2 - SALARIES OF FULL-TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	RANGE	
		High	Low
Professor			
Associate Professor			
Assistant Professor			
Instructor			
Teaching Assists. & other teaching pers.			
Research staff and Research Assistants			
Undesignated rank	\$42,428	\$61,647	\$32,000

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Basic Institutional Data Form C
Part 3 - PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: Pikes Peak Community College

Specify quarter/semester reported: Fall 2002 (03F)

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50 36-50	50-65 51-64	65-over
Professor												
Associate Professor												
Assistant Professor												
Instructor	209	195	343	19	24	14	4	-	77	156	149	22
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants												
Undesignated rank												
Number of instructional staff added for current academic year	96	84										
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	76	76										

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Basic Institutional Data Form C

Part 3 continued- PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: Pikes Peak Community College

Specify quarter/semester reported: Fall 2002 (03F)

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	Associate	Bachelor's	Master's	Specialist	Doctoral
Professor						
Associate Professor						
Assistant Professor						
Instructor	47	33	106	191	-	27
Teaching Assists. & other teaching peers						
Research staff & Research Assists.						
Undesignated rank						
Number of instructional staff added for current academic year						
Number of instructional staff employed in previous academic year, but not reemployed for current academic year						

Part 2 - SALARIES OF FULL-PART TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	RANGE	
		High	Low
Professor			
Associate Professor			
Assistant Professor			
Instructor			
Teaching Assists. & other teaching pers.			
Research staff and Research Assistants			
Undesignated rank	\$28 per hour	\$28 per hour	\$28 per hour

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER

Report for current year and previous two years - Estimate if necessary (identify estimates)

Name of institution/site reported: Pikes Peak Community College

Do you have specialized libraries not included in this data. Yes No If you do, please identify these specialized libraries or collections on a separate page.

	Two Years Prior	One Year Prior	Current Year
	2000 - 2001	2001 - 2002	2002 - 2003
A. USE AND SERVICE			
Total use of the collection (number of books or other materials circulated annually)	20,055	20,926	23,346
Total circulation to students	12,147	13,629	14,683
Per capita student use (circulation to students divided by the number of enrolled students)	1.47	.61	1.60
Total circulation to faculty	7,837	7,207	8,536
Per capita faculty use (circulation to faculty divided by number of FTE faculty)			
Total circulation to Community Users	71	90	127
Number of items borrowed from other libraries via interlibrary loan	338	467	393
Number of items lent to other libraries via interlibrary loan	636	619	925
Hours open per week			58.5
On-line electronic database searches (usually mediated by library staff)		30,418 (EBSCO)	42,616(EBSCO) + 1,241 originals
Total Library staff presentations to groups/classes	73	96	
Tours and one-time presentations			112
Hands-on instruction for using electronic databases)			
Hands-on instruction for Internet searching)			
Semester-length bibliographical instruction	0	0	0
B. COLLECTIONS			
Total number of different titles in collection			
Books and other printed materials	42,882	45,046	38,146
Print serials/periodicals	471	343	330
Electronic serials/periodicals	3	2	3
Other electronic materials (except serials/periodicals)	0	0	0
Microforms	0	0	0

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: Pikes Peak Community College

	Two Years Prior	One Year Prior	Current Year
	2000 - 2001	2001 - 2002	2002 - 2003
B. COLLECTIONS (Continued)			
Non-print materials (e.g. films, tapes, CDs)	1836	1785	432
Government documents not reported elsewhere	0	0	0
Computer software	0	0	0
Number of subscribed/purchased electronic on-line databases	0	0	0
Number of CD-ROM databases available for searches by students	0	0	0
Number of subscriptions to scholarly journals			
C. STAFF (1 FTE Staff = 35-40 hours per week)			
Number of FTE professional staff		4.5	4
Number of FTE non-professional staff		7	5
Number of FTE student staff		15	17
Number of other FTE staff (please explain on attached sheet)			
D. FACILITIES			
Seating ratio (number of seats divided by student headcount enrollment)			.0105906
Number of publicly accessible computers	unknown	unknown	13
Estimated linear shelving space remaining for expansion			2,022
Estimated linear feet of materials stored off-site			none
E. EXPENDITURES			
For staff (exclude fringe benefits):		478,000	457,861
Total professional staff salaries		186,000	209,970
Total non-professional staff salaries		292,000	247,891
Total student staff salaries		0	0
For collection			
Books/other printed materials	22,902	31,665.53	37,467.69
Print serials/periodicals	26,489	20,522	18,212.85
Microfilms	0	0	0
Non-print materials (e.g., films, tapes, CDs)	370.94	3,411.69	6,181.50
Government documents not reported elsewhere	0	0	00
Computer software	0	0	0

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: Pikes Peak Community College

	Two Years Prior	One Year Prior	Current Year
	2000 -2001	2001 -2002	2002 -2003
E. EXPENDITURES (Continued)			
Access and other services	0	0	0
Interlibrary loan	0	0	0
On-line database searches	17,491	12,330.33	5,071.65
Network membership	3,114.95	4,307.73	4,828.10
Binding, preservation, and restoration	0	0	0
Production of materials (on- or off-site)	0	0	0
Other equipment and furniture purchase/replacement			1,922
Other operating expenses (excluding capital outlay)			8,527
Total library expenses			

F. OTHER	YES	NO
Output measures		X
Does the library attempt to measure/record patron visits to the library?	X	
Does the library attempt to measure/record reference questions answered?	X	
Does the library attempt to measure/record user satisfaction?		
Does the library attempt to measure/record in-library use of other resources?	X periodicals Circulated books	
Agreements and policies:		
Are there formal, written agreements to share library resources with other institutions?	X	
Are there formal, written consortorial agreements for statewide or regional use of library materials?	X	
Are there formal, written agreements allowing the institution's students to use other institutions' libraries?	X	

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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**Basic Institutional Data Form E
INSTITUTIONAL COMPUTING RESOURCES
Report for Current Academic Year**

Name of institution/site reported: Pikes Peak Community College

WorldWideWeb (WWW) URL address: WWW.PPCC.EDU

A. ORGANIZATION, PLANNING, AND POLICIES (Please attach an organizational chart. Include names)	YES	NO
Designated administrator(s) for institutional computing?	X	
Designated administrator(s) for Administrative computing?	X	
Designated administrator(s) for Academic computing?	X	
Centralized computing services?	X	
Formal, written, and approved technology plan?	X	
Technology plan linked to institutional mission and purposes?	X	
Computing resources included in institutional strategic plan?	X	
Policies on the purchase, replacement, and repair of hardware?	X	
Policies on the purchase and updating of software?	X	
Institutional computing responsible/ethical use policy?	X	
Institutional policies that include institutional computer issues?	X	
Institutional policies that include administrative computing issues?	X	
Institutional policies that include academic computing issues?	X	
B. FACILITIES		
Institutional network backbone?	X	
Computer labs networked?	X	
Classrooms functionally networked?	X	
Multi-media computers in labs?	X	
Administrative offices networked?	X	
Academic offices networked?	X	
Residence halls wired?	N/A	

Number of non-networked computer labs 7

Total number of stations 31

Number of networked labs 19

Total number of stations 351

Type of access?

Wired through network X Wired Ports X Remote dial-up access

Personal computers Internet X Slip/ppp connection to WWW

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form E - Continued

C. FUNCTIONS: ADMINISTRATIVE (Place checks where appropriate)

	Access Available To					Via	
	Students	Faculty	Staff	Administrators	Public	Direct Access	Remote Access Modem WWW
College Activity Calendar	X	X	X	X	X	X	X
College Catalog	X	X	X	X	X	X	X
Class Schedule	X	X	X	X	X	X	X
Financial Aid	X	X	X	X	X	X	X
On-line registration	X	X	X	X	X	X	X
Student Academic Record	X	X	X	X	X	X	X

E-mail: Intra-institution? Yes No Inter-institution? Yes No

D. FUNCTIONS: ACADEMIC	YES	NO
Computers in all full-time faculty offices?	X	
Computers in full-time faculty offices networked?	X	
All part-time faculty have access to computers?	X	
All divisional/departmental offices networked?	X	
All students required to have computers?		X
Internet access available from all faculty offices?	X	
Library access available from all faculty offices?	X	
If YES, is access available to the institutions library(ies)?	X	
If YES, is access available to the state-wide or region-wide library system?	X	
If YES, is access available to other libraries?	X	
Library access available from all classrooms?	X	
Computers integrated into instruction?	X	
Off-campus access?	X	
If YES, is off-campus access available by the institutional network?	X	
If YES, is off-campus access available by the academic network?	X	
If YES, is off-campus access available by the Internet?	X	
If NO, plans to provide off-campus access within three years?	X	
Courses on Internet?	X	
Interactive courses in real-time (i.e., 2-way video and voice?)	X	

E-mail: Intra-institution? Yes No Inter-institution? Yes No

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Basic Institutional Data Form E - Continued

E. SUPPORT and TRAINING

Number of FTE technical staff? 10 Number of programmers? 3
 Number of FTE training staff? 2 Integrated with Human Resources unit (Y/N)
 Name and Title of designated educational specialist?

F. FINANCES/BUDGET for COMPUTING (Current Fiscal Year)

Total Annual Academic Outlay, Operating Funds: \$907,950
 Total Annual Administrative Outlay, Operating Funds: \$447,200
 Capital funds available: Academic \$597,651
 Capital funds available: Administrative \$294,365
 Amount of grants/restricted purpose funds available: \$151,253
 Technology fee assessed? (Y/N)
 If YES, amount per academic year?

G. EVALUATION	YES	NO
Formal system of evaluation by students of academic computing?	X	
Formal system of evaluation by students of administrative computing?		X
Formal system of evaluation by faculty of academic computing?	X	
Formal system of evaluation by faculty of administrative computing?	X	
Systems of evaluation linked to plan to evaluate overall institutional effectiveness?	X	
Results of evaluation linked to institutional planning and budgeting processes?	X	

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**Basic Institutional Data Form F
CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS
Previous Three Years**

Page 1 of 3

Name of institution/site reported: Pikes Peak Community College

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be duplicated if additional space is needed.

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		19_99 – 2000	20_00- _01	20_01- _02
Associate of Arts		135	117	124
Associate of Science		44	37	33
Associate of General Studies		278	282	228
Associate of Applied Sciences	Landscape Technician	0	1	1
“	Natural Resources Technology	5	3	23
“	Radio,TV, Telecom	7	7	3
“	Architecture, Const Technology	6	4	7
“	Electronics Technology	8	10	5
“	Integrated Circuit Fabrication	3	7	1
“	Advanced Mfg Systems	0	2	0
“	Air Cond/Refrig	0	1	0
“	Risk/Safety Mgt	1	0	0
“	Early Childhood Professions	10	7	14
“	Culinary Arts	9	5	11
“	Legal Assistant	16	16	6
“	Criminal Justice	57	46	42
“	Fire Science Tech	31	53	51
“	Fac Maint Techn	10	6	13
“	Auto Collision	3	1	1
“	Auto Technology	9	10	6
“	Aviation Maint	10	10	0
“	Machining Tech	6	0	7
“	Welding	4	4	2

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**Basic Institutional Data Form F
CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS
Previous Three Years**

Page 2 of 3

Name of institution/site reported: Pikes Peak Community College

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be duplicated if additional space is needed.

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		19_99 – 2000	20_00- _01	20_01- _02
Associate of Applied Sciences	Visual Communications	15	8	11
“	Interior Design	9	7	10
“	Interpreter Prep	12	5	6
“	Dental Assisting	3	4	0
“	Medical Office Technology	16	16	5
“	Emergency Medical Svcs	1	0	1
“	Social Services Technician	3	4	8
“	Nursing	55	78	71
“	Business Admin	19	22	24
“	Accounting	13	17	14
“	Office Info Tech	4	2	1
“	Computr Info Sys	23	29	28
“	Networking Tech	8	18	19
“	Marketing Mgt	2	1	0
Vocational Certificate	Natural Resources Technology	4	1	2
“	Radio, TV, Telecom	1	1	1
“	Integrated Circuit Fabrication	2	0	0
“	Early Childhood Professions	10	5	18
“	Fac Maint Tech	4	15	12
“	Auto Collision	7	3	7
“	Auto Technology	0	4	1
“	Computed-Aided Drafting	6	4	7

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**Basic Institutional Data Form F
CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS
Previous Three Years**

Page 3 of 3

Name of institution/site reported: Pikes Peak Community College

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be duplicated if additional space is needed.

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		19_99 – 2000	20_00- _01	20_01- _02
Vocational Certificate	Upholstery	10	13	2
“	Machining Tech	1	0	0
“	Welding	2	5	0
“	Dental Assisting	13	15	14
“	Medical Office Technology	5	8	8
“	Phlebotomy	1	3	4
“	Social Services Technician	4	2	3
“	Nursing	0	14	24
“	Business Admin	0	1	9
“	Accounting	3	6	5
“	Office Training	4	5	1
“	Computer Info Systems	8	6	1
“	Cisco Certified Network	74	84	12
Totals		994	1,035	907

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

