



# HIGHER LEARNING COMMISSION

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March 9, 2016

President Lance Bolton  
Pikes Peak Community College  
5675 S. Academy Blvd.  
Colorado Springs, CO 80906-5498

Dear President Bolton:

The interim report you submitted to our office has now been reviewed. A staff analysis of the report is enclosed.

On behalf of the Higher Learning Commission staff received the report on workforce diversity.

The Open Pathway Assurance Review is scheduled for 2018-2019 and will include an embedded interim report on program review processes and the assessment of student learning. The institution's next reaffirmation of accreditation is scheduled for 2024 – 2025.

For more information on the interim report process contact Lil Nakutis, Accreditation Processes Manager, at [lnakutis@hlcommission.org](mailto:lnakutis@hlcommission.org). Your HLC staff liaison is Jeffrey Rosen ([jrosen@hlcommission.org](mailto:jrosen@hlcommission.org)); (800) 621-7440 x 139.

Thank you.

HIGHER LEARNING COMMISSION



## STAFF ANALYSIS OF INSTITUTIONAL REPORT

DATE: March 9, 2016

STAFF: Jeffrey Rosen

REVIEWED BY: Steven Kapelke

INSTITUTION: Pikes Peak Community College, Colorado Springs, CO

EXECUTIVE OFFICER: Lance Bolton, President

PREVIOUS COMMISSION ACTION RE: REPORT: An interim report due 12/1/2015 on workforce diversity.

ITEMS ADDRESSED IN REPORT: The institution's report on the above topic was submitted to the office of the Commission on 12/18/2015.

STAFF ANALYSIS: The Pikes Peak Community College (PPCC) interim report was submitted in response to issues identified in the Team Report from the institution's 2014 Comprehensive Evaluation. Specifically, the report recommended that the interim report provide the following:

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

The report is organized around the institution's efforts to increase minority representation and a culture of inclusivity on the campus and thus meet one of its stated strategic goals: "*Develop and implement a plan to retain and recruit a highly engaged and diverse workforce.*" According to the report, the institution has "*undertaken broad, bold and impactful tactics*" to meet its diversity goals.

Diversity Data: The next section of the report provides data with respect to faculty, staff and student diversity. Notable points include these:

- Currently 21 of 194 full time faculty members self-report as members of minority groups; this is identical to the 2012 figures.
- In 2012 minority faculty members comprised 11.5% of the College's adjunct faculty; today that figure is 13%.

- The College's minority student population has remained at 37% between 2012 and the present.
- Currently, 22% of Administrative, Professional and Technical (APT) positions at the College are held by minority individuals, an increase of 4% since 2012--from 20 positions in 2012 to 33 in 2015.

(The report's Appendix 1 provides charts detailing the racial diversity in each of the College's employee categories over the past five years.)

The Diversity Team: To lead the institution's efforts at improving its minority representation, the College formed a Diversity Team consisting of a wide range of College constituents, including senior administrators, staff members, students and members of the faculty. The Team's role is to oversee the institution's strategic and tactical efforts to reach its goal of "*excellence in inclusivity*." The Diversity Team's statement of purpose, which was developed by the Team, is stated in this way:

*To serve as diversity champions and exemplars; to guide and advise PPCC on policy, procedures and practices that support PPCC's Strategic Plan and to shape a sustainable inclusive excellence initiative and a culture based on mutual respect and civility in which everyone can engage.*

The Diversity Team divided its work among four subcommittees: 1) Communications; 2) Accountability/Measurement; 3) Training and Professional Development; and 4) Recruitment. The Recruitment Ad Hoc Subcommittee subsequently drafted an action plan to address specific concerns regarding the institution's hiring practices and retention issues. The goals of the three-part plan are shown here:

*Goal 1: Ensure that recruitment and hiring practices promote inclusive excellence and result in a diverse and highly qualified talent pool.*

*Goal 2: Engage and retain diverse and highly qualified staff and faculty.*

*Goal 3: Promote and advance broader efforts to develop and sustain inclusive college culture.*

To work with the Diversity Team, the institution employs a consultant with extensive experience in diversity training. One important initiative on the part of the Team was the recommendation to hire a full-time Diversity Director, which the PPCC President announced in a letter to the campus. This position will report directly to the President. The Team also drafted a document, Commitment to Inclusive Excellence, which states the business case for investing College resources in improving diversity, thereby including diversity with other investment decisions the institution has made.

Diversity Education and Inclusiveness Activities: PPCC has developed a series of developmental activities for 60 senior administrators for the purpose of building institutional "capacity" regarding diversity. These activities include, but aren't limited to, the following:

- Cultural Competency Training that included defining culture, diversity and cultural competence; examining the four levels of cultural competence; and identifying the five elements of cultural competence, among others
- Several senior PPCC administrators, faculty and staff members attended the Higher Education Diversity Summit in Denver. The purpose of the event was to develop further understanding and appreciation of multiple worldviews within the academic community.
- Diversity and Inclusion Training for senior management, facilitated by the PPCC diversity consultant and consisting of two four-hour sessions of training for the College's executive leadership, instructional deans and associate deans, and college directors.
- College wide diversity training sessions for all employees in November 2015, consisting of required online Workplace Answers training at [www.workplaceanswers.com](http://www.workplaceanswers.com).

Center for Excellence in Teaching and Learning: The College's Center for Excellence in Teaching and Learning (CETL) focuses its efforts on professional development for faculty and staff members. According to the report, the CETL serves as "...a key college partner in the development, deliver and assessment of programs and initiatives promoting the value of cultural inclusiveness and diversity...." One example of such an activity is the theme of the Spring 2016 Professional Development Week, titled "Diversity, Equity and Inclusion."

Additional ongoing professional development activities include the proposed New Faculty Academy that expands the current College program from one to three years and offers new faculty members additional support during the three years of their provisional status. The program design supports the PPCC Strategic Plan's focus on cultural responsiveness with regard to these Plan goals:

*Goal 1: Expand and Strengthen Opportunities for Students to Learn and Succeed.*

*Goal 5: Develop and Implement a Plan to Retain and Recruit a Highly Engaged and Diverse Workforce.*

*Goal 6: Develop, Cultivate and Sustain a Supportive Culture Based on Mutual Respect and Civility.*

In another example, the Multicultural Awareness Conference is scheduled for March 2016 and has been designed to offer students the opportunity for discussions on issues of diversity and social justice. Scheduled time is available for students, faculty and staff to meet together. The Conference is open to all PPCC students.

Other Initiatives: In addition to those initiatives identified above, the institution has undertaken the following:

- The College’s Office of eLearning has developed training modules in a range of formats to assist faculty in designing curricula that are accessible to students with disabilities.
- The newly developed Global Studies program will be implemented in Fall 2016, the mission of which is “*Valuing diversity, building global skills, through international opportunities for PPCC students.*” The Global Studies initiative, which offers a range of programming opportunities, is overseen by the Global Studies Task Force, which was formed in December 2014.

The PPCC interim report concludes with a statement to the effect that the College is pleased with its accomplishments to date with respect to diversity and, further, that the institution will “*continue to construct a comprehensive, multi-faceted and sustainable program with broad outreach to fulfill the institution’s commitment to diversity and inclusivity.*”

STAFF COMMENT: The Pike’s Peak Community College interim report provides substantial evidence that the institution has taken effective, thoughtful early steps toward its diversity goals. The report’s narrative describes in detail numerous initiatives the College has taken so far and some of its plans for the future. The narrative is supported by extensive appendices, which offer useful additional documentation, including five-year demographic data for the College’s faculty and staff.

Of particular note are the work of the Diversity Team, the Center for Excellence in Teaching and Learning and the efforts of the institution to provide training additional diversity training for its senior leadership—as described in the report. The College is to be commended for its efforts to date, and the Commission encourages continued attention to this important initiative.

STAFF ACTION: Receive the report on workforce diversity.

The Open Pathway Assurance Review is scheduled for 2018-2019 and will include an embedded interim report on program review processes and the assessment of student learning. The institution’s next reaffirmation of accreditation is scheduled for 2024 – 2025.