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Introduction

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

College History and Profile

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

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

During the next 20 years, the region experienced rapid growth, accelerating the need for expanded educational services. This demand resulted in the opening of the Downtown Studio Campus in central Colorado Springs in 1986, the Rampart Range Campus in the north end of the city in 1998, and the Falcon Campus in 2008. In addition, PPCC offers courses at two military sites in the region, Fort Carson Army Post and Peterson Air Force Base.

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

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

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

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

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

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

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

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

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

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

Community Profile

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

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

The region's top 10 employers, employing more than 25% of the region's workforce, are public sector organizations including the area military installations, Memorial Health System, and educational institutions like University of Colorado-Colorado Springs (UCCS), PPCC, and local school districts.

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

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

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

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

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

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

Accreditation History of the College

Pikes Peak Community College was first accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools in 1975, and has received continuous accreditation since that time. In June 2010, the College completed a HLC Multi-Site Visit and was found adequate in all areas and at all campus locations.

Updates from the 2003 Evaluation Team Report

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

With respect to assessment, the HLC Evaluation Team was concerned that the College lacked an assessment plan that was "systemic, ongoing and supported college-wide" and recommended a focused visit on assessment of student academic learning during academic year 2006-2007. In lieu of the return focus visit, the College applied for and was accepted into the HLC's Academy for Assessment of Student Learning. During the four-year project, which began in 2006, a team of faculty set in motion a plan to move through the assessment cycle in AA, AS, and AAS degree programs and to assess a series of identified general education outcomes. When the project culminated in 2011, faculty had begun taking action to respond to assessment findings and strengthen curriculum and teaching. A major focus of this effort has been on outcomes related to critical thinking. In 2011, the college embarked on a second Academy project to build on actions to improve students' abilities to think critically and to establish assessment as a practice within student services areas.

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

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

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

Notable Changes since the Last Comprehensive Evaluation

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

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

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

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

The Self-Study Process

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

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

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

Criterion One

Criterion 1: The institution's mission is clear and articulated publicly; it guides the institution's operations.

This criterion presents evidence and discusses the core components of Criterion One, focusing on Pikes Peak Community College's (PPCC) mission; that it is articulated publicly, guides operations, addresses its role in a multicultural society and demonstrates a commitment to the public good. PPCC's "foundational documents" – its Mission, Vision, Values, and Strategic Goals - demonstrate the College's clear sense of purpose and the ideals promoted in them are fulfilled through the high quality, educational opportunities it provides to its students and community.

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

Students succeed at Pikes Peak Community College.

Values

We value a community built on learning, mutual respect and diversity. We demonstrate these values in the following ways:

- **Teaching and Learning:** Our primary commitment is to student learning, success and achievement, while promoting open and universal access to an affordable education and affirming the importance of our facilities and learning environments.
- **Mutual Respect and Accountability:** Because people are our greatest resource, we foster a culture rooted in civility, mutual trust and support and hold ourselves accountable for our decisions and actions.
- **Community and Diversity:** We engage and support our community while embracing diversity, as it enriches lives and educational experiences.

Strategic Goals (2012-2016)

- **Goal 1:** Expand and strengthen opportunities for students to learn and succeed.
- **Goal 2:** Exercise regional leadership through transformative partnership and educational opportunities.
- **Goal 3:** Improve institutional effectiveness by integrating data to drive budgeting and decision-making.
- **Goal 4:** Enhance and ensure effective, consistent communication to and from all PPCC stakeholders.

- **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.

1.A. The institution’s mission is broadly understood within the institution and guides its operations.

Data from surveys of the College’s employees, students, and community provide evidence that PPCC’s mission is broadly understood within the institution. While experiencing rapid enrollment growth and related increase in staffing during the past five years, survey results below indicate the College successfully communicates its mission to its stakeholders.

CCCS Employee College Climate Survey:

In November 2012, Colorado Community College System (CCCS) college climate surveys were administered to all full-time administrator, professional/technical, regular faculty, and Classified employees, assessing the College’s employees’ perceptions and perspectives of PPCC. As noted in [Criterion 5, Table 5.A.1-4](#), results of the 2012 survey verify that an overwhelming majority of College employees (89% of faculty and 85% of staff) understand how they individually contribute to the College in fulfilling its mission.

The faculty administered survey asked targeted, additional questions appropriate to faculty and concerning academic excellence. In 2012, over 80% of PPCC faculty agreed that the College values academic excellence and student success is a top priority.

Table 1.A.1-1: PPCC Faculty Campus Climate Survey		
Area of Study Academic Excellence (Response #59) (%, sum of “strongly agree” and “agree”)	Faculty	
	2008	2012
My college values academic excellence	74%	80%
Students and student success are a top priority at my college	78%	85%

(Source: CCCS Employee Campus Climate Survey: [PPCC Faculty 2012 Climate Survey.pdf](#), [PPCC Faculty 2008 Climate Survey.pdf](#))

Environmental Assessment Survey

In August of 2011, the PPCC Strategic Planning Task Force conducted three Environmental Assessment Surveys ([2011 PPCC Environmental Assessment Survey Summary Report](#)) at the beginning of its strategic planning process, providing a “systems view” of the College as an organization and the factors that affect it. Survey respondents included PPCC employees, students, and community leaders and employers knowledgeable about PPCC services. Although participation was lower than desired - 167 employees (12%), 90 students (.95%), and 87 employers and community leaders (16%) - highlighted results noted below provide evidence of survey participants’ understanding of PPCC’s mission, Table 1.A.1-2.

Table 1.A.1-2: 2011 Environmental Assessment Surveys			
	Employees	Students	Employers and Community Leaders
PPCC's mission statement is relevant and clear	79%	86%	86%
PPCC's vision statement is relevant and clear	75%	79%	85%

(Source: [2011 PPCC Environmental Assessment Survey Summary Report](#))

The Employer survey also asked the participants to respond to their experience with PPCC, rating the College on a scale of 1 to 5, with 5 being excellent. More than half (55%) of employer participants indicated PPCC provides excellent or near excellent quality of education, while 49% of employer participants indicated PPCC's responsiveness is excellent or near excellent. Additionally, 59% of employer participants indicated PPCC provides excellent or near excellent value for the money.

Recognizing the number of respondents were too small to provide a statistically valid sample, the task force combined the results with the CCCS Strategic plan and other research to examine trends common to many college stakeholders. Together, these sources provided support for the plan's conclusions and recommended strategic goals and objectives established and described in [Criterion 1](#).

Community College Survey of Student Engagement (CCSSE)

Data from the [2012 CCSSE Survey](#) also indicates that the College mission guides its operations. The survey focused on determining the 845 respondents' perceptions of the quality of PPCC's learning opportunities. Key findings from the CCSSE survey that support the statement "PPCC is guided by its mission" include the following:

- Students' academic goals, providing evidence of "educational opportunities":
 - Obtain an associate's degree or certificate, 65%
 - Transfer to a 4-year institution, 56%
 - Update skills, 42%
- Recommend PPCC to a friend or family member as a quality education:
 - 94% agreed
- PPCC was a good or excellent experience:
 - 82% agreed

Guidance to Operations

PPCC's mission and related foundational documents guide the operations of the College. While the mission provides the overall purpose, the strategic goals give specific and timely direction. PPCC's current strategic goals directly tie to its mission statement and guide its operation, influencing the allocation of its fiscal, human resource, technology, and physical resources.

The College continuously scans its environment, seeking opportunities to expand and strengthen student learning and success. Strategic tactics include creating additional continuing education courses, expanding academic support in tutoring and retention

efforts, and continuous development of college-wide assessment by all departments to support student learning. An example of a recent opportunity to expand is the current collaboration discussion with Ft. Carson Army Post to provide credit for prior learning in diesel technology – Project EQUIP. Although Project EQUIP is not yet implemented, this initiative led to discussions with FedEx to develop a workforce pipeline. FedEx expects to hire hundreds of diesel technicians in the Colorado Springs region over the next few years.

In addition to providing academic opportunities, PPCC recognizes its responsibility as a strategic member of the region’s economic development and an active community service leader, helping to strengthen overall public good. PPCC understands its responsibility and pivotal position to help provide the Pikes Peak Region’s future workforce. A prime example is PPCC’s strategic effort to be a leader in developing the region’s manufacturing workforce. In 2011, at the request of representatives from the Colorado Springs manufacturing industry and the local Economic Development Corporation, PPCC sponsored a manufacturing forum that was attended by more than 60 industry representatives. Since the initial forum, PPCC hired an Associate Dean of Manufacturing, Workforce and CTE focusing the College’s effort to connect local manufacturing workforce needs with PPCC’s growing manufacturing programs. PPCC has been and continues to be a key leader in developing a manufacturing workforce pipeline by sponsoring additional manufacturing forums and creating strategic partnerships with manufacturing companies seeking PPCC students as prospective employees. Examples of these collaborations include the following manufacturers: BalSeal, Vestas, JPM Manufacturing, and Atlas International.

This regional workforce leadership has led to national recognition by U.S. Senator Mark Udall. During a visit to Colorado Springs in January 2013, U.S. Senator Mark Udall toured PPCC’s technical classrooms and various manufacturing businesses. Speaking at an open forum on the College’s Centennial Campus, Senator Udall stated, “What I heard today is how tied to the community Pikes Peak is and how the community is reaching out and supporting Pikes Peak to build a workforce” (*Udall Backs PPCC’s Workforce Plans*, <http://csbj.com/2013/01/17/udall-backs-ppccs-workforce-plans>).

PPCC has also received state recognition for the College’s role in promoting manufacturing in Colorado. Colorado State Representatives John Wilson and Lois Landgraf, key speakers at the Pikes Peak Manufacturing Consortium held October 2013, spoke on the thriving manufacturing environment in Colorado and highlighted the collaboration efforts of PPCC and the Colorado Springs manufacturing industry in developing technically skilled labor.

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

Pikes Peak Community College was created by the Colorado General Assembly in 1967 with the authority to award degrees and certificates authorized by the Colorado State Board for Community Colleges and Occupational Education (SBCCOE) and the Colorado Commission on Higher Education (CCHE). Pikes Peak Community College’s mission

statement closely mirrors the Colorado Community College System's (CCCS) legislated mission as mandated in statute and SBCCOE governance (C.R.S. §23-60-102).

"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."

As a state agency, it is appropriate that its statutory mission statement directs PPCC. While the mission statement states a broad purpose, the College has developed clear Vision, Values, and Strategic Goals that guide its operations, supporting its mission.

Development of the Vision, Values, and Strategic Goals

The development of PPCC's extended foundational documents in support of its mission was initially created by the PPCC Strategic Planning Council in 1991 in a collaborative effort of college staff and representatives from the Colorado Springs community. This strategic planning and development process, incorporating review and updating of the College's foundational documents every five years, remains active and current since its initial inception.

In 2011, the PPCC Strategic Planning Task Force, utilizing tangible measures and evidence, updated PPCC's Vision and Values statements and identified the [2012-2016 Strategic Goals](#), which closely and purposely align with the [CCCS Strategic Plan](#). The PPCC Strategic Planning Task Force was comprised of the College's Leadership Council and College employees representing all facets of the College. The Task Force reviewed the College's foundational statements utilizing an environmental assessment of internal and external data and stakeholder surveys. Approved by the College President, PPCC's current Vision, Values and 2012-2016 Strategic Plan are a product of this year-long assessment. The plan will be implemented over the course of five years, with annual review of achievements and updates. From these foundational statements, college departments developed unit foundational statements that are embedded in their department goals, tactic measures, and daily operations in support of PPCC's Mission, Vision, Values, and Strategic Goals.

Criterion 1.A.2 The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

PPCC's academic programs, services, and enrollment profile are monitored for consistency both with the foundational documents, as well as PPCC's responsibilities to its public constituent's interests.

"Our mission is to provide high quality educational opportunities...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...."

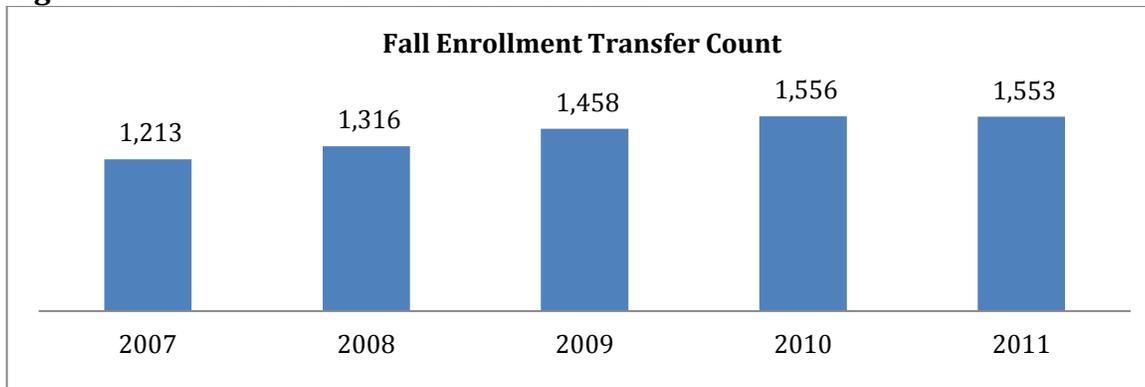
The College offers degrees and certificates appropriate to higher education in 175 areas of study in transfer, career and technical programs of study. Degrees include Associate of Arts (AA), Associate of Science (AS), Associate of General Studies (AGS), and Associate of Applied Science (AAS) degrees in a broad range of disciplines, all of which require a minimum of 60 credits. In addition to the general AA degree, the Associate of Arts and Associate of Science degrees with Designation and state articulated agreements allow a student to have guaranteed acceptance and transfer to a public college or university in Colorado as a junior in that field of study. Career and Technical Education (CTE) courses, degrees and certificates provide career skills to enable students to enter the job market after graduation, retrain in a new career, or upgrade employment skills. The College offers 55 AAS degrees and 117 certificates in a broad range of CTE programs.

Individual areas of change and growth in academic programs are provided in [Criterion 3.A](#). Table 1.A.2-1 documents the overall growth over the past decade in degrees and certificates awarded.

Table 1.A.2-1: Degrees and Certificates Awarded				
All programs	2003	2008	2012	2013
AA / AS	210	363	381	498
AGS	185	114	101	233
AAS	386	390	488	567
Certificates	355	708	837	1,021
Grand Total	1,136	1,575	1,807	2,319
Source: PPCC Office of Institutional Research				

During the past three years the College has placed even greater focus on increasing four-year transfer; both the awareness of this option and the noted partnerships with four-year universities. As noted in Figure [1.A.2-1](#), PPCC’s enrollment transfer count has risen 28%, from 1,213 to 1,553 over the past five years. While the College has agreements with a variety of in-state and out-of-state institutions, a special focus has been placed on developing a stronger partnership with the University of Colorado-Colorado Springs (UCCS) to create better processes and policies to bolster seamless PPCC-UCCS transfer, given PPCC’s large local student population base. According to the last available college campus demographics from the [CCCS Student Enrollment Maps](#), Fall 2006, 67% of PPCC students live within a 10-mile radius of campus and 73% of students live within the College’s designated service area. As of Fall 2011, PPCC had the largest enrollment transfer student count by an originating two-year Colorado college to a single Colorado transfer destination university, validating this valuable partnership with UCCS.

Figure 1.A.2-1: Fall Enrollment Transfer Count



PPCC's Area Vocational Program (AVP) provides occupational skill development and training for approximately 450 junior and senior high school students within the College's service area. These courses earn credit that can be applied toward high school graduation and, may be applied to a post-secondary certificate or degree. PPCC also delivers Concurrent Enrollment courses to approximately 1,300 high school students, enabling students to earn college credit toward a certificate or degree. In many cases, the credits also count toward a high school diploma. Both of these high school programs are based on established contractual agreements with area school districts, under legislative guidance of the State of Colorado Department of Education.

PPCC also offers college preparatory courses in reading, English and mathematics. In February of 2013, a redesign of developmental education in Colorado and community colleges eliminated below 9th grade level developmental education courses. To support students who test below 9th grade level on PPCC placement tests, a pilot program supported by the Colorado Department of Education was created. Starting late Fall 2013, these students will be referred to Colorado Springs School District #11 Adult and Family Education (AFE) Adult Basic Education (ABE) program to improve their math and literacy skills utilizing adult basic education resources. Once the student increases his/her basic skills to the 9-12.0 level, students will enroll in a college success course offered at the AFE/ABE center taught by a PPCC staff member and can re-take the PPCC placement exam. This pilot program is a joint collaboration creating another pathway of educational opportunity for students, supporting PPCC's mission.

"Our mission is to provide high quality educational opportunities ... and a broad range of personal, career, and technical education for adults."

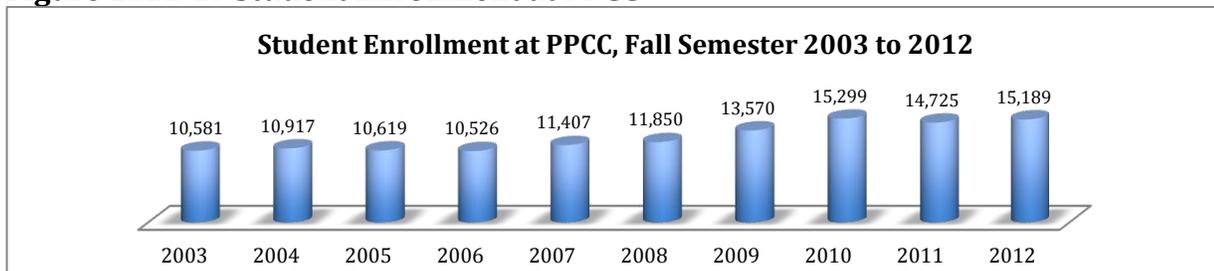
During the past 10 years, the College has increased its offering of continuing professional education and community focused adult education opportunities through its Extended Learning Division, Emergency Management System (EMS) Institute, and Fire Science Technology, meeting professional and community needs. PPCC's contractual programs include community training, non-traditional credit courses, continuing education, and grant programs. Current strategic focus in this area is resulting in resurgence of course offerings and development of key industry partnerships.

Recognizing that student learning and success is highly influenced beyond the classroom, PPCC has dedicated resources to improve student goal achievement, retention, graduation and transfer measures, minority student success, and other areas of student intervention and support. PPCC's Enrollment Services division focuses on providing every student a positive, successful entry including key services of financial aid, testing, and career planning and academic advising. Once enrolled, the Student Success division focuses on providing academic tools and resources to engage students, including student orientation with technology workshops, tutoring services, counseling, and other student engagement support services. Detailed information about these services is described in [Criterion 3.C.6](#).

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

In AY12/13, PPCC provided high quality educational opportunities to 21,938 students in the Pikes Peak Region, serving El Paso, Teller, and Elbert counties. As seen in Figure 1.A.2-2, student enrollment increased from 10,581 students in Fall 2003 to 15,189 students in Fall 2012. This demonstrates a student growth rate of 43.5% over the past decade, two times greater than the 20.4% population growth experienced in the Pikes Peak Region based on demographics from 2000-2012. With four major military installations and the Air Force Academy in close proximity, PPCC offers a variety of military and veterans programs.

Figure 1.A.2-2: Student Enrollment at PPCC



As noted in the [Introduction](#) section, PPCC's enrollment profile is more diverse than the College's service area. PPCC's student body includes students of all ages, both preparing for and already participating in the workforce.

The College's Fall 2012 student body is composed of the following attributes:

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

Reflecting the College's mission to provide life-long learning opportunities, PPCC enrolls students who range in age from mid-teens to their seventies, with an average age of 28. At last census count in 2010, Pikes Peak Region's median age is 34.8 with retirees

forecasted to increase an average of 4.9% annually from 2010-2020. This forecast of growth in the number of retirees presents an opportunity for PPCC to increase targeted educational programming. Currently, 65+ adult students comprise only 0.2% of PPCC's student enrollment.

Criterion 1.A.3 The institution's planning and budgeting priorities align with and support the mission.

Since 1991, the College embedded budget priorities into the planning process when developing strategic goals. The strategic goals and priorities directly tie to the College's mission and foundational documents. In 2011, the PPCC Strategic Planning Task Force updated the current Vision, Values, and Goals ([2012-2016 Strategic Plan](#)). The current goals listed on pages 23-24 in Strategic Plan's Goals and Objectives section align well with the College's Mission.

During the past two years, the College budgeted specific resources to support implementation of these strategic goals. For example, the College hired a Director of Extended Learning and a Community Education Program Manager to restart PPCC's Extended Learning Division. This action directly ties to Goal 1 and 2, helping to create workforce partnerships for career and technical programs, as well as provide expanded personal and technical skill courses. Several key partnerships have been developed from this initiative as noted in [Criterion 1.D](#).

Another example is the purchase of SARS software, a scheduling appointment solution to streamline the College's enrollment process and provide student tracking for advising, counseling, and tutoring services. This resource implementation directly ties to Goal 1.

Additional evidence supporting this subcomponent can be found in [Criterion 5.C.1](#).

Criterion 1.B. The mission is articulated publicly.

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

Pikes Peak Community College embraces its mission, vision and value statements and therefore makes these foundational documents readily accessible through a variety of communication channels.

The College mission, vision, value statements, and strategic goals can be found in the following locations:

- www.ppcc.edu
- Internal College web portal
- College collateral (such as the strategic plan, strategic plan report card, business cards, letterhead, brochures, catalogs, etc.)

- The four College campuses via environmental graphics and on internal TVs, computer screensavers, and external digital signs
- College advertisements and public service announcements.

In addition to the visible reminders, College leadership regularly presents these statements publicly at community and college meetings, planning sessions and events. The College has also embarked on various targeted marketing campaigns, with the goal of helping students, faculty, staff and community members better understand the College's guiding statements. One such campaign was a direct mail campaign sent to community members that featured letters, brochures, and updates about the College's updated strategic plan and guiding statements.

Criterion 1.B.2 The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public services, economic development and religious or cultural purpose.

PPCC's current five-year [Strategic Plan \(2012-2016\)](#) includes the College's foundational documents that articulate PPCC's mission and how it is to be accomplished. An integral component of the College's strategic planning process in 2011 was updating PPCC's vision, values and goals statements, ensuring the college's ability to respond to the educational opportunities and needs of its current and future stakeholders.

Criterion 1.B.3 The mission document or documents identify the nature, scope and intended constituents of the higher education programs and services the institution provides.

As the largest educational institution in the Pikes Peak Region, PPCC's mission and related documents underscore its commitment to serve the citizens and community of its dedicated service area. The Mission and Vision Statements articulate the nature and scope of the College's programs and services recognizing that "Students succeed at PPCC" when provided access to high quality educational opportunities in pursuit of college-level work in occupational career and technical fields of study, transfer degrees that provide admission to other colleges and universities, and a broad range of personal and technical skills and knowledge. PPCC's programs and services are for a constituency that is diverse, that expects learning to span their lifetime, and that values learning both in preparation for a career, and throughout that career. Over the past decade as this self-study will illustrate, the College has continuously created plans of action, stemming from its strategic planning, to successfully meet the expectations generated by the College's foundational documents.

Criterion 1.C The institution understands the relationship between its mission and the diversity of society.

With over 22,000 individuals interacting at PPCC on an annual basis, the College not only reflects diversity in numbers but also embraces diversity as a core value central to its mission to “provide high quality, educational opportunities accessible to all”. Diversity at PPCC is defined in terms of representation and inclusion, as illustrated in [Criterion 1.A.2](#). Inclusion encompasses race/ethnicity, gender, socioeconomic status, religious affiliation, political persuasion, sexual orientation, age, disability, veteran status, nationality, and intellectual perspective. A student focus group, conducted in 2011 by Education Research Partners, lauded the abundance of diversity at PPCC, noting it was a point of strength for the College and one of the reasons students chose to attend PPCC over other institutions.

Criterion 1.C.1 The institution addresses its role in a multicultural society.

The College is committed to embracing and supporting community and diversity, recognizing it enriches lives and educational experiences.

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

Student Diversity

An overview of PPCC’s 2012 student profile reveals several positive changes over the last decade:

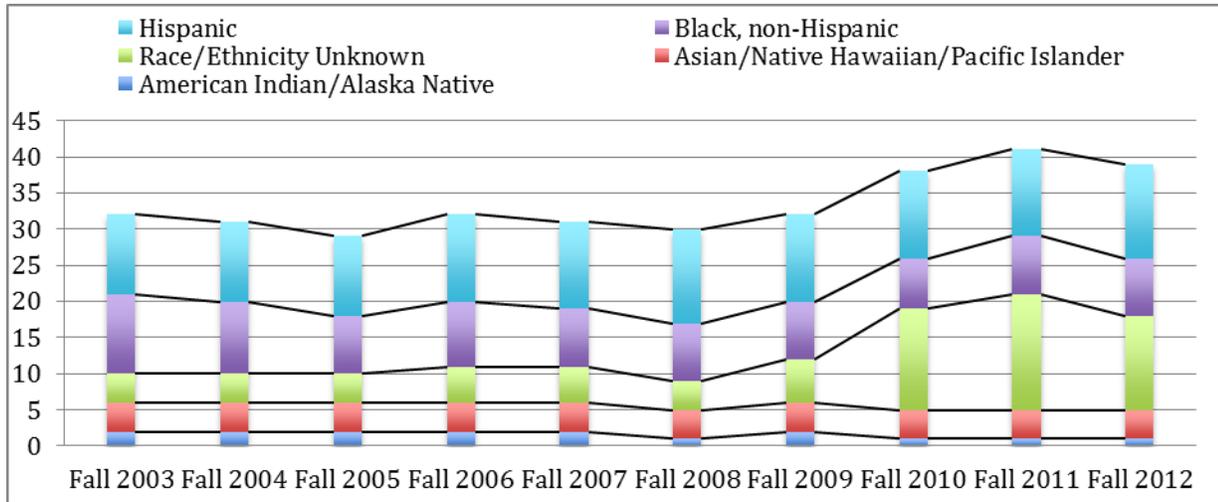
- 24% of students are active duty military, military dependents and/or veterans
- 30% are ethnic or racial minorities students
- 58% of students are female
- Average student population age is 28
- 0.2% are 65+ in age

Compared to PPCC’s 2003 student profile:

- 4% of students are active duty military
- 33% are ethnic or racial minorities students
- 55% of students are female
- average student population age is 28
- 0.4% were 65+ in age

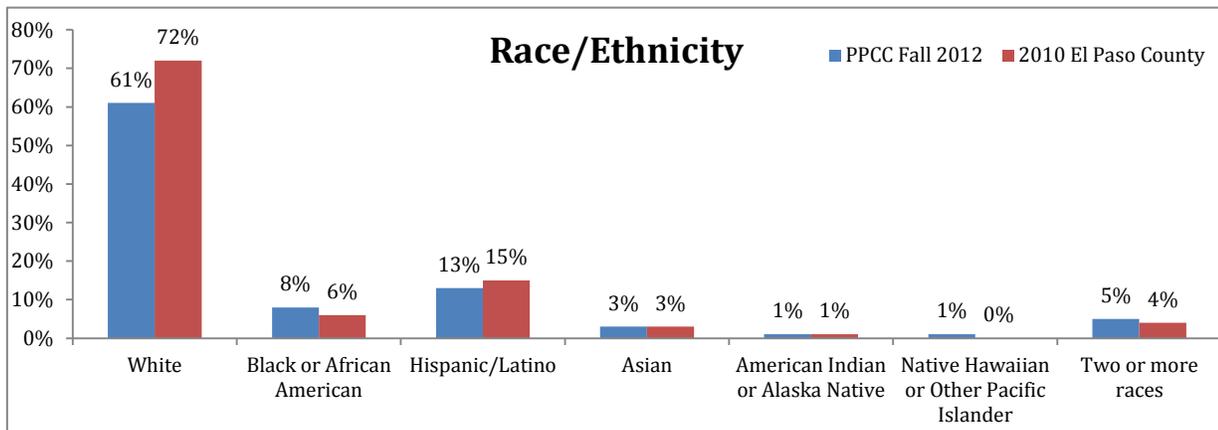
From 2000 to 2010, the Hispanic population grew by 41.2% in Colorado, with El Paso County recording a 60.4% growth surge. The College’s Hispanic population experienced a growth of 18% by comparison overall, as illustrated in Figure 1.C.1-1, PPCC’s student body is more diverse than El Paso County, the largest county that PPCC serves.

Figure 1.C.1-1 Student Minority Enrollment



(Source: PPCC Office of Institutional Research - IPEDS Reports)

Figure 1.C.1-2 County Race/Ethnicity PPCC and El Paso County



(Source: PPCC Office of Institutional Research - IPEDS; www.factfinder.census.gov)

Faculty and Staff Diversity

While PPCC’s student body reflects ethnic diversity gains, the diversity of PPCC faculty and staff has not evolved in a similar fashion. As evidenced by the 10 year snap-shot in Table 1.C.1-1 and Table 1.C.1-2, PPCC’s White, non-Hispanic workforce remained constant, and minority workforce has decreased by 8%, while the number of unknown, or unreported race/ethnicity has increased by 5% over the past decade. Although the College has a more diversified non-instructional staff, the College understands it must continue to diversify its employee base, with strategic focus on hiring and retaining minority faculty. Initiatives, policies and procedures to address this challenge will be highlighted in [Criterion 1.C.2](#).

Table 1.C.1-1 PPCC Instructional Staff (Part-Time + Full-Time)			
	Fall 2003	Fall 2007	Fall 2012
White, non-Hispanic	84%	89%	83%
Black, non-Hispanic	4%	3%	2%
Hispanic	5%	3%	4%
Asian or Pacific Islander	2%	2%	2%
American Indian or Alaska Native	1%	2%	1%
Race/Ethnicity Unknown	4%	2%	8%

Table 1.C.1-2: PPCC Full-Time Non-Instructional Staff			
	Fall 2003	Fall 2007	Fall 2012
White, non-Hispanic	74%	72%	74%
Black, non-Hispanic	8%	8%	7%
Hispanic	12%	14%	10%
Asian or Pacific Islander	6%	5%	4%
American Indian or Alaska Native	1%	1%	1%
Race/Ethnicity Unknown	0%	0%	5%

Criterion 1.C.2 The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

PPCC believes inclusivity and diversity permeates the College’s policies, procedures, programs and services.

Diversity-focused academic programs

PPCC provides comprehensive academic programs to meet the needs and interests of its diverse student population. Various courses, student clubs, and academic events are described in [Criterion 3.B.4](#). For example, the Foreign Language discipline offers courses in Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish. These multi-cultural academic education opportunities are complimented by several Student Life events.

Diversifying Faculty and Staff

Recognizing its challenge of workforce diversity, [PPCC’s 2012-2016 Strategic Plan](#) identified a strategic goal to, “Develop and implement a plan to retain and recruit a highly engaged and diverse workforce.” In an effort to create a more diverse and varied workforce, PPCC’s Human Resource Services department has identified strategic tactics and objectives, several which have already been implemented. As required by the College’s governance, the Human Resource Services department follows all SBCCOE State Board Policies and CCCS President Procedures regarding diversity and anti-discrimination. Posted at all four campuses and on the College home page is a College

diversity and non-discrimination statement. All job descriptions contain a diversity statement. All hiring committees are provided training and hiring processes are monitored to ensure non-discriminatory actions.

Attracting, Supporting and Promoting a Diverse Student Body

Before students enroll at PPCC, the College takes appropriate steps to ensure it reaches out to all those interested in higher education. PPCC recruiters, who are diverse in age and ethnic background, intentionally recruit at college fairs, special events and conferences that have a highly diverse population of potential students ([2008-2013 Recruitment Efforts](#)). Similarly, the College's Foundation Office actively seeks diverse private scholarships that assist under-represented and diverse students ([PPCC Foundation Private Scholarships](#)). The PPCC Marketing and Communication department creates advertising and branding campaigns that reach out to all students through the use of visuals that represent a broad range of students such as military, veterans, and minority groups. PPCC places advertising in various publications, including targeted publications that serve minority populations such as African Americans, Hispanics, Seniors and traditional aged students.

PPCC provides a host of student services to support inclusivity and diversity. Below is a list of services available:

- The PPCC Human Resource Services department assists all students with grievances, including those related to diversity.
- The PPCC Foundation provides funding to students facing a one-time financial crisis so they can stay in school. The Foundation also works closely with organizations to provide scholarships, funding and outreach that assist PPCC's diverse student population, such as single parents, veterans and minorities. One such example is the "bus pass program" which provides bus passes to lower income students with transportation issues.
- PPCC's Federal TRIO Program reaches out to diverse student groups. TRIO assists ESL students with study skills and tutoring services. Also provides financial literacy education, mentoring and advising for low-income students. Works with veterans, wounded warriors, to help overcome challenges that affect learning. These challenges include post-traumatic stress disorder (PTSD) and traumatic brain injury (TBI). TRIO provides veterans advising, relationship building, peer tutoring, mentoring services, and resource referrals and assisting disabled students with math skills, study skills, academic advising, and self-advocacy.
- PPCC's Disabled Student Support Services (DSSS) office assists disabled students searching for and applying for scholarships that may be based on age, race, gender, and disabilities.
- PPCC's Office of Accommodative Services and Instructional Support (OASIS) provide educational support for students with disabilities and sign language interpreters for classroom and special events.

PPCC's Student Government and Student Life fund and support 36 clubs, open to all students. Student Life also programs numerous events that reach diverse populations of students and all are open to the community at-large. Such annual events that feature and celebrate diversity include:

- Multicultural Conference
- Women's History Month
- Hispanic Heritage Week
- Black History Month
- Martin Luther King Luncheon
- Cinco de Mayo Celebration

PPCC's Multi-Cultural Student Union is an active student organization providing campus activities and community outreach by its members. For the past three years, Multi-Cultural Student Union members have attended the Big XII Conference for Cultural Diversity.

Criterion 1.D. The institution's mission demonstrates commitment to the public good.

Pikes Peak Community College's commitment to the public good is directly reflected in its Mission, Vision, and Values statements, and its Strategic Plan. Evidence highlighted below and throughout the self-study report confirms PPCC's commitment to the public good by providing high quality educational programs that prepare a current workforce, engaging its constituents and local communities through transformational partnerships, and its institutional effectiveness in the execution of its operations.

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

PPCC is committed through its actions and decisions to serve the public good. Below are several examples:

- Recognizing that 24% of PPCC students have a military affiliation, PPCC is currently constructing a Military and Veterans Center for Excellence, providing dedicated student support services, resources, and physical space to the College's active military and veteran students. The College has also worked with federal and state government agencies, military installations and the military population over the past ten years to foster and provide career transition skills and knowledge:
 - PPCC's Transition University is a program that helps people transition out of the military and into the workplace by taking either an educational or vocational track. Through the program, military personnel visit PPCC every two weeks to receive tours and training on how to use benefits, financial aid and support services.

- The Military and Veterans Employment Expo, created in 2012, is a partnership with the city, the State Veteran’s Office, Fort Carson Army Base, the Colorado Department of Labor and Employment and the Colorado Guard Reserve. PPCC works with these agencies to host an annual fair that includes free classes on interviewing skills and resume writing. During the May 2013 event, there were 1,300 attendees and 108 employers.
- As noted in [Criterion 1.D.3](#), the College has committed resources to expand its Extended Learning Division with positive results already attained. With strategic focus on developing key partnerships, the Division has a three-fold program initiative that directly serves the public good: Customized Training Program, Career Development Program and Community Education Program.
- PPCC’s High School Programs Department engages with 67 high schools in our three-county service area, annually providing educational opportunities and services to 450 students in the Area Vocational program, 1,300 students through the Concurrent Enrollment program, and 100 students who earn college credits while in high school through high school articulation agreements. Although the College cannot guarantee these high school students will become PPCC students who pursue certificates or degrees, the College believes serving these high school students is part of the College’s mission to serve the community, helping to create a more highly educated and prepared workforce.
- The “Partnership” is a PPCC marketing campaign highlighting key community/PPCC partnerships in the weekly Colorado Spring Business Journal with a call to action to local businesses and organizations to consider partnering with PPCC. By becoming a strategic partner, the College can help local organizations and businesses better meet their individual workforce training goals, thus creating a stronger community. The advertisement provides valuable brand recognition for both the local business and PPCC.
- Outside of its formal actions, PPCC economically impacts local communities, contributing over \$323M to the local economy based on a study conducted by Economic Modeling Specialists, Inc., in 2012. This number represents the higher earnings of graduates as a result of the education they receive from the College.

Criterion 1D.2 The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

As an open-access, public community college operating within the governance of the Colorado Community College System (CCCS), PPCC has no investors, provides no financial returns, makes no contributions to parent organizations and does not support external interests. PPCC’s primary responsibility is providing quality educational opportunities that meet the needs of the residents of the Pikes Peak Region. The College’s educational responsibility is strongly stated in its current Values Statement, “Our primary commitment is to student learning, success and achievement, while promoting open and

universal access to an affordable education and affirming the importance of our facilities and learning environments.”

Criterion 1.D.3 The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

As the largest educational institution in Pikes Peak Region, PPCC provides access to a wide-variety of educational opportunities, including high quality academic courses, cultural events and performances, and informative workshops, forums, and exhibitions. The College also strives to exercise regional leadership and foster transformational partnerships throughout the state and the Pikes Peak Region. Prime examples of this engagement include:

- The [Extended Learning Division](#) created a Construction Skills Training Course in partnership with Aspen Pointe, the Colorado Spring’s Homebuilders Association, Habitat for Humanity, and local contractors and lumberyards to train, educate and help fill a workforce demand for skilled construction workers in the Pikes Peak Region. Since completion, 80% of the students, all military veterans, are now successfully employed.
- PPCC Kid’s College is a partnership developed with Harrison School District, providing educational opportunities for 7th-8th grade students to take career exploration courses at PPCC in an effort to expose at-risk students to various vocational careers and motivate the students to set educational goals.
- The College’s Division of Communication, Humanities and Technical Studies partnered with Harrison School District 21st Century Program and the Colorado Springs Conservatory when a challenge was identified that low-income, at risk students were not being exposed to the arts. Along with support from the Conservatory, PPCC created a program for 40 students to participate in a monthly arts program. One day each month, these 9th grade students are bused to PPCC to participate in college dance, public speaking, art, philosophy, and theatre courses. PPCC is also partnering with Monterey Elementary, a Harrison District school, to create volunteer programs in which PPCC representatives read to classes, eat lunch with students, mentor students, and provide tutoring services.
- In 2011, PPCC formed a collaborative partnership with the Colorado Springs Economic Development Group, Chamber of Commerce, Pueblo Community College and local manufacturers to develop the Colorado Springs Manufacturing Forums. These forums, five in total, were hosted by PPCC and held at the College. Nearly 130 businesses participated in these forums and the College has developed working partnerships with several of the businesses, resulting in specialized training for employees and creating internship opportunities for PPCC graduates.

- Each year PPCC has a number of exceptional opportunities open to the public in the form of art exhibits, lectures/lecture series, special events and exhibitions. Faculty, staff and students from the PPCC Arts Department develop and create more than fifty music concerts, art exhibits, theatre performances and arts lectures that are free and open to the public. Additionally, the College operates the PPCC Downtown Studio Art Gallery. The Gallery hosts between four and eight art openings each year that feature both student and faculty art, and often also feature the art of local, regional and national artists.
- In 2012 the College created and produced the Big Arts Night, a free event held in downtown Colorado Springs that featured student music, theatre, sculpture, painting, and culinary creations. That same year, the College partnered with the Rocky Mountain Women's Film Festival to provide viewing opportunities to the public of small, educational women's based films. PPCC also holds several special events, civic, social and history based, throughout the year. Like the PPCC arts events, these lectures, fairs and ceremonies are free and open to the public.
- For the past two years, Pikes Peak Community College has partnered with the Denver-based Piton Foundation to provide free tax preparation assistance to low-income families in the Pikes Peak Region through the Tax Help Colorado program. IRS-trained PPCC students and faculty prepare and e-file tax returns free of charge for individuals with household incomes of less than \$50,000 a year. During the 2013 tax season, PPCC students and faculty prepared tax returns for 512 families/individuals, helping local taxpayers claim \$1,099,735 in refunds.
- PPCC is actively represented in a wide-variety of community organizations such as the El Pomar Foundation, Pikes Peak Regional Council of Governments, Colorado Springs Downtown Partnership, The Colorado Children's Campaign, Pikes Peak Roundtable (a military organization), Military Affairs Council, Colorado Springs Leadership Institute, Colorado 30, Pikes Peak Latino Community Organization, and Tim Gill Center for Media/Rocky Mountain PBS. Similarly, PPCC has solidified existing partnerships through this same volunteer service effort with organizations such as Leadership Pikes Peak, Colorado Springs Regional Business Alliance, Aspen Point, Military Education Group and Pikes Peak United Way.
- PPCC has established Memorandums of Understanding (MOUs) with local emergency response providers, participated and hosted local mock emergency response exercises and trainings, and responded to local, regional, and national disasters and emergencies.
- In the last two years, the College has also responded to two full-size regional natural disasters; the 2013 Black Forest Fire and the 2012 Waldo Canyon Fire. Both of these incidents not only directly affected and displaced numerous PPCC staff, faculty, and students, but they also impacted thousands of community members and briefly forced the closure of the PPCC Rampart Range Campus.

During the 2012 Waldo Canyon Fire Disaster, PPCC not only took care of its own student and faculty population, but the PPCC fire engine also entered into service for the firefighting effort. The PPCC engine was staffed with five Colorado Springs Firefighters and PPCC Fire Science faculty. The PPCC Student Government spearheaded a local donation drive and collected more than 1,500 pounds of food, clothing and supplies. Additionally, several PPCC faculty and staff worked at donation stations and evacuation centers throughout the community.

One year later, PPCC undertook similar efforts during the Black Forest Fire. However, this time the PPCC Rampart Range Campus (RRC) was near the burn area and as such PPCC provided much more support and outreach. In addition to food drive and staff volunteering, the College offered the RRC parking lot as the logistic location for the daily press conferences and media briefings. Similarly, the El Paso County Sheriff's Office moved its Mobile Command Post to the RRC west parking lot and National Guard personnel used the lot to stage its vehicles. After the fires were contained, PPCC worked with local food bank, Care and Share and the Springs Rescue Mission to distribute food, clothing and other goods to the victims of the fire out of the RRC campus.

Criterion 1 Summary

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

The College's educational responsibility is strongly stated in its current Values Statement, "Our primary commitment is to student learning, success and achievement, while promoting open and universal access to an affordable education and affirming the importance of our facilities and learning environments." PPCC's Mission, Vision, and Values Statements are focused on the essential purpose and goals of a public two-year college and broadly understood by its stakeholders. PPCC embraces its public purpose and responsibilities, providing a broad range of educational programs and support services to constituents in its tri-county service area.

Diversity at PPCC is defined in terms of representation and inclusion. A student focus group, conducted in 2011 by Education Research Partners, lauded the abundance of diversity at PPCC, noting it was a point of strength for the College and one of the reasons students chose to attend PPCC over other institutions. Although the College has a more

diversified non-instructional staff, PPCC understands it must continue to diversify its employee base, with strategic focus on hiring and retaining minority faculty. Recognizing its challenge of workforce diversity, PPCC's 2012-2016 Strategic Plan identified a strategic goal to, "Develop and implement a plan to retain and recruit a highly engaged and diverse workforce." In an effort to create a more diverse and varied workforce, PPCC's Human Resource Services department identified strategic tactics and objectives, several which have already been implemented.

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

Criterion Two

Criterion 2. Ethical and Responsible Conduct - The institution fulfills its mission ethically and responsibly.

Pikes Peak Community College (PPCC) is a part of the Colorado Community College System (CCCS). The CCCS comprises the state's largest system of higher education. Its career and academic programs in the 13 state community colleges serve more than 162,000 students annually. The State Board for Community Colleges and Occupational Education (SBCCOE) is unique in the nation, with responsibility for both secondary and post-secondary career and technical education, and community college governance. Members are appointed by the Governor and confirmed by the State Senate for staggered four-year terms. One community college faculty member and one student representative serve in non-voting capacities for one year each. As a CCCS member institution, PPCC adheres to the CCCS Mission Statement: "To provide an accessible, responsive learning environment that facilitates the achievement of educational, professional and personal goals by our students and other members of our communities in an atmosphere that embraces academic excellence, diversity and innovation."

The SBCCOE is responsible for developing policies. The CCCS President promulgates procedures for the implementation of SBCCOE policies. [Minutes of all SBCCOE](#) meetings are available on the CCCS website. A complete listing of SBCCOE policies is available at <http://cccs.edu/SBCCOE/Policies/BP-TOC.html>.

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

PPCC's Financial Functions

Pikes Peak Community College, as a state institution, is subject to the State of Colorado fiscal rules. The SBCCOE guides financial integrity for Community Colleges and Occupational Education Board Policies (BP) titled "[Series 8 – Fiscal](#)." In addition, PPCC's financial records are audited annually as part of the CCCS annual financial and compliance audit, most recently conducted by KPMG, LLP. PPCC is committed to fair and ethical practices to be transparent in its financial arena by maintaining open communications in its financial planning. This topic is discussed in depth in [Criterion 5.A.5](#) – "the institution has a well-developed process in place for budgeting and for monitoring expenses."

Academic Functions

The State Board for Community Colleges and Occupational Education (SBCCOE) guides integrity of academic planning and approval (Board Policies (BP) via the "[Series 9 – Educational Programs](#)"). PPCC offerings have been approved as postsecondary level courses and programs through the CCCS Colorado Common Course Numbering System (CCCNS) and gtPathways. CCCNS is a standardized list of courses used across all thirteen CCCS community colleges for consistency in course number, title, credits/contact hours, course description, learning outcomes (competencies), and topical outline. Information

regarding qualification, evaluation and development of PPCC Faculty are discussed in depth in [Criterion 3: Faculty Credentialing \(3.C.2\)](#), [Faculty Evaluations \(3.C.3\)](#), and [Faculty Professional Development \(3.C.4\)](#).

PPCC's Personnel Functions

Pikes Peak Community College complies with all federal and state laws related to functions of human resources and are committed to treating all applicants and employees with fairness and respect.

Diversity

Pikes Peak Community College believes that cultural and social diversity contributes to the richness and vitality of the educational and employment experience of the college community. Diversity statistics at PPCC are discussed in [Criterion 1.C.2](#). The College's diversity philosophy is found at <https://www.ppcc.edu/human-resource-services/employment/diversity/>.

College Leadership

The President of PPCC reports to the CCCS President who in turn reports to the SBCCOE. Direct reports to the PPCC President include four vice presidents (Instruction, Administrative Services, Enrollment Services, and Student Success), three executive directors (Human Resource Services, Marketing and Communication, and College Foundation), and the college ombudsperson/executive assistant. Additional representation of the College's Executive Leadership team and leadership governance is detailed in [Criterion 5.B.1](#).

Employee Types

The College has three main categories of employees, Administrative, Professional, Technical (APT), Classified, and Faculty. Positions categorized as APT and Faculty must go through a process of exemption from the Classified system as part of their approval process. Classified employees are part of the state-wide system that is governed and administered by the State of Colorado. The State of Colorado Department of Personnel Administration is responsible for establishment of the salary ranges, pay increases, benefits and policies for Classified employees.

The ethical and responsible conduct for administration, faculty, and staff are guided by SBCCOE Board Policies (BP) "[Series 3 – College Personnel](#)." APT job descriptions contain the essential functions, knowledge, skills/abilities, and educational/experiential requirements of the position. The appropriate Vice President, as appointing authority within their administrative division, must approve the job description for APT positions and the position must be approved for exemption from the State Classified system by the College President prior to a public announcement of the vacancy. All positions are posted on the PPCC e-Recruiting site, and advertised in publications identified to be appropriate to the position. Positions are also advertised in minority publications in efforts to increase employee diversity. PPCC utilizes a diverse search and screen committee selected by the Appointing Authority and approved by the Executive Director, Human Resource Services, to review applications. The committee usually consists of five employees representing the three employment types (Classified, APT and Faculty) and diversity criteria. The committee reviews applications to determine which candidates

meet the minimum qualifications. The candidates meeting minimums are screened and rated on the preferred qualifications. The search and screen committee, followed by a “strengths/weaknesses” discussion facilitated by Human Resource Services, conducts initial interviews. Finalists are then forwarded to the Appointing Authority for second round interviews. Each candidate selected for hire is required to produce official transcripts for all required degrees and degrees claimed on their resume/vita.

The Vice President for Instructional Services (VPIS), as the PPCC appointing authority for Instructional Services division employees, must approve the job description for faculty (regular and adjunct) prior to a public announcement of the vacancy. Faculty job descriptions contain the essential functions, knowledge, skills/abilities, and educational/experiential requirements of the position. Faculty searches are conducted in the same manner as APT searches utilizing a search and screen committee to review all applicants and make finalist(s) recommendations to the appointing authority. Upon hire, there is a procedure for checking the receipt and recording of official transcripts for all faculty employed by the College, ensuring proper credentialing.

All Classified and APT employees receive a formalized annual performance evaluation. Classified personnel also receive a mid-year evaluation. Faculty evaluations include class observations. In 2013, PPCC implemented a pilot program of 360 Evaluations for Director level positions and above. The College contracted support from the nationally renowned Center for Creative Leadership to assist participants in utilizing feedback received through the process. Full-time Employment (FTE) totals for each employee classification for 2009 -2012 are presented in Table 2.A.1-1.

Faculty, Classified staff and APT employees are provided professional development opportunities through Professional Development Week, the Center for Excellence and Teaching and Learning (CETL), the State of Colorado Department of Personnel’s Statewide Training and Development Center, and other position related training that is budgeted for within the individual divisions and departments.

Table 2.A.1-1: PPCC Employee FTE				
All College Staff FTE	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Full-Time Faculty	174	174	177	189
Part-Time Faculty	297	295	355	501
APT (Exempt)	78	86	99	123
Classified	251	246	248	269
Total Staff	800	801	879	1,082

(Source: PPCC Office of Institutional Research - Cognos data (Non- IPEDS))

Compliance

PPCC’s Human Resource Services Department has a robust compliance program as noted below. Title IX policies were updated throughout the CCCS System in 2012. PPCC implemented a process to provide annual training for all employees in Academic Year 2012. Notices regarding sexual harassment, discrimination and where to report complaints are sent to employees each semester. For PPCC students [EP-310 Student](#)

[Concerns](#) provides guidance for addressing, recording, and processing student complaints.

Annual Employee Notices – Human Resource Services ensures that notices required by law and those dictated by best practices are sent to all employees in a timely manner. Notices include Clery Act; Employee Rights and Conditions of Employment; Outside Employment; Drug Free Schools; FMLA and the Sexual Harassment and Discrimination notice noted above.

The College has detailed processes to ensure both FERPA and HIPAA compliance. The Human Resource Services department handles communications regarding potential noncompliance.

The Colorado Community College Code of Ethics is contained in [Board Policy 3-70](#). It was originally approved on December 10, 1987, and was updated on February 9, 2005. It references the following state laws/directives: Governor’s Code of Ethics; C.R.S. §18-8-301 *et seq.* (Bribery and Corrupt Influences); C.R.S. §18-8-401 *et seq.* (Abuse of Public Office); C.R.S. §23-60-202; C.R.S. §24-18-101 *et seq.* (<http://www.sos.state.co.us/pubs/elections/statutes.html>).

All State Board Members, College Presidents, senior staff, vice presidents, and CCCS senior staff submit an acknowledgement within 30 days of initial employment that they have received, read and intend to abide by the CCCS Code of Ethics. These same employees submit a Conflicts Disclosure statement within 30 days of initial employment and annually on or before January 30. In addition, all College Presidents, college senior staff, vice presidents, and CCCS senior staff must amend the conflicts disclosure statement not more than 90 days after any conflict of interest arises. PPCC staff members are provided with a copy of the Code of Ethics at New Employee Orientation and sign acknowledging receipt of the document. As part of the accreditation process self-study, it was identified that the Code of Ethics procedure did not include adjunct faculty. Beginning in the 2013 Academic Year, the Code of Ethics document is included in the new employee packet and all employees’ sign acknowledging receipt of the code. In addition, an annual acknowledgement has been implemented beginning September 2013. Faculty and staff are sent annual reminders, and compliance to this annual acknowledgement is tracked.

PPCC employees, as State of Colorado employees, are also required to abide by Colorado [Amendment 41](#) (Article XXIX), which was passed by the electorate in 2005. Amendment 41 addresses gifts, conflict of interest and employment after leaving state employment. An Independent Ethics Commission was established under Amendment 41, and this commission publishes updated guidelines and opinions and reviews the gift limit every four years.

Auxiliary Services

PPCC Auxiliary Services, which include the Bookstore, Food Services, Printing and Publications and Vending follow the State of Colorado fiscal rules and personnel policies and procedures regarding Classified and APT staff as described in the section on Personnel. Auxiliary Services has developed a procedures manual on myPPCC portal that is included in the Administrative Procedures Manual,

(<https://www.pccc.edu/p/publications/official-policies-and-procedures/administrative-procedures-manual/>). Auxiliary Services are also addressed in [Criterion 5.A.1](#).

Ethical Policies and Process

Key examples of these policies as they relate to ethics include, [BP 3-70 Code of Ethics](#) which provides for a Conflicts Disclosure Statement within thirty (30) days of employment, and annually, on or before January 30 for all State Board Members, College Presidents, College senior staff, vice presidents, and CCCS senior vice presidents. CCCS President's Procedure [SP 3-70a Relationships](#), provides for a Disclosure Of Nepotism and Disclosure of Consensual/Amorous Relationship. [BP 3-71, the Whistleblower Protection Policy](#), provides a mechanism for CCCS employees to disclose information on actions of the System or its employees, contractors, or agents that are not in the public interest. Unless such information is provided in response to a subpoena or other legal process from a law enforcement agency or governmental body, information covered by this Policy must first be provided (1) using the CCCS Concerns Hotline (1-888-299-5440) or <http://www.cccs.edu/hotline>; or (2) in writing, which may be anonymous, to the CCCS Vice President for Legal Affairs, CCCS Office Director of Human Resource Services, or the Director of Internal Audit. Information from the Concerns Hotline is reviewed by the SBCCOE Audit Committee.

Because the College's ultimate authority is the State of Colorado, anyone can report fraud directly to the Colorado Department of Personnel and Administration. Pikes Peak Community College is responsible for developing procedures that are consistent with SBCCOE Policies and System President's Procedures. The College has developed Administrative Procedures Manual, Educational Procedures Manual, Student Services Procedures Manual, an Emergency Guide and Plan, and Institutional Review Board Procedures.

Ethical and responsible conduct is also addressed in the catalog including nondiscrimination, harassment, compliance with the Drug-Free Schools and Communities Act Amendments of 1989, the Americans with Disabilities Act, Academic Honest and the Student Code of Conduct.

PPCC is committed to transparency in all of its transactions. As a State of Colorado agency, PPCC is subject to the Colorado Open Records Act (CORA), (C.R.S. §24-72-201 to 24-72-309). Colorado Open Records ACT requests are the responsibility of the Executive Director of Human Resource Services.

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

Academic Programs

Academic program information at PPCC is available on the PPCC website under the "program" tab. The course requirements and degree or certificate designations are listed in alphabetical order. Course descriptions are available by clicking the Academic Tab. Each degree/certificate is outlined with the number of credits needed to obtain that

specific degree or certificate. Gainful employment information for 117 certificate programs include statistics for the occupation, placement ratio, on-time completion rates, program and tuition and fees, and the median loan debt based on disclosure requirements enacted by the Department of Education. Printed program sheets are available in academic division offices and the Career Planning & Advising Offices. Each program sheet provides students with a brief overview of what the specific degree/certificate will prepare them for once completed. The College catalog serves as the official record of available programs and their requirements.

Requirements

There is no fee to apply for admission to PPCC. Regular admission is open to anyone 17 or older. Students under 17 may be admitted through a concurrent enrollment, charter or home school program. This information is available on the PPCC website under the “Admissions” tab. Information is provided for various student entry types, including: first time in college, transfer, distance education, international, and high school. Requirements for all degrees and certificates are found in the College catalog. The College conforms to commonly accepted standards for program length and requirements. Students have the option of completing their own degree evaluation check from the DegreeWorks program accessible through their portal.

Faculty/Staff

Current faculty and staff information can be found via the staff directory on PPCC’s website and portal. The directory is searchable by name features. Credentials for each faculty/staff member are listed in the catalog.

Costs to Students

Current tuition and fees are available on the PPCC website under the “Paying for College” tab. This tab also contains information for Financial Aid, the Net Price Calculator, Payment Options, the College Opportunity Fund (COF), and Drop for Non-Payment.

The College Opportunity Fund (COF), created by the Colorado Legislature, provides a stipend to eligible students for up to 145 credit hours of undergraduate studies. Students may complete a waiver to request funding for an additional 30 credit hours. The stipend pays a portion of the total in-state tuition for a student attending a Colorado public institution or a participating private institution. The per-credit-hour amount is set annually by the State of Colorado General Assembly. To be eligible, students must be Colorado residents and enroll at a participating institution. Both new and continuing students are eligible for the stipend.

The College’s website houses a Financial Aid section where information for current and prospective students is contained. Information includes details on how to apply for financial aid, answers to general questions, processes and applying for admissions. In addition to providing regular support to students on a walk-in and scheduled basis, PPCC's Office of Financial Aid devotes part of their Wednesdays to helping students prepare their FAFSA, the Free Application for Federal Student Aid.

Control

Pikes Peak Community College is a part of the Colorado Community College System (CCCS). Pursuant to C.R.S. §23-60-101, et seq., the Colorado State Board for Community Colleges and Occupational Education (SBCCOE) governs the Colorado Community College System and shall consist of a Board of eleven members. Members include nine appointed by the Governor and confirmed by the senate, one elected representative of the faculty of state system community colleges, and one elected representative of the students of state system community colleges. This is discussed in more detail in the introduction to [Criterion 2](#).

The SBCCOE creates board policies. The CCCS President, in turn, promulgates System President Procedures. Each College President within the Colorado Community College System is responsible for establishing policies and procedures that support and further these board policies and procedures. Further information on control can be found at the SBCCOE website: <http://www.cccs.edu/SBCCOE/sbccoe.html>.

Accreditation

The College's accreditation relationships can be found under the "About" tab on the College's website. A link is provided directly to the HLC website for further exploration about PPCC's status. There are 10 career programs that have external accreditation relationships, see [Criterion 4.A.5](#). Each program with external accrediting agencies is required to maintain their accreditation to ensure their graduates are appropriately credentialed upon completion.

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

The SBCCOE was created by statute to govern the Colorado Community College System (CCCS) and to be the sole state agency for career and technical education. It was given statutory and constitutional ([C.R.S. §23-60-102](#)) powers to carry out its responsibilities. Representation serves the public interest through appointment of at least one member from each of the seven state congressional districts.

Criterion 2.C.1 The governing board's deliberations reflect priorities to preserve and enhance the institution.

Colorado Revised Statute §23-60-102 provides the SBCCOE authority, responsibility, rights, privileges, powers and duties to govern PPCC and all other CCCS institutions. SBCCOE defines and upholds the vision and mission of the CCCS. Its responsibilities encompass 1) appointment and evaluation of CCCS System President; 2) governance of CCCS including oversight and approve CCCS and college budgets, approve tuition and fees, approve programs and set degree requirements, approve academic and master facility plans, appoint Advisory Councils for each college, establish board policies and

procedures; and 3) serves as the sole state agency for career and technical education at all levels of public education for the State of Colorado.

The SBCCOE receives and administers all state and federal funds appropriated for vocational education in the state of Colorado. The SBCCOE is a body corporate and as such shall receive, demand and hold for all occupational education purposes and for any educational institution under its jurisdiction, such money, lands, or other property as may be donated, bequeathed, appropriated, or otherwise made available to the Board, and may use such in the interests of community and technical colleges and vocational education in Colorado ([SBCCOE Bylaws Article 1, Section 4](#)).

The board is independent of external authority save for that of the State government in its capacity to enforce Colorado statutes, including the Code of Ethics and Policies for Public Officials and Employees. The governing board requires monthly reporting by each college. These monthly reports serve as one way the board monitors achievements and challenges at each of the community colleges. Accomplishments in the System Office division areas are also reported. Additionally, all Board agendas and minutes are posted online for public view, achieving Board transparency. In order to familiarize itself with each participation college, the SBCCOE annually tours the thirteen CCCS community colleges.

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

SBCCOE ensures that colleges are integral parts of their communities and serve ever-changing needs. PPCC's president provides a monthly college update to make the SBCCOE aware of the College's activities. The monthly SBCCOE updates include information gleaned from advisory council meetings, community partnerships, and current events at the College. The agenda for each regular meeting provides time for interested stakeholders to address the SBCCOE.

An examination of [SBCCOE agendas and minutes](#) will reflect appropriate exercising of the Board's expected oversight and fulfillment of its legal and fiduciary responsibilities. At this time, no pending notable lawsuits or media news would suggest that SBCCOE does not consider the interests of the institution's constituencies during decision-making deliberations.

Criterion 2.C.3 The governing board preserves its independence from undue influence on the part of the donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

[BP 3-70 Code of Ethics](#) establishes guidelines for all State employees regarding ethical conduct. As a State agency, SBCCOE adheres to these standards of ethical conduct including disclosure of outside employment, financial transactions, decisions, and the employment of relatives. This policy applies to SBCCOE members and its employees

throughout the State of Colorado. The Governor's office has oversight of the SBCCOE and compliance to ethical standards.

[BP3-70](#) prohibits "compensation, gift, payment of expenses or any other thing of value as a reward for official action taken." This policy protects the Board's independence from undue influence.

Additionally, the SBCCOE policy of open meetings reflects its commitment to ethical practices. "All meetings of two or more members of the Board or of Board committees will be open to the public. All official actions, including adoption of rules and regulations, policies, and such other related matters, as well as decisions to go into Executive Sessions, will be taken in open session at regular or special meetings."

Criterion 2.C.4 The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

[BP 3-05 Delegation of Personnel Authority](#), provides College Presidents and the System President broad latitude of authority within their respective areas of responsibility. The College President has authority to approve all personnel actions, subject to SBCCOE policy and statutory guidelines and limitations. As stated in [Criterion 2.C.2](#), the College has significant latitude in daily operations and business processes. The College's strategic plan and processes provide for the execution of its mission.

State Faculty Advisory Council (SFAC) and Faculty Shared Governance states "Each College President shall ensure that the college has a faculty forum through which all faculty members will be provided opportunity to communicate and actively participate in the making of decisions regarding matters which affect them." At the Colorado Community College System level, the SFAC, serves in an advisory capacity to the Board and to the President of the System and shall act in a liaison capacity between the college faculties and the Board. Membership is described in [BP 2-30 SFAC and Faculty Shared Governance](#).

Faculty governance at PPCC includes: Faculty Senate a faculty elected group of representatives that serves as the voice of PPCC faculty. Faculty Senate is a self-governing, advocacy group devoted to and empowered to promote and facilitate academic excellence. Faculty Senate is the liaison to the administration in all areas of instruction and in matters that affect faculty.

According to the Faculty Senate Constitution and Bylaws, the Senate makes recommendations on academic, professional, and institutional matters from the perspective of faculty. PPCC Faculty Senate provides open-forum opportunities for faculty before fall and spring semesters at lunch meetings for general discussion and airing of concerns. Faculty members communicate with Senate representatives informally and on a regular basis at division meetings. Senate meetings occur at least three times during fall and spring semesters. Faculty are provided further input with three representatives and

the Faculty Senate President on Leadership Council which is led by the College President. The College faculty's role in oversight of academic matters is detailed in [Criterion 3.A](#).

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

Pikes Peak Community College (PPCC), as a member of the Colorado Community College System, has policies and a culture supporting freedom of expression in teaching and learning. The stated purpose of the SBCCOE [BP 3-20](#), 2, 4 is to protect academic freedom and intellectual inquiry, promote excellence within the state system community colleges, and provide a fair and orderly process for the involuntary termination of employment of faculty members. BP 3-20 defines academic freedom as *"The absence of constraint or coercion of choosing what one will teach (within the constraints of official course descriptions and official course syllabi), investigate, study or present in all fields of learning."*

In the 2012 PPCC Climate survey, 80% of the faculty respondents agreed that "My College values academic excellence." Ninety-four percent of the faculty respondents stated that they were satisfied with the level of independence they had in how they teach their classes.

Faculty rights and responsibilities are outlined in CCCS policies and PPCC college procedures. These system and college procedures outline the role of faculty in defending academic freedom. PPCC faculty are entitled all the rights and privileges of academic freedom as they are understood in SBCCOE policy [BP 3-20 Due Process for Faculty](#). Procedures for complaints against faculty are outlined in PPCC's Educational Policy (EP), [EP-310 Student Concerns](#). Specifically, EP-310 guides the steps for addressing, recording, and processing student complaints. These policies are observed when determining whether or not a complaint is substantial and provides sufficient grounds for faculty discipline related to academic freedom violations.

Freedom of expression in teaching contributes to creativity and innovation in the classroom. To foster such innovation, each year the Faculty Senate Mini-Grant Committee is budgeted \$10,000 to fund faculty projects that result in professional improvement and improved teaching and learning. Projects are directly related to instruction and might include, but are not limited to, the following:

- Improvement or update in skill or content area.
- On-campus workshops, conferences, or faculty-led seminars.
- Curriculum development or improvement (beyond that which is normally required for regular classroom obligations).
- Research.
- Improvement of delivery, testing, retention, evaluation, etc.
- Plans for sharing exemplary practices and strategies, networking, mentoring, renewing faculty with energetic and positive teaching strategies for long term success.

Freedom of expression in teaching and learning and the pursuit of truth occur both in the classroom and beyond in activities that engage students. The Office of Student Life currently coordinates and supports 36 diverse clubs and organizations, recreation, sports, and health and wellness programs. In addition, Student Life has a procedure for individuals or groups to reserve the “Free Speech Zone.” The procedures and form are available at any Student Life office.

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

Criterion 2.E.1 The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

The College’s mission does not focus on being an institution that works to directly contribute to the field of research. PPCC has an effective process of oversight for research practices that do occur. A clearly defined and organized process for the PPCC internal Institutional Review Board (IRB) is in place with oversight by the chair and committee of the IRB.

The IRB ensures all research projects conducted by PPCC students, faculty, and staff comply with all applicable federal regulations regarding the use of human subjects. The IRB is authorized to review, approve, require modifications in, or disapprove research activities using human subjects. The IRB was updated in March 2013 and defines the scope and oversight of any proposed research project by staff, faculty or students at the College. The IRB is officially registered with the Office for Human Research Protection (IORG0006119) and is made up of six members including the Chair of the IRB. PPCC has the approval from the CCCS system to approve or deny research proposals at the local level. Any proposed research project that uses human subjects and meets the federal definition of research requires IRB approval.

The IRB does not assume the role of evaluating the soundness of the proposed research study, the merits of the research design, nor the potential contribution of the research to scholarly literature. Rather, the IRB is charged with evaluating each project’s compliance with ethical standards in regard to issues such as informed consent, confidentiality, and any risk to the participant.

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

Pikes Peak Community College is dedicated to having students adhere to honest and ethical conduct in the pursuit of their education as well as in life skills. PPCC follows guidelines established by the Colorado Community College System regarding student conduct and disciplinary procedures (see [Criterion 2.E.3](#)).

Currently, training documents for ethical use of information sources include the student catalog, Citations 101 and the *Little Brown Handbook*. Citations 101, written in 2011, is a Microsoft PowerPoint presentation about the correct use of reference materials. It provides information to students on the meaning of plagiarism, interactive examples on citing both correctly and incorrectly, and the consequences of plagiarism. In English classes, students use the *Little Brown Handbook* and are required to read the chapter entitled, "Inquiry to Academic Writing" which addresses plagiarism and to answer questions about the reading.

The College catalog defines and discusses academic misconduct including plagiarism, cheating, and any other academic dishonesty. The catalog also includes a section on "Academic Honesty". The PPCC website has the Center for Excellence and Teaching and Learning (CETL) training, "Copyright Introduction" available for all to review.

Each PPCC discipline currently embeds an ethics component or a course in the degree program. However, faculty are allowed to present using their own method. Each discipline at PPCC directs faculty and adjunct instructors to include information regarding plagiarism and cheating in their course syllabus. Instructors cover this in a class discussion at least once at the beginning of the term, so that students are informed.

The "TurnItIn" application is used to monitor plagiarism by all courses that require compositions, essays or research papers. This application has been used at PPCC for the past four years and a comprehensive training was conducted at all Instructional Services Division meetings in 2010. When students submit an assignment through D2I, an algorithm can determine a percent match to existing sources in the database. Quotes can also be discerned. As a means to prevent continued plagiarism by the student, instructors can make comments on assignments regarding possible infractions early on in the term to guide the students in the appropriate way to write an original document.

For academic year 2013-14, PPCC Instructional Services has revamped the common elements for course syllabi, including expanded information about academic honesty and integrity, and appropriate use of resources. Instructors will review the topic directly with students as part of the class overview.

All PPCC employees are required by Human Resource Services to annually endorse the Copyright Act in accordance with [PPCC Administrative Procedure 3-2 Digital Copyright Compliance](#). This acknowledges receipt of the CCCS [General Computer and Information Systems Procedures \(SP 3-125c\)](#), which includes information on copyright compliance. Newly hired employees are provided the copyright notification when they begin employment.

The PPCC Printing and Publications department monitors incoming printing/copying orders, and requires a signature from the requestor indicating his/her responsibility for copyright compliance. All PPCC employees are bound by the Colorado Community College System Code of Ethics ([BP 3-70](#)), which addresses all expectations for personal integrity and honesty. The SBCCOE provides EthicsPoint as a means for anonymous reporting of questionable ethical behavior by any CCCS employee.

In July 2013, PPCC Retention Services instituted a new student orientation that presents sessions on an ongoing basis and will include general information about academic honesty and other student conduct expectations.

Criterion 2.E.3 The institution has and enforces policies on academic honesty and integrity.

At PPCC, student academic dishonesty/integrity issues are addressed as violations of the [Student Code of Conduct](#). The Student Code of Conduct is the same throughout all Colorado Community College System institutions and was developed collaboratively by the member colleges. It is published online and in the College catalog. The Student Code of Conduct is provided to new students at orientation and included as a link in the common course syllabi. Many instructors also include the Code of Conduct as a document in their online-course shells in ppccConnect (PPCC course management system). The Dean of Students frequently shares Student Code of Conduct information during outreach presentations. Further detailed information about the College's philosophy of academic honesty and examples of academic dishonesty is also included in the catalog.

The Student Code of Conduct addresses both academic and disciplinary consequences for violations. Academic consequences are determined by the student's instructor in accordance with [EP-051 Academic Honesty](#). The policy clearly outlines different forms of academic dishonesty: plagiarism; cheating; fabrication/falsification; multiple submission; misuse of academic materials, and complicity in academic dishonesty. EP-51 also specifies that instructors give notification to the PPCC Dean of Students for consideration of disciplinary action in accordance with student conduct processes.

The PPCC Dean of Students investigates allegations of student academic dishonesty in accordance with the CCCS [SP 4-30 Student Disciplinary Procedure](#). The CCCS Student Disciplinary Procedure ensures that investigations are conducted consistently and without bias, and likewise ensures students' rights to due process. Depending on the nature of the academic dishonesty offense, students may receive a warning or sanctions up to suspension/expulsion.

The Dean of Students also maintains student records of academic dishonesty incidences; this creates an "institutional memory" that allows assessment of possible negative patterns of behavior when new reports are received.

Other PPCC policies/procedures/information relevant to academic honesty and integrity for students, faculty and staff:

- The PPCC Libraries incorporates information related to copyright compliance and avoiding plagiarism in its information literacy resources and programming.
- The PPCC Writing Center, PPCC Learning Assistance Center, TRIO Student Support Services, Math Center, Science/Health Learning Center, and TRIO Disabled Student Support Services all ensure that academic integrity is reinforced during any tutoring activities. The Writing Center specifically provides online materials related to appropriate citation of sources.

- The PPCC Computer Use Policy is incorporated in the Computer Lab Rules provided to students and other users; the policy specifically addresses copyright violations and inappropriate downloading of material.

The Dean of Students Office has made targeted efforts in partnership with academic deans and associate deans to create a culture of reporting by faculty regarding student academic dishonesty issues. These ongoing efforts have been successful, as noted by the doubling of reports from one year to the next: in 2011-2012, 83 reports of academic dishonesty were received by the Dean of Students; in 2012-2103, 162 were received.

Criterion 2 Summary

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

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

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

Criterion Three

Criterion 3. Teaching and Learning: Quality, Resources, and Support
The institution provides high quality education, wherever and however its offerings are delivered.

Criterion 3.A. The institution's degree programs are appropriate to higher education.

PPCC offers degrees and certificates in 175 areas of study in transfer, and career and technical programs of study. The College offers the Associate of Arts (AA), Associate of Science (AS), Associate of Applied Science (AAS), and Associate of General Studies (AGS), all of which require a minimum of 60 credits. The College also offers certificates, which require a minimum of six (6) credit hours in the area of specialization earned from PPCC for programs requiring six (6) hours or more. Certificates do not include general education requirements and can be completed in one year or less.

Table 3.A-1: PPCC Degrees/Certificates	
	Number
Associate of Applied Science – Degrees	55
Associate of Applied Science – Certificates	117
Associate of Arts	1
Associate of General Studies	1
Associate of Science	1

The Table 3.A-2 below describes the categories of degrees and certificates as well as the requirements for completion of the degree or certificate:

Table 3.A-2: Degree and Certificate Categories				
Associate of Arts (AA)	Associate of Science (AS)	Associate of Applied Science (AAS)	Associate of General Studies (AGS)	Certificates
Description: The AA degrees are designed for students who want a traditional liberal arts education and who intend to transfer to a four-year institution. They provide a basis of study in	Description: The AS degree is designed for students who want an emphasis in natural sciences, mathematics, computer science, pre-engineering, and allied health and intend to	Description: AAS degree provides career skills to enable students to enter the job market after graduation, retrain in a new career, or upgrade employment skills. Some students do transfer to 4-year	Description: The AGS degree provides an educational plan for the student to create a personalized program. It allows the blending of both career and technical and transfer courses	Description: A certificate is designed with career and technical courses that can be completed in a one-year program or less.

the areas of arts and humanities, communication, or social sciences.	transfer to a four-year institution.	institutions. Transferability of the AAS depends upon the courses taken and the receiving institution's policies.	without the constraints of specialization. Transferability of the AGS depends upon the courses taken and the receiving institution's policies. Courses must not be developmental.	
Requirements: Students must complete Colorado Community College System 60+60 Bachelor's Transfer Program. The course requirements total 60 semester credit hours, at least 35 of which must be Colorado State-Guaranteed Courses, and students must earn a C or better in each class.	Requirements: Students must complete Colorado Community College System 60+60 Bachelor's Transfer Program. The course requirements total 60 semester credit hours, at least 36 of which must be Colorado State-Guaranteed Courses, and students must earn a C or better in each class.	Requirements: Students must complete course requirements for the AAS degree. These requirements vary with a minimum of 60 to 80 credit hours in a prescribed program of study with a cumulative grade point average of 2.0 (a C average).	Requirements: Students must complete 60 credit hours of course work; 30 credits of general education with 15 credits from State-guaranteed courses; cumulative grade point average of 2.0; At least 15 credit hours must be earned from PPCC. Students consult with an advisor and select 30 semester hours of open electives. Electives may include general education courses and/or career and technical courses.	Requirements: Students must complete course requirements for the certificate.

(Source: [PPCC Catalog 2013-2014](http://www.ppcc.edu/catalog/2013-2014); <http://www.ppcc.edu/programs/program-directory>; <http://www.coloradocommunitycolleges.com/go/programs/more-information-on-degrees-and-certificates/>)

Department Chairs develop CTE curriculum with guidance from the program's advisory committee, made up of individuals with experience and expertise in the occupational field(s). Once designed, the curriculum is vetted through the College's Curriculum and Instructional Practices (CIP) committee and the Colorado Community College System (CCCS) CTE review process. CTE programs undergo a state program review every five years to verify that programs are meeting statewide benchmarks.

In addition to the general AA degree, the College offers AA and AS "Degrees with Designation." Degrees with Designation allow students to complete the first 60 credit hours of their Bachelor's degree at a two-year institution with guaranteed transfer of the 60 credit hours into a Colorado public four-year institution of their choice. Below are the Degrees with Designation offered at PPCC (Table 3.A.3).

Table 3.A-3: PPCC Degrees with Designation	
Associate of Arts	Anthropology, Criminal Justice, Economics, French, History, Political Science, Psychology, Sociology, Spanish
Associate of Science	Mathematics, Psychology

In addition, Business Transfer, Early Childhood Education (Teacher Preparation), and Elementary Education (Teacher Preparation) AA degree programs have State Articulated Tracks.

PPCC’s curricular offerings (degrees, certificates, programs, and courses) are vetted and approved by both a local CIP committee and the State Faculty Curriculum Committee (SFCC). The CIP committee, created by the Vice President for Instructional Services (VPIS), is a standing cross-divisional committee responsible for making recommendations to existing and new curricular offerings, as well as “any practice, required by policy or procedure that impacts the faculty member or the student in the teaching/learning process.”

The SFCC is comprised of two faculty representatives from each of the thirteen community colleges in the Colorado Community College System (CCCS) and its scope is to advise and recommend Common Course Numbering System (CCNS) curriculum and State guaranteed courses to the CCCS Education Services Curriculum Committee (ESCC). ESCC members are the instructional vice president from each college. Once a course offering is fully approved, it is listed in the CCCS Common Course Numbering System (CCNS). CCNS is a list of courses used across all thirteen CCCS community colleges to ensure consistency in course number, title, credits/contact hours, course description, learning outcomes (competencies), and topical outline. As a result, all of these committees and their oversight of curriculum guarantee that courses are appropriate for higher education and learners in the community.

In addition CIP reviews recommend “gtPathways” courses. These are general education courses with guaranteed transfer to all Colorado four-year public institutions. gtPathway courses must meet content and competency criteria and are not based on course equivalencies. A course must be vetted through gtPathway course approval process.

In addition to college-level courses, the College offers college preparatory courses in reading, English and mathematics. PPCC also offers English as a Second Language (ESL) courses for non-native English speakers. PPCC contractual programs include community training, non-traditional credit courses, continuing education, and grant programs. PPCC is also collaborating with Colorado Springs School District #11 Adult and Family Education and its Adult Basic Education programs to guide students that test below the 9th grade level on PPCC placement tests for math and English (reading and composition) to adult basic education resources.

PPCC has received a number of specific post-secondary program accreditations, which requires compliance with quality of instruction, course offerings, and student learning outcomes (see Table 3.A-4). In addition, the Paralegal Program is working towards

American Bar Association approval this academic year with the addition of a new full-time faculty member in the program.

Table 3.A-4: Program Accreditations	
Program/Course of Study	Accrediting Body
Automotive Collision Technology	National Automotive Technicians Education Foundation (NATEF)
Automotive Service Technology	National Automotive Technicians Education Foundation (NATEF)
Culinary Arts Program	American Culinary Federation Education Foundation (ACFEF)
Dental Assisting	The American Dental Association's Commission on Dental Accreditation (CODA)
Early Childhood Education	National Association for the Education of Young Children (NAEYC)
Emergency Medical Service	Colorado Department of Health and Environment (CDPHE) and Committee on the Accreditation of Allied Health Education Programs (CAAHEP)
Law Enforcement Academy	Peace Officers Standards in Training (POST) certified
Nursing	Accreditation Commission for Education in Nursing, Inc. (Formally National League for Nursing Accrediting Commission, Inc. (NLNAC))
Pharmacy Technician	American Society of Health – System Pharmacists (ASHP)
Radiologic Technology	Joint Review committee on Education in Radiologic Technology (JRCERT)

Criterion 3.A.1 Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

The State Faculty Curriculum Committee (SFCC), comprised of faculty from all thirteen CCCS community colleges, addresses curricular issues and participates in academic discipline group discussions. A state discipline chair is elected at the annual meeting and serves to disseminate CCCS information and promote the discipline agenda within CCCS. At the annual meeting, faculty makes recommendations for changes to existing courses and proposes new courses for approval within CCNS and gtPathways. This process ensures curriculum is reviewed for currency and appropriateness for higher education.

The vision and mission statements of Career and Technical Education (CTE) in Colorado reflect the need for programs to be current and relevant to specific career fields. CCCS approves all CTE AAS degree and certificate programs. In order to maintain currency, all approved programs must have a program advisory committee to assist education providers in planning, conducting and evaluating their program curricula and operations. Each advisory committee is made up of individuals with experience and expertise in the occupational field(s) that the program serves who advise educators on the design, development, implementation, evaluation, maintenance, and revision of CTE programs. CTE Program Advisory Committees must meet once a semester to ensure that programs continue to meet the community's current workforce needs. The program advisory committee also advises on Perkins grant proposals submitted to CCCS and assists with internship and job placement opportunities for students. Once CTE curriculum is designed, the curriculum is vetted through the PPCC's CIP process and the CCCS CTE review process. CTE programs also undergo a program review every five years to verify that programs are meeting statewide benchmarks. The 2012-2013 CCCS Career and Technical Education Administrators' Handbook provides the requirements for program approvals and the CCCS website houses a complete list of program approvals for degrees and certificates.

PPCC requires levels of performance by students appropriate to the degree or certificate being awarded. The College Outcomes Assessment Team (COAT) operates within Instructional Services and oversees the General Education Subcommittees, Assessment Review Committee, Higher Learning Commission (HLC) Academy for Assessment of Student Learning Team, and Departmental Assessment efforts. COAT is charged with developing and implementing an assessment plan to gather evidence about what students know and can do as a result of their respective courses of study. This evidence is then used to improve teaching, learning, and overall program quality, enabling the College to meet the needs of students and the community it serves. Assessment of student learning in the Associate's degree programs involves identifying and measuring General Education Student Learning Outcomes across all content areas. Academic departments are required to have at least one student learning outcome that can be linked to a PPCC general education outcome. CTE programs identify outcomes based on the career objectives of its students and assess student learning of those outcomes. The assessment of student learning at PPCC is an ongoing, evolving process that involves the entire college community. For more information about PPCC's assessment process, see [Criterion 4B](#).

Criterion 3.A.2 The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Assessment of student learning in the Associate of Arts (AA), Associate of General Studies (AGS), Associate of Science (AS), and Associate of Applied Science (AAS) degree programs involves identifying and measuring general education learning outcomes across all content areas. CCCS defines general education in several clearly identifiable ways: it is not directly related to a student's formal technical, vocational or professional preparation; it is a part of every student's course of study, regardless of his or her area of emphasis;

and it is intended to impart common knowledge, intellectual concepts, and attitudes which every educated person should possess. For transfer programs (AA and AS), general education has been defined by the State of Colorado in the 60+60 transfer agreement and includes assessment of distance education and military programs. PPCC faculty determines general education outcomes for PPCC. Learning goals for the AA and AS degrees are differentiated by the CIP and CCNS state requirements for the degrees.

CTE programs determine their own departmental outcomes and may differentiate those outcomes based on discipline and student workplace needs. Several Career and Technical Education programs have differentiated learning outcomes for AAS and Certificate degrees. In the PPCC 2012-2013 Catalog, the following programs differentiated between AAS degree and certificates learning outcomes as well as AAS degrees with multiple emphases (Table 3.A.2-1):

Table 3.A.2-1: Differentiated Learning Outcomes		
CTE Degrees/Certificates & AAS Degrees with Emphases		
PPCC Programs	AAS Degree/Certificate	AAS Degrees with Emphases
Accounting		
Architectural Engineer/Construction Management (Product Representative)		
Business Administration (Executive Assistant)		
CISCO Certified Network Associate		
Computer Networking Technology		
Culinary Arts (Baking, Culinary Arts, Culinary Arts: Basic Skills, Food Service Management)		
Farrier Science		
Geographic Information Systems		
Heating, Air Conditioning, and Technology (Direct Digital Controls, Industry Upgrade, Residential HVAC)		
Medical Office Technology (Clinical Office Assistant, Medical Coding Specialist, Medical Receptionist, Medical Transcriptionist)		
Medical Office Technology (Phlebotomy)		
Sign Language Interpreter Preparation (Basic ASL Communication Skills)		

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

PPCC provides classes in several delivery modes: classroom, hybrid, and online. Students access courses online via "ppccConnect," which utilizes the course management system platform, Desire2Learn (D2L). In addition to multiple modes of delivery, PPCC has multiple campuses and locations: Centennial Campus, Rampart Range Campus, Downtown Studio Campus, Falcon Campus, Peterson Air Force Base, and Fort Carson Army Post. PPCC also offers an Area Vocational Program (AVP), which provides occupational skill development and training for junior and senior high school students from all over the Pikes Peak Region. In addition, the College offers a dual-credit program for high school students called the Concurrent Enrollment Program.

Learning goals are established at the Instructional Services level for general education and encompass all AA, AS, AAS, and AGS degrees across all programs and pertain to all modes of delivery. PPCC develops student learning outcomes based on what students will know and be able to do at the end of their educational experience at the College. In addition, program-specific learning goals are established at the department level for all modes of delivery and across all sites. Learning goals are established at the course level by state faculty discipline committees and are archived in the CCNS database and apply to all modes of delivery and across all sites (including CCCOnline).

PPCC has an established procedure related to textbooks to ensure consistency in teaching across modes of delivery and locations. Monthly academic division meetings, regular Department Chair meetings, biannual adjunct orientations and meetings, and routine discipline/program meetings are held to address pedagogy.

Assessment is conducted in all academic programs and all platforms. Assessment methods include paper and pencil tests; direct observation; portfolios; projects; collection of student assignments; objective tests, essays, short answer measures, presentations, and discussions, that may be demonstrated through the course management system, ppccConnect. The course management system is utilized for assessment activities and displays campus announcements related to assessment activities. Data collection through the course management system is independent of the location or campus where students take classes. Curriculum enhancements are instituted regardless of location throughout all identified courses taught by PPCC faculty. Faculty implement curriculum enhancements based on general education and department assessment data across all modes of delivery. Department Chairs and associate deans are responsible for communicating with faculty (full-time and adjunct) about the focus of curriculum enhancements and monitoring faculty participation.

PPCC has a number of procedures to ensure consistency and quality of curriculum across all campuses and modes of delivery. Department Chairs, Academic Deans, and the Vice President for Instructional Services are responsible for oversight and quality assurance across all campuses and modes of delivery. Site visits, course planning and scheduling,

faculty evaluations, and classroom observations occur on all campuses. Faculty are held to the same minimum qualifications to teach across all modalities and locations. State program approvals for Career and Technical programs also require curriculum review and provide mandates, guidelines, and outcomes for student completion and program continuation. Department Chairs review and approve syllabi for content and rigor as well as consistency across course sections. For ease of access, instructional divisions store syllabi in their ppccConnect Division Course Shell.

PPCC's Department of eLearning disseminates a list of Standards for Online and Hybrid Courses and conducts an annual review of online courses, completing a rubric "Checklist for Quality Assurance for Online Courses at PPCC." The completed review is then sent to the instructor and includes, if necessary, recommendations for improvement. Each semester, the eLearning Department reviews courses to ensure any recommendations made are incorporated. The Director of eLearning works closely with Department Chairs and Deans during this process.

PPCC employs a Director of Military and Veterans Programs (MVP) to oversee military programs, services provided to veterans and dependent students, as well as, the delivery of services at each military site hosting PPCC courses. Military Programs merged with Veterans Affairs in Spring 2009, creating a one-stop Support Services process at the Centennial Campus for students with military affiliation. In addition to the office at Centennial, the MVP also maintains full-service offices at Fort Carson Army Post and Peterson Air Force Base. The Director maintains close contact with the Army and Air Force Education Services Officers in the local area to ensure that the College's programs and courses meet the educational needs of the military community. The Director works in close connection with Department Chairs and Deans in this process.

PPCC employs a Dean of High School Programs to ensure AVP and concurrent enrollment courses offered through PPCC adhere to the same expectations of quality, content and rigor regardless of location. All faculty teaching in both the Area Vocational Program and Concurrent Enrollment Program maintain the same qualifications and credentials as their college program colleagues. New full-time faculty and adjunct faculty attend orientation each semester. Faculty are observed, coached, and evaluated within the PPCC faculty and adjunct instructor evaluation guidelines. Course curriculum used within both AVP and Concurrent Enrollment Program mirrors course competencies of the PPCC college course. Common assessments are routinely used to ensure high school students are learning at the same level as their college peers.

In June 2010, PPCC completed a HLC Multi-Site Visit process and received a positive review. The HLC reviewer found PPCC adequate in all areas and at all campus locations. The reviewer endorsed the highest summary recommendation: "Overall, the pattern of this institution's operations at its extended sites appears to be adequate, and no further review or monitoring by the Higher Learning Commission is necessary."

Quality of education is also measured through the College's administration of the CCSSE survey, which is delivered to all campuses and across all modalities. The 2012 PPCC CCSSE results in this area are listed below.

Table 3.A.3-1: CCSSE Survey Results			
1. Quality of Education All Campuses			
How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? (Sum of "Quite a bit" and "Very much", %)	PPCC	Large Colleges	2012 CCSSE Cohort
Acquiring a broad general education	69	72	73
Acquiring job or work-related knowledge and skills	43	50	53
Writing clearly and effectively	64	61	63
Speaking clearly and effectively	57	57	58
Thinking critically and analytically	70	70	71
Solving numerical problems	54	56	58
Using computing and information technology	57	60	62
Working effectively with others	53	60	62
Learning effectively on your own	67	70	71
Understanding yourself	45	56	56
Understanding people of other racial and ethnic backgrounds	41	46	46
Developing a personal code of values and ethics	38	45	46
Contributing to the welfare of your community	24	29	30
Would you recommend this college to a friend or family member?	PPCC	Large Colleges	2012 CCSSE Cohort
% of Yes	94	94	94
How would you evaluate your entire educational experience at this college?	PPCC	Large Colleges	2012 CCSSE Cohort
Sum of "Good" and "Excellent", %	82	84	85

2. Focus on Success			
How much does this college emphasize each of the following ? (Sum of "Quite a bit" and "Very much", %)	PPCC	Large Colleges	2012 CCSSE Cohort
Encouraging you to spend significant amounts of time studying	70	74	74
Providing the support you need to help you succeed at this college	73	72	73
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	46	52	51
Helping you cope with your non-academic responsibilities (work, family, etc.)	20	26	27
Providing the support you need to thrive socially	26	34	35
Providing the financial support you need to afford your education	53	49	52
Using computers in academic work	81	78	79
3. Quality of Relationships			
Mark the number that best represents the quality of your relationships with people at this college (Sum of "5", "6", and "7" with "7" being "Available, helpful, sympathetic", %).	PPCC	Large Colleges	2012 CCSSE Cohort
Instructors	78	82	83
Administrative personnel and offices	43	48	52

An indicator of quality of instruction across campuses and delivery modes is student success rates. Below is a snapshot of course success rates for Fall 2012. The Pass Rate is defined as the total number of passing grades (A, B or C for college level courses, and S/A, S/B or S/C for remedial courses) divided by the total number of students who enrolled in the course.

Table 3.A.3-2: Pass Rates by Campus	
Course Campus	Pass rate
CCCOnline	55%
PPCC Centennial Campus	67%
PPCC Downtown Studio Campus	65%
PPCC Falcon Campus	65%
PPCC Fort Carson	65%
PPCC Online Campus	62%
PPCC Peterson Air Force Base	71%
PPCC Rampart Range Campus	70%
Grand Total	66%

(Source: PPCC Office of Institutional Research)

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

Criterion 3.B.1 The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

“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.”

To fulfill this mission in regards to transferring to a four-year institution, PPCC adheres to the System Board for Community Colleges and Occupational Education (SBCCOE) policy [BP 9-40 Associate Degree and Program Designations and Standards](#) and the Colorado Department of Higher Education (CDHE) General Education (GE) Council requirements for guaranteed transfer courses (gtPathways). “gtPathways applies to all Colorado public colleges and universities, with more than 1,000 lower-division general education courses in 20 subject areas guaranteed to transfer. After starting at any public college or university in Colorado, and upon acceptance to another, [a student] can transfer up to 31 credits of successfully (C- or better) completed gtPathways coursework. These courses will automatically transfer with [a student] and continue to count toward general education core or graduation requirements for any Liberal Arts or Science, Associate’s or Bachelor’s Degree.”

The gtPathways courses have been designated general education in specific categories: Written Communication, Mathematics, Arts and Humanities, Social and Behavioral Sciences, and Natural and Physical Sciences. The Council stipulates general education competency (broad skills) criteria as well as content criteria in order for courses to be included in a particular general education category. To earn their Associate’s degree, students are required to complete courses in several general education categories. These categories and courses impart broad knowledge and intellectual concepts and are specified by CCCS and CDHE. All courses must adhere to the state competencies for the course as listed in the CCNS database. Guaranteed transfer courses also must meet the CDHE Content Criteria for Statewide Guaranteed Transfer. Courses must meet both the category’s general education competencies and content criteria to be designated guaranteed transfer in the category.

The general education program is appropriate to the degree levels of PPCC. Each degree at PPCC includes general education requirements within its list of degree requirements. All Associate degrees require a minimum of 60 credit hours. A student completing an Associate of Arts (AA) degree must earn “60 semester credit hours, at least 35 of which must be Colorado State-Guaranteed Courses, and students must earn a C or better in each class.” A student completing an Associate of Science (AS) degree must earn “60 semester credit hours, at least 36 of which must be Colorado State-Guaranteed Courses.” A student

completing an Associate of General Studies (AGS) degree must earn “30 credits of general education with 15 credits from State-guaranteed courses.” A student completing an Associate of Applied Science (AAS) degree must earn a minimum of 15 credit hours (of the 60 total) from the general education course list which is chosen by faculty for specific degrees.

Criterion 3.B.2 The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

PPCC articulates the content of its undergraduate general education requirements for each degree program in the [catalog](#). In addition, the requirements are available through various linkages on the website, such as the Program Directory page under Academics. General education course requirements are also specified in departmental print brochures.

PPCC’s general education learning goals, established by faculty, are Communication (Reading, Writing, Speaking, and Listening), Critical Thinking, Information Literacy, and Math Skills. In 2008, College Outcomes Assessment Team (COAT) members added Community Skills after a dialog and approval from the faculty. These specific general education student learning outcomes identify the skills and attributes a student should know or be able to do upon graduation with an Associate’s degree from PPCC.

Student learning outcomes are presented on the PPCC website under Assessment for Student Success (<http://www.ppcc.edu/academics/assessment/>). In addition, the specific outcomes are documented in WEAVEonline, an assessment software platform, as well as through the College’s internal website, myPPCC, on the COAT Assessment pages.

Instructional Services has clearly defined requirements for linkages between departmental student learning outcomes and general education student learning outcomes. Academic departments are required to have at least one student learning outcome and at least one must be linked to a PPCC general education outcome. As mentioned in [Criterion 3.A.2](#), PPCC adheres to the CCCS SBCCOE policy on general education and conforms to CDHE General Education (GE) Council requirements for guaranteed transfer courses (gtPathways). The Council stipulates general education competency (broad skills) criteria as well as content criteria in order for courses to be included in a particular general education category. Courses must meet both the category’s general education competencies and content criteria to be designated guaranteed transfer in the category.

PPCC’s general education requirements impart broad knowledge and intellectual concepts that the institution believes every college-educated person should possess. To earn their Associate’s degree, students are required to complete courses in several general education categories. These categories and courses cover various learning

objectives, knowledge and intellectual concepts as specified by the CCCS and CDHE. All courses must adhere to the state competencies for the course as listed in the CCNS database. Guaranteed transfer courses also must meet the CDHE Content Criteria for Statewide Guaranteed Transfer.

The Table below shows the requirements that students must complete for the Associate of Arts and Associate of Science degrees.

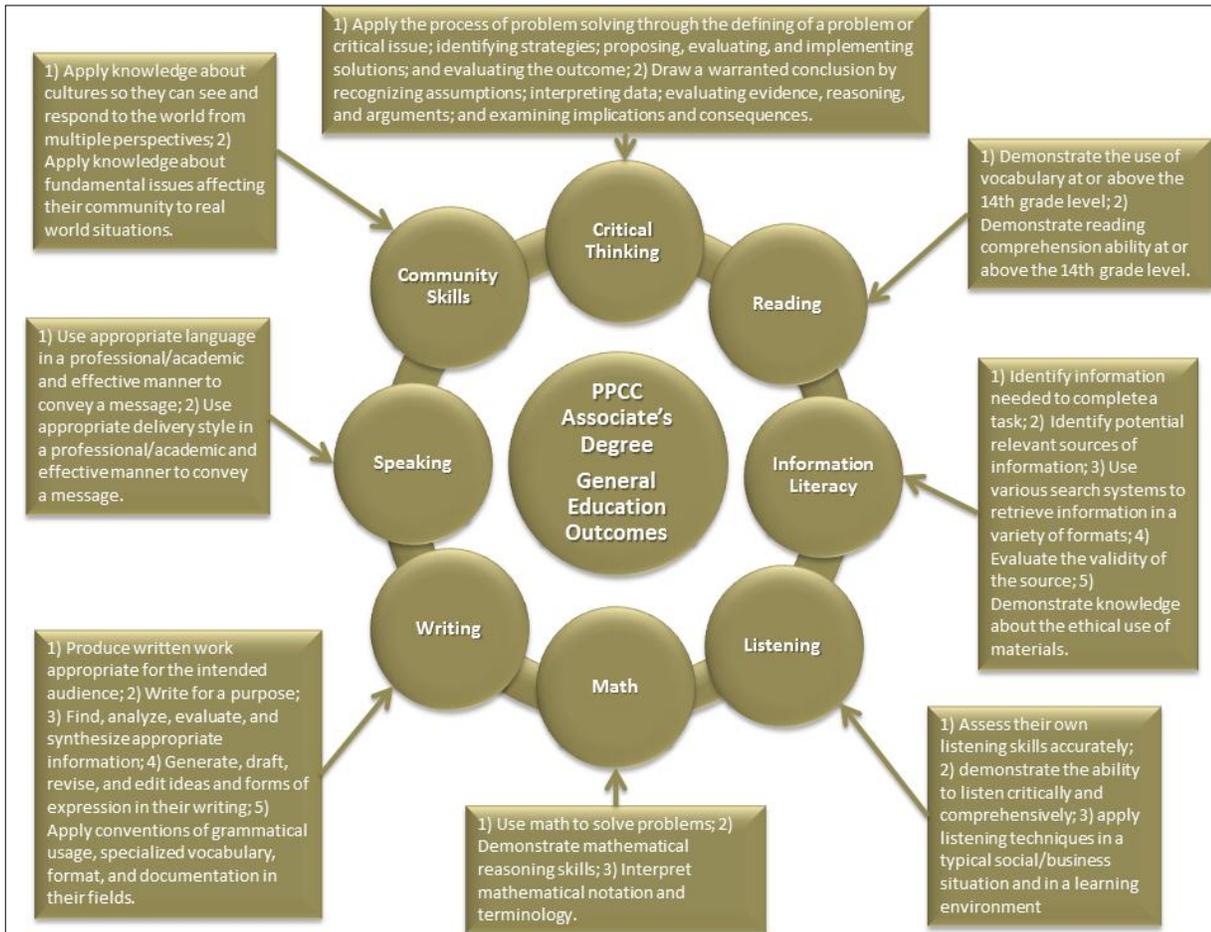
Table 3.B.2-1: Associate of Arts (AA) and Associate of Science (AS) Degree Requirements		
Area of Study	AA Degree	AS Degree
Written Communication	6 credit hours	6 credit hours
Oral Communication	3 credit hours	3 credit hours
Mathematics	3 credit hours	3 credit hours
Arts and Humanities	6 credit hours	6 credit hours
Social and Behavioral Sciences	6 credit hours (other than History)	6 credit hours
History	3 credit hours	
Arts and Humanities, Social and Behavioral Sciences, or History	3 credit hours	
Natural and Physical Sciences (with at least one lab course)	7 credit hours (with at least one lab course)	12 credit hours (with at least one two-course lab sequence and one additional lab course)

In addition to the general AA degree, the College offers three state-articulated, discipline-specific AA degrees: Business Transfer, Early Childhood Education (Teacher Preparation), and Elementary Education (Teacher Preparation). Moreover, the College offers nine AA degrees with discipline designation. State-articulated transfer degrees and AA degrees with discipline designation require completion of courses in the same category as the general AA though the number of required credits in each category may differ. In addition to a general AS degree, the College offers two AS degrees with discipline designation: Mathematics and Psychology. AS degrees with discipline designations require completion of courses in the same category as the general AS though the number of required credits in each category may differ.

The Associate of General Studies (AGS) students must complete 30 credit hours of general education with 15 of these credit hours from state guaranteed transfer courses. Associate of Applied Science (AAS) students must complete 15 credit hours of general education. For AAS students, the faculty members for the specific degrees determine what general education courses are required. These courses are listed under the degree program in the College catalog.

PPCC faculty identified the following general education outcomes, which state what a student graduating with an Associate's degree from PPCC should be able to do. These outcomes are skills based and address the broad areas of community skills, critical thinking, information literacy, listening, math, reading, speaking, and writing.

Figure 3.B.2-1: General Education Outcomes



(Sources: [PPCC Catalog 2012-2013](#); PPCC General Education Student Learning Outcomes web address: <http://www.ppcc.edu/academics/assessment/outcomes/>)

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

PPCC is committed to developing the knowledge and skills that prepare students for transferring and/or entering the workforce upon graduation. PPCC offers a number of simulated learning environments in a number of programs. See [Criterion 3.D.4](#) for specific examples. In order to earn an AA, AS, and AGS degree, students complete several courses in multiple general education categories and as such, these courses require students to collect, analyze, and communicate information; master modes of inquiry or creative work; and develop skills adaptable to changing environments.

Instructional Services implements curriculum enhancement projects across the PPCC curriculum, which are designed to address results of general education assessment results. For example, in 2010, faculty designed the Critical Thinking Action Plan. This was

in response to the results of the first large-scale critical thinking assessment associated with the College’s first HLC Academy for Assessment of Student Learning project. The Critical Thinking Action Plan involved faculty embedding inference and deduction learning activities into all of their classes.. Implementation of the plan began in Fall 2012 and data analysis is currently underway.

PPCC utilizes the Community College Survey of Student Engagement (CCSSE) survey, which “provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. The survey, administered to community college students, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention.” CCSSE is a benchmarking instrument, diagnostic tool, and monitoring device to document and improve institutional effectiveness over time.

CCSSE data indicate that PPCC students are engaged in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. In order to measure student engagement, the Institutional Research Office administers the CCSSE. The Institutional Research Office administered the survey twice, Spring 2010 and Spring 2012. The survey includes items that ask students about their perception of course activities in certain skill areas as well as how PPCC has contributed to their abilities to perform these activities. Specific questions address speaking, writing, community skills, critical thinking, information literacy, and math. In addition, the survey has a general question related to students’ perception of how PPCC has contributed to their broad knowledge base.

Spring 2012 survey results showed that PPCC students endorsed “often” and “very often” more frequently than the national large college comparison group and the entire 2012 cohort. See Table 3.B.3-1.

Table 3.B.3-1: CCSSE Survey Results - Student Work				
Item	Response	PPCC	Large Colleges	2012 Cohort
Made a class presentation	Often	24%	22%	22%
	Very often	12%	9%	9%
Prepared two or more drafts of a paper or assignment before turning it in	Often	31%	30%	30%
	Very often	25%	20%	21%
Worked on a paper or project that required integrating ideas or information from various sources	Often	40%	38%	38%
	Very often	32%	26%	26%
Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	Often	25%	24%	24%
	Very often	23%	18%	18%

Spring 2012 survey results indicated that PPCC students endorsed “quite a bit” and “very much” more frequently than the national large college comparison group and the entire 2012 cohort. See Table 3.B.3-2.

Table 3.B.3-2: CCSSE Survey Results - Course Work and Computers				
Item	Response	PPCC	Large Colleges	2012 Cohort
During the school year, how much has your coursework emphasized making judgments about the value or soundness of information arguments, or methods	Quite a bit	36%	35%	35%
	Very much	22%	19%	19%
During the school year, how much has your coursework emphasized using computers in academic work	Quite a bit	32%	32%	32%
	Very much	50%	46%	47%

Furthermore, PPCC students indicated reading 5-10 books, 11-20 books, and more than 20 books on the item “During the current school year, number of books read on your own (not assigned) for personal enjoyment or academic enrichment” at a higher level than both national comparison groups. PPCC students endorsed writing papers 5-10 pages long (35.4%) and 11-20 pages long at higher rates as well (20.7%). However, PPCC students endorsed writing papers more than 20 pages (9.9%) at lower rates than the comparison groups.

Table 3.B.3-3: CCSSE Survey Results - Books and Writing Papers				
Item	Response	PPCC	Large Colleges	2012 Cohort
During the current school year, number of books read on your own (not assigned) for personal enjoyment or academic enrichment	5 to 10	17.1%	14.1%	13.9%
	11 to 20	6.5%	5.2%	5.2%
	More than 20	6%	5%	5%
During the school year, number of written papers or reports of any length	5 to 10	35%	32%	32%
	11 to 20	21%	18%	18%
	More than 20	10%	10%	10%

For the item asking students how much PPCC contributed to their “acquiring a broad education”, students endorsed “quite a bit” at similar rates but “very much” less

frequently than the large college and 2012 cohort. For the question asking students how much PPCC contributed to their “writing clearly and effectively”, students endorsed “quite a bit” more frequently while “very much” was higher than the large college comparison group yet similar to the 2012 cohort. For the questions asking students how much PPCC contributed to their “speaking clearly and effectively” and “thinking clearly and effectively”, students endorsed “quite a bit” at similar rates. Students endorsed “very much” at similar rates as the large college comparison group but less frequently than the 2012 cohort.

Table 3.B.3-4: CCSSE Survey Results – PPCC Contribution				
Item	Response	PPCC	Large Colleges	2012 Cohort
How much has PPCC contributed to your ‘ acquiring a broad education’	Quite a bit	42%	41%	41%
	Very much	28%	30%	31%
How much has PPCC contributed to your ‘ writing clearly and effectively’	Quite a bit	40%	38%	38%
	Very much	24%	23%	24%
How much has PPCC contributed to your ‘ speaking clearly and effectively’	Quite a bit	36%	35%	36%
	Very much	21%	22%	23%
How much has PPCC contributed to your ‘ thinking clearly and effectively’	Quite a bit	42%	42%	42%
	Very much	28%	28%	29%

(Source: [CCSSE 2012 COAT Items](#))

Criterion 3.B.4 The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

PPCC serves approximately 22,000 students annually. Half of the students enrolled at PPCC are first generation college students with an average age of 28 years. (Figure 3.B.4-1 below and [Figure 3.B.4-4](#).) Close to 60% of PPCC students are women, and 93% of students come from the local area ([Figure 3.B.4-3](#)). Sixty-one percent of PPCC students are enrolled part-time, and 30% of PPCC students are ethnic minorities ([Figure 4.B.4-2](#)). More than 50% of PPCC students receive federal financial aid (54% of eligible students do receive federal aid). To meet the needs of this diverse demographic, PPCC offers degrees and certificates in 175 areas of study. The institution recognizes the human and cultural diversity of PPCC students and provides programs, resources, and services to ensure that students succeed.

Figure 3.B.4-1: PPCC Age Distribution

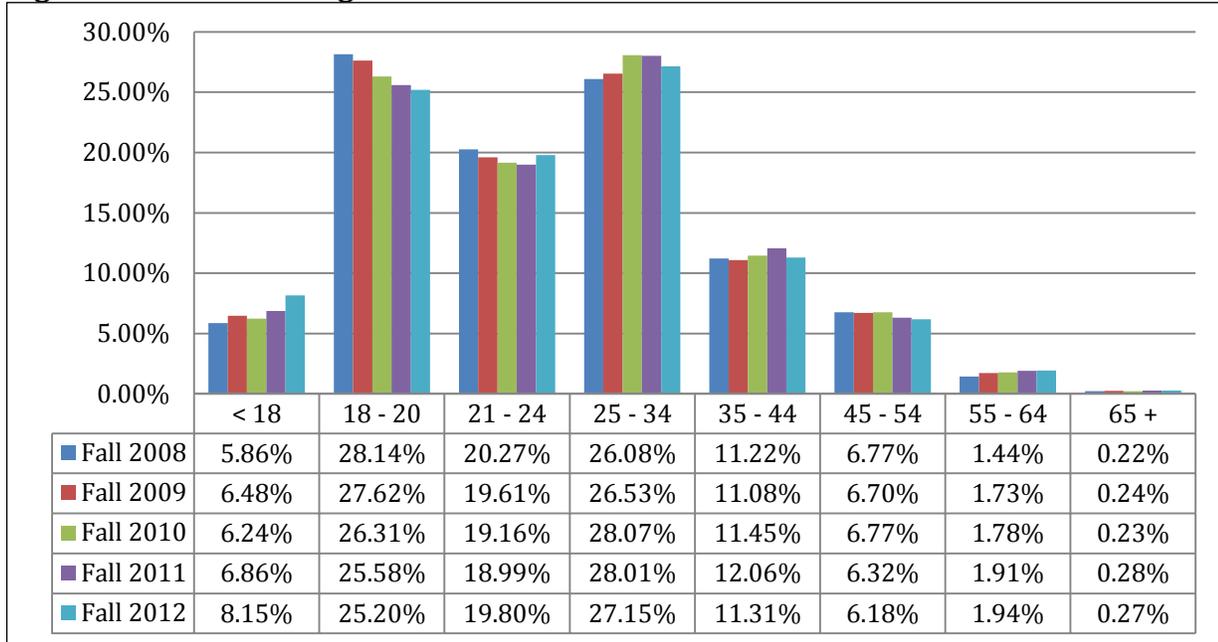


Figure 3.B.4-2: Fall 2012 Ethnicity

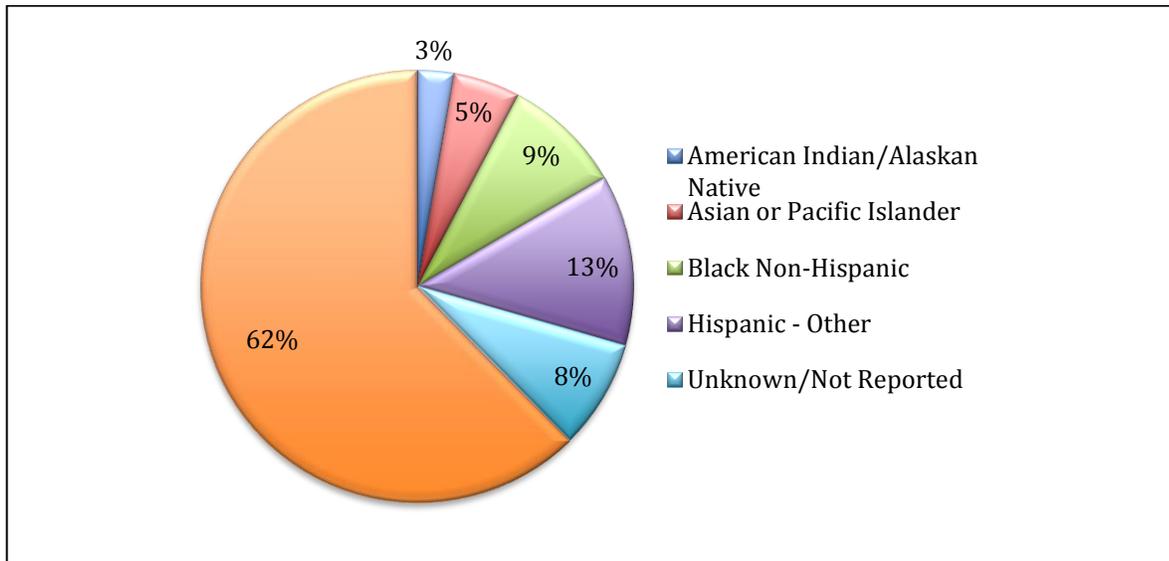


Figure 3.B.4-3: Student Gender 2008-2012

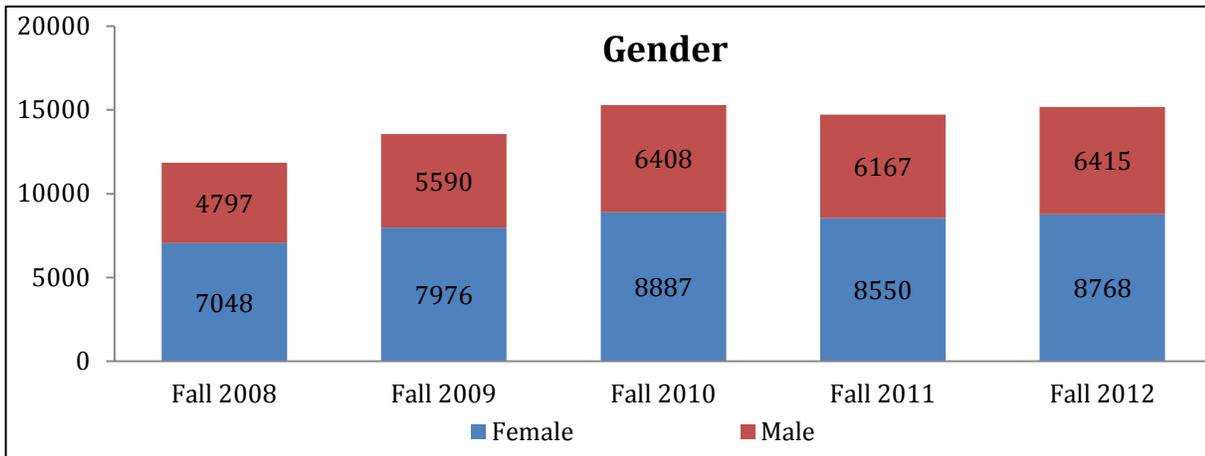
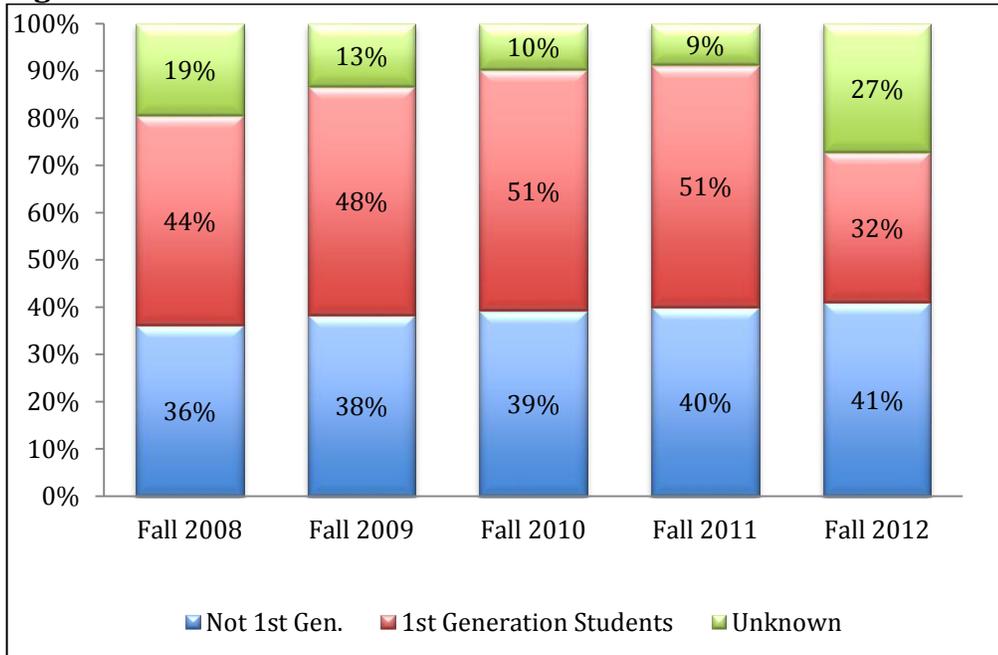


Figure 3.B.4-4: First Generation Status



To meet the diverse learning styles and scheduling challenges of its student population, PPCC offers classes on four primary campuses, two military sites, hybrid, and online, with classes scheduled from morning until evening, to include weekends.

Course offerings at each PPCC location meet the needs of the local population. For example, the centrally located Downtown Studio Campus (DSTC) is positioned near the Colorado Springs Fine Arts Center, multiple museums, and various commercial art studios. In addition to general education curriculum, the campus offers fine arts focused coursework housed in music, art, and dance studios. The rural Falcon Campus offers Pathways courses and houses the Ferrier Science and Outdoor Leadership programs.

As an open-door community college, PPCC offers a range of preparatory general education classes in English, reading, mathematics, and English as a Second Language which are supplemented by a Learning Assistance Center (LAC) for tutoring, a Writing Center, and a Math Center which are designed to assist students with diverse learning styles and needs. The Office of Accommodative Services and Instructional Support deliver educational support and provide Sign Language Interpreters for students with disabilities.

PPCC offers a variety of culture-based courses within the Anthropology, Communication, Sociology, Humanities, Literature, and Foreign Language disciplines, providing students with cultural diversity education.

Career Planning and Advising (CP&A) advisors are often the contact for students who need to schedule courses. The academic advisors are trained to recognize students with special needs or at academic risk, and refer the student to the appropriate support services such as childcare, OASIS, Retention, TRIO, and/or multicultural affairs.

CP&A conducts mock interviews and offers assistance in resume writing to help prepare students for the workplace and career exploration. Advisors work with students from all racial and ethnic groups as well as special populations such as military (active and veterans), disabled, international students, LGBTQ (lesbian, gay, bisexual, transgendered, and queer), first generation, non-traditional, ESL, and ex-offenders. Military and Veterans Programs also advise both active duty military and veterans.

Student Life offers a wide range of student clubs and cultural events that assist students in the recognition of human and cultural diversity. Student Life supports student clubs organized around diverse interests ranging from multi-cultural, philosophical, religious, and gender orientation, as well as academic and sports-related activities. Student Life programming offers a variety of cultural events supporting Black History Month, Women's History Month, Asian Culture, and Cinco de Mayo. A calendar listing campus activities is posted on the main page of PPCC's student web portal. A student-led Multi-Cultural Awareness Conference was hosted at PPCC in Spring 2013 with events scheduled on both the Centennial and Rampart Range Campuses. Conference events included a Jewish Feast Luncheon, panel forums, student presentations, and group discussion following a theme-related film.

Unique to PPCC, the Office of Accommodative Services and Instructional Support offers courses specifically created for identified students to support the unique learning and/or access needs specific to their disability. OASIS is part of a broad multi-discipline committee called ACCESS that identifies and modifies the facility to be accessible to all students. OASIS offers a three-credit course reviewing the Job Access for Speech (JAWS) program for students. Funding for the JAWS program was made possible through a Perkins grant received in early 2013. The grant allowed for the purchase of three laptop computers for instructor to student training. OASIS also offers a one-credit course on DRAGON Dictate (voice recognition software) designed to assist students with a variety of accommodation needs including one-handed keyboarding, and/or computer screen magnification.

PPCC's Access Committee was formed to respond to requests for access-related accommodations and to ensure PPCC facilities are accessible for all abilities. PPCC is in the process of retro-fitting bathrooms, ramps, and door access in all facilities. The Centennial Campus recently added rescue chairs to the B Building to safely assist students with mobility issues. Designed to match existing classroom tables, custom-made tables are manually adjustable and can be moved to meet students' needs. Added to 17 classrooms at Centennial in Spring 2013, these custom tables will also be included in future classroom furniture purchases.

Community Skills is a general education student learning outcome. The Community Skills subcommittee defined its overall mission as student development of 1) citizenship, 2) appreciation of diversity and pluralism, and 3) local, community, global, and environmental awareness. Community Skills analyzed data from a large-scale assessment (451 students completed a ppccConnect survey in Fall 2010) and presented the results to faculty at instructional division meetings. Based on the assessment results, the subcommittee concluded: (1) Students were most likely to agree that they learned about Technology, Diversity, Economy, Citizenship, and Culture; (2) Diversity, Citizenship, and Culture were specifically identified as key areas of emphasis for Community Skills; (3) Although Technology and Economy were not mentioned as areas of emphasis, students were most likely to agree that they learned about such issues; and (4) The focus on the economy might have stemmed from the time period during which the survey was conducted (2010). The Community Skills subcommittee held a faculty training and conversation workshop in October 2012. Forty-seven faculty members from all academic disciplines participated, including the moderators. Faculty participants represented transfer, college-prep, and career and technical education programs.

PPCC highly recognizes the importance of globalization and diversity evidenced by a long-term international partnership with the Mercantec School of Business in Viborg, Denmark since 1992. Mercantec is one of Viborg's largest educational institutions offering a wide range of technical, business and continuing education courses. Each year 20-30 Danish students travel to PPCC to engage in a 3-4 week study program. The program involves attending classes such as business, economics, political science, history, and giving governmental/civic presentations. To further enhance the students' cultural experience, students stay in the homes of PPCC faculty and staff members, which provide them with a more authentic cultural experience.

Criterion 3.B.5 The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Faculty and students in a number of programs contribute to scholarship, creative work, and the discovery of knowledge by showcasing their creative talents in a variety of ways. Music, dance, art, pottery/ceramics, and literature programs promote the display of student work and public performance of student talent. In addition, community partnerships with local organizations and other colleges allow for a community-wide showcasing of scholarship and creative work.

PPCC offers print and online publications for students to showcase “academic and creative works that represent the excellence of PPCC’s student body.” *Parley Student Academic Journal* includes literary pieces (poetry contests, short stories, and essays) as well as images of student created paintings and photographs. *Rearrange*, an online publication, is an extension of *Parley* as the “creative online journal” of student’s original works.

PPCC’s radio station KEPC 89.7 contributes to the local community while engaging students with creative work in a paraprofessional experience. KEPC 89.7 FM is a student/staff operation and the personalities heard on KEPC are PPCC Radio and Television program students. This job-relevant experience is a requirement for the Associate of Applied Science degree in Radio and Television. The training prepares students for employment in the commercial, Internet and satellite radio industries.

The Culinary Arts program is a training partner with the National Restaurant Association Education Foundation and has also integrated community events into the curriculum that allows students to showcase their creative work:

- Fran Folsom Culinary Scholarship Dinner
- Ronald McDonald House Gingerbread House Display
- American Culinary Federation Pikes Peak Chapter fundraising events
- Multiple secondary school demonstrations
- ProStart competition mentoring for high school student competitors
- Certification practical exams to chefs from across the nation.

PPCC Downtown Studio Art Gallery presents two student exhibits annually as part of the Art Departments philosophy that it is essential to participate in a professional art exhibit as part of the Visual Art education. Each student exhibit is judged by critically acclaimed regional artists. PPCC President’s Office selects an original work of art as the President’s Purchase Award. These works are prominently displayed in a student gathering area on one of the four campuses. Yearly, the Emerging Journey Award is awarded to a student who is nearing a professional level of originality and skill. The award results in a one-person show in a regional art gallery.

PPCC supports and encourages innovative faculty to create unique and engaging coursework, which directly contributes to the student’s scholarship, creative work and the discovery of knowledge. The Rocky Mountain Collaboration: A Reacting to the Past Project Grant was awarded to fund a faculty conference at PPCC in 2013. *Reacting to the Past*, originally developed at Barnard College, is a program that promotes the development of immersive learning pedagogy allowing students to gain a deeper understanding of specific subject matter. The focus of the faculty conference was developing creative pedagogy wherein students assume the roles of historic figures with no script or outcome.

PPCC theater students collaborated with the Springs Ensemble Theatre to perform Eugene O’Neill’s provocative play “*The Rope*” in April 2013. This is the first play produced by the PPCC Theater Department in six years, demonstrating a renewed emphasis on theater programming at PPCC.

The Music department provides multiple public performance opportunities for students. Each Thursday at the Downtown Studio Campus, students enrolled in music classes present free public concerts. A variety of musical styles and genres are presented. The Music Department also offers recital opportunities for Music majors including the Sophomore Music Recitals which serve as "honor student" capstone projects for students moving on to four-year colleges and universities.

PPCC's Dance program provides performance experience for students through its High Altitude Dance Ensemble (HADE), an audition-based, student modern dance company. Performances involve original, creative work and scholarship/research produced by faculty and performed with student collaboration. The PPCC Dance program provides instruction to support the development of performers, teachers, and individual visual artists capable of performing a number of different jobs in the arts field. Students and faculty also participate in the local community by teaching, performing, and choreographing for various events. The program is on the cutting edge of dance technology with its "Dance for Camera/Dance Media" course where students learn how to properly use a video camera, sound edit and video edit, in addition to Dance Cinema History.

Student engagement techniques are used across curriculum such as hands on science labs, classroom simulation and content related role-playing. Various learning communities are offered at PPCC such as English/Philosophy and History/Communication. These courses bridge content in a way that contributes to the student's understanding of interdisciplinary subject matter relationship and discovery of knowledge. In addition, the learning communities offer an opportunity for faculty from different departments and instructional divisions to collaborate on pedagogy, construction of syllabi, and content delivery.

PPCC's Center for Excellence in Teaching and Learning (CETL) embraces the concept of offering faculty opportunities to learn and share new skills/techniques to use in the classroom. In Spring 2013, CETL invited Dr. Kay McClenney, CCSSE Director and author of *"Students Speak: Are We Listening?"* to speak to faculty and developed a series of faculty led workshops on Dr. McClenney's book. In Fall 2013, Dr. Elizabeth Barkley, national scholar and community college educator, presented on her book *"Student Engagement Techniques"* which included a series of faculty and staff-led workshops on this theme.

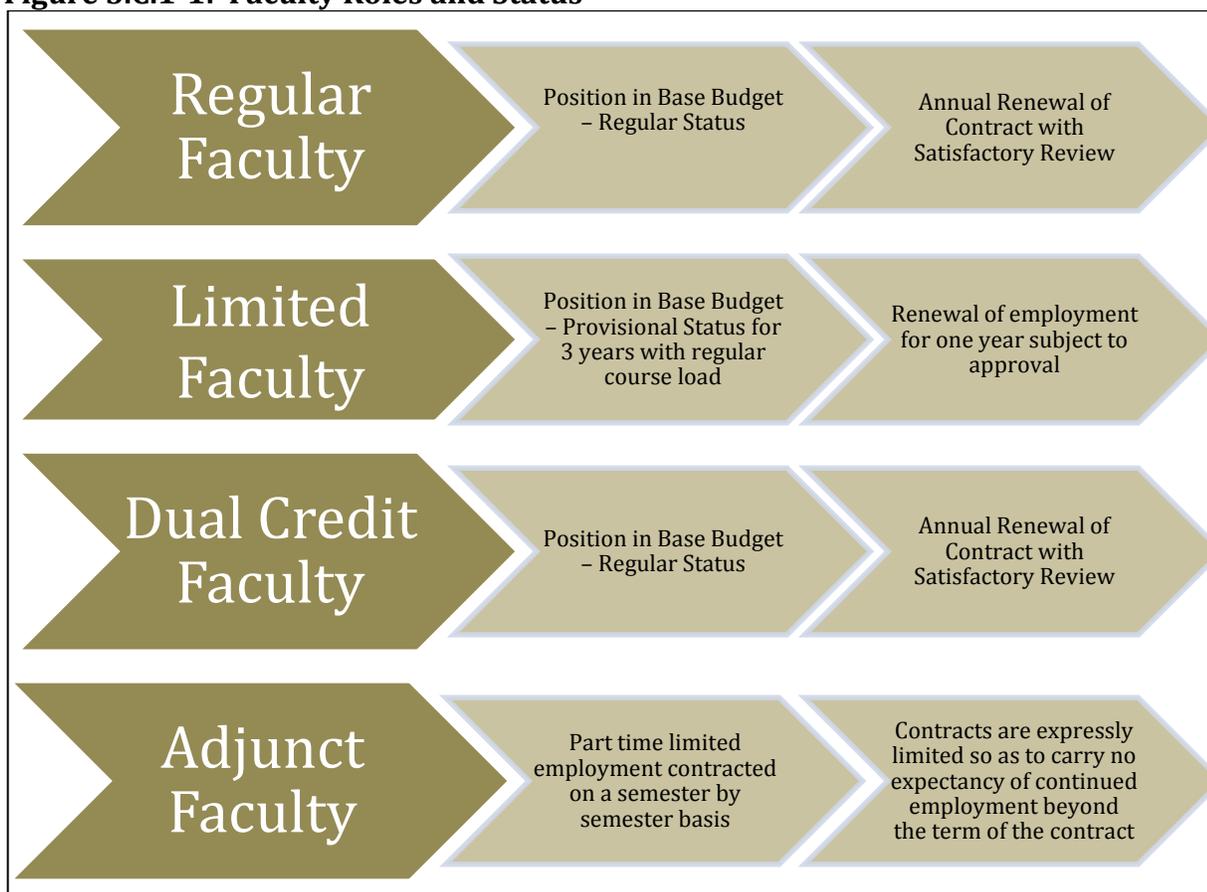
Criterion 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

Through rigorous hiring practices and commitment to professional development for all classes and all positions, PPCC ensures that its faculty and staff are appropriately qualified to deliver high quality programs and services to students. As such, PPCC provides the funding for professional development opportunities that enhance job skills, professional growth, post-secondary pedagogy, and career development. PPCC's vision statement, "Students Succeed at PPCC," clearly announces its dedication to provide effective, high-quality programs and student services.

Criterion 3.C.1 The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

PPCC employs regular, adjunct, limited, and dual credit faculty to fulfill all instructional and non-instructional duties. Faculty roles and status are illustrated in Figure 3.C.1-1. Regular and limited faculty may have a provisional or non-provisional status. The provisional period is three consecutive years, although the provisional period may be extended one year by the College President, but not to exceed four years. Dual credit faculty are considered regular faculty and are hired to teach concurrent enrollment classes either on the college campus or at the high school campus.

Figure 3.C.1-1: Faculty Roles and Status



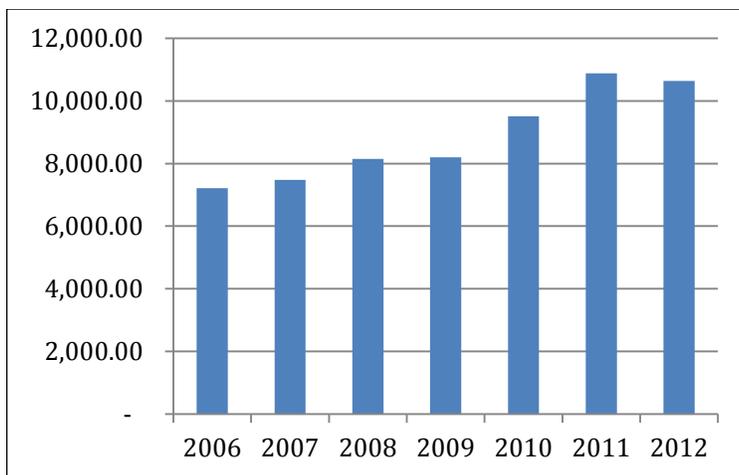
(Source: [BP 3-10 Administration of Personnel](#); [BP 3-31 Evaluation of Job Performance](#); [SP 3-31 Evaluation of Faculty Job Performance](#); [EP - 20 Adjunct Instructors Employment Practices](#))

PPCC full-time faculty/part-time faculty ratios and student to faculty ratios are consistent with the Colorado Community College System ratios. PPCC full-time/part-time faculty ratios are inconsistent with comparable national data. See Table 3.C.1-1 below.

Table 3.C.1-1: Full Time/Part Time Faculty Ratio (Full-Time Faculty on Overload are Part-Time)									
	PPCC			CCCS			National Public 2-Year FTE Converted from Headcount		
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total
Full Time and Part Time Faculty	186	485	671	1,177	3,097	4,274	115,874	203,855	319,729
Percentage of Full Time to Part Time Faculty	28%	72%		28%	72%		36%	64%	
Average of Faculty per Student FTE	.017	.046	.063	.019	.050	.069	.027	.047	.074
Student to Faculty Ratio	57.2	22.0	15.9	53.0	20.1	14.6	37.4	21.3	13.5

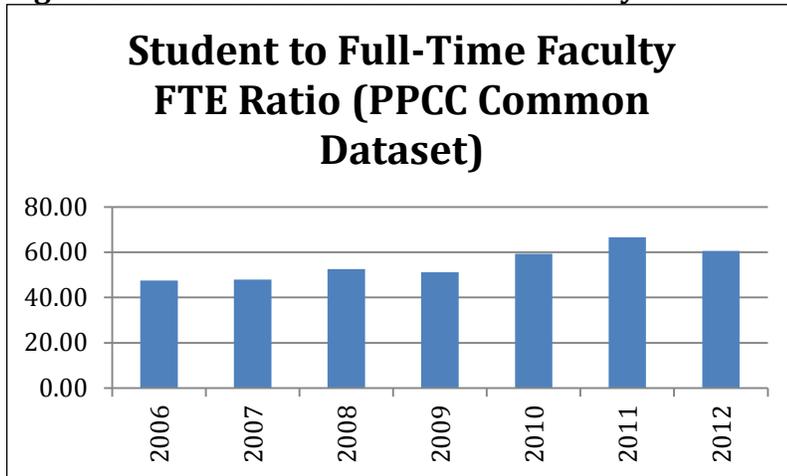
From 2006 to 2012, PPCC's student FTE grew from 7,217 to 10,641 reflecting an average yearly growth of 6.9% and an overall growth of 47.4%.

Figure 3.C.1-2: Student FTE



In 2006, the average of regular faculty per student FTE was 47.5. By 2011, the average of regular faculty per student FTE grew to 66.6. One year later, by 2012, this average had come down to 60.5 students FTE per one regular faculty. The ratio of regular faculty per student FTE averaged 55 during the period of 2006 to 2012.

Figure 3.C.1-3: Student to Full-time Faculty Ratio



Using an annual budget request process, which includes data driven justifications, PPCC has grown the number of regular faculty from 152 in year 2006 to 175.75 in year 2012. This represents an average growth of approximately 2.5% per year and an overall growth of 16% from 2006-2012 (Table 3.C.1-2 below).

2006	2007	2008	2009	2010	2011	2012
FTE(Annual)						
152.00	156.00	155.00	160.00	160.50	163.50	175.75

PPCC faculty have been with the College for an average of 7.6 years of service as of 2012. Adjunct faculty numbers has grown from 242 in 2006 to 501 in 2012; this represents an average growth of 13.9% per year. The institution currently does not keep track of Adjunct faculty years of service.

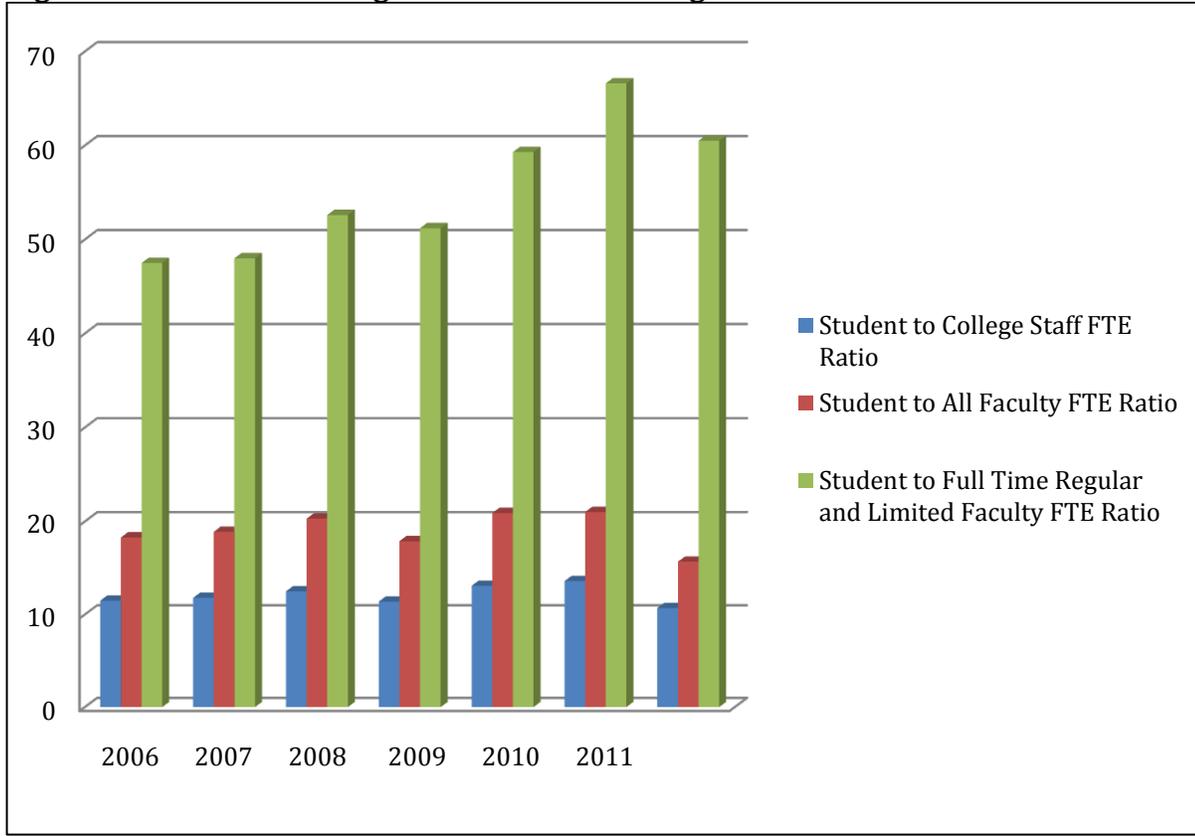
As per [Educational Procedure 220: Faculty Workload and Schedules](#), faculty must meet teaching load to be considered full time. Any hours over that load are classified as “overload.” There are two types of overload 1) teaching and 2) non-teaching. Non-teaching overload is related to Department Chair and special assignments for service/projects; in some cases, participating faculty may receive release time. As of 2012, approximately 13% of the budget was spent on non-classroom activities (Table 3.C.1-3 below).

Table 3.C.1-3: Instructional v. Non-Instructional Budget Dollars Spent						
Divisions	2009-2010		2010-2011		2011-2012	
	Instruction	Non-Instruction	Instruction	Non-Instruction	Instruction	Non-Instruction
VPIS - All Instructional Divisions	5,826,053	579,151	7,836,012	877,652	8,706,156	1,089,474
VPIS Other Departments	137,520	125,528	156,425	210,559	161,550	258,754
BENEFITS	832,443	98,365	997,304	135,788	1,063,898	161,753
TOTAL	6,796,016	803,044	8,989,741	1,223,999	9,931,604	1,509,980

Table 3.C.1-4: Percentage of Faculty in Instructional v. Non-Instructional Roles						
Divisions	2009-2010		2010-2011		2011-2012	
	Instruction	Non-Instruction	Instruction	Non-Instruction	Instruction	Non-Instruction
VPIS - All Divisions	91%	9%	90%	10%	89%	11%
VPIS Other Dept.	52%	48%	43%	57%	38%	62%
BENEFITS	89%	11%	88%	12%	87%	13%

Table 3.C.1-5: Full-Time Faculty - Non-Instructional Activities - Budget Dollars Spent			
Non-Instructional Activities	2009-2010	2010-2011	2011-2012
Department Chair Overload	135,012	262,090	319,306
Overload Non-Teaching	171,132	209,220	303,828
BENEFITS	42,297	76,041	95,434
FULL-TIME FACULTY TOTAL	348,441	547,352	718,568
% OF TOTAL NON-INSTRUCTIONAL	43%	45%	48%

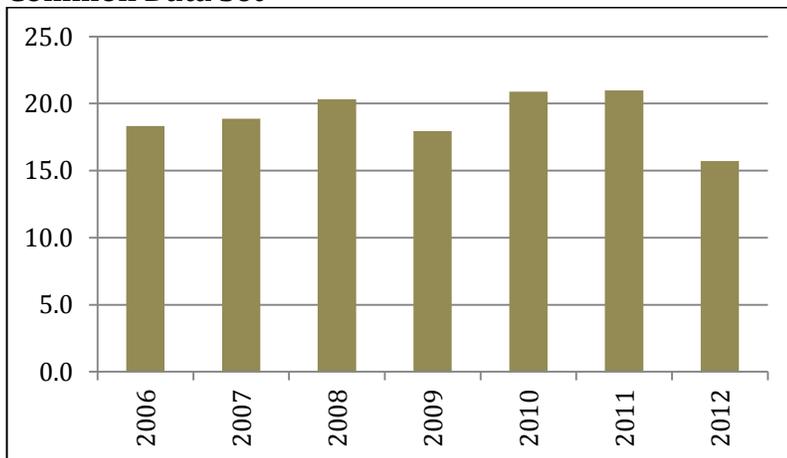
Figure 3.C.1-4: PPCC Budgeted FTE Ratios Using COGNOS CCCS Data



* System reported ratio 57.2

** Official mandate report in progress

**Figure 3.C.1-5: Student to All Faculty FTE Ratio
Common Data Set**



Regular faculty are significantly involved in non-classroom activities including student advising and committee work with additional faculty being involved as Department Chairs. Faculty follow guidelines presented in [Educational Procedures 220 Faculty Workload and Schedules](#). EP 220 governs regular faculty workload, including overload, release time, advising hours, the expectation of involvement in

college/community/professional committees, and documentation of these activities. Department Chairs guide their respective discipline faculty in matters involving pedagogy, curriculum, textbook adoptions, and expectations of student performance; these non-instructional responsibilities and compensation for Department Chairs are further addressed in [EP 150 Department Chair](#).

The CIP committee reviews and recommends procedures relating to curriculum and instructional practices. All four instructional divisions are represented on this committee including four academic deans, high school programs dean, and two faculty per division (one transfer and one CTE faculty).

The College Outcomes and Assessment Team (COAT) overseeing student learning assessment has 35 members including faculty representation from all divisions of which 69% are regular faculty. General education faculty participate in determining changes to curriculum as a result of assessment data. The charge of the COAT is to:

- Establish a common language and shared conceptual understanding to define outcomes assessment for and communicate it to students, faculty, and members of the community.
- Establish a vision for the assessment process by articulating outcomes, defining the method of delivery, and determining the means for evaluation.
- Define the connection between assessment and the institutional strategic plan.
- Focus on and identify what activities we should have as part of our assessment process.
- Recommend a budget that allows for ample support of the people involved in and the processes of assessment.
- Ensure that the importance of and commitment to assessment are communicated to the Leadership Council.
- Ensure that assessment is a process established, supported, and evaluated by faculty and that faculty have trust in the process.
- Establish a process for using data, incorporating both quantitative and qualitative research to make recommendations to faculty and bring about meaningful change.
- Maintain a positive and ongoing evolution in student learning as part of the assessment process.
- Create a one-year, two-year, and five-year plan for outcomes assessment.
- Use the celebration of achievements as a means of supporting assessment.
- Evaluate assessment processes and results on a regular basis, documenting where students are meeting the intended outcome, where they are not meeting the outcome, and decisions to improve the program and assessment plan.

PPCC faculty and deans are significantly involved in the CCCS Developmental Education Task Force (DETF). DETF is charged with redesigning developmental Math, English, and Reading in order to shorten the path students often must follow to achieve college credit. While this committee has a limited duration, it will have a lasting impact; for PPCC, this initiative is likely to affect 50% of the student body.

Criterion 3.C.2 All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

All instructional hiring follows established employment procedures and processes to ensure appropriate qualifications upon hire and maintenance of credentials thereafter. Academic departments establish qualifications of academic credentials, in partnership with deans, PPCC's Human Resource Services, the CCCS, and any individual program accreditation requirements. The Vice President for Instructional Services (VPIS), as the appointing authority, must approve the job description for faculty (regular and adjunct) prior to a public announcement of the vacancy. Job descriptions contain the essential functions, knowledge, skills/abilities, and educational/experiential requirements of the position. Once hired, official transcripts are verified and retained ensuring proper credentialing and records retention.

At the post-secondary level, the State of Colorado Revised Statute §23-60-304 indicates post-secondary CTE instructors must hold a valid credential thus ensuring students are taught by well qualified instructors possessing appropriate occupational and educational experience. PPCC's CTE faculty submits credential applications to the College's credentialing officer who is responsible to track and maintain these records. The CCCS Internal Audit Manager conducts an annual audit of instructor credentials. Initial credentials last for three years and professional credentials last for five years. Guidance for the credentialing process can be found in the credentialing section of the administrators' handbook.

Concurrent enrollment and AVP faculty follow the same employment processes and must meet the same qualifications and credentials as college faculty. For many programs, AVP faculty are also college-level faculty. AVP Faculty are listed on the credentialing records and reviewed by PPCC's credentialing officer.

PPCC contractual programs include community training, non-traditional credit courses, continuing education, and grant programs. Examples of community training include Construction Skills training and Kids Camp. Instructors meet criteria for credentialing, as appropriate.

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

Regular, limited, and adjunct instructors are evaluated annually according to established CCCS and PPCC procedures. [System President 3-31 Evaluation of Faculty Job Performance](#), [EP 190 Evaluation Procedure for Regular and Limited Faculty](#), and [EP 195 Evaluation Criteria for Provisional Faculty](#) provide two principal factors with a proscribed percentage of workload for each plan: teaching effectiveness (70%) and service to the College (30%). Each regular and limited faculty is responsible to create their individualized annual plan, which is reviewed and approved by academic deans. Supervisors review the overall performance evaluation based on the faculty member's performance in each of the evaluation areas and rate faculty performance as either needs improvement, commendable, or exemplary. Other documentation includes dean

narratives, classroom observations, and student evaluations in the evaluation process. Student evaluations ask for student perceptions of teaching effectiveness, including curriculum, content, and delivery. Merit pay is tied to the faculty evaluation. Adjunct instructors are evaluated annually from classroom observations and student evaluations.

The academic deans developed their division goals in alignment with [PPCC's Strategic Plan 2012-2016](#). The academic deans then worked with individual academic departments to create department goals that align to the division and College strategic goals. In turn, each faculty member's annual plan is required to include goals in alignment with department, division, and College goals.

Criterion 3.C.4 The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

PPCC provides professional development opportunities for all faculty to learn pedagogical and/or educational trends, develop student learning assessment goals, and synthesize new theories and skills into their curriculum, as well as maintain credentials and certifications. [EP 225 Faculty Professional Development](#) lists the institutional procedure for faculty professional development. Regular faculty may take advantage of division, committee, and federal or other grant funds for professional development. Adjunct faculty professional development is funded by their academic division.

PPCC's Center for Excellence in Teaching and Learning (CETL) committee provides professional development opportunities each fall and spring semester with "Professional Development Week" programming. Although CETL historically supported only faculty professional development, CETL efforts have extended to a college-wide audience for the semester Professional Development Week offerings. The New Faculty Academy (NFA), required for all new faculty, is a program to introduce faculty to college resources and an opportunity to develop professional relationships.

CETL is in the process of re-envisioning its mission, committee structure, processes, and services. An undivided focus to the mission of CETL is needed in order to assess existing professional development offerings and develop more robust and diverse offerings for full-time and adjunct faculty. The New Faculty Academy program and budget has been subsumed into their responsibilities. The previous system of providing one course release for the CETL chair has been inadequate to the task; therefore, a full-time CETL director position with a twelve credit hour release per semester was created. In addition, three Faculty Fellow positions were created with a three credit hour release per semester. The Faculty Fellow positions will report to the CETL Director and will focus on Full-Time Faculty & Staff Professional Development, Adjunct Faculty Professional Development, and Instructional Technology. In addition, the NFA coordinator will also report to the CETL Director. The new structure of CETL launched fall 2013.

Career & Technical Education (CTE) Programs can request faculty professional development funds provided by the [Carl D. Perkins Career and Technical Education Improvement Act of 2006](#). PPCC has a Perkins coordinator who oversees the internal

request and financial processes to ensure compliance with the federal program. As part of the PPCC request process, CTE programs requesting these funds provide expected learning outcomes and how the outcomes are related to student success and learning.

Tuition assistance is provided to PPCC staff and regular faculty taking PPCC courses. This program provides financial assistance that covers most course expenses and is managed by Human Resource Services.

The Faculty Senate offers Faculty Senate Mini-Grants via faculty application. This grant provides the means for faculty to obtain funding for a project that is not covered by division funds. Mini-Grant proposals are used to fund projects that result in pedagogical improvement and that support the teaching and learning process. Faculty Senate President receives a twelve credit hour course release during the academic year. The Faculty Senate Vice President and Secretary each receive a six credit hour course release during the academic year.

Distance Education (eLearning) offers free online training modules that introduce faculty to ppccConnect, PPCC's course management system, and introduce online pedagogy. In addition, the EDU 263 Teaching and Learning Online course offers pedagogy and training for the online modality. New full-time faculty are required to take the course EDU 263 prior to teaching in the online environment; these faculty do not have to pay for the course and are given a one-course release to take the course. Current full-time faculty may take the course but do not get a one-course release; however, tuition reimbursement is available to pay for the course. To teach online, faculty are also required to take two online self-paced courses, "Welcome to ppccConnect," and "Managing Discussions," both taught by eLearning staff. Online faculty are encouraged to participate in a hybrid course workshop, CCCOnline training, and eLearning Consortium of Colorado conferences.

The College Outcomes & Assessment Team (COAT) provides assessment training sessions and workshops, focused on writing assessment reports and evaluating learning outcomes. Three faculty receive an eighteen credit hour course release over the academic year to participate as COAT leaders. Further information about COAT is available in [Criterion 4B](#).

Adjunct faculty may take advantage of learning opportunities including department meetings, campus keynote speakers, etc., but attendance and any funding are at the discretion of their academic dean. All divisions provide two hours of pay (non-teaching rate) to newly hired adjuncts to attend one of the mandatory fall and spring adjunct orientation. CETL is in the process of revising adjunct orientation and expanding adjunct faculty professional development.

PPCC provides significant resources for faculty professional development in order to retain a highly qualified and engaged workforce, consistent with PPCC Strategic Goal #5.

Table 3.C.4-1: Professional Development Funding

Professional Development	2009-2010		2010-2011*		2011-2012	
	Budget	Actual	Budget	Actual	Budget	Actual
Academic Division Instructional Professional Development, (internal and external opportunities)	100,000	99,933	100,000	16,591	100,000	76,418
Center for Excellence in Teaching & Learning	13,000	6,146	13,000	7,738	13,000	1,274
New Faculty Academy	61,600	2,116	61,600	15,444	61,600	15,055
Faculty Senate Mini-Grants	18,611	8,002	18,501	16,729	20,754	21,615
Tuition Assistance for EDU 263	--	**11,461	--	5,513	--	5,052
Perkins-Funded Professional Development for CTE Faculty	39,474	39,474	47,941	47,941	46,005	46,005
TOTAL	232,685	167,132	241,042	109,956	241,359	165,419

(Source: Professional Development Budget Spreadsheet)

*Note that discrepancy in actual expenditures compared to other years was due to frozen professional development budgets.

**Tuition assistance for EDU 263 was nearly double in 2009-2010, as part-time faculty was paid to complete the course. After this year, part-time faculty was no longer paid.

Criterion 3.C.5 Instructors are accessible for student inquiry.

Regular and limited faculty are required to schedule time outside of class for student advising and assistance, 12 to 15 hours per week depending on course discipline. Faculty forward their advising/office hour schedules to academic deans for approval after which they are recorded in a shared division calendar that also includes availability of academic deans and administrative staff. This shared calendar allows administrative and office staff to schedule faculty appointments for students. Approved schedules are published in all course syllabi, and faculty are required to maintain this schedule throughout the semester. Currently, Career Planning & Advising (CP&A) assigns a faculty advisor upon meeting with a new student, and the student is directed to division offices to schedule a faculty advising appointment. Since adjunct faculty are expected to be accessible to students, but do not have office space, they utilize ppscConnect (D2L) email to correspond with students as well as adjunct computer pods located in each division office space.

Online and hybrid course faculty monitor discussion postings every 48 hours, respond to student emails within 48 hours, and post news items at regular intervals to facilitate communication with students.

Criterion 3.C.6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

The State of Colorado, Department of Personnel and Administration, determines employee classifications and at PPCC, one of the following three classes is assigned to an employee position: Classified, Administrative, Professional and Technical (APT), and Faculty. All state Classified personnel follow the same “Core Competencies,” but otherwise, the responsibility for determining job qualifications is given to the College President. In general, qualification determinations at PPCC are made at the department level by direct supervisors. Qualification determinants include job competencies and duties, but may also include professional competencies and/or minimum educational degrees. PPCC follows state rules and PPCC Human Resource Services procedures when evaluating candidates based on qualifications. Every job description lists the qualifications and educational degrees required. The selection process includes a peer-reviewed selection committee, formal interviews, and background check conducted by Human Resource Services.

The Learning Assistance Center (LAC) provides tutoring for a variety of subjects, including English and math. Tutors, Supplemental Instruction (SI) Leaders, and Instructor Assistants are hired by the LAC based upon expressed student and faculty need as well as available resources (i.e. funding, space, tutor availability, etc.). The minimum qualifications for any student Tutor, SI Leader, and/or Instructor Assistant position are a minimum 3.0 cumulative GPA and a minimum final grade of a “B” in the course(s) for which they support. Tutors participate in a formal training process as defined by the [College Reading and Learning Association \(CRLA\)](#). SI Leaders and Instructor Assistants must obtain faculty endorsement for the course(s) they wish to tutor. Instructor Assistants must have successfully completed one full semester as a Tutor/SI Leader for the Learning Assistance Center to be eligible for the position. After completing the tutor training, SI Leaders attend additional training regarding their role as an SI Leader and facilitation of collaborative learning environments. Tutors, SI Leaders, and Instructor Assistants must successfully complete an assessment on the required training with a minimum 85% average in order to continue their employment in the LAC. To maintain CRLA affiliation and use the training program copyrighted by the University of Missouri-Kansas City (UMKC), the LAC Director and Coordinator are required to complete UMKC’s SI Supervisor Workshop. Full-time staff also participate in training and professional development provided by the Colorado Department of Personnel and Administration. Continuous professional development opportunities are available for both department staff and tutors; funding for professional development opportunities is provided primarily by LAC operating funds.

The Office of Accommodative Services and Instructional Support (OASIS) regularly sends staff (on a rotation basis) to attend in-state and out-of-state professional development opportunities; webinars have been utilized as well. OASIS leadership conducts training at its staff meetings.

CP&A provides career related services and academic advising services for all PPCC students. PPCC is an institutional member of the National Association of Colleges and

Employers (NACE) and the National Association of Academic Advisors (NACADA). CP&A provides professional development opportunities for staff at the state, regional and national level. CP&A makes regular use of webinars and conducts regular staff development days in the fall and spring semesters.

The Financial Aid Office provides funds for professional development for its staff including institutional membership fees, local and national training, conferences, and financial aid directors' meetings. Financial aid staff attend the annual Department of Education Federal Student Aid conference. PPCC is an institutional member of the Colorado Association of Financial Aid Administrators (CAFAA) and Rocky Mountain Association of Student Financial Aid Administrators (RMASFAA).

Enrollment Services, the college admissions department, follows College and System procedures for the hiring of qualified staff. All new employees are trained on the computer system for various processes and attend the registrar and enrollment service training provided by CCCS. Staff also attends enrollment conferences and internally developed customer service trainings. PPCC is an institutional member of the Rocky Mountain Association for Collegiate Registrars and Admissions Counselors (RMACRAO) and the American Association for Collegiate Registrars and Admissions Counselors (AACRAO).

The Student Counseling and Resource Center's mission is to support student success by providing information and services related to emotional wellness. The Student Counseling and Resource Center (SCRC) screen counselor applicants for minimum qualifications. A screening committee made up of knowledgeable peers interviews and selects the top qualified candidates to refer onto the selecting official. Continual professional development occurs through seminars, lectures, and other types of trainings.

The Math Center is managed by one full-time faculty on a year round basis. This position is responsible for screening and hiring faculty and student tutoring candidates for minimum qualifications and for specific criteria required of tutoring. Adjunct faculty, regular faculty, non-adjunct temporary employees, and student hourly employees are Math Center tutors. All are evaluated annually. Student tutors must have successfully completed a course one level higher than the course they are tutoring. Student tutors must also attend and complete training. The Math Center is currently working on a certified training for student tutors. Input from tutors about improving service to students is solicited every time period; feedback from students is gathered at the end of the semester. Training sessions are conducted each year. All Tutors are encouraged to attend.

The Writing Center is managed by one full-time faculty on a year-round basis. The Writing Center has peer tutors, professional tutors, full-time and part-time faculty tutors. Peer tutors are recommended by PPCC faculty and have successfully completed one or more developmental and college-level writing courses. Professional tutors have earned at a minimum a Bachelor's degree. The Writing Center provides a ten-week hybrid format tutor training for all Writing Center tutors through an online course in D2L. The training provides tutors with an understanding of the tutoring philosophy, tutoring techniques, technology, conferencing techniques, online tutoring, procedures, Writing, ESL and Reading Tutor Program Information. Most tutors complete the training prior to their first

semester or within their first two semesters. The training was introduced in Spring 2011 and to date, twenty-two PPCC Writing Center tutors have completed the course.

Military and Veterans Programs department is the founding member of [Colorado Advisory Council of Military Educators \(CO-ACME\)](#). This organization provides scholarships and conferences while promoting best practices for academic institutions providing military support services. Military and Veterans Programs is member of the invitation only [National Association of Institutions for Military Education Services \(NAIMES\)](#) which provides student scholarships and staff professional development opportunities. Military and Veterans Programs staff participate in in-house workshops.

The Child Development Center (CDC) requires that all staff and programs meet minimum state licensing and accreditation requirements, per the [State of Colorado Department of Human Services \(DHS\)](#). DHS requires that all staff have at least 15 hours of continuing education every year. PPCC provides 40 hours of in-house training over five days each year. In addition, the CDC pays for staff to participate in local, state, and national professional development opportunities. The CDC maintains a strong partnership with the PPCC's Early Childhood Education (ECE) Program; staff may take advantage of tuition reimbursement in order to complete ECE classes. In addition, the CDC has partnerships with local and state agencies that augment professional development funding for their staff. The CDC is accredited by the National Association for the Education of Young Children (NAEYC).

TRIO staff participates in professional development specific to the TRIO program and general professional improvement. TRIO provides training for all its tutors. The grant and college underwrite professional development opportunities when federal funds are limited. Veteran's Upward Bound (VUB) staff members are VA-certifying officials and provide assistance for financial aid, scholarships, and admissions applications.

PPCC provides significant resources for the professional development of Enrollment Services & Student Success Division staff. Note: Instructional Services non-instructional/co-curricular activities budget is in [Criterion 3.C.4](#).

Table 3.C.6-1: Professional Development - Enrollment Services & Student Success Divisions			
Professional Development - Student Services Staff	2009-2010 Actual	2010-2011 Actual	2011-2012 Actual
Membership & Dues	\$0	\$0	\$205
Professional Development	\$4,540	\$15,049	\$34,130
Tuition Assistance	\$0	\$6,203	\$22,179
Total	\$4,540	\$21,252	\$56,514

An identified strength for PPCC is staff participation in appropriate associations and organizations. There is strong administrative support for professional development in the form of financial resources. Enrollment Services and Student Success staff now participate in the college wide Professional Development Week with a keynote speaker. There is a

strong network of support through CCCS. Professional development and training is offered through the system. PPCC relies heavily on CCCS for information system training.

Criterion 3.D. The institution provides support for student learning and effective teaching.

Criterion 3.D.1 The institution provides student support services suited to the needs of its student populations.

PPCC provides support for student learning and effective teaching. During the 2012-13 academic year, a decision was made to split the Student Services Division into two divisions, Enrollment Services and Student Success, in order to provide better outcomes for student success. Each new division is led by its own vice president to ensure fewer direct reports per leader and greater focus could be placed on each department's mission to support students. Along with the standard operations that would be assumed by each department, Student Success focuses on supporting the individual needs of current students and works to remove student barriers in an effort to increase persistence.

Table 3.D.1-1: Enrollment Services Division

Admissions & Records	Admissions enroll students. Records maintain student academic, enrollment, and financial records. http://www.ppcc.edu/admissions/
Career Planning & Advising (CP&A)	CP&A provides career assessments for students, guidance with academic programs, career fairs /workshops, résumé help, mock interviews, networking and career preparation, and job resources. http://www.ppcc.edu/advising/career-planning/
Child Development Centers (CDC)	The two certified and accredited CDCs offer comprehensive educational child-care services for children age six weeks to five years in an Infant, Toddler and Preschool program. Children of PPCC students, staff, and faculty are eligible to enroll. http://www.ppcc.edu/services/childcare/
Dean of Students	The Dean of Students Office is responsible for the administration of student disciplinary and grievance procedures. http://www.ppcc.edu/p/departments/student-services/dean-of-students/
Financial Aid	The Financial Aid Office provides guidance to students using Federal Aid funding and related grants and scholarships. http://www.ppcc.edu/paying-for-college/financial-aid-information/
Institutional Research (IR)	Office of Institutional Research provides accurate, timely, and actionable information to both internal and external stakeholders in support of college accreditation, accountability, planning, policy formulation, and assessment processes. http://www.ppcc.edu/p/departments/institutional-research/about-us/
Testing	The Testing Office provides the location and staff to administer tests, such as ACCUPLACER®, and in some cases proctor course exams. http://www.ppcc.edu/services/testing-center/placement-testing/

Table 3.D.1-2: Student Success Division	
Learning Assistance Center (LAC)	LAC offers tutoring, supplemental instruction, college success workshops, learning styles inventories, placement test workshops, finals exams workshops, and success planning. http://www.ppcc.edu/services/tutoring-assistance/ http://www.ppcc.edu/app/catalog/current/learning-assistance-centerstutoring.htm
Office of Accommodative Services and Instructional Support (OASIS)	OASIS assists students and their instructors with any implementation of reasonable academic accommodations, guides current and future students to develop self-advocacy skills towards their academic goals. http://www.ppcc.edu/app/catalog/current/disability-services-student-oasis.htm
Public Safety	Public Safety officers, sworn full-time law enforcement professionals, serve the Centennial, Rampart Range, Falcon and Downtown Studio Campuses. Services include responding to both in-progress as well as cold crimes, investigation of reported felonies and misdemeanor offenses, traffic accident investigation, safety escorts, managing after-hours access, and motorist assistance. http://www.ppcc.edu/services/public-safety/
Retention Services Office	The Retention Services Office identifies, recruits, retains, and empowers diverse and multicultural students to graduate and enter a complex, changing global society with competence, confidence and citizenship. http://www.ppcc.edu/services/retention-services/
Student Counseling and Resource Center	PPCC employs licensed counselors who meet with students to address individual problems and refer students to both on-campus and community resources. Counselors do not provide traditional, ongoing counseling or therapy, but they work with students to find support and assistance. http://www.ppcc.edu/services/help-for-students-in-crisis/
Student Life Office	The Student Life Office coordinates The Grove, Recreation and Sports Programs, Student Activities, Student Clubs and Organizations including Student Government, Student Leadership Development, Multicultural and Special Events, Health and Wellness Programs, and the Graduation Program. http://www.ppcc.edu/student-life/
TRIO: Disabled Student Support Services (DSSS), Student Support Services (SSS), and Veterans Upward Bound (VUB)	Three Federal TRIO outreach and student services programs are provided at PPCC: Disabled Student Support Services (DSSS), Student Support Services (SSS), and Veterans Upward Bound (VUB). These three programs are designed to identify and provide services for individuals with disadvantaged backgrounds. http://www.ppcc.edu/services/student-support-services/ http://www.ppcc.edu/services/dsss http://www.ppcc.edu/services/veterans/veterans-upward-bound/

Table 3.D.1-3: Instructional Services Division	
Libraries	The Libraries serve all students whether degree seeking, Career and Technical students, job skills enhancements or retraining, hybrid, part-time, full-time, and fully online students. With two locations, Centennial and Rampart Range Campuses, the Libraries provide quiet study, group collaboration spaces, computers, and other services. Resources include electronic, print, and multimedia formats in a diverse selection of subjects. http://www.ppcc.edu/library
Math Center	The Math Center provides tutoring by the math faculty members or PPCC Math students on a drop-in basis for graphing calculator coaching and assistance with the web-based software packages, MyLabsPlus and ALEKS. Current textbooks, reference texts, solution manuals, and DVDs can be checked out by students. http://www.ppcc.edu/services/math-centers/
Military and Veterans Programs (MVP)	PPCC is approved by the Colorado State Approving Agency for Veterans Education. PPCC Military and Veterans Programs (MVP) assist eligible veterans and dependents in applying for veterans' education benefits. MVP also provides VA tutoring, vocational rehabilitation, and advising. http://www.ppcc.edu/services/veterans/
Science and Health Learning Center (SHLC)	The SHLC, managed by a faculty coordinator guides work study students providing the tutoring services to fellow students.
Writing Center	The Writing Center provides students, in any course, with instruction in the areas of critical thinking, critical reading, English as a Second Language, and effective writing at all campus locations. The Writing Center also offers one-to-one conferencing, online tutoring, and computer-assisted instruction for students. Writing Center instructors assist students with the writing process, topic focus, content development, organization, grammar and mechanics, editing skills, research strategies and documentation. Writing Center instructors help students learn to identify patterns of errors in their own writing and ways to correct those errors. http://www.ppcc.edu/services/writing-center/

During AY 2011-2012, the PPCC Writing Center served approximately 10,351 students representing approximately 12,896 hours of direct tutor conferencing. Since 2009, the Writing Center has facilitated College Prep English partnerships with service area high schools through conference sponsorship, writing center development planning, tutor training, and direct tutoring. The PPCC Writing Center serves all students in all disciplines, students pursuing AA, AS, AAS, and AGS degrees and various certifications. The annual service by subject breaks down as follows:

- Usage reported for English/reading/study skills between 67% and 76%
- Usage reported for all other subjects between 33% and 24%

During AY 2011 – 2012, the PPCC Math Centers provided walk-in service for approximately 3,400 visits totaling about 17,000 hours at its four campus locations.

The Learning Assistance Center (LAC) has space for tutoring at Centennial Campus and Rampart Range Campus. Classrooms that have open blocks of time are utilized for tutoring on all four campuses. In AY 2012-2013, the LAC:

- Employed 85 Tutors, Supplemental Instruction (SI) Leaders, and Instructor Assistants (IA), many of whom have served in more than one role
- Checked in 9,396 students for tutoring and supplemental instruction sessions
- Provided approximately 15,082 hours of tutoring, SI and IA support
- Provided 11,995 hours of tutoring, SI, and IA support offered to all PPCC students
- Provided 3,015 hours of tutoring, SI, and IA support specifically to CTE students
- Provided 72 hours of tutoring to Astronomy students supported by a NASA grant

In Fall 2012, the Science & Health Learning Center (SHLC) opened at the Rampart Range Campus with over 1,700 student visits. Various lab equipment is housed in the SHLC as well as current science text-books, microscopes, slides, skeleton/bones, and computers. In the fall semester, 19 hours per week of tutoring was provided along with sixteen open study hours for students (staffed by science lab work study students). In the spring semester, tutoring hours expanded to 35 hours per week with three open study hours.

Three Federal TRIO programs: Disabled Student Support Services (DSSS), Student Support Services (SSS), and Veterans Upward Bound (VUB), are federal outreach and student services programs designed to identify and provide services for individuals with disadvantaged backgrounds. All three TRIO programs are able to provide program participants with the following:

- Academic and career planning
- Tutoring service referral and monitoring
- Peer academic mentoring
- Scholarship and financial aid searches
- Pre-semester student conferences
- Help with transfer decisions
- Financial and economic literacy workshops
- Learning community environment

PPCC's DSSS grant was awarded in 2010. DSSS is required to maintain a cohort of 100 students who are either students with disabilities, or students with disabilities and also low-income. DSSS allows students "access [to] a learning community and academic support, participate in student success workshops and services relating to emotional wellness," all of which lead to an enhanced student experience.

Low income students who are first generation college students and students with disabilities evidencing academic need are eligible to participate in Student Support Services (SSS) projects. PPCC's SSS grant was awarded in 2001 and per this grant, two-thirds of the SSS participants must be either disabled or potential first generation college students from low income families and one-third of the disabled participants must also be low income students. Currently, the grant serves 160 students. SSS staff members at PPCC regularly engage with students through a proactive, continuous advising approach in an effort to establish positive relationships with students.

The SSS Program achieves student success objectives through a four-part operational cycle: (1) Inform the PPCC community (students, faculty, and staff) of the objectives and services of the project and eligibility requirements for student participation; (2) Engage the college community to recruit students, coordinate resources, and assess student needs; (3) Deliver required and permissible services through a case management approach that allows weekly monitoring of student academic progress; and (4) Evaluate student progress to eliminate barriers to student success. This cycle is ongoing, and is repeated several times each semester. SSS performance is measured each semester and reported annually through an Annual Project Report using four measures of success:

Objective 1	Persistence:	Baseline 43%	Goal Level 60%
Objective 2	Good Academic Standing:	Baseline 70%	Goal Level 75%
Objective 3a	Graduation (4 years):	Baseline 13%	Goal Level 20%
Objective 3b	Transfer:	Baseline 13%	Goal Level 17%

Veterans

Veteran’s Upward Bound services are provided at PPCC through the Federal TRIO Program in partnership with Colorado State University-Pueblo. The program requires that at least two-thirds of the participants in the project be both low-income and first-generation. The remaining participants must be either low-income or first-generation military veterans with a high risk for academic failure. PPCC’s VUB program offers free college preparatory information and tutoring for qualified veterans, as well as a variety of workshops for veterans such as Dress For Success, Personal Marketing, and other topic-focused events relevant to assisting veteran students gain employment.

Student Success Workshops

Student Success Workshops are available free of charge for students. They provide basic study skills techniques, time management, test anxiety, stress management, calculator workshops and more are available.

Advancing Academic Achievement (AAA) Courses

For students who have concerns about meeting the challenges of college academic requirements or for students who want to improve the study skills they may have learned in previous educational settings, PPCC provides AAA courses. Courses in this program are designed to help students develop personalized learning strategies in the areas of time management, goal setting, note-taking, test-taking, textbook reading, memory development, and critical thinking. Students are encouraged to enroll in the appropriate study skills course prior to starting their degree or certificate programs. Students who score into two or more developmental level courses (mathematics, reading, and/or English) should select an Academic Achievement course in their first or second semester at PPCC.

Table 3.D.1-4: AAA Courses	
Advancing Academic Achievement Courses	
AAA 045 Enhanced Reading Support	Functions as a study skills lab at the end of the class, time allotted for further course work and focus on the computer reading skills program, Ace Reader. Attaching a AAA 045 lab to REA 045 ensures a higher level of student success by allowing them an extended time on their studies, including further focus on their online instruction.
AAA 050 Semester Survival	Emphasizes basic study skills in order to bolster their chances of completing the current semester successfully.
AAA 090 Academic Achievement Strategies	Develops personalized approaches to learn and succeed for easier transition into college. Topics include goal-setting, time management, textbook reading strategies, note-taking, test-taking, listening techniques, concentration and memory devices, and critical thinking for student success.
AAA 101 The Student Experience	Introduces students to college culture and prepares them for the challenges they will face in higher education. Through a series of interactive seminars, students discover learning in a multicultural environment and use college and community resources to attain education and career goals.
AAA 109 Advanced Academic Achievement	Examines theories and practices associated with successful learning to enhance college success. Areas of study include education and career planning, effective communication, personal management, critical and creative thinking, development of community and awareness of diversity, leadership, and techniques for successful academic performance. Recommended for new and returning students.

Criterion 3.D.2 The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

PPCC provides preparatory reading, English, and mathematics courses for students who do not place into college-level reading, English or math. The Colorado Department of Higher Education (CDHE) mandates that the appropriate level of academic course work is assessed for college. A college skills placement test is required for all incoming students:

- First-time, degree-seeking undergraduates;
- Non-degree seeking undergraduates who change to degree-seeking status;
- Non-degree seeking first-time undergraduates who have graduated from a Colorado public or private high school (or its equivalent) during the previous academic year; and
- Concurrently enrolled high school students.

Students exempted from assessment include those who:

- Have completed college-level transfer mathematics and college-level transfer writing courses or a remedial course (if required) in mathematics, writing, and reading are exempt from assessment;
- Earned a baccalaureate degree;
- Earned a transfer-oriented associate degree (i.e. AA or AS); excludes AGS and AAS graduates; or
- Are pursuing a vocational certificate.

In 2011 the State Board for Community Colleges and Occupational Education (SBCCOE) mandated a complete redesign of developmental education in the state. The resulting Developmental Education Task Force (DETF) was charged to review developmental education practices throughout the Colorado Community College System (CCCS) and make recommendations on steps needed to become the premier purveyor of developmental education in more a streamlined and efficient way, resulting in greater student success. The DETF's goal is to accelerate students by reducing the amount of time, number of developmental credits, and number of courses in the developmental sequence so students can be successful in a college-level course. In February 2013, the SBCCOE adopted the recommendations of the DETF, and those recommendations will be implemented throughout CCCS by Fall 2014.

The guiding principles of the newly designed preparatory curriculum were acceleration, contextualization, and mainstreaming. Separate sequences of English and reading courses have been combined into a single, semester-long College Composition and Reading (CCR) course. STEM (Science, Technology, Engineering, and Math) students, depending on their placement, may be required to take a single, semester-long class, or two semesters of math preparation before taking College Algebra. Non-STEM students testing into developmental math will be required to take a single, semester-long remedial math course before taking their college level math.

Five principles were applied to the preparatory curricular work:

1. Use reverse curriculum design to redesign courses
2. Design courses for what students need to know for success in college
3. Encourage active learning by including active and/or experiential learning with each lesson
4. Make curriculum design and assessment of student learning and success a continuous process
5. Provide students with individualized assistance through embedded affective skills, professionalism and support services as much as possible in the process.

Enrollment in preparatory courses is based on placement test scores or successful completion of the course prerequisite. College preparatory CCR courses cover phonics, vocabulary, comprehension, basic writing and grammar, writing in complete sentences, organized paragraphs, and entire compositions, as well as critical thinking, and reasoning skills. College preparatory mathematics courses prepare students for college-level mathematics courses or entry into many occupational programs.

In 2011, approximately 40% of the Colorado high school graduating cohort enrolled in Colorado Public Colleges needed remediation. PPCC has a 64.1% remedial rate among this group, slightly lower than CCCS average of 66%. In Fall 2012, 28% of the entire student body was enrolled in at least one pre-college class.

The largest number of students (51%) needed remediation in math. Research shows there is a negative relationship between the number of remedial classes needed and the student's chance of academic success. The sweeping changes brought about by the developmental redesign are meant to address this issue, among others. The new system of remediation will drastically reduce the amount of time required to complete the remedial sequence.

Currently the one-year retention rate by remediation at all two-year institutions in Colorado show an almost identical retention rate of approximately 48% for those students considered college ready compared with those considered not college ready. The CCCS average for student success (pass rate) is 57% for all remedial math courses, 60.1% of all remedial English courses and 62.4% pass rate in reading.

PPCC is leading an effort to better connect students to Colorado Springs School District #11 Adult and Family Education (AFE) Adult Basic Education program with college placement testing, support to improve their math and literacy skills, and a pathway to college. During the 2013-2014 year, a pilot project will roll out to devise and implement a testing, referral, and monitoring process for PPCC students who place below the 9th grade level on PPCC placement tests for math and English (reading and composition) and need to improve their math and literacy skills. Students will receive a referral from a PPCC advisor to AFE's Adult Basic Education (ABE) program. The potential student will receive contact information for a designated PPCC admissions counselor, who will be tasked with monitoring these individuals during the pilot. A "Preparing for College" course will be developed and taught as a PPCC Community Education offering for all ABE students with an interest in attending college, including the potential PPCC students referred into the program. After the first ABE class session ends, students needing to take a second ABE course will be considered for funding by the Pikes Peak Regional Workforce Center, which has agreed to pay for the second and third courses in the pilot phase to a program maximum of \$15,000. Students that test at the 9th grade level in at least one subject will be referred back to the PPCC admission counselor to assist the student through the course enrollment process.

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

Career Planning and Advising (CP&A), regular faculty members, TRIO programs, and Military and Veterans Programs conduct academic advising suited to PPCC programs. CP&A assists students with defining their career goals, choosing the PPCC educational program that fits their needs best, and mapping their path for the chosen course of study. Once the course of study is selected, advisors assist students in choosing the appropriate classes that will meet their goals. CP&A conducts new student advising and then assigns a

faculty advisor to the student for continued advising. CP&A provides the following services:

- Career counseling (individual and group) to help with decision-making, goal setting, and choosing a college course of study
- Career assessments to match personal characteristics with occupational options
- Placement test results explanation
- Course selection assistance
- Course sequence and prerequisites information
- Class registration add and drops
- Faculty advisor assignment or change
- Course of study change
- Continuing student advising (when faculty advisor is not available)
- Employment services to help students market themselves and find a job.

PPCC has eight full-time and fourteen part-time advisors within CP&A. The fourteen part time advisors work equal to “seven full-time” advisors, resulting in a full time equivalency of fifteen advisors. Four full-time CP&A advisors are assigned as liaisons to each instructional division. The division liaisons are responsible for building relationships with division programs and relaying programmatic changes to CP&A staff.

Regular faculty advise students as part of their required duties, 4 hours per week for 32 weeks with options to advise additional hours outside of the fall and spring semesters. These additional advising hours may be counted toward service to the college, fulfillment of duty days within the contract period, or be paid at the current non-teaching rate. All programs and disciplines have at least one advisor who can academically advise students in specific programs and disciplines. Department Chairs are responsible for ensuring coverage for advising activities during times when classes are not in session.

Criterion 3.D.4 The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technology infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).

Comprised of twenty-two staff members, the Information Technology Support Services (ITSS) department supports the computing and audio/video environments for the college’s 1,000 staff members and 22,000 students by providing the following services:

- Helpdesk and technical support for faculty and staff
- Server and network administration
- Printers, desktops, ceiling projectors, and laptops
- Audio/video systems
- Wireless access points
- The TV and radio stations
- The college’s website
- All of the college’s software systems (commercial, and home-grown)

- Staffing of all open computer labs
- Procurement of all IT-related equipment
- IT asset inventory
- IT project management.

With these resources, and thanks to the support of its executive leadership, PPCC enjoys a stable computing environment that supports teaching and learning. However, with the recent growth of its student population, and coinciding increased staff, PPCC IT will need to reassess its computing delivery model so as to attain sustainability while continuing to deliver the new services that have become expected of today's modern colleges.

ITSS receives strong support from college administration with dedicated funding to keep technology current and regularly refreshed. This funding also allows the department to provide:

- A network with a high speed backbone, and high speed wide area network
- Redundant connectivity to our System Office (administrative systems, email and phone systems) to minimize downtime
- Redundant connectivity to PPCC's main datacenter servers
- 75% server virtualization greatly increases uptime
- 99% network uptime
- Comprehensive and pervasive free wireless throughout all main campuses
- Course Management System (Desire2Learn)
- 24x7x365 helpdesk support for students, staff and faculty via Perceptis
- 8-5 Mon-Fri on-site support for staff and faculty, with before and after hours on-call classroom support
- Computer labs at each campus
- Self-service Faculty/Student/Staff portal (my.ppcc.edu)
- Close to 100% of the classrooms have a networked PC with a ceiling-mounted projector and a VCR/DVD combo player
- Newly redesigned college website.

The Culinary Arts program includes four state-of-the-art kitchens, which total over 16,000 square feet. The four training kitchens include a multi-media training kitchen, main culinary training kitchen, bakery and pastry lab, and a test kitchen. Other areas include; two dishwashing rooms, laundry, product storeroom with walk-in refrigeration and freezer, loading dock, chemical room, student lockers and changing areas, and a china and equipment storage room. Equipment has been replaced within the past six years at an approximate cost of \$3,000,000. The multi-media kitchen is a full kitchen that includes video cameras, display flat screen televisions, and a media control station. The room can be used for student training, guest speakers, and also live instruction that can be taped for future use. Video demonstrations can be taped and shown on the PPCC television network, or internally on the campus display televisions. This area can also be converted into a functional lab or lecture area. The bakery and pastry lab was developed to meet the growing needs of bakers and pastry cooks within the state. Currently, PPCC is the only community college in the state that offers both a baking and pastry certificate and AAS degree. The area is equipped with industry standard equipment, including deck ovens, proofing cabinets, walk-in refrigerator, ranges, deep fat fryers, mixers, sugar lamps,

chocolate tempering machine, and a rotating deck oven that is programmable by a laptop to upload one hundred recipes for cooling, steam, and proofing capabilities. The main kitchen was designed to replicate a real life food service kitchen. This includes prep areas, steamers, convection ovens, ranges, fryers, broilers, roll-in oven, griddle, salamander oven, ice machine, refrigeration, and freezers. This area can accommodate multiple lab courses at one time. The test kitchen includes four identical work stations. This area can now be used for student practical examinations to verify competencies. PPCC has used this space for state student competitions, and as a national practical testing site for certification by the American Culinary Federation. Each station has a range, oven, fryer, broiler, refrigeration, freezer, and work table.

The Paralegal program has a dedicated lecture/lab classroom at the Centennial Campus. This was developed as a mock courtroom with a legal library to align with American Bar Association's approval guidelines. The classroom includes interactive white board technology and student laptop computers configured with the legal software needed for courses. The classroom also includes a legal library of over 700 new books, and a judge and witness stand for mock trials. Classroom resources were funded primarily by Perkins Funds. The entire cost invested into this program was over \$75,000 in order to become ABA compliant with its physical and academic needs for both instruction and the student engagement and experience.

The Fire Science Technology program has two dedicated classrooms and storage areas to accommodate training gear. The program also incorporates training at the Fort Carson Army Base, which is next to the Centennial Campus. These trainings incorporate live fire exercises with fire engine and pumps to include PPCC fire truck and shared equipment with Fort Carson.

The Pikes Peak Regional Law Enforcement Academy is housed at the Centennial Campus. The program has a dedicated classroom that seats over 40 individuals. The campus facilities are utilized for various skills training, including parking lots for driving skills, and the adjacent shooting range for skills and live fire training. The program has six police cars, two SUV's for off-road driving training, tactical gear, firearms, and tasers. The College has invested over \$50,000 in funds to support and grow the program.

The PPCC Health and Science Division has multiple lab rooms and set-ups at the Centennial, Rampart Range and Downtown Studio Campuses. There are traditional labs in the life and physical sciences and work environments such as GIS laboratories, hospitals, doctor's offices, and in-home care for students in the Nursing, Medical Office Technology, Dental and Emergency Medical Services programs. Space with open SIM labs at both Rampart for Nursing and Centennial for the EMS program provides excellent hands-on scenarios for the students. Lastly, career/technical programs such as Pharmacy Technician, Zoo Keeping Technology and Water Quality Management have labs dedicated to each program. Recently acquired from Colorado Springs Utilities, the Water Quality Management program has been provided a mobile lab that can be moved to a field site and provide students direct experience in this career pursuit.

The EMS Program at PPCC utilizes a wide range of laboratory and clinical experiences to better equip EMT and Paramedic students to deal with the challenges they will encounter

upon entering the workforce. The EMS SimLab is constructed to resemble a residential apartment with a bedroom, bathroom, kitchen area, and living room. Here the student interacts with one of two SimMan manikins on which complex assessments and interventions are performed with simulated patient symptoms. In order to provide an appropriate environment for teaching and practicing hands on skills, classroom space has been converted into smaller "break-out rooms" where Lab Instructors can spend one-on-one time with students teaching and practicing skills. In addition to break-out rooms, Lab Instructors are encouraged to conduct scenario based exercises in more public areas of the campus so that students get accustomed to providing patient care with the distractions that are ever present when providing patient care in view of the public. Once the students demonstrate sufficient proficiency on specific assessments and skills, they are able to begin clinical rotations working with real patients and providers. The EMS Program contracts with 12 regional pre-hospital emergency service agencies, 8 regional hospitals, and 2 regional specialty care facilities to provide students a broad range of clinical experiences.

Health & Sciences Division labs located at both the Rampart Range and the Centennial Campuses provide learning supplies, equipment, and tutoring for students. The labs have student tutors in the Nursing, Biology, Chemistry, Astronomy, Physics, Geology, and Geography. The labs have the supporting supplies and equipment needed by students such as microscopes and prepared slides, periodic tables, computers, anatomy models and bones, DNA and protein synthesis kits, resource books, and white boards for students to work in groups.

The Medical Office Technology (MOT) program has a simulated classroom for instruction and lab experience for student learning. The MOT program has a classroom on the Centennial Campus with a lab area for medical assistant & clinical assistant simulations of a doctor's office. An additional classroom provides a medical receptionist student the opportunity to learn electronic medical records. The medical receptionist and the medical coding students also use this room to simulate computer coding and billing. PPCC utilizes 50 off campus sites throughout the PPCC service area that reflect real-life office situations.

The PPCC Nursing Department has three nursing skills lab rooms equipped for nursing students to use including a state of the art SIM lab. This space contains a large fundamentals lab space with capacity for 25-35 students. The Pediatric/OB lab also has seating for 25-35 students, as well as an area for the Noelle Birthing Simulator, SimBaby, newborn setup, and nursery with 3 neonate patients, homecare set up with crib and highchair, and two beds for pediatric patients. Open labs are scheduled seven hours per week depending on semester and course needs, with 101 total open lab hours scheduled for the semester. The nursing program Simulation Coordinator, with the help of other faculty, covers all open lab hours scheduled during the week. Students are also encouraged to make an appointment to use the lab for practice if open lab times do not fit their schedules.

The Geographic Information Systems (GIS) program has a simulated classroom for student learning on the Rampart Range Campus. The GIS lab/classroom is equipped with powerful computer workstations loaded with industry-standard software to train students how to apply GIS technologies towards solving many real-world problems such

as identifying the best locations to access areas impacted by a natural disaster, understanding crime patterns within a city, and evaluating the quantity and quality of natural resources. The lab also hosts 8 Garmin GPS units and 12 Trimble professional-grade GPS receivers, and a wide-format color printer for map production. Finally, the lab is networked to a PPCC GIS server for creating Internet-based interactive mapping products and distributable spatial data models.

The PPCC Libraries provide an environment which stimulates and nourishes the growth of ideas, and guides learners in their pursuit of knowledge. In support of the mission of the College, the Libraries' focus is to provide services, resources, and instruction that promote student success. The Libraries serve all students, degree seeking, career and technical students seeking job skills enhancements or retraining, hybrid, part-time, full-time, and fully online students. With two library locations, Centennial Campus and Rampart Range Campus, students have dedicated space for quiet study and group collaborations. All students have access to the diverse collection of print, multimedia, and electronic resources. PPCC libraries resources include 50,000 print, multimedia, and electronic books in the collection, and 35 electronic subscription full-text databases and bibliographic utilities. Electronic resources are available off-campus to all currently enrolled students and employees; physical items from the collection can be sent to either campus library within 24 hours and items not owned by the library can be requested from other regional, national, and some international libraries. PPCC students utilize the Libraries—cumulative gate count over the last three academic years has been well over a million. Circulation checkouts averaged a robust 36,000 per year over the past three years. PPCC Libraries databases usage statistics for the 2012-13 academic years reflect strong usage with 480,279 searches and 199,668 full-text article retrievals. Reference librarian and director positions are required to have a library or library-related graduate degree; Classified staff are Library Technicians and qualifications follow this state mandated classification. These professional librarians provide information literacy instruction by various modalities, such as texting, virtual chat, and traditional modes such as classroom instruction and individual assistance. Reflecting the libraries commitment to professional development, library staff developed the following two objectives as part of the Libraries mission statement, “provide professional development opportunities to library staff in order to improve the quality of service and resources” and “seek out new technologies and methods to ensure the timely delivery of information, service models, and materials.” Professional development opportunities are funded by Instructional Services Division funds, as well as library operation funds. All library staff, regardless of position and education level attainment, participates in conferences, webinars, and workshops. The library also funds the annual subscription for librarianship-subject database to supplement training opportunities for the latest research and trends in library science. PPCC Libraries provides resources to all campuses upon request.

Criterion 3.D.5 The institution provides to students guidance in the effective use of research and information resources.

Reference Librarians are involved with information literacy instruction “which extends beyond technical skills and is conceived as one’s critical reflection on the nature of information itself, its technical infrastructure, and its social, cultural, and even

philosophical context and impact” (<http://www.ala.org/acrl/issues/infolit/overview/faculty/faculty>). Reference librarians liaison with academic departments to provide subject specialization tutorials across disciplines. Classroom tutorials have included ethical use of information, basic and advanced database search methodologies, choosing a subject, evaluating resources, information organization, dissemination, copyright, fair usage and bibliographic citation tools. Covered also are the challenges facing any information user, such as, recognizing political, social and religious biases in information, publisher/vendor journal and eBook control and the open source movement in response to allow free access to information.

Various librarian instructional modalities are offered to PPCC students:

- Consultations: In-person, SMS texting, virtual chat, email, and phone.
- Online research guides (LibGuides) and videos created cover an array of subjects in liberal arts, sciences, technology, CTE, research skills, and resources overview.
- Classroom instruction is customized for any course subject matter or other research instructional needs.
- Services delivered on all four PPCC campuses.

The Reference Department has conducted over 300 classroom tutorial sessions during the past two academic years. Subject and research guidance is also available via the *Springshare* LibGuides for a variety of academic and CTE resources as well as “how-to videos” providing instructional guidance related to research skills. Faculty also can refer to LibGuide pages on assessment, information literacy, and learning commons. The “[Library Oracle](#)” is an online knowledge base created by the reference librarians answering the most frequently asked questions from students. From January 2011 through May 2013 the PPCC Libraries Reference desk answered 5,567 questions for students, staff and faculty.

The PPCC Libraries participates on the COAT Information Literacy general education subcommittee. As described in [Criterion 4.B.4](#), a group of 50 faculty from various disciplines met in 2011 to discuss the results from the last large scale Information Literacy assessment and suggested strategies for improvement. During the 2012-2013 academic year, Information Literacy subcommittee members designed an information literacy curricular enhancement that was based on faculty input. The enhancements and short multi-media presentations created by PPCC librarians on several information literacy topics were piloted in online and traditional classes during Spring 2013. During Fall 2013, the presentations will be embedded into ppccConnect course shells for English 121, English 131, Computer Information Systems 118, and Computer Science 105 classes. These resources will also be available to instructors of other courses for voluntary use.

The Paralegal program has a dedicated legal library with over 700 new books within a mock courtroom as mentioned in [Criterion 3.D.4](#).

Criterion 3.E. The institution fulfills the claims it makes for an enriched educational environment.

Criterion 3.E.1 Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.

PPCC offers co-curricular programs that tie to the PPCC mission of providing high quality, educational opportunities accessible to all, with a focus on student success. PPCC’s co-curricular programs are designed to contribute to the diverse needs and educational experiences of PPCC students. Table 3.E.1-1 below highlights the co-curricular programming for students that the Student Life Office offers. Student Life Offices are located on all four PPCC campuses and provide a multitude of co-curricular activities such as speakers, contests, educational fairs, and health related activities as well as maintaining student-use space for clubs, informal recreation activities, games, and academic study.

Table 3.E.1-1: Student Life Office, Co-Curricular Programming for Students	
Student Campus Center	Centennial Campus houses a campus center, called <i>The Grove</i> , where student faculty and staff can relax and build community. This facility is "home away from home" where one can find lounge area, study space, TV, free Wi-Fi, music and games. Student Government is located across the hall. Student Life Offices are located here. The Downtown Studio, Rampart Range, and Falcon Campuses each house student space for lounges, study areas, activities, vending machines and Student Life.
Recreation and Sports Programs	The Recreation and Sports Office is in the Centennial Campus gymnasium. The gymnasium is open for recreational use by students and staff. Open gym activities include basketball, volleyball, and aerobics. The recreation program includes intramural, recreational tournaments, wellness events, and outdoor equipment rentals. Club sports such as skiing, basketball, volleyball, karate, soccer, cycling, and others are available.
Student Activities	The Student Life Office directs a full schedule of cultural, wellness, arts, and topical events aimed at enriching student life on campus. Lunch hour concerts, make-overs, horoscope readings, juggling, and novelties typify activities between classes, while monthly Open Mic. poetry nights, occasional music jams, and read-ins promote student self-expression.

Student Clubs, Organizations, and Programs	More than 30 active student clubs and organizations are available on campus. Some are active relative to an academic/professional area such as Phi Theta Kappa (PTK), Phi Beta Lambda (PBL), Student Colorado Registry of Interpreters for the Deaf (SCRID), Nurses Organization (PPCCANS) and Student Veterans of America (SVA), etc. Others are related to activities/interests such as basketball, skiing, dance, etc. Still others are active along multicultural/ethnic interest lines, such as Asian Culture Club, Pride Alliance (GLBTA), Multicultural Student Union (MSU), etc.
Student Leadership Development	Student Government officers work on various issues affecting students and allocate student activity fees to enhance campus life. Student Government is composed of the president, vice president, secretary, and treasurer; 12 senators; and a State Student Advisory Council representative.
Multicultural and Special Events	Events include heritage focuses on African Americans, Native Americans, and women, with special events offerings of Cinco de Mayo activities, Mariachi music, and West African dance.
Health and Wellness Programs	Wellness and lifestyle activities include the Fitness Fair, Smoke-out, blood drives, flu shots, and personal growth focused programs.

Named *The Grove*, this student space at the Centennial Campus is a metaphor for the department's role within the greater college community: "An aspen grove is the largest living interconnected organism in the world...reflect[ing] the Student Life mission of building community by focusing on the interconnectedness of the campus community." Student Government represents student opinions, needs and concerns a variety of avenues including PPCC's Leadership Council, campus-wide committees and the State Student Advisory Council (SSAC) of the State Board for Community Colleges and Occupational Education.

PPCC offers traditional co-curricular programming through the Student Life Office, which contributes to the academic life of students by providing socialization opportunities, networking, community engagement, and other learning experiences that enhances their educational experience at PPCC. The Student Life Office offers co-curricular programming and dedicated space for leisure and social activities on each of PPCC's four campuses. The offices are staffed by an Activities Coordinator and administrative support personnel. Programming is varied to appeal to a diverse student population. Student Life programs are promoted through multiple venues including: the student portal activities calendar, the Campus Activities Facebook page, The Potty Mouth (flyer posted in campus restroom stalls), and traditional flyers posted in public areas on campus.

PPCC provides a process for the establishment and support of student clubs and organizations representing diverse student interests. Thirty-six student clubs are currently registered with the Student Life Office and a full list is available at <http://www.ppcc.edu/campus-life/student-clubs-and-organizations>. Student interest and contribution to the educational experience of students is central to the development of

the club missions. PPCC students may select from clubs representing academic, career, hobby, sports, socio-cultural, religious, and philosophical platforms.

Student Government contributes to the educational experience of students at PPCC. Student Government represents student opinions, needs, and concerns through a variety of frameworks including PPCC's Leadership Council, campus-wide committees, and the State Student Advisory Council (SSAC) of the State Board for Community Colleges and Occupational Education (SBCCOE). Student Government consists of twelve senators and five officers, representing all four campuses. Students elected as Student Government senators and officers receive academic credit and a nominal fee for their service.

In addition to Student Life co-curricular programs developed for all PPCC students, several PPCC departments create and implement co-curricular programs for specific student populations. Student Support Services (SSS), Disabled Student Support Services (DSSS), and Veterans Upward Bound VUB, and three Federal TRIO programs offer a broad range of co-curricular programs designed to contribute to the educational experience of students represented in their grant-specific populations. PPCC students and faculty partner together to plan and implement co-curricular programs.

The Department of Military and Veterans Programs (MVP) provide programs specifically for veterans and students currently serving in the military and their family members. The MVP also provides training for college faculty and staff to strengthen effective communication in the classroom. The training program addresses scenarios that may involve students diagnosed with Post-Traumatic Brain Disorder and Traumatic Brain Injury. Traditional support programs such as the Welcome Back BBQ and other food-based student appreciation events are hosted each semester, as well as annual ceremonies recognizing Veterans Day, 9-11 Remembrance Day, Pearl Harbor Day, POW Memorial Day, and Vietnam Veterans Recognition Day. The MVP partners with the Colorado Springs Vet Center to bring the Mobile Vet Center to Centennial Campus twice per month, offering "counseling services for combat veterans and their families at no cost" by a licensed therapist. *GI Jobs* magazine recognized PPCC as a "Military Friendly School" in 2010, 2011, 2012, and 2013; an honor reserved for the top 15% of schools in the nation.

The Multicultural Student Union is a student organization that promotes community service through a wide variety of multicultural programming. With 2,400 students in their database, the Multicultural Student Union (MSU) is the largest cultural organization at PPCC, serving students on all four campuses. The MSU's mission is threefold: 1) to unify the diverse student community through common purpose, 2) to educate PPCC faculty, staff, and students regarding the history and culture of the diverse PPCC student population, and 3) to provide service to the greater Colorado Springs community.

Economics students and faculty work together to plan and implement the Economic Forum Series. The series provides an opportunity for economics-related professionals from the greater Colorado Springs community to provide information via a series of presentations scheduled at the PPCC Centennial Campus.

The PPCC Downtown Studio Art Gallery presents two student exhibits each year. Art Department faculty members believe it is essential for students to participate in a professional art exhibit as part of their Visual Art education. Each student exhibit is judged by critically acclaimed regional artists.

Parley and *Rearrange* are PPCC's student academic journals with original work created and edited by PPCC students. "*Parley* promotes college-wide discussion on writing among faculty and students."

Phi Beta Lambda (PBL) is a college level affiliate of Future Business leaders of America (FBLA). PPCC PBL students work together with faculty on business related presentations, interview skills, and resume preparation. The PBL chapter at PPCC boasts State and National Leadership conference awards. One PPCC student recently won first place in the nation at the National Leadership Conference in the International Business category.

Phi Theta Kappa (PTK) is the oldest and most prestigious honor society serving two-year colleges, with an approximate membership of 1.5 million individuals across the United States and worldwide. Its purpose is to recognize and encourage academic excellence among students in two-year colleges. The organization also strives to promote individual growth through programs that provide leadership training, scholarship, fellowship, and service to the community. An example of serving PPCC students, PTK members organized a food drive in 2012 that accumulated 985 pounds of food and non-food items for the student only PPCC Food Pantries. Academic activities include research, project planning, and essay contests related to the bi-annual Honors Study Topic. In Spring 2013, PTK members attended the PTK Annual Convention in San Jose, CA where a PPCC PTK member competed for International President with the support of fellow PPCC students and faculty.

PPCC Libraries are a partner in the annual city-wide event, All Pikes Peak Reads (APPR). APPR, coordinated by the Pikes Peak Library District, is a literacy-fostering effort that focuses on particular books and their themes for adult and child readers. PPCC Libraries manage multiple events based on the annual theme and books. While the public are invited to attend, PPCC students are the primary target audience and as such, the events are deliberately created as co-curricular opportunities. Various faculty participate in planning and execution of programming.

Over 100 PPCC students participated in Women's History Month, Black History Month, Constitution Day, and the Multicultural Awareness Conference via Learning Community academic assignment in the Communication and History paired course. Students read dramatically from scripts that incorporated excerpts from original speeches and documents appropriate to each topic. PPCC's Student Life hosted and provided refreshments for the events. The PPCC Libraries provided venues for the events. The students learned history, public speaking skills, and completed a written evaluative narrative at the conclusion of the events. PPCC President Lance Bolton, administrators, faculty, and staff participated with students during the programs.

The 2013 Black History Month program included the following events: 1) speaker Hasan Davies, who shared the Civil War through the eyes of a black Union soldier, 2) public

speeches and dramatic readings by History/Communication Learning Community students (U.S. History Since Reconstruction, with Advanced Public Speaking), and 3) a PPCC and Colorado College faculty panel discussion about race, gender, class and friendship in the pre-Civil Rights South.

A student-led Student Life Multicultural Awareness Conference was hosted at PPCC in Spring 2013 at both Centennial and Rampart Range Campuses. The conference included a Jewish Feast Luncheon, panel forums, student presentations, and a provocative film discussion. Graphic design for the event flyers was student produced.

Criterion 3.E.2 The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

PPCC's 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.

PPCC is deeply engaged with the local community as evidenced by its program offerings, campus locations, and participation in community activities by students, faculty, and staff. Community members interact with the college by participating in advisory board memberships for CTE programs, hosting student internships and field trips, and partnering for economic development. PPCC has articulation agreements with local K-12 school districts and four-year colleges and universities. An example of college/civic organization collaboration is the establishment of the Firing Range at the PPCC Centennial Campus; PPCC provided the land for the project, the city of Colorado Springs built the building, and El Paso County continues to provide a range officer to manage the facility. The Firing Range is utilized by local law enforcement agencies and by PPCC students enrolled in the Police Academy and Criminal Justice programs

In demonstration of economic development, PPCC "impacts the regional economy with more than \$323 million in annual economic activity." In 2012, PPCC created the Extended Learning Division. This division offers community education, customized training, and workforce training programs in the region. Also in 2012, the position of Associate Dean of Manufacturing, Workforce, and CTE position was created to better position PPCC as a viable resource for the development and training of a highly skilled workforce; therefore fostering economic development. In addition, eleven PPCC Career and Technical Programs have community based advisory boards, whose members "are active in the field, providing critical feedback that allows programs to maintain current, relevant training."

MVP participates in local, state, and national military education organizations to design student success initiatives. The MVP works with the National Association of Institutions for Military Educational Services (NAIMES) and the Colorado Advisory Council on Military

Education (CO-ACME) to foster best educational practices for a military supportive campus environment. The MVP currently hosts an Army Pilot Program called Transition University (TU). Fort Carson Army Post soldiers who are separating, participate in a multi-day TU workshop where they are introduced to educational opportunities and provided with information specific to their separation process. The information includes: utilization of the GI Bill, understanding accreditation, credit for prior learning (based on their military training), support services for students with disabilities, tutoring, financial aid literacy, and discussion regarding expectations of academic culture versus military culture.

PPCC has partners with 74 high schools as well as charter and online schools within the service area for three High School Programs: High School Articulation, the Area Vocational Program (AVP), and Concurrent Enrollment (CE). The Area Vocational Program provides career-technical training that high schools may not have available to meet the educational and career needs of their students. The mission of the AVP is to provide students with quality career and technical education. In addition to classroom and lab instruction, AVP accomplishes its mission through applied learning and school-to-career opportunities. With guidance from the community of potential employers, AVP maintains professional curricular standards in an effort to prepare PPCC students for success in the workplace and lifelong learning. The AVP is an auxiliary of PPCC, supported with student tuition paid in full by the participating high school districts in the program. The AVP contributes to the College through cost sharing of faculty development programs, student resources, and program equipment/materials.

PPCC has facility agreements with The Classical Academy Charter School building at the Rampart Range Campus, Falcon School District 49, as well as both Peterson Air Force Base and Fort Carson Army Post. The expanded classroom space allows the College to offer students a wider variety of course offerings at a number of convenient locations.

The PPCC Women's Forum "is dedicated to sustaining a community forum through connections and collaboration for the advancement of women's goals." The Women's Forum program brings students into contact with members of the community to support their educational and occupational goals. The Forum offers: 1) Second Life professional development sessions via online virtual meeting space providing access for women who otherwise would not be able to attend face-to-face meetings. 2) Access to the ppccConnect Women's Forum shell which provides a virtual place for women to access updated information on upcoming Women's Forum events and discussion boards for networking.

PPCC collaborates with Memorial Hospital to provide an Associate of Applied Science Radiology Technician Degree. Students in the Associate of Applied Science Radiology Technical program complete their Prerequisite and general education courses through PPCC then apply to Memorial Hospital's Radiology Program to receive credit for Radiologic Technology (RTE) courses that are specifically identified in the agreement. These courses are transferred as a block after graduation from the Memorial Program.

Academic and CTE programs at PPCC offer internships as part of the degree plan. PPCC students are offered internships with local businesses and other agencies within the community to gain real-world experience and supplement their education. Most

internships carry between one and three credit hours. Internships are required within designated degree programs, offering opportunities for students to gain practical experience within their chosen career field.

Academic programs incorporate field trips as part of their curriculum. PPCC students have opportunities to work and study in collaboration with individual representatives and organizations/businesses within Colorado including: Mueller State Park, Fountain Creek Nature Center, Denver Art Museum, Penrose Hospital, Cheyenne Mountain Zoo, and the Starsmore Discovery Center.

PPCC created a Sustainability Program in 2011. The Sustainability Program was created through a student generated vote administered by Student Government to fund the Green Fee. The Sustainability Coordinator coordinates implementation of the single stream recycling project, TERRACYCLE, and the battery recycling program.

PPCC accounting students provide free income tax preparation services to low-income students and community members through the Tax Help Colorado program. The Tax Help Colorado Program, managed by PPCC's Accounting program faculty, is a collaborative program between PPCC and the Piton Foundation. In 2013, students processed over \$1,000,000 in income tax refunds at PPCC.

PPCC hosted a college/community event focused on Multicultural Awareness. The Multicultural Awareness Conference theme was "Culture in Religion". The conference schedule included presentations by PPCC faculty, PPCC students, members of the Colorado Springs community, and invited guests.

PPCC Foundation is dedicated to raising funds for the College. Each year, the PPCC Foundation provides over \$100,000 in scholarship awards to PPCC students who are not eligible for Pell Grants, or who may not be eligible for aid that fully covers tuition and fees. The scholarships, generously provided by individuals and/or corporations in the community, assist students with the cost of tuition and fees for one (academic) year at PPCC. The amount of each scholarship is generally \$850 for full-time (12 credit hours or more), \$425 for half-time (6 credit hours), and \$212.50 for quarter-time students.

Criterion 3 Summary

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

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

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

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

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

Criterion Four

Criterion 4. Teaching and Learning: Evaluation and Improvement

Criterion 4.A The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

This criterion provides evidence demonstrating that PPCC exercises responsibility for the quality of its academic programs, its learning resources and environments, and the services provided to enable student success. That responsibility includes sound assessment of its programs, enabling the College to engage in continuous improvement.

While PPCC has experienced significant growth (43.5%) in student population since its last accreditation, the College continues to achieve its mission to provide high quality, educational opportunities accessible to all, with a focus on student success and community needs. These educational opportunities have been delivered through high quality instruction by exemplary faculty using diversified teaching methods and ongoing innovation. PPCC has well-developed, faculty-driven systems for course evaluations and learning assessment.

PPCC continues to recognize that improvement in academic programs and courses can only be achieved through a college-wide effort to continuously evaluate instruction and services through the assessment of teaching effectiveness in individual courses, through periodic review of each academic program, and through focused assessments of student learning at the College and academic program levels.

Criterion 4.A.1 The institution maintains a practice of regular program reviews.

PPCC's recognizes the importance and utility of program reviews in its educational planning and management. Recognized as an essential component in assessing quality and effectiveness in meeting the College's mission, PPCC's program review provides information to make informed decisions related to program maintenance, enhancement, restructuring, and allocation of resources.

PPCC maintains a practice of regular comprehensive program reviews on a five-year cycle. Program reviews include both certificate and degree programs. Following [Educational Procedures \(EP\) 200 Program Review Process](#), program reviews are conducted by academic Associate Deans, Department Chairs, and Program Faculty, reporting results to the respective Academic Dean and Vice-President of Instruction.

The program self-study report evaluates the program's mission and goals, educational objectives, curriculum, resources and facilities, accreditation status if appropriate, credentials of faculty, staff and students, student evaluations, and quantitative trend and

benchmark data including FTE and enrollment, program revenue and costs, retention, transfer and graduation rates, and job placement rates. Internal and external reviewers are utilized to assess the validity of the conclusions reached in the report concerning program quality, efficiency, and need.

Program review conclusions, made by academic deans of programs in their area of responsibility in consultation with involved faculty and their respective Advisory Council, include three possible status recommendations:

- Program Approval – Indicates the program is performing well and should continue without major changes.
- Program Improvement Plan – Indicates programs with identified concerns and requires an Improvement Plan that assesses nine factors associated with relevance of the program to workforce needs, enrollment, and industry partnerships.
- Program Phase-out Plan – Indicates programs identified as appropriate for discontinuation and requires a documented phase-out plan to ensure students in the program are well served. Phase out plans are guided by SBCCOE [BP 3-20 Due Process for Faculty](#) and [BP 3-22 Assistance to Faculty Displaced by Discontinuance of Programs](#).

In addition to the comprehensive program review, Academic Deans annually complete an informal “health check” review of all programs, assessing viability and identifying potential concerns, allowing for immediate remedy and or modification actions. If it is determined there are issues of significant concern, the program will undergo a comprehensive quantitative trend and benchmark review.

The [PPCC Program Review Process \(EP-200\)](#) ensures compliance and support of Career and Technical Education programs eligible for Carl Perkins Grant funding on a five year cycle or less in accord with stipulations of the Carl Perkins Vocational Educational Act of 1984.

Criterion 4.A.2 The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

PPCC evaluates all credits that it transcripts, including what it awards for experiential learning or other forms of prior learning. Credits that have been successfully earned at regionally accredited colleges or universities (including PPCC) or other approved educational institutions may be applied toward fulfilling PPCC’s degree/certificate program only after appropriate review. The College employs a full-time registrar, assistant registrar, and academic transfer evaluators to assist in the evaluation of college transcripts. All courses are initially sent to the appropriate department for evaluation. Discipline faculty are called on to assess courses that are specific in nature such as nursing, or are unfamiliar to the transfer evaluators.

Training is provided by the lead transcript evaluator and consists of recognizing regionally accredited institutions, knowing when to escalate decisions to discipline specific faculty, and how and where to enter the credits on the academic record. Credits awarded by the transcript evaluators are granted when a course description and

competencies from another institution matches a course description and competencies at PPCC. Guidance is also provided by CCCS from the transcript evaluator committee and through consultation with other CCCS colleges.

PPCC considers awarding credit for prior learning experience that has been attained outside the sponsorship of accredited postsecondary education institutions upon request. Credit is not awarded for the “experience”, but for “college-level learning” which entails knowledge, skills, and competencies that students have obtained as a result of their prior learning experiences. Learning must be evaluated through formal procedures, meet requirements, objectives, and outcomes of specific courses at the College, and relate to the student’s educational program. The College follows [SBCCOE BP 9-42](#) and [CCCS System Procedure SP 9-42](#) in awarding credit for prior learning.

Standards for Awarding Credit for Prior Learning (CPL):

1. Academic credit will be awarded only for those courses directly applicable to curriculum requirements in the student’s declared certificate or degree program at the College.
2. A student may use CPL to fulfill all degree/certificate graduation requirements except for the mandatory 25% residency requirement.
3. CPL may be applied toward courses in the AA, AS, or AGS-Articulated degree programs only for the purpose of satisfying graduation requirements.
4. All work assessed for CPL must meet or exceed “C” level work. Minimum cut-off scores on standardized tests are set at “C” level work.

PPCC offers three methods of prior learning assessment to students seeking CPL. Available methods include: national standardized examinations, published guides, and portfolios.

Standardized Exams for CPL

National standardized examinations include College Level Examination Program (CLEP), Advance Placement (AP) Exam Equivalencies, Defense Activity for Non-Traditional Education Support program (DANTES), Excelsior College Examinations (ECE), American College Testing Proficiency Program (ACT-PEP/RCE/EXCELSOR), AND International Baccalaureate (IB), as well as other nationally recognized testing, training, licensing or certification programs that assess levels of knowledge, skills and competencies of students. Standardized tests are assessed using the CCCS Standardized Test Matrix prepared by the CCCS staff from the System Provost’s Office.

Published Guides for CPL

Credit for prior learning is also available through published guides based on credit recommendations from the American Council of Education (ACE), as published in the Guide to the Evaluation of Educational Experiences in the Armed Services and the Guide to Educational Credit by Examination used to evaluate military training and learning experiences. Documents such as Army/American Council on Education Registry Transcripts (AARTS), the Sailor/Marine American Council on Education Registry Transcript (SMART), DD form 1059, Service School Academic Evaluation Reports, or copies of certificates from correspondence course may be used in support of a published

guide. Industrial and corporate training programs are evaluated using credit recommendation from the American Council on Education (ACE), as published in the National Guide to Education Credit for Training Programs. In all cases, policies established by the CCCS System President or designee will take precedence over recommendations in published guides.

Portfolio Process for CPL

A portfolio is a collection of information gathered by the student and presented in a systematic format validating that experiential learning that has occurred. Each course for which portfolio credit is requested must be in the College curriculum and must be a part of the student's certificate of degree requirements.

Faculty and Student Roles in the Portfolio Process

Preparation and content of the portfolio is the responsibility of the student. A credit for prior learning advisor will assist the student in following the established procedures. Once a portfolio has been prepared it must be assessed for the award of credit. Portfolio evaluation is the responsibility of the faculty or another subject matter expert. The purpose of the evaluation is to determine if the student has provided sufficient documentation to demonstrate attainment of the learning outcomes and/or competencies of the course. Portfolio evaluators are given a copy of these guidelines and any locally developed additional relevant college standards. In evaluating the portfolio, faculty use these guidelines. Evaluation of portfolios may take two to eight weeks.

Records and Transcripts for CPL

Official transcripts designate all CPL awarded. Such credit is identified by specific course, number of semester credit hours, and method of award. No letter grades are posted for CPL. All documentation used as a basis for CPL credit awarded are maintained by the College consistent with institutional policies on record retention.

Criterion 4.A.3 The institution has policies that assure the quality of the credit it accepts in transfer.

To assure quality of the credit that the College accepts, PPCC evaluates credits earned at regionally accredited colleges or universities (including PPCC) or other approved educational institutions that may be applied toward fulfilling PPCC's degree/certificate program requirements in accordance with the Colorado Commission on Higher Education College Transfer Policy and as governed by CDHE, SBCCOE Board policies, and CCCS System President procedures. The College will only evaluate credits on official transcripts received from an originating institution. Transcript review is based on the student's declared course of study. Credits accepted must have been earned within 15 years prior to admission to PPCC with a grade of C or better.

PPCC operates under the evaluation principle to transfer the literal equivalent based on the course content that also meets or exceeds the rigor of PPCC as determined by the professional judgment of the College's faculty or transcript evaluator. Developmental or remedial coursework (usually numbered 000-099) are not accepted for transfer credit. Qualified courses that do not have a literal equivalent may be accepted and used as degree

electives (e.g. TRN 999 or HUM 999). The specific applicability of any credit transferred is subject to final approval by the related academic discipline faculty. If a student has earned credit in a higher level course, the appropriate related academic discipline faculty may allow the course to meet the lower level course requirement.

Based on Colorado Revised Statutes §23-1-108, §23-1-125, and §23-60-802, the [CDHE Statewide Transfer Policy](#) facilitates the transfer of credits and completion of degree requirements, assuring that students can transfer qualified college-level courses between and among institutions. The policy applies to all Colorado public higher education undergraduate programs, focusing on student movement from two-year to four-year institutions, four-year to four-year institutions, four-year to two-year institutions, or within four-year institutions.

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

PPCC faculty and the individual academic divisions and programs maintain authority setting prerequisites for courses, determining depth and rigor of course content, clarifying expectations and assessing student learning, providing access to student learning resources, and verifying faculty qualifications. As described in [Criterion 3.A](#), course proposals and related curriculum are vetted through a process governed by the CIP Committee.

Following CCCS concurrent enrollment standards, PPCC ensures that its concurrent enrollment (CE) courses for high school students are equivalent in learning outcomes and levels of rigor and achievement to its on-campus programs and courses. PPCC follows the same faculty credentialing requirements for concurrent enrollment programs as for on campus faculty.

Also described in [Criterion 3.D](#), PPCC has several learning resources available to students. Learning resources including tutoring services in the Math Centers, Writing Centers, and Science Labs are organized under the authority of their relevant Academic Deans with faculty oversight and involvement; Learning Assistance Centers are under the oversight of Student Success Division. PPCC Libraries are run by a Library Director who reports directly to the Vice President of Instruction ensuring alignment with student needs for learning resources.

As noted in [Criterion 3.C.2](#) and [5.A.1](#), PPCC's dedication to academic excellence is evidenced in faculty expertise and qualifications. Regardless of a course's location or modality, all instructors of PPCC courses must meet the College's minimum faculty qualification requirements. PPCC follows CDHE and CCCS guidelines for recruiting, hiring, and retaining highly educated and dedicated professionals. Faculty teaching the College's general education courses must possess a master's degree in their teaching discipline or a

master’s degree in a related discipline plus 18 credits of graduate study in their teaching discipline. Within the Career and Technical Education disciplines, faculty members are appropriately credentialed based on required work experience and technical certificates and must maintain a current credential in order to continue teaching at PPCC.

High School Programs

The [Colorado Concurrent Enrollment Programs Act](#), C.R.S. §22-35-101 to -112, defines concurrent enrollment as the simultaneous enrollment of a qualified student in a local education provider and in one or more postsecondary courses, including academic or career and technical education courses at an institution of higher education. The primary purpose of the concurrent enrollment (dual credit) program at PPCC is to increase the educational options and opportunities for Colorado high school students. Students entering PPCC through concurrent enrollment must meet prerequisite requirements of their desired courses.

All concurrent enrollment (CE) courses administered by PPCC conform to the [CCCS Concurrent Enrollment Standards](#). This statement covers standard categories of curriculum, faculty, students, assessment, facilities, and administration and planning. Per standards, all concurrent enrollment courses meet PPCC curriculum outcomes and academic standards of rigor. All CE course syllabi content must meet the same criteria as required for all college courses and be approved by the discipline chair prior to the start of the academic term. Textbooks, instructional materials and laboratory facilities used in CE courses must be the same or comparable to those used in equivalent courses offered by the College. Tests, papers and other assignments are required to be of the same rigor, relevance and depth as all courses offered at PPCC.

PPCC ensures that qualified faculty teach all CE courses, meeting PPCC’s academic requirements for all teaching staff. PPCC provides CE faculty with training and orientation in course curriculum, assessment of student learning, course philosophy, student code of conduct and CE program administrative requirements. Additionally, faculty teaching CE courses are provided with a current college email address, faculty handbook and are expected to adhere to all related professional guidelines. CE faculty are provided with current information dealing with withdrawal policies, critical dates and are expected to enforce site instructional guidelines and expectations. Evidence of concurrent enrollment student success is presented in Table 4.A.4-1 below.

Table 4.A.4-1: PPCC Concurrent Enrollment Student Success										
	A	B	C	S	S/A	S/B	S/C	Grand Total	Passing grades	Success rate
Concurrent										
Centennial	392	256	145	2	11	17	13	1005	836	83.2%
Downtown Studio	228	84	46			1	2	426	361	84.7%
Falcon	29	15	8			2		63	54	85.7%
Rampart Range	932	504	239	4	27	11	8	1926	1725	89.6%
All Campuses	1581	859	438	6	38	31	23	3420	2976	87.0%

Not Concurrent										
Centennial	10473	6621	3211	209	1362	1470	1160	33512	24506	73.1%
Downtown Studio	2932	1478	729	2	207	247	264	8183	5859	71.6%
Falcon	572	221	108		43	60	48	1406	1052	74.8%
Rampart Range	4869	4272	2231	14	482	644	470	17616	12982	73.7%
All Campuses	18846	12592	6279	225	2094	2421	1942	60717	44399	73.1%

Criterion 4.A.5 The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

In addition to the academic program reviews described above, the quality of academic programs at PPCC is reinforced through specialized accreditations. The College has ten different programs requiring specialized accreditation. Timelines for accreditation reviews can range from three to seven years between reviews. Accreditation reviews include comprehensive examination of the appropriateness of program curriculum, learning outcomes, assessment strategies, relevance of student program experience, quality of faculty, and appropriate fiscal and physical resource support.

All programs that require specialized accreditation have continuously maintained their accreditation. The following programs at PPCC have specialized accreditation:

Table 4.A.5-1: PPCC Specialized Accreditations		
Program/Course of Study	Accrediting Body	Year of Re-Accreditation
Automotive Collision Technology	National Automotive Technicians Education Foundation (NATED)	2012
Automotive Service Technology	National Automotive Technicians Education Foundation (NATEF)	2012
Culinary Arts Programs	American Culinary Federation Education Foundation (ACFEF)	2011
Dental Assisting	The American Dental Association's Commission on Dental Accreditation (CODA)	2009
Early Childhood Education	National Association for the Education of Young Children (NAEYC)	2012
Emergency Medical Service	Colorado Department of Health and Environment (CDPHE) and Committee on the Accreditation of Allied Health Education Programs (CAAHEP)	2012 2009
Law Enforcement Academy	POST certified	2010
Nursing	Accreditation Commission for Education in Nursing, Inc. (Formally National League for Nursing Accrediting Commission, Inc. (NLNAC))	2011
Pharmacy Technician	American Society of Health – System Pharmacists (ASHP)	2011
Radiologic Technology	Joint Review committee on Education in Radiologic Technology (JRCERT)	2010

Criterion 4.A.6 The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates to advanced degree programs, and participation rates in fellowships internships, and special programs (e.g. Peace Corps and AmeriCorps).

Academic programs at PPCC are assessed through a variety of measures. An example indicator used in the PPCC Program Review processes (see section 4.A.1) to assess quality of academic programs is the number of students earning bachelor or advanced degrees. This measure provides evidence that students are academically prepared for advanced study. Using a three-year average (AY07/08-AY09/10), a total of 239 out of 443 PPCC graduates with a transferable degree (AA, AS, or AGS) transferred to a four-year institution, reflecting a 54% transfer rate. Of those 239 transfer graduates, 148 completed a Bachelor's degree within 2.5 years of entry at the transfer institution, demonstrating a 62% advanced degree graduation success rate. In comparison to PPCC's largest transfer feeder institution, UCCS shows a 48% Bachelor's degree graduation rate for full-time, first time students who began in AY06/07. PPCC's students' success (61.9%) at obtaining an advanced degree verifies that PPCC students are well prepared and can successfully accomplish their advanced degree goals (Table 4.A.6-1 below).

Table 4.A.6-1: PPCC Graduation and Transfer Rates				
	Enrolled in AY07/08	Enrolled in AY08/09	Enrolled in AY09/10	Three-year average
Graduated from PPCC with a transferable degree (AA AS or AGS)	426 by May 31, 2008	419 by May 31, 2009	485 by May 31, 2010	443
Transferred to a four-year institution (private or public, in-state or out-of-state)	227 by Dec. 31, 2008	231 by Dec. 31, 2009	259 by Dec. 31, 2010	239
Transfer rate	53%	55%	53%	54%
Graduated with a Bachelor's degree	138 by Aug. 31, 2011	151 by Aug. 31, 2012	156 by Aug 31, 2013	148
Graduation rate	61%	65%	60%	62%

(Source: PPCC Office of Institutional Research)

Another measure of evidence of how well PPCC prepares students for future employment can be assessed by the passage rates on national professional licensure exams.

Table 4.A.6-2: PPCC Pass Rates - National Professional Licensure Exams				
Program	Exam	Year(s)	Number of Students Tested	Passing Rate
Law Enforcement	POST (Colorado Peace Officer Standards and Training POST Board)	Fall 2009 – Spring 2013	167	100%
Associate Degree Nursing (ADN)	NCLEX-RN (State of Colorado, Department of Regulatory Agencies, State Board of Nursing)	Fall 2009	80	96%
		Fall 2010	78	96%
		Fall 2011	72	97%
		Fall 2012	77	100%
Culinary Arts	ServSafe (National Restaurant Association Education Foundation)	Fall 2008 – Spring 2009	99	74%
		Fall 2009 – Spring 2010	159	84%
		Fall 2010 – Spring 2011	207	85%
		Fall 2011 - Spring 2012	198	86%
		Fall 2012 – Spring 2013	111	86%
Fire Science	Firefighter 1 State Exam (Colorado Division of Fire Prevention and Control)	Fall 2010	37	52%
		Spring 2011	9	78%
		Spring 2012	12	83%
		Fall 2012	11	100%
		Spring 2013	13	100%
Dental Assistance	DANB CDA (Dental Assisting National Board, Inc.)	Fall 2009	2	100%
		Summer/Fall 2010	3	100%
		Summer/Fall 2011	2	100%
		Spring 2012	1	100%

(Source: PPCC Program Chairs, based on reports prepared and reported by respective examiner board organizations.)

The College has recognized the need to gain more quantitative data and indicators of success to drive data-based decisions about how the institution can best invest in student success. This need was recognized through strategic planning processes tied to the goal of transparent budgeting based on access, student success, and operational excellence. Therefore the College’s Student Success Division is developing an exit survey and/or post-graduation survey. This survey to be administered in May 2014 will provide valuable information to inform the College about its academic offerings, student services, and success of its graduates.

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

Pikes Peak Community College is committed to educational achievement and improvement through ongoing assessment of student learning for both curricular and co-curricular learning outcomes. PPCC assesses student learning, programs, and services at multiple levels: the institution, academic programs and disciplines, courses, and support units.

In 2002, PPCC began a program to assess student learning by creating an oversight committee, College Outcomes Assessment Team (COAT), which is comprised of faculty and several administrative consultants. COAT operates within Instructional Services and

oversees the General Education Subcommittees, Assessment Review Committee (ARC), Higher Learning Commission Academy for Assessment of Student Learning Team, and academic department assessment efforts.

One function of COAT is to evaluate assessment processes. To meet this charge, COAT established ARC, which is made up of faculty members. The committee works collaboratively with PPCC departments to review outcomes and assessment practices. The goal is to help departments develop meaningful assessment that will produce useful results. In Spring 2012, ARC conducted an initial review of outcomes. In this review, ARC approved 19% of academic department outcomes. The committee found that 87% of academic departments had at least one outcome that could be linked to general education with 51% of departments making the link in the WEAVEonline software.

Updated annually, [The COAT Handbook: A Reference Guide for How We Function](#) is a resource for COAT leadership and faculty, providing an overview of PPCC's assessment structure, procedures, and strategies. Key COAT responsibilities and processes include:

- A timeline to assess general education outcomes.
- Communication of assessment projects/activities and related results across the College, actively engaging staff and administration support
- A faculty-managed Assessment Review Committee (ARC) to work collaboratively with departments to develop meaningful outcomes and assessment activities that produce useful results. ARC is described in the COAT Handbook.
- Training of faculty and staff on WEAVEonline, ensuring generation of data and assessment records that are used to improve programs and retained for future use.

The College administration demonstrates a commitment to assessment through its overall increased funding to assessment. COAT's annual budget has grown from an initial allocation of \$19,000 in FY09 to an adopted budget of \$64,512 in FY13. In addition to the purchase and maintenance of WEAVEonline assessment and planning software, the budget provides for the release time from normal teaching responsibilities of two faculty assessment co-coordinators, payment for faculty scoring and data analysis, financial support of the curriculum enhancement projects, and assistance to academic departments for assessment activities. The budget for the HLC Academy for Assessment of Student Learning Team in 2012-2013 amounted to \$48,500 and supported expenses related to the Academy for Assessment of Student Learning project, faculty release support, and travel for professional development.

PPCC's assessment outcomes, plans and processes, resources, activities, evidence and results, and use of evidence are well-documented, and available, on the College's portal and viewable online by all PPCC stakeholders at: www.ppcc.edu/academics/assessment.

Criterion 4.B.1 The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Over the past decade, PPCC's assessment of student learning has continued to progress and mature. PPCC promotes a diverse, supportive, and challenging environment that

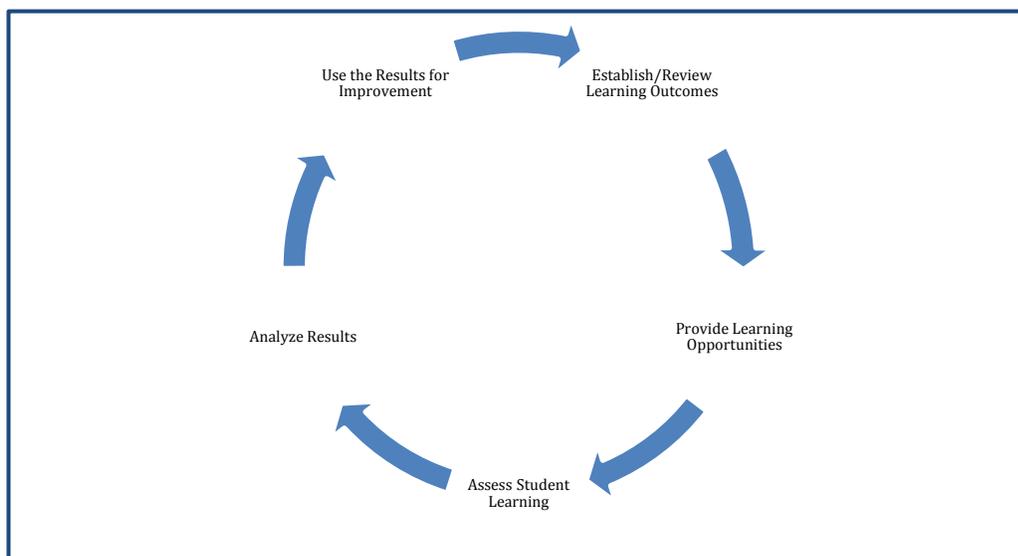
celebrates and encourages student success. Assessment at PPCC is closely linked to the College’s mission and strategic plan, reflecting the College’s commitment to learner-centered, high quality educational opportunities for all students. The first goal in the 2012-2016 PPCC Strategic Plan “Expand and strengthen opportunities for students to learn and succeed” publically states the College’s commitment to student success:

- Develop and implement a plan to strengthen student learning.
- Increase academic and student support to meet growing demand.
- Advance assessment of academic and supportive services programs and student learning.

The College’s regular assessment cycle involves measuring one or more general education outcomes each year across all content areas in the AA, AS, and AAS degree programs and then utilizing the results to make improvements. In addition to the general education student learning outcomes above, each Career and Technical Education (CTE) program, transfer degree program, and college preparatory department (English and math) identifies its own student learning outcomes. These outcomes are specific to the individual academic programs. All academic departments and general education assessment subcommittees report annually on their assessment projects.

PPCC views assessment as a five-step continuous cycle (see figure 4.B.1-1 below). The College’s goal for assessment is action, to produce results that lead to improved teaching and learning with a focus on student success. All actions cross disciplines to affect students in career and technical fields and two-year transfer educational programs.

Figure 4.B.1-1 PPCC Assessment Cycle



(Adapted from Suskie, L. (2004). *Assessing Student Learning*. Bolton, MA: Anker Publishing)

General Education Assessment Process

Under the guidance of COAT, each general education student learning outcome is assigned to a faculty-led General Education Outcome Subcommittee. These subcommittees are responsible for designing an institutional assessment that includes choosing or developing a measure, rubric and/or assignment, as well as design of the data collection

methodology. Once an assessment process is designed, the subcommittee chair(s) presents the assessment methodology to COAT for feedback and approval. Although the subcommittee is in charge of data collection, all faculty are responsible for providing learning artifacts, as well as classroom time for the approved assessment activities. General Education Outcome Subcommittees are responsible for data scoring and making recommendations for improvement to faculty; however, data analysis is completed by one of the COAT/faculty assessment co-coordinators, WEAVEonline administrators, or IR personnel. After data analysis is complete, the subcommittee reviews the results, identifies student strengths and areas for improvement, and presents findings to faculty during spring division meetings. Following the results presentation, areas identified for improvement are addressed through a faculty-developed and approved action plan and faculty trainings to improve student learning.

In an effort to ensure the quality of outcomes driving the assessment projects, COAT requires general education subcommittees to review outcomes for relevancy. Using data to drive these evaluations, subcommittees determine any necessary changes to outcomes, submit recommendations to the entire faculty for input, after which COAT makes the final decision to adopt or reject the changes.

Assessment of Student Learning

Following the College's HLC 2003 visit, PPCC chose to participate in HLC's Academy for Assessment of Student Learning, to further propel and improve its assessment of student learning. Completed in 2010, PPCC's first student learning project focused on advancing the College's general education assessments through the College's established assessment cycle, identifying student performance targets for assessment measures used more than once, developing a data management plan, and devising a communications plan focused primarily on faculty, administrators, and students. Highlights included completion of large-scale assessments in math, information literacy, reading, writing, listening, and critical thinking, with pilot assessments in speaking. Results included a finalized and implemented plan for a recognized process for communicating assessment results to faculty, administrators, and staff and the integration of a data management system, WEAVEonline.

In addition to institutional general education assessment, every academic department must have a minimum of one specific general education outcome related to student learning that can be linked to a PPCC general education outcome. The Assessment Review Committee (ARC) works collaboratively with departments to review outcomes, measures, and assessment practices, ensuring the wording and scope of each outcome is measureable and manageable. Of the academic departments required to submit reports in AY 2012, 100% (69) departments had established outcomes. An initial review of all academic departmental outcomes revealed that 87% of departments had at least one outcome linked to a general education outcome, with 51% having made the link active within the data management system, WEAVEonline.

Project 2, which began in 2011 and will conclude in 2015, has a two-fold focus. One focus is a critical thinking action plan implementing and evaluating a large-scale critical thinking curriculum enhancement related to inference and deduction enacted throughout academic programs. The second focus is to formalize assessment within the Enrollment

Services and Student Services Divisions, demonstrating that student academic success is the responsibility of all departments.

Academic Department Assessment

Academic department assessments are embedded into their program reviews; departments must report the process for determining, evaluating, and revising instructional and curricular practices for the purpose of improving student learning. In addition to the academic departments, the PPCC Libraries, e-Learning, the Math Center, Military Programs, and the Writing Center are integrating assessment activities. Assessment goals established in the program review process help drive the following achievements:

- Establish a framework that engages departments/programs in systematically assessing their practices and making changes based on that assessment.
- Substantially expand the use of data in department/program self-assessment.
- Increase attention to student learning outcomes, including direct measures of learning.
- Provide feedback to departments regarding strengths, weaknesses, and opportunities for improvement.
- Incorporate methods for substantive evaluation from area employers, external experts from professional organizations, and subject matter peers from other academic institutions.

Criterion 4.B.2 The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
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In taking responsibility for the quality of its academic programs, PPCC has committed itself over the past decade to assess the performance of its academic programs and courses, utilizing quantitative assessment data to improve its programs. The assessment subcommittees have adopted a variety of measures for general education assessment, selecting instruments that are designed in-house or published nationally. The subcommittees have also strategically designed assessment projects to collect more than one kind of evidence in an effort to gather more comprehensive findings for action.

Assessment Evidence

Key examples of measures, results, and subsequent action plans used in general education outcome assessment include the following:

- **Community Skills (Fall 2010):** Conducted a large-scale assessment with 451 students, surveying the extent to which students had learned about community issues while attending PPCC. Students wrote a response on the most significant community issue (diversity, culture, environment, economy, family, citizenship, health/health care, infrastructure, and technology) they encountered while attending PPCC, including how they could impact their community with the knowledge gained. Results of assessment identified that diversity, citizenship, culture, technology, and economy were key areas of emphasis where students said they gained in knowledge. However one in four students finishing their studies at

PPCC were likely to disagree that they had learned about community skills related to health or healthcare, family, the environment, or infrastructure. Additionally, although students had gained knowledge in community skills, they had difficulty demonstrating how they could use what they learned to positively impact their community. Based on results of the assessment, faculty voted as an action plan that each academic division would identify departments responsible to enhance their respective curricula to strengthen students' abilities to apply knowledge about community issues to their respective real world situations beginning AY13-14.

- **Critical Thinking (Fall 2008 - Fall 2009):** Completed two large-scale assessment projects using a standardized test, the Watson-Glaser Critical Thinking Appraisal. Over three semesters, 275 students were assessed with an average score of 53.92 (55th percentile.) Subtest results identified students scored significantly lower on Inference and Deduction. Based on recommendation by the Critical Thinking Subcommittee and faculty action planning, faculty attended training on the concepts of inference and deduction, and all faculty, both full-time and adjuncts, are incorporating an activity or assignment that focuses on these concepts in all courses beginning Spring 2011. This outcome is currently being reassessed.
- **General Education Math (Spring 2010):** Administered three separate math exams, each designed for students in the AA, AS, and AAS degree programs. In Spring 2011, 233 students in 18 classes completed an in-class exam. Results of exams identified two questions from each respective exam that were missed most frequently. Action plan strategy included a series of math puzzlers or brainteasers, focusing on the key challenging areas designed to test students' abilities to solve linear equations, problems involving a right triangle, and percentage calculations problems. Math Puzzlers were offered through the College's course management system, ppccConnect, with 729 students enrolled and an average of 153 students participating each week. Students demonstrated progress by correctly solving problems in the following areas: 59% correctly solved problems related to percentage, 49% correctly solved linear function problems, and 36% correctly solved problems involving the Pythagorean Theorem. For AY13-14, a 15-minute assessment will be piloted to further assess students in the key challenging areas.
- **Information Literacy (Fall 2009):** Collected data using an internally designed measure consisting of questions related to a live website and the validity of information from academic, trade, news magazine, and blog sources. In Spring 2012, faculty voted to embed information literacy "how to" resources into targeted online English and computer information/computer science courses. A new assessment instrument is being designed and students will be reassessed in AY13-14.
- **Listening (Spring 2010):** Selected a short podcast and asked students to listen to the content and answer questions related to it. Listening results of 307 students indicated student success (79.6%) for this outcome, demonstrating students'

ability to accurately self-assess their own listening skills and apply those skills to listen critically and comprehensively. Faculty were advised to model good listening techniques, break up lectures into manageable sections, reduce distractions, and provide students with relevant listening strategies. A new assessment is currently being designed with data collection planned for AY13-14.

- **Reading (Spring 2005 - Fall 2012):** Measured outcomes twice using a standardized test, the Nelson-Denny Reading Test. Also conducted a pilot assessment using the ACCUPLACER® Diagnostic for Reading Comprehension. Based on the pilot, the subcommittee determined the ACCUPLACER® instrument would not work on a large-scale assessment and are currently considering options as identified in a Spring 2012 faculty survey of reading perceptions and results from the 2012 Community College Survey of Student Engagement (CCSSE).
- **Speaking (Spring 2011-Spring 2013):** Designed and collected data for pilot assessments conducted outside of the classroom; in one pilot, 116 students were videotaped discussing their PPCC experience. Because of the expense and logistics involved in videotaping students, the subcommittee evaluated its methodology and determined that it would redesign its assessment to develop a rubric that faculty will use to score in-class student oral presentations.
- **Writing (Fall 2012-Fall 2013):** The assessment was redesigned in 2012 to collect class assignments with the intention to secure a larger sample; previous assessments compared a coursework assignment re-written to another audience. Data collection for the redesigned assessment began in Fall 2012 and will continue through AY13-14.

Given there are no capstone courses and few commonly taken courses near graduation, it is challenging to target students nearing completion of their degree to measure abilities related to the general education outcomes. Capturing assessment data is especially problematic for the AA and AS degree programs as students are spread across many different courses in small numbers. COAT has modified its assessment plans and cycle for data collections to be more flexible and to account for gathering data over multiple semesters. The team's focus is on assessing students with 45 or more credit hours toward completion of a degree or program at PPCC. COAT also continues to explore and deploy instruments that are embedded into coursework and mechanisms outside of courses, such as using the Testing Center and online formats to collect data. COAT compensates faculty for managing data collection and analysis during general education assessments. The PPCC Foundation has provided funding to reward faculty for their efforts to improve students' critical thinking. COAT's leadership continues to explore other reward systems that carry minimal costs.

Academic Department Assessment

Academic departments select measures to assess the outcomes they have developed. In WEAVEonline, 91% (63) of the departments entered measures associated with outcomes. Targets for student achievement were established by 66% of the departments. Findings for the 2011-2012 academic year were reported by 47% of the departments. This is an increase from 2010-2011 in which student achievement targets were established by 33%

of departments and 21% reported assessment results. Results for 2012-2013 are currently being submitted into WEAVEonline, with an annual report available Spring 2014.

Student Services Division Assessment

PPCC established the committee for College Assessment in Student Services (CASS) as an operational leadership team to ensure assessment is integrated into our student services functions. CASS members represent departments throughout the student services division including Institutional Research, Tutoring Centers, Office of Retention, Career Planning and Advising, and the Registrar's Office. CASS is currently meeting with each student services department to assist in developing assessment plans. Current results from CASS include 100% of Student Services Departments having mission statements and goals. Specific assessment goals emerging from the work of CASS include the following:

- OASIS – As a result of interacting with a Disability Specialist, students are able to appropriately request reasonable academic accommodations.
- Student Life - As a result of participating in the Multi-cultural Awareness Conference, students are able to identify themselves as members of a global community.
- Enrollment Service Centers
 - As a result of attending a Degree Check workshop, faculty and staff are able to conduct degree audits.
 - As a result of attending a FERPA workshop, students, faculty, staff, and external stakeholders are able to apply FERPA regulations to address common inquiries.

Criterion 4.B.3 The institution uses the information gained from assessment to improve student learning.

PPCC is continually increasing the scope and utilization of assessment results to improve student learning. Following PPCC's assessment cycle, data is assimilated and reviewed by each assessment subcommittee, resulting in the identification of student strengths and areas for improvement. In the beginning, while curriculum enhancement projects focused on providing opportunities for instructors to strengthen student learning in the recommended areas, projects were limited in scope. Today, PPCC faculty use assessment information in the design of their lesson plans. As already described and proven in several examples in [Criterion 4.B.2](#), PPCC uses the information gained from its assessment activities to improve student learning.

General Education Assessment

A key aspect of PPCC's assessment process is to ensure faculty incorporate assessment results to improve student learning. Three prime examples include the faculty action planning, training, and workshop sessions held to address the results of its assessment activities for the general education outcomes of 1) Critical Thinking, 2) Information Literacy, and 3) Community Skills described in the previous section. In each instance, the sessions were an opportunity to inform faculty about the assessment process, provide

training on a particular outcome or outcomes, and seek guidance for acting on the results to improve student learning.

Of the three prime general education outcomes, the most encompassing project was the Critical Thinking Action Plan, which faculty designed in 2010 in response to the results of the first large-scale critical thinking assessment. As noted in the previous section, the focus of the Critical Thinking Action Plan had all faculty embed learning activities addressing inference and deduction into all of their classes. Implementation and reassessment of the action plan is ongoing. Considerable resources have been dedicated to this Critical Thinking Action Plan, including providing faculty members with professional development opportunities related to inference and deduction and paying some adjunct faculty for their participation as department resources. During the past three years, COAT has administered a survey to faculty to gain knowledge and data of how faculty incorporated inference and deduction into their courses. This work provides data for future action planning regarding the use of general education assessment results.

Academic Department Assessment

Individual departmental assessment in Instructional Services is being used to make improvements to student learning. In 2012, 23 departments (33%) launched curricular enhancements and/or professional development activities. For example, the departments of Psychology, College Preparatory Math, College Level English, Computer Information Systems, and Culinary Arts used their assessment results to improve student learning through curriculum enhancements within the classroom as well as the piloting of new course sequences. Early Childhood Education (ECE) added courses to its curriculum in response to assessment findings and at the recommendation of the ECE Advisory Committee. Sociology and Humanities have adopted new textbooks after findings indicated that the original selections did not adequately address areas identified in their assessments. Music, Emergency Medical Service, and English as a Second Language introduced learning strategies to assist students with difficult material. Paralegal created a student club to reinforce learning. The Writing Center, College Level English, and Sociology have provided or will be providing its faculty and staff with professional development opportunities. Finally, Zoo Keeping is increasing opportunities for students to gain practical experience in the field.

Student Services Assessment

As part of the second focus in Project 2 of the CASS, Enrollment Services and the Student Services Divisions assessment is being used to improve student academic success. For example, the Learning Assistance Center (LAC), a department in the Student Success Division, has changed its training model based on data it gathered through a questionnaire given to tutors participating in the sessions. The training focuses on methods for delivering tutoring assistance, collaborative learning techniques, Supplemental Instruction, leadership, differing learning modalities, and the needs of students with disabilities. Professional development has been modified from a three-day training required of all tutors to a conference-style format that tailors instruction to the needs of new tutors and returning tutors.

The LAC has also used data from an evaluation survey to redesign workshops it offers to the general student population to help students with college success skills, stress, test

anxiety, and note taking. These redesigned workshops are recorded on DVD and made available in the College libraries, and on the LAC website.

Administrative Services, Enrollment Services and Student Success Divisions are also working through the assessment cycle with the goal of using data to improve learning. However, training is still needed to appropriately identify assessment measures and use the data obtained to improve student learning beyond Instructional Services. College-wide these divisions (Student Success, Enrollment Services, and Administrative Services) are working through their initial phase to integrate assessment.

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

As part of PPCC's commitment to educational achievement and improvement through ongoing assessment of student learning, the College has developed processes and methodologies demonstrating good practice. Faculty, including instructional and co-curricular staff are actively involved with assessment activities. Learning from its participation in the Higher Learning Commission (HLC) Academy for Assessment of Student Learning, COAT in partnership with PPCC faculty developed the College's assessment infrastructure, including sound processes, activities, outcomes, and change management. Now involved in its second four-year membership in the HLC Assessment Academy, COAT is collaborating on the development of assessment processes for the student support divisions, Enrollment Services and Student Success.

In addition to faculty participation, COAT's Committee membership includes 11 administrative consultants; an academic dean adviser to COAT, the vice president for Instructional Services, one associate dean and additional academic dean, ITSS, the director of IR, and staff from the Student Success and Enrollment Services divisions. Staff members in the Student Success and Enrollment Services divisions regularly attend COAT training sessions on developing student learning and program evaluation outcomes and selecting measures and have also attended professional development workshops to build their knowledge of assessment in co-curricular areas. These divisions are also active in the Colorado Regional Assessment Council (CORAC).

Adhering to good assessment practices of using multiple and diverse approaches, the College has adopted a variety of assessment strategies and tools in the measurement of general education outcomes. For example, the Critical Thinking committee employed the Watson-Glaser Critical Thinking Appraisal, and the Reading committee used the Nelson-Denny standardized test. Committees for Community Skills, Information Literacy, Listening, and Speaking developed measures locally and deployed them in and outside of the classroom. The General Education Math committee used a locally developed measure given during class time, while those charged with assessing Writing are currently collecting assignments required by faculty in courses.

As part of PPCC's first Academy for the Assessment of Student Learning project, COAT designed a process for setting student performance targets. General education

committees are now expected to set performance targets after the second use of an assessment instrument. The process for determining performance targets involves committees examining national data regarding performance, type of measure, and level of proficiency expected of graduating students. In addition, academic programs and departments are encouraged to set performance targets as well.

To address an area of opportunity identified in the College's last reaccreditation, a significant portion of PPCC's first HLC Academy for the Assessment of Student Learning project centered on developing a plan for managing assessment information. The plan developed consisted of the purchase of an assessment management system as well as procedures for archiving digital and hard copy assessment data; consequently, PPCC purchased a subscription to WEAVEonline, an assessment management software system.

COAT has incorporated training into its processes in an effort to inform faculty and staff about effective practices in assessment. Current COAT representatives are encouraged to attend training sessions, but in particular new COAT representatives, new faculty, and staff in the Student Success and Enrollment Services Divisions are targeted. Training focuses on developing student learning and program evaluation outcomes and selecting measures. Training feedback has been positive with the majority of attendees responding that sessions generally clarified the topic, that materials were useful, and that they would recommend the training to others.

To address issues of transparency and communication with stakeholders, the College launched assessment web pages (www.ppcc.edu/academics/assessment) in the Summer 2012, modeled after the Transparency Framework developed by the National Institute for Learning Outcomes Assessment. It makes evidence of student learning readily accessible and useful to general audiences. The website includes the following components: *What are our student learning outcomes? What is our assessment plan? What are our assessment activities? What is our evidence of student learning? How do we use evidence to support student learning?* For each of the components, website visitors have an opportunity to contact COAT and the Vice President for Instructional Services to seek additional information or clarification. The website is monitored and maintained to reflect changes in information, to profile various assessment efforts, and to make additions as assessment projects evolve. COAT also created and maintains an online presence on the employee intranet site. It includes electronic documentation of COAT activities, such as meeting minutes, various reports, and presentations, as well as resources for faculty and staff.

The PPCC Library and COAT leadership developed the *College Outcomes & Assessment* LibGuide (<http://libguides.ppcc.edu/assessment>), which is a portal to high quality research information and resources for faculty, staff, and the College at large. The assessment LibGuide includes COAT outcomes, an explanation of the second project for the HLC Academy for Assessment of Student Learning, example rubrics and links to rubric information, WEAVEonline terminology, and articles related to assessment through the PPCC databases.

To adhere to the recommended practice of assessing the assessment process, COAT evaluated its public relations plan and communication strategies towards faculty. COAT administered a survey to full-time and adjunct faculty members during Spring 2010. It

found that on a scale of 1-10, full-time faculty awareness averaged 6.3 with the academic divisions ranging from 5.3 to 7.5. As expected, adjunct faculty awareness was lower with an average of 4.6. COAT also learned that email was the preferred method of communication among both full-time and adjunct faculty. Personal contact through instructional division meetings was the second most-requested method of communication among full-time instructors. Acting on the data, COAT is using both email communication and division meetings to disseminate information to faculty.

Having developed reliable communication channels for faculty, COAT is currently focusing efforts towards developing effective marketing and communication strategies informing students about the College's efforts to assess and improve learning. In partnership with PPCC's Marketing and Communication Department, COAT's Public Relations Subcommittee developed a series of short digital "teasers" to run on campus televisions to pique students' interest in assessment results and how the results are being used. Additional marketing and communication strategies are currently being explored.

PPCC's participation in the academy has resulted in an acceleration of assessment processes and an increase in assessment activities and involvement by College staff. Faculty members from transfer, CTE, and college-prep/developmental education serve on COAT either as full members or as alternate members. Full-time and adjunct instructors participate in data collection aspects of assessment as well as curriculum enhancement projects.

Recent examples of faculty participation include:

- Approximately 40 full-time and adjunct faculty met in a workshop to develop the Critical Thinking Action Plan.
- During Fall 2010, 108 faculty attended COAT's Inference and Deduction training, of which 74 (68.5%) were full-time faculty and 34 (31.5%) were adjunct faculty. Of PPCC's 70 academic programs, 60 (85.7%) had at least one faculty member attend training.
- A request for faculty to volunteer their courses for the Reading general education assessment in 2008 resulted in a surplus of course sections.
- In Fall 2011, a group of 50 full-time and adjunct faculty from across disciplines met to discuss the Information Literacy results and to suggest strategies for improvement.
- Forty-two full-time and adjunct faculty participated in an October 2012 workshop to review results of and make recommendations for addressing the Community Skills assessment. In addition to those attending, four faculty members managed the event, and one associate dean was present.
- As previously stated, of the academic departments in Instructional Services required to submit reports, 100% (69) submitted reports for the 2011-2012 academic year.

Although college-wide participation in assessment has substantially evolved over the past decade, the College recognizes the need to continue its efforts to engage all College staff, especially Classified personnel in both the student learning and program evaluation assessment process. The goal is to develop understanding and participation of all staff in assessment, recognizing the valuable role each individual contributes to assessment and student learning.

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

PPCC promotes student success, by creating an institutional structure and environment that places students at the center of the College's consciousness. The PPCC vision statement, "Students Succeed at PPCC," affirms the College's commitment to the premise that all PPCC's endeavors serve to facilitate students as they pursue their educational and career goals.

PPCC is committed to the continual improvement of its academic programs, courses, and support services. Monitoring retention, persistence, and completion rates for students' pursuit of degrees and certificates is an indicator that "Students Succeed at PPCC." These key indicators are in the College's strategic plan and the President's annual goals. The following section describes PPCC's collection practices, analysis, and use of data for improvement of its educational operations.

Criterion 4.C.1 The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

PPCC's goals for student retention, persistence and completion are guided by the College's [2012-2016 PPCC Strategic Plan](#) and the annual PPCC President's College Goals, in alignment with Colorado Community College System goals and Colorado Department of Higher Education (CDHE) goals. Since 2007, key strategic plan metrics have been tracked and reported by the College's Office of Institutional Research (IR), ensuring the effectiveness and contributions of PPCC are properly measured.

PPCC Goals

The Strategic Plan addresses student retention, persistence, and completion. Goal 1 calls for expansion and strengthening opportunities for students to learn and succeed by developing and implementing a plan to strengthen student learning, increasing academic and student support to meet the growing demand for services, and advancing assessment of academic and supportive services programs and student learning. Goal 2 seeks to improve institutional effectiveness by integrating data to inform budgeting and decision-making. This goal calls for the enhancement of the current advising system, evaluating and developing systems for improving customer service across all areas of the college, and effectively utilizing physical resources to meet the needs of student learning, student services, and college operations.

While the PPCC Strategic Plan is a forward-looking document intended to guide the College's development over a five-year period, it also provides a mechanism for yearly updates. The [College President's Academic Goals](#) provide for specific data-driven goals. Retention and Completion are measured by IPEDS definitions for PPCC's formal reporting. However, PPCC and CCCS also track student retention and completion for all degree seeking students ([CCCS Academic Year 2011-2012 Fact Book](#)).

- Student Retention Goals: Increase by 2% for full and part time degree seeking students. A strategy calls for online and in-person orientation, available to all students but with specific focus on developmental and undecided students. Additionally, begin conceptual development, both operationally and physically of the Centennial Campus Learning Commons, providing a one-stop student success resource, services and tutoring center.
- Student Completion Goals - Award 2,000 degrees and certificates during the Academic Year of 2013/2014 (1.4% increase over the previous year). The key strategy calls for improvement of advising by developing and introducing Program Pathways for all disciplines. This advising plan tool will aid in the reduction of unnecessary courses taken by students.

Alignment with CCCS Goals

As part of CCCS, PPCC strives to achieve additional key metric goals established by SBCCOE, expanding our performance targets to help drive our commitment to student success.

Table 4.C.1-1: CCCS Goals and Performance Indicators	
CCCS Overarching Goals	Performance Indicators
Student Access	Resident FTE, minority headcount, tuition
Student Success	<ul style="list-style-type: none"> • CTE student enrollment, number and type of new programs developed in high demand/high wages industries and emerging industries, number of partnership initiatives with business and industry, number of workers trained through the Colorado First and Existing Industries programs. • Concurrent enrollment, number of students transferring to a four-year institution, completion rates in developmental education (math, writing, reading). • Percentage of full-time faculty, student retention, graduation, and transfer rates, results of student satisfaction surveys with instructional support services
Operational Excellence	General fund appropriation, reserve levels, funding per student FTE, credentials awarded per 100 FTE, expense levels, capital and controlled maintenance funding, financial aid

Alignment with Colorado Department of Higher Education (CDHE) Goals

[Senate Bill 04-189](#) requires the SBCCOE to enter into a Performance Contract with CDHE. The contract sets forth the performance goals of CCCS and requires annual reporting of current efforts with respect to student access and success, quality in undergraduate education, efficiency in operations, teacher education, and workforce development.

Every year, PPCC provides SBCCOE with both quantitative information and narratives on specific College efforts conducted to meet agreed upon CDHE performance goals.

Special Student Population Goals

To focus on retention, graduation and persistence of disadvantaged student populations, PPCC has maintained the presence of several Federal TRIO grant programs to assist in such endeavors. TRIO consists of eight programs targeting services to low-income individuals, first-generation college students and individuals with disabilities to assist them in progressing from middle school to the attainment of bachelor's and post baccalaureate degrees. PPCC has the following TRIO programs on campus: Student Support Services (SSS), Disabled Student Support Services (DSSS), Veterans Upward Bound (VUB) and the Southern Colorado Educational Opportunity Center (SCEOC). Additionally PPCC also has a federally funded Child Care Access Means Parents in School Program (CCAMPIS) grant, which further contributes to retention, graduation and persistence. TRIO SSS goals include a 60% persistence, graduate, or transfer goal from one academic year to the next and 20% of a new participant cohort will graduate within four years. Established goals for the TRIO DSSS include a 60% persistence, graduate, or transfer goal from one academic year to the next and 15% of a new participant cohort will graduate within four years.

Criterion 4.C.2 The institution collects and analyzes information on student retention, persistence, and completion of its programs.

As part of the College's strategic commitment to make data-driven decisions, pertinent information about retention, persistence, and degree completion are critical components in the institution's efforts to foster student success. To this end, the College collects, analyzes, and reports data to a number of internal and external stakeholders. The IR Office, currently staffed with three full-time employees, assumes primary responsibility for analyzing and reporting College data. Beginning with AY06-07, general information and statistical data for the College are available on the College portal and at the [CCCS website](#), including information on enrollment, persistence and retention, transfer, and degrees/certificates awarded.

Figure 4.C.2-1 illustrates over the last seven years, the College's retention rates have fluctuated between 48.1% and 56.7% and graduation rates have fluctuated 13.6% and 20.6%. As noted in [Criterion 1](#) and throughout the self-study, between 2005 and 2012, student fall-to-fall enrollment at PPCC increased dramatically (43%) from 10,619 students to 15,189 students. As previously stated in [Criterion 4.C.1](#), new benchmark goals have been established for AY13-14 calling for increases above AY12-13, including a 2% increase in the College's retention rate and a 1.4% increase in overall graduates. The College is committed to increasing retention and completion rates and has dedicated College resources toward identified goals and tactical strategies as noted previously in [Criterion 4.C.1](#) and described in [Criterion 4.C.3](#).

Figure 4.C.2-1: Retention and Graduation Rates

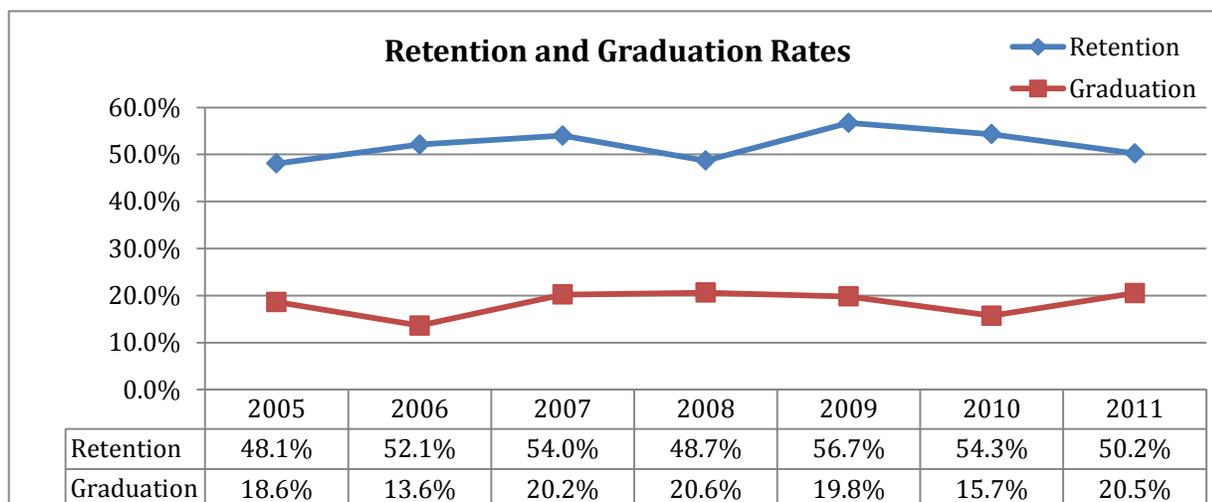


Table 4.C.2-2: Degrees/Certificates Awarded					
	2008-09	2009-10	2010-11	2011-12	2012-13
Associate of Art/Associate of Science	346	423	450	371	498
Associate of General Studies	115	113	95	101	233
Associate of Applied Science	360	417	507	484	567
Certificate	774	808	1086	685	1021
Total	1595	1761	2138	1641	2319

(Source: CDHE Data Warehouse)

Table 4.C.2-3: Transfer Upon Graduation				
Cohort Year	Fall Graduation Cohort (first-time, full-time, degree/certificate seeking students)	# of Cohort Students who graduated from PPCC within three years	# of PPCC Graduates who enrolled at another institution* within four years	Transfer Rate
Fall 2006	1,144	227	94	41%
Fall 2007	1,111	174	80	46%
Fall 2008	1,106	227	84	37%
Fall 2009	1,149	158	65	41%

(Source: National Student Clearinghouse)

* transfer institution: public or private, 2-year or 4-year, in-state or out-of-state

Additionally, PPCC collects data from different sources to conduct peer comparison and longitudinal trend analysis and help the College better interpret its performance results.

- PPCC uses the information released by the Colorado Department of Higher Education (CDHE) to compare its retention and graduation rates with those of the other Colorado community colleges.

- PPCC uses the IPEDS Peer Analysis System to build its own comparison groups based on a number of variables of interest (e.g. Carnegie classification, student enrollment).
- In 2010, PPCC joined the National Community College Benchmark Project (NCCBP) in order to compare its results with those of other colleges in areas that include next-term persistence rates, college level and developmental course retention and success rates, high school graduate enrollment rates, instructional faculty load, and cost per credit hour.
- Since 2010, PPCC's participation in the Community College Survey of Student Engagement (CCSSE) has allowed the College to gather comparative information as it relates to student engagement, satisfaction, and learning.
- Many occupational programs rely upon national average scores on licensure examination to collect evidence of effectiveness. Our nursing department for example looks at state and national data about program passage rates in assessing the effectiveness of our program.

With respect to Career and Technical Education (CTE) programs, post-graduation information is collected on an annual basis and entered into a database (VE-135) maintained by CCCS. This database contains programmatic, demographic and placement information (employment, continuing education, military service, apprenticeship, and technical skills) for all CTE students who have completed a program in the previous school year. The VE-135 data is used in five main areas:

- **Federal Consolidated Annual Report (CAR):** VE-135 information is used for the federal accountability report due to the U.S. Department of Education, evaluating the effectiveness of CTE in Colorado and as criteria to determine the total state Perkins allocation amount for the next fiscal year.
- **Perkins Formula Allocation Grants:** VE-135 enrollment data is used in the calculation formula, which determines distribution of federal Perkins funds to participating secondary and postsecondary institutions within Colorado.
- **Program Renewal Process:** VE-135 data populates three separate 5-year trend reports used by CCCS to evaluate existing CTE programs: 1) reporting minority, disadvantaged, disability, and limited English speaking populations and a breakout by gender; 2) student completion counts, enrollment counts, and adjusted completion rate; and 3) employment and continuing education trend data gathered from the student follow-up process. These reports are available on the [CCCS CTE website](#).

- **Civil Rights Compliance Monitoring:** The CCCS Monitoring Manager uses the VE-135 data as one component in the process to determine which educational institutions will receive a monitoring visit as mandated by the U.S. Department of Education, Office for Civil Rights.
- **Data Accountability Monitoring:** Risk-based data monitoring is included as a part of the annual CCCS monitoring visits at selected secondary and postsecondary institutions. On-site monitoring visits may also cover Perkins monitoring, Civil Rights monitoring, and CTE program monitoring.

Another collection of performance data related specifically to disadvantaged student populations is reported as part of PPCC’s Annual Performance Report (APR) for the College’s 2010-2015 SSS and DSSS grants. The most recent APR for SSS in 2011-2012 indicates an 83% persistence rate for the 2011-2012 cohort. The APR data for DSSS in 2011-2012 indicates that 88% persisted from year to year.

Table 4.C.2-4: Persistence and Graduation Rates							
<i>Fall to Fall Persistence 2011 to 2012</i>				<i>Graduation Rate AY 2012</i>			
PPCC Fall 2012		SSS Grant	DSSS Grant	PPCC 2008-2009 Cohort		SSS Grant	DSSS Grant
SSS Eligible	DSSS Students	SSS APR Goal	DSSS APR Goal	SSS-Eligible	Disabled Students	SSS APR Goal	DSSS APR Goal
83%	88%	60%	60%	26%	N/A	20%	15%

Criterion 4.C.3 The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

PPCC’s leadership, faculty, and staff are committed to using data collected both within the institution and from educational researchers outside the institution to enhance the quality of the institution’s academic programs and general service to students. The College recognizes its statistical data reflects limited improvement in its retention, persistence, and completion rates as noted in the previous section. To advance PPCC’s student success, the College has implemented strategic tactics and committed resources as illustrated by the following improvements.

Recognizing the need to improve student success rates, PPCC took a critical step toward strengthening the institution’s retention, persistence, and completion processes in 2012 with the creation of a new Student Success Division. This new division is tasked to strengthen and focus the College’s efforts towards student success. The Student Success Division is comprised of the Learning Assistance Centers (LAC), Retention Services, the Student Counseling and Resource Center, TRIO SSS, TRIO DSSS, Office of Accommodative Services and Instructional Support (OASIS), Student Life and Public Safety offices.

Additional College improvements toward the achievement of higher student retention and persistence include:

- Under the direction of Retention Services, new student orientation was redesigned to provide students with the necessary tools to function as a successful student at PCC. The new formatted orientation, offered in-person with plans for online access, is available to all students. Specific focus includes developmental and undecided major students. Offered regularly at all campuses, new student orientation includes specific student learning outcomes to assess whether students are mastering critical information necessary to navigate the academic and administrative processes at PCC. As part of the orientation, students must demonstrate they can log on to the College's Internet portal, find an advisor, and remember a staff contact person who can assist them.
- The College focused Professional Development Weeks as "Student Success and Retention Summits." National speakers, Kay McClenney and Elizabeth Barkley, utilized PCC's Community College Survey of Student Engagement (CCSSE) results to highlight strengths and weaknesses, helping PCC to identify areas of improvement in student engagement. Workshops presented collaborative learning experiences for staff geared toward the topic of student engagement and ways to shape pedagogy based on the CCSSE data results. While PCC has used the CCSSE data to promote collaborative pedagogies, the College recognizes the need to use more of the survey results to assist students in achieving their educational goals.
- PCC is undergoing a complete redesign of the college-preparatory programs in English and math, based on the recommendations of the Colorado Community College System's Developmental Educational Task Force (DETF). The philosophy behind the developmental education re-design is directly related to retention and the concern that too few developmental students persist to graduation. PCC is actively engaged as a member of the CCCS DETF, including the design and development of curriculum, which incorporates strategies from successful national models. Key parameters for DETF include: contextualization, open entry, and, accelerated learning.
- As part of PCC's commitment to improve student retention and persistence, the College has created a task force to conceptually design the Centennial Campus Learning Commons, providing a one-stop student success resource, services and tutoring center. During 2013, the task force visited several colleges, assessing best practices and identifying key resource elements and successful processes. Conceptual design will be presented in Spring 2014, followed by construction beginning late 2014.

To achieve higher completion rates, the College has undertaken several strategic initiatives:

- Program Pathways for all disciplines was introduced AY13-14. Program Pathways is an advising plan tool that will aid students in staying on track, taking only the courses they need, leading to increased completion of degrees and certificates.

- An Academic Planning Tool Task Force was created to recommend a software tool to aid in advising students and creating students' degree plans. A recommendation is expected in Spring 2014, with implementation in AY14-15.
- The College's academic advising model is under evaluation. A 13 member task force, representing diverse areas of the College, is evaluating the PPCC advising process, assessing other institutions' models recognized for best practices, and obtaining national research knowledge on academic advising. The task force recommendation was made Fall 2013 with final determination and implementation for AY14-15.

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

PPCC's leadership, in keeping with its goal to make "data-driven decisions," understands the importance of obtaining sound, accurate information related to students' academic progress. Furthermore, the IR Office is committed to providing the most valid data to all stakeholders.

The IR Office uses a number of management tools (e.g. data request database, process flow charts, reporting protocols) to ensure it operates efficiently and effectively. A number of "products" have been developed to respond to the data needs of the College constituents (e.g. routine reports, enrollment dashboards).

At PPCC, the IR Office and the Admissions & Records Office share the responsibility of submitting state and federally mandated reports on a timely basis. A calendar of "work projects" has been developed to ensure deadlines are met. Official data submitted to the Student Unit Record Data System (SURDS), Integrated Postsecondary Education Data System (IPEDS), and Career and Technical Education (CTE) Reports websites is automatically checked for errors (e.g. incorrect codes, inconsistencies, blanks, duplicates). Data are not accepted until errors are corrected or an explanation is provided. The accuracy of institutional data is also enhanced through a "double-checking" process whereby CCCS or CDHE solicits individual colleges to check their own data before they are released. All personnel involved in data entry routinely perform "quality checks" to make sure information stored in the student information system (Banner/COGNOS) is accurate. The integrity and security of the system-wide information system is ensured through both CCCS and PPCC IT staff. CCCS IT staff is responsible for resolving issues as well as maintaining and continually updating the centralized information system, keeping authorized users informed of the status of Banner/COGNOS through email communication. Additionally, authorized access to computers, networks, and Banner/COGNOS is granted according to assigned duties and modified or removed as necessary.

Once a month, the PPCC IR staff and the PPCC Registrar meet with their CCCS peers to discuss how the accuracy of student data can be improved and share practices. Additionally, the IR Office holds memberships in several state and national professional organizations as a means of contributing to the continual improvement of current practices and learning about best practices in the areas of data collection, analysis, and reporting. Each year, the PPCC IR staff participate in professional development activities to keep abreast of recent developments.

Just as every department in the institution is committed to a continuous cycle of improvement, the Office of Institutional Research has identified improvements in its efforts to provide data to the College. Often, certain data sets are compiled in such a way that traditional indicators of student success such as retention, graduation rates and post-graduation placement rates are grouped together. An opportunity exists to disaggregate those traditional indicators of student success (retention, graduation, transfer, and post-graduation placement) to identify strengths and opportunities for improvement.

Criterion 4 Summary

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

In 2002, PPCC began a program to assess student learning by creating an oversight committee, College Outcomes Assessment Team (COAT), which is comprised of faculty and several administrative consultants. COAT operates within Instructional Services and oversees the General Education Subcommittees, Assessment Review Committee (ARC), and academic department assessment efforts. The College's regular assessment cycle involves measuring one or more general education outcomes each year across all content areas in the AA, AS, and AAS degree programs utilizing the results to make improvements. In addition to the general education student learning outcomes, each Career and Technical Education (CTE) program, transfer degree program, and college preparatory department (English and math) identifies its own student learning outcomes. Academic Department assessments are embedded into their program reviews; departments must report the process for determining, evaluating, and revising instructional and curricular practices for the purpose of improving student learning. Key

examples of measures, results and subsequent action plans used in general education outcome assessment have been identified. Today, PPCC faculty use assessment information to incorporate changes into the design of their lesson plans. As part of PPCC's first Academy for the Assessment of Student Learning project, COAT designed a process for setting student performance targets. General education committees are now expected to set performance targets after the second use of an assessment instrument.

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

Criterion Five

Criterion 5. Resources, Planning, and Institutional Effectiveness

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

Pikes Peak Community College continuously plans, evaluates, and improves to achieve the College's Mission and Vision as described in [Criterion 1](#). The vision and governance of the State Board for Community Colleges and Occupational Education (SBCCOE) influences PPCC's resources, plans, and budgets. In its oversight role, the SBCCOE allocates financial resources, requires an annual balanced budget, approves master facilities and program plans, grants spending authority for capital construction, audits the College for compliance, approves academic programs and degrees, and specifies reporting requirements as dictated by state statutes and state fiscal rules.

Although PPCC is part of CCCS, it has significant latitude to develop its own strategic plans, operate independently in the use of its resources, and create its own processes that are consistent with its mission. The ability to act autonomously in serving its service area, while still being supported by an effective governance system, is an asset to the college. PPCC is a thriving institution with vision and strong goals coupled with a strong resource base to meet its mission and purpose.

Since a change in presidential and executive leadership in 2011-2012, PPCC has engaged in significant planning and restructuring efforts. In 2011, the College completed an extensive climate and facilities assessment, which led to the current [2012-2016 Strategic Plan](#) and a [2012 Master Facilities Plan](#). Encompassed in these assessments was an overall examination of the College's ability to support its mission and values statements, as well as its academic and administrative practices that support student success.

Criterion 5 will review the organizational structure of the College, current college resources and budgeting processes, the governance processes, and the approach to integrated planning and methods for continuous improvement.

Criterion 5. A.1 The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Fiscal Resources

PPCC uses a variety of funding sources to support its operations including tuition and fees, State appropriated funds allocated through the CCCS base allocation formula, grants, auxiliary, and PPCC Foundation support. At the time of this self-study, PPCC is fortunate to have a stable financial resource base and a strong reserve; however, history has shown

that key factors, including the state economy, can and do affect the College's financial stability.

Tuition and Fees

Significant reductions in the State of Colorado funding have created a budgetary environment dependent upon tuition as a large funding source. As reflected in Table 5.A.1-1, Tuition and Fee Revenues currently support 75.1% of PPCC's General Fund Revenues and 41.8% of PPCC's Total College Revenues. The levels of state appropriations to higher education in Colorado have been reduced dramatically since 2008, on both a real and per-student basis. In 2008, PPCC student FTE was supported by \$2,129 in state funding compared to \$1,201 from state funding in 2012, a 44% decrease. As the table reflects over that same period, PPCC's tuition and fee revenue has become the most significant revenue stream.

Table 5.A.1-1: Changes in Revenue Distributions			
	FY2004	FY2008	FY2012
State Appropriations	\$ 12,857,837	\$ 15,929,080	\$ 12,775,120
Tuition & Fee Revenues	15,727,214	21,998,669	41,759,272
Other General Fund Sources	559,852	909,950	1,098,565
Total General Fund Revenues	\$ 29,144,903	\$38,837,699	\$ 55,632,957
Federal & State Grants and Contracts ^a	12,021,122	17,082,477	33,525,983
Other Non-General Fund Sources	5,838,185	8,485,306	10,685,520
Total Restricted & Auxiliary Revenue	\$ 17,859,307	\$ 25,567,783	\$44,211,503
TOTAL COLLEGE REVENUES	\$ 47,004,210	\$ 64,405,482	\$ 99,844,460
As a Percentage of Total General Fund Revenue			
State Appropriations	44.1%	41.0%	23.0%
Tuition & Fees	54.0%	56.6%	75.1%
As a Percentage of Total College Revenue			
State Appropriations	27.4%	24.7%	12.8%
Tuition & Fees	33.5%	34.2%	41.8%
Student Data			
<i>Student FTE</i>	<i>6,707</i>	<i>7,481</i>	<i>10,641</i>

(Source: PPCC Budget Office)

^a Includes PELL grants and State-supported scholarships

NOTE: In 2005, the Colorado legislature created student stipends (Colorado Opportunity Fund - COF) which transferred funding from State appropriations to student tuition reimbursements.

From academic years 2007-2008 to 2011-2012, enrollment growth at PPCC increased dramatically from 7,481 FTE to 10,641 FTE, a 42% increase (Figure 1.A.2-2), even though resident tuition rates were growing approximately 8% each fiscal year. Increases to federal financial aid and access to higher education tax credits played a factor during this timeframe along with the overall Pikes Peak Region economic environment including the necessity to get training and/or additional education in the current job marketplace. PPCC leadership forecasts slight decline in enrollment over the next few years, as the College's service area moves toward modest economic recovery. Recognizing that operating in an environment more dependent on tuition revenue may result in significant swings in revenue related to changes in enrollment, the College does engage in financial contingency planning and prudent budget oversight.

State Funding

As pointed out in an article published in the [American Council on Education](#), despite steadily growing student demand for higher education, state funding has been decreasing since 1980. Colorado was specifically noted for reducing its support of higher education by nearly 69.4%. At this rate, Colorado could reach zero support for higher education in 2022 if this decline continues. Reductions in the State of Colorado funding is significant when factoring that higher education is not a primary, constitutionally required expenditure, which leaves [Colorado's Higher Education](#) funding as the primary elective expenditure.

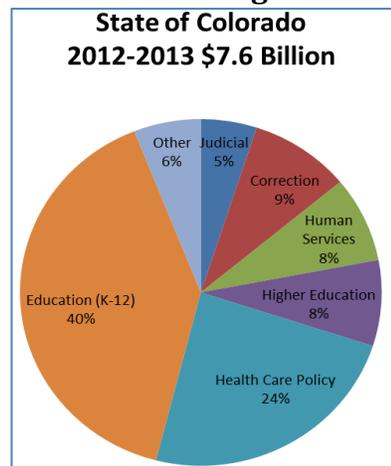
In 2004, the state enacted the College Opportunity Fund (COF), described in [Criterion 2.B.](#), which replaced traditional direct legislative appropriations to higher education, creating essentially a stipend that resident undergraduate students use to help defray tuition costs at the student's school of choice. COF is available to students who have resided in Colorado for one year and to veterans with an honorable discharge and a DD214 (Certificate of Release or Discharge from Active Duty), regardless of length of residency. COF is also available to certain qualified non-resident students who are specifically identified as eligible based on state legislation. Students designate the college they wish to attend, and their COF stipend is applied on a per-credit-hour basis toward their tuition bill. Information explaining COF and a student's total cost of education, so students can see clearly how COF affects their tuition and fees, is available on the [PPCC website](#) and in the annual [PPCC catalog](#).

For 2012-2013, State of Colorado revenue funding comparison demonstrates that only 8% of the current portion of state funding is available to Higher Education in Colorado. As a result, Colorado's declining state support has led to direct increases in tuition to students. Current statues allow governing boards to raise resident tuition up to 9% without any external approval. In December 2010, Colorado Department of Higher Education (CDHE) approved the CCCS Financial Accountability Plan (FAP) requesting flexibility to raise resident tuition levels above 9% for a two-year period. In fiscal year 2011-2012, using this flexibility, SBCCOE approved a 10% resident tuition rate increase. In fiscal year 2012-13, SBCCOE chose not to use this flexibility and approved only a 6.5% resident tuition rate increase.

Although PPCC's resident tuition rates have risen from \$66.05 to \$112.75 since our last self-study, the National Center for Educational Statistics 2011-2012 peer analysis still places PPCC near the national average 441st out of 932 peer institutions. It is important to note, however, that the calculation for the national average on a resident tuition revenue per student basis does not include the COF stipend.

PPCC has responded to the decrease in state funding with a focus on prudent management of revenue streams and conservative cost measures. PPCC's unrestricted

Fig. 5.A.1-1 Colorado Revenue Funding



fund balance since 2008 indicates a consistent pattern of increase, resulting in a growth of \$22M in unrestricted net assets. PPCC follows a philosophy that precludes spending unrestricted net assets on general operations, but rather elects to cover strategic initiatives and emergencies. As part of PPCC's strategic plan, an appropriate level of reserves is maintained to ensure long-term viability and sustainability of the College and reviewed as a part of the annual budgeting process along with an updated assessment of facilities, structures, and funding sources. Over this same time period, PPCC's Total-Composite Financial Indicator (CFI) Score has risen from 2.9 to 6.2, further demonstrating the College's fiscal responsibility. The outcome of this strong fiscal practice has allowed PPCC to move forward in exploring new academic programs, support growth in staff positions, plan and accomplish for physical renovations and new construction, and purchase technology.

Grants

The Pikes Peak Community College Grants Office exists to undergird the strategic mission of the College through sponsored funding. PPCC's Grant Office ensures compliance of College policies and sponsor regulations and guidelines. For FY2012, there were 11 active awarded grants, totaling \$3,348,411 and eight sub-awards totaling \$611,409. As part of [2012-2016 Strategic Plan](#), the College recognized grants as a vital element to the College's future and adopted a more aggressive strategic plan to pursue grants that support innovate, research-based approaches and concepts, which articulate the mission and vision of the College.

Auxiliary Funds

Auxiliary revenues and reserves have continued to allow the campus to fund projects that would otherwise strain the general fund budget. PPCC's Bookstore, one of the strongest and fiscally sound auxiliary assets, continues to successfully evolve meeting student's needs in the ever-changing campus bookstore environment. For fiscal year 2012, the PPCC Bookstore showed a \$3,217,893 ending fund balance. The Bookstore Reserve Fund Balance provides adequate pledged revenue coverage for PPCC's auxiliary bonds and allows the College to fund projects that enhance the student learning experience. For example, auxiliaries funded a large portion of closed caption security cameras installed on all four campuses in 2012 and has purchased student study lounge furniture for the past several years.

PPCC Foundation

The PPCC Foundation works to enhance PPCC's ability to fulfill its mission, particularly in the area of student success. The PPCC Foundation is an independent, 501 (c)3 nonprofit corporation governed by a Board of Directors. Founded in 1981, the PPCC Foundation has primarily worked in the area of scholarships, both raising funds for scholarships and ensuring proper administration of the scholarships. During FY 2012, the Foundation awarded over \$370,000 in scholarships. For the past 14 years, the PPCC Foundation has also worked in partnership with the College to fund additional needs beyond scholarships, including funding capital projects at Rampart Range Campus and the two Child Development Centers, providing grants and seed funding for innovative programming and technology enhancements, supporting student's crisis management, and funding retention efforts. Currently, the Foundation manages a \$3.9M investment portfolio, including endowed, restricted, and unrestricted gifts. The [2012-2016 Strategic](#)

[Plan](#) tasks the foundation to increase fundraising and connection with community supporters.

Human Resources

A dedicated workforce made up of three distinct employment classifications carries out the daily functions of PPCC: faculty, administration and professional technical (APT), and Classified staff. All personnel are subject to policies and guidelines of the State of Colorado, Colorado Commission on Higher Education (CDHE) and State Board for Community Colleges and Occupational Education (SBCCOE). PPCC annually reviews staffing levels during the regular budget process.

The economic and growth challenges faced by the College over the past four years have been demanding. Table 5.A.1-2 illustrates the overall expansion in College employees from Fall 2009 through Fall 2012, showing growth in all categories. As expected, faculty overall reflects the largest growth, part-time faculty 69.7% and full-time faculty 8.6%, directly related to the increase in student FTE enrollment over this same period of time. This level of adjunct participation is possible given the availability of a large pool of highly-qualified instructors in the Pikes Peak Region. In full-time staff, professional support reflects the largest growth with an increase of 58%, a response to the economic stress of student FTE growth in admissions, student support, and technology coupled with increased compliance in accounting and administrative reporting. Following completion of the 2011 Environmental Assessment, key weaknesses recognized in customer service, inadequate staffing, and workload were addressed with additional staffing between 2011 and 2012. It was at this time the College also created a new division, Student Success, to address the need to improve student learning and retention.

Table 5.A.1-2: College Staff					
All College Staff FTE	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Growth %
Full-Time Faculty	174	174	177	189	9%
Part-Time Faculty	297	295	355	501	70%
APT (Exempt)	78	86	99	123	58%
Classified	251	246	248	269	7%
Total Staff	800	801	879	1,082	35%

Cognos data (Non-IPEDS)

Faculty

PPCC's dedication to academic excellence is evidenced in faculty expertise and qualifications. Of the full-time 191 faculty currently employed at PPCC, 11% have doctorate degrees, 66% have Master's degrees, and 23% have a Bachelor's or technical degree. Faculty teaching in the career and technical disciplines have the required work experience and technical certificates required by the Colorado Department of Education. Discussion in [Criterion 3](#) provides evidence that despite the recent challenging environment, PPCC's commitment to instruction and student support, including providing faculty professional development, continues to be an institution priority.

Providing competitive faculty pay compensation has been a continual challenge faced by PPCC and CCCS colleges. Recognizing this major challenge, in 2011 the SBCCOE directed the completion of a national faculty salary study. The survey revealed that CCCS full time faculty salaries were 18.5% below the national average. Due to a State of Colorado mandated salary freeze, PPCC was unable to address this deficiency at that time. In 2012, the updated report additionally recognized that compared to two year public institutions nationwide, PPCC's faculty were found to be 24.3% below market national average based on College and University Professional Association for Human Resources (CUPA-HR) data. In May 2012, SBCCOE directed the colleges to close this gap by implementing a five-year plan. To achieve this directive, PPCC's below market average requires a 5.72% annual increase over the next five years. In 2012, using the current faculty compensation plan, PPCC faculty received a 2% Cost of Living raise and a 5.72% gap raise, a total 7.72% increase. In 2013, PPCC faculty received an 8.1% raise, a combination COL and gap increase. The College is committed to meet this level of annual increases, ensuring that PPCC full-time faculty will be earning the national market average by 2016. For adjunct faculty pay, PPCC provided increases: 2.5% (AY 2010-2011), 2.5% (AY 2011-2012), 2.4% (AY 2012-2013), and 7.1% (AY 2013-2014).

Administration and Professional Technical (APT)

PPCC's APT staff directs the College and provides professional expertise in the achievement of the College's mission and strategic plans. In accordance with Article XII, Section 13, of the Colorado Constitution, APT positions are not covered under the Colorado State Personnel System and are granted exempt status under the provisions of Colorado Revised Statute §24-50-135. Guided by the College and University Professional Association for Human Resources (CUPA-HR) salary data, PPCC's APT salaries are competitive based on experience and expertise. All APT salary increases are merit-based following [SBCCOE Board Policy BP 3-45](#).

Classified Staff

PPCC's Classified staff provides a strong contribution to overall student success. As of Fall 2013, PPCC has 257 Classified staff serving students from admissions and student services to technology, accounting, administration, and auxiliaries. Classified employees are employed under the State of Colorado Department of Personnel and Administration (DPA), subject to the State of Colorado Personnel Board Rules and Administrative Procedures, which determines position titles, compensation, and minimum qualifications for Classified positions. Classified salary increases are based on legislative decision and are required to be merit-based.

Work Study and Student Hourly

In addition to college staff, approximately 125 student workers through federal work-study and student hourly programs help to enhance PPCC's daily operations.

Staff Compensation

Unfortunately, College staff have not been immune to the impact of the economic recession, experiencing salary freezes and reductions in take-home pay related to increases in benefit costs. APT and faculty experienced two years of salary freeze in FY10 and FY11. The hardest hit, however, was Classified staff. From FY10 to FY13, the State imposed a salary freeze for Classified employees while increasing the personal

contribution requirement that Classified employees make into the mandatory retirement plan, Public Employees' Retirement Association of Colorado (PERA), and/or health care programs. PPCC does not have direct control over the funding and compensation of the State Classified employee increases, but remains an advocate for employee compensation and recognition to create a desirable work environment. This hardship is reflected in the [2012 Employee Campus Climate Survey](#) highlights noted below under CCCS Employee Campus Climate Survey, [Table 1.A.1-1](#). Fortunately the state revenues improved by the end of FY13, resulting in a legislative approved compensation increase for FY14. The outcome of four consecutive years of Classified staff salary freezes and increased benefit costs that reduced take home pay has resulted in a challenging environment for PPCC to maintain a competitive work environment that is able to attract and retain qualified employees.

CCCS Employee Campus Climate Survey

Beginning in 2008, CCCS has administered an employee climate survey every two years to all full-time employees. Until 2012, the survey was split into a faculty survey and a non-faculty staff survey. The two surveys asked identical questions, with exceptions noted as appropriate to that employee classification. In 2012, CCCS further refined the survey by administering a separate survey to each employee classification: faculty, APT, and Classified. Questions reflecting general overall response between the 2008 and 2012 surveys are noted below in [Table 5.A.1-3](#). In 2012, 297 participants responded: 58% faculty response rate, 63% APT response rate, and 46% Classified staff response rate. This is a slight increase in responses compared to 2008 participants of 276: 51% faculty, 97% APT, 50% Classified. Comparison to 2008 data is noted with the recognition that the 2008 survey response is based on a combined survey administered to APT and Classified staff.

Overall Satisfaction with Current Employment:

In 2012, 75% of faculty, 78% of APT staff, and 73% of Classified staff reported being "extremely/very satisfied" or "satisfied" with their current employment situation at PPCC. This represents a 26-percentage point increase over 2008 among faculty and a 14-percentage point increase among staff (in 2008, APT and Classified are grouped under one "staff" category). Among the factors that contribute the most to personal job satisfaction were the ability to perform meaningful work, good relationships with colleagues and supervisors, job security, role clarity, and participation in the continuous improvement of the College.

More than two-thirds of employees indicated that they have the tools, resources, and training they need to do their job well. In 2012, 72% of faculty agreed with the statement "I feel that the College cares about its employees" (a large increase from 49% in 2008) while 62% indicated that employees are treated well and fairly (another large increase from 40% in 2008). In 2012, approximately 60% of non-faculty employees indicated that the College cares about its employees and treats them well and fairly.

In 2012, nearly 60% of employees agreed that they rarely think about quitting. Of those who considered leaving the College, the most frequent reason cited by faculty was dissatisfaction with pay while APT and Classified staff most frequently cited dissatisfaction with pay and lack of career advancement opportunities.

TABLE 5.A.1-3: CCCS Employee Campus Climate Survey Results							
Overall satisfaction with current employment (%, sum of “strongly agree” and “agree”)	Faculty		Combined APT & Classified		APT	Classified	
	2012	2008	2012	2008	2012	2012	
The work I do is meaningful to me.	99%	99%	95%	99%	95%	95%	
I enjoy working with my colleagues.	95%	92%	88%	90%	92%	86%	
My supervisor shows respect to his/her staff.	85%	86%	80%	82%	86%	75%	
I feel I have good job security at my college.	83%	84%	76%	78%	80%	73%	
My job duties and priorities are clear.	82%	78%	79%	81%	79%	78%	
I feel encouraged to find new and better ways of doing my job and improving processes.	81%	84%	81%	82%	83%	80%	
I have the tools and resources to do my job well.	64%	58%	69%	66%	66%	70%	
My college gives me the training I need to do my job well.	67%	59%	63%	66%	65%	62%	
I feel that the college cares about its employees.	72%	49%	60%	54%	70%	52%	
Employees at this college are treated well and fairly.	62%	43%	57%	52%	67%	49%	
I rarely think about quitting.	57%	47%	58%	26%	57%	58%	
I am appropriately paid for the work I do at my college.	17%	19%	36%	47%	55%	22%	
I believe my salary is competitive compared to other employers in the area where I could perform similar work.	12%	8%	26%	36%	39%	18%	
I have good career advancement opportunities at my college.	42%	44%	34%	39%	44%	27%	

Organization Mission and Leadership

In 2012, an overwhelming majority of employees (89% of faculty and 85% of staff) indicated that they knew how they individually could help the College fulfill its mission (Table 5.A.1-4). Over 80% of PPCC employees agreed that the College has a good reputation in the community while approximately 65% believed that the College is a well-run organization. Between 2008 and 2012, the percentage of PPCC faculty who believed that the College was headed in the right direction increased by 29% points (from 46% to 75%) and the percentage of agreement concerning trust and confidence in leadership of the College more than doubled, from 34% to 73%.

TABLE 5.A.1-4: CCCS Employee Campus Climate Survey Results – Organization Mission and Leadership

Organization Mission and Leadership (%, sum of “strongly agree” and “agree”)	Faculty		Combined APT & Classified		APT	Classified
	2012	2008	2008	2008	2012	2012
I understand how to do my part in helping the college to achieve its mission, vision and goals.	89%	87%	85%	88%	87%	84%
My college has good reputation in the community.	84%	91%	82%	86%	75%	87%
Overall, I believe that my college is a well-run organization.	65%	48%	65%	63%	66%	63%
My college is headed in the right direction.	75%	46%	70%	65%	77%	65%
I have trust and confidence in the leadership of the college.	73%	34%	58%	49%	64%	53%

Physical Resources

Operating primarily on four dispersed, full-service physical campuses throughout the Colorado Springs metropolitan area and western El Paso County, PPCC utilizes 519,948 square feet of College owned building space and 81,172 square feet of leased property to support its mission and goals. Each campus has the support services to assist students with enrollment, testing, advising, and other tutoring and learning assistance services. Additionally, each campus provides auxiliary services including bookstore, food, vending, and ATM services to students.

PPCC has aligned physical and classroom space to allow for continued growth and expansion of programs. Classroom and program scheduling follow an *Access Model* ([Facilities Master Plan](#)) which distributes course offerings at all four campuses. While certain campuses may be associated with specific programs, students are able to take a broad range of classes at each campus. This approach provides convenient access to PPCC’s educational offerings for all students.

Over the past decade, PPCC has completed various controlled maintenance and renovations to its physical infrastructure through its continuous planning and allocated financial resources. As a state agency, the physical structures are state-owned facilities, subject to statutory oversight provided by the State of Colorado Office of the State Architect. This oversight includes required policies and procedures related to capital construction and recommendation for controlled maintenance and capital construction project funding to the Capital Development Committee and Office of State Planning and Budgeting. Unfortunately, since 2008 there has been limited funds allocated for controlled maintenance and capital construction, however, state budget forecast funding is positive for 2014. Despite the lack of state funding for physical renewal, PPCC has continued to allocate cash funds to strategically complete projects to meet academic

program needs and maintain its physical infrastructure. In addition to basic maintenance and classroom remodels, following is a list of significant modernization projects completed and funded by PPCC over the past decade by campus:

- Centennial Campus, in southwest Colorado Springs and adjacent to the Fort Carson Army base, serves as the main campus for the College, with the highest regular enrollment and most physical space in the system, 376,228 square feet. Built in 1978, this aging facility with its unique architecture and soil conditions requires creative renovation planning by the College. This campus serves PPCC's large military student population, given its close proximity to Fort Carson Army base. Notable examples of improvements on this campus, approximately \$9.7M, include new construction of a Child Development Center in 2004, significant expansion and remodel for the Culinary Arts academic program in 2009, relocation and expanded services of the bookstore and remodel of the Food Service Meadows facility in 2010, and major remodel of the campus theater, science labs, and several classrooms in 2011.
- Downtown Studio Campus, approximately 59,711 square feet, located in downtown Colorado Springs has a high concentration of performance and visual arts courses. Formerly a Catholic Diocese built in 1949 and purchased by PPCC in 1986, the campus is landlocked in the heart of downtown with leased parking. In 2013, the College successfully purchased a property located directly west and across the street from the campus, 33,476 additional square feet. Strategic planning is currently underway concerning the future utilization of the new property. PPCC has also submitted a \$5M capital project request to the State of Colorado, requesting funds for the FY15 budget cycle, to build an addition to the Downtown Studio Campus for a Student Commons and Black Box Theater, helping to bridge the two main buildings. Current focus on economic development in the downtown area provides PPCC promising opportunities for growth and community involvement. Significant physical improvements on this campus of \$3.25M during this past decade include an extensive three-phased classroom and building remodel from 2003-2008, roof and windows replacement, and campus parking.
- Rampart Range Campus, located in northern Colorado Springs, has a high-concentration of Allied Health programs. This campus is the newest facility built in 2001, approximately 140,720 square feet. Adjacent to the campus, the College leases approximately 11,250 square feet from The Classical Academy (TCA), providing 10 additional instruction classrooms. Significant improvements on this campus, approximately \$2.6M, include new construction of a Child Development Center in 2004 and extensive remodel of the science and nursing labs including faculty office area in 2010.
- Falcon Campus, 21,461 square feet, located within leased facilities owned by Falcon School District 49 in Falcon, Colorado, serves El Paso County communities to the north and east of Colorado Springs, providing 14 instructional classrooms and a student service office complex. The Outdoor Leadership Program is primarily located at this campus.

- PPCC Military and Veteran's Programs (MVP) department provides enrollment, advising and coordinates classroom instruction in continuing education space at both Fort Carson Army Base and Peterson Air Force Base. Partnering installations provide PPCC space within existing base facilities to support the College's large military student population, approximately 24% of PPCC's total student population.

As evidenced above, PPCC has a large facility infrastructure to accomplish its mission, including over 300 vacant acres positioned for growth on its two larger campuses. As noted in the 2012 Master Facilities Plan, the aging facilities and their unique architecture does require retrofit to meet today's modern campus needs. The study revealed a mismatch between supply of classrooms and the demand for a particular classroom size or functional use to meet academic program needs. Following the recommendation of the study, PPCC is incrementally making appropriate conversions of classroom space over time to align with instructional and functional demand.

To address this retrofit challenge, strategic facility planning and progress continues at PPCC. Implemented in 2012, the College has committed to an annual \$1M budget, above allocated state funding, for physical infrastructure maintenance and renovation. As part of this strategic initiative, PPCC developed a seven-year refresh schedule to modernize classrooms and facilities on a continual basis. Additionally, several significant building projects, requiring a financial investment by PPCC of \$12M over the next three years, are underway that will continue to support the College's mission and current student body needs. On the Centennial Campus, repurposing of space in the Climax building is providing the opportunity to create a Center of Military Excellence and Student Life Conference Center. Both projects are currently under construction with expected completion date set for Spring 2014. A retrofit of the former cafeteria is currently under construction that will house a Support Service Office Complex (Human Resource Services, Financial Services and ITSS functions), which will improve administrative effectiveness and more strategically, open up key space in the Aspen building. Future remodel plans for the Aspen Building include creating a more robust Student Enrollment Services and a modern Student Learning Commons, both focusing on supporting student success. As noted above, planning is under way for a Student Commons and Black Box Theater addition for the Downtown Studio Campus, as well as future utilization of the new property just acquired. At Rampart Range Campus, PPCC's Student Government has created a task force to explore the construction of a Recreation Facility using student funds. At Falcon Campus, the College is undertaking a comprehensive study, evaluating the campus's academic and resource plan.

As evidenced by the physical space improvements and strategic future planning noted above, PPCC is committed to developing and maintaining the physical infrastructure needed to provide for academic and support space, enabling its current operations and allowing for long-term growth.

Technological Resources

The Information Technology Support Services (ITSS) provides high quality technology-based services in a cost-effective manner to stakeholders of the College, including faculty, staff, students, and community, in supporting the College's mission and goals as they

apply to student learning and public service. Following strategic initiatives and based on prudent procurement processes, technology is integrated at PPCC when compatibility meets existing internal and external systems as well as internal and external users' demands for resources.

Since the last accreditation review in 2003, the College has continually strived to improve its information technology infrastructure. During 2012-2013, PPCC employed a staff of 22 individuals, supplemented by 10 student work-study support techs, operating within a \$6.9 million financial investment, approximately 11% of the general fund budget resources. PPCC ITSS maintains and operates a large inventory of technology assets to support its mission and daily operations, including over 2,500 computers and 120 servers, supporting 180 classrooms, 4 dedicated student computer labs, and 550 offices. The College has also invested heavily in server virtualization, greatly reducing its physical server infrastructure while optimizing its uptime capabilities. One of the advantages of server virtualization is the ability for a server to automatically migrate to another healthy server in the event of the hardware failure thus keeping downtime to a minimum. Furthermore, in order to keep up with the ever-increasing demand for storage, the College purchased its first high-speed Storage Area Network (SAN) in 2008 that can accommodate over 10 terabytes of data, on a fully-redundant system. During that time, PPCC made improvements to the network backbone in many sections of the College, going from 1Gbps to 10Gbps. The demands of a growing, computer-savvy student population requires that the College remain current with technology trends and services and is an ongoing challenge for the College in maintaining robust services, instructional resources, appropriate IT staffing, and related HVAC and power to maintain the ever-growing technology equipment and network systems.

In addition to providing instructional technology and basic computing resources to students, faculty, and staff across all four campuses and off-site instructional spaces, PPCC has added several significant enhancements over the past decade related to technology, providing the resources and infrastructure needed to support ongoing teaching and student activities.

- **Technology Life-Cycle Replacement Plan** was implemented in 2010, dedicating annually \$1M in budgeted funds. Composed of a cross-divisional membership, the PPCC Technology Advisory Committee evaluates and recommends technology replacement and maintenance needs for the College to the College President and Executive Team for budget consideration. The committee is comprised of the Instructional Dean under which the CIS and CSC departments reside, the Faculty Senate President, the Classified Staff President, the coordinator of OASIS/CAC, the Director of Enrollment Services, and the Director of ITSS, who serves as the chair. Each spring, a physical inventory is performed of IT assets and deliver aging and end-of-support/life assets by the IT Asset Manager. Based on the IT inventory reports, the ITSS Director submits for review and discussion his/her technology replacement recommendation to the PPCC Technology Advisory Committee. A primary objective of the committee is to ensure that all faculty and staff have basic computing resources, support, and access to technology in fulfillment of their work responsibilities in both classrooms and offices in support of the College's mission. Within its recommendation, the committee also defines the specification,

acquisition, and deployment of new equipment and redeployment or disposal of old equipment. Today, all PPCC's classrooms/labs have networked instructional technology updated every four to six years, except 16 rooms, where the resources are not required at this time.

- **High-speed Wi-Fi access** initially installed in 2005 in limited areas was significantly enhanced in 2012 across all campuses. A robust infrastructure comprised of 300 access points to not only support guests and students bringing their own devices, but also full wireless production network access allowing faculty and staff to be fully mobile, with access to all needed network software and files. The wireless infrastructure is able to support multiple-device users with multimedia-rich services. Currently, over 1,200 concurrent student/guests can connect their mobile devices roaming between all classrooms and student study/lounge areas.
- **Video Surveillance Network Security Camera System** initially installed in 2009 with approximately 60 cameras located in key areas, was expanded and upgraded to a modern server-based video network of approximately 400 digital high-definition cameras across the four campuses in 2011-2012. The original cameras proved valuable in solving several theft cases on campus in student common areas. PPCC is committed to creating a safe campus environment that improves the quality of life for students, employees, and the community. These cameras are located in areas where money is exchanged, student common areas, hallways, entrances, and outdoor perimeters and parking lots. Recognized in *March Network News* (<http://www.marchnetworks.com/Documents/Pikes-Peak>), PPCC's server-based, all IP-system has aided the College's Public Safety in its monitoring of the campuses and has assisted in solving campus crimes.
- **Banner Enterprise Resource Planning (ERP)** was a major initiative by CCCS, implemented through a phased approach between 2005 and 2009, as a single instance, multi-entity processing system. This customized enterprise resource planning (ERP) system jointly connects all CCCS community colleges, requiring a working partnership by all the colleges to create viable processes and procedures. Given its unique customization, available reports are currently limited but a new data warehouse with query capabilities will soon be online to further meet PPCC's institutional research needs and support improved decision-making. The shared Banner environment has proven challenging for the colleges wanting to purchase and integrate ancillary systems dependent upon Banner data due to the need for custom programming to extract the data in a semi-automated way. These integration challenges are being mitigated by standardizing products or services CCCS system-wide, such as SARS for advising appointment scheduling and Maxient for conduct management. Only one multi-entity processing integration interface has to be developed that can then be leveraged by other schools as they choose to purchase that system or service. PPCC also proactively serves on CCCS software pilot programs and user committees, ensuring the College's specific needs are acknowledged and helping to identify solutions to the Banner environment challenges. Along with Banner, CCCS IT maintains system-wide software and

services utilized to meet CCCS colleges' technology requirements including the Wide Area Network (WAN), email, Voice over IP (VoIP) phone services, and anti-virus software. Using economies of scale, CCCS colleges further financially benefit, using the consortium leveraged buying power to purchase software, equipment, and services as a system.

- **Desire2Learn (D2L)** is the current learning management system utilized by PPCC and the CCCS system. PPCC utilizes D2L for all its courses, providing course resources for students including syllabi, grades, and course email. Most courses also add content modules to augment the students' available resources. As experienced by other colleges across the nation, PPCC's student enrollment in online courses has increased significantly, 78.5%, since 2008. PPCC's online "virtual campus" is now third in size in comparison to all our physical campuses, trailing Rampart Range Campus by 48 FTE in FY12.

Criterion 5. A.2 The institution's resources allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

The discussion above and throughout this Criterion validates that PPCC's academic mission is central and prevalent in its resource and budgeting allocation planning and processes. PPCC's resource allocation occurs through a comprehensive, collaborative budget process in which leadership across the College participates. The College's dedication to its educational purpose is not only recognized in its strong instructional leadership and processes, but also in its dedicated funding to student success. Sixty-one percent of the College's FY12 operating expenses were allocated toward instruction and academic support. PPCC does not disburse or return revenue to any superordinate entity.

Many examples of evidence that have appeared throughout this self-study report support the centrality of the academic mission at PPCC. Two striking examples as noted in [Criterion 5.A.1](#) are the Technology Life-Cycle Replacement Plan, dedicating \$1M annually to ensure computing resources, support and access are available in both classrooms and offices in support of the College's mission and the \$1M dedicated physical infrastructure maintenance and renovation budget, which incorporates a seven-year refresh schedule to modernize classrooms on a continual basis.

Criterion 5. A.3 The goal incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

Evidence throughout this Self-Study Report verifies that the College is well organized and has steadfastly continued to achieve the goals and targets identified in its mission statement. Goal-directed planning and strategies have guided the College over the past decade in achieving its Vision, Mission, & Values Statement as demonstrated through the College's continuous strategic, academic and master facility planning, concentrated effort on focus goals, and accomplishment of PPCC's President's annual goals, and guided by the

CCCS Strategic Plan and SBCCOE and CDHE directives. PPCC has created the framework and already achieved several of the tactical targets listed in the 2012 Strategic Plan and poised to successfully meet its remaining goals by the end of its five-year plan in 2016. Additionally, the College's new internal focus goals were specifically identified and developed by incorporating its organizational structure, financial and physical resources available, and recognition of modern opportunities to impact student learning. The College's goals are realistic in light of PPCC's organization, resources, and opportunities and reflect purposes, which are appropriate for a comprehensive community college.

Criterion 5.A.4 The institution's staffs in all areas are appropriately qualified and trained.

PPCC's Human Resource Services maintains and ensures the College's hiring practices, employee policies and training practices outlined by various rules, policies, and procedures of the State of Colorado Department of Personnel and Administration (DPA), State Board for Community Colleges and Occupational Education (SBCCOE), and PPCC. PPCC's employment policies and procedures, including informational resources for professional development are available to all employees on the internal college portal. PPCC departments work with Human Resource Services to fill vacant positions and administer the application process including minimum and preferred qualifications driven by industry and State hiring guidelines and standards. The hiring and employee policies and procedures noted above in [Criterion 5.A.1](#) and discussed in [Criterion 2.A](#) ensure that staff members hired are appropriately qualified for their positions and are provided opportunities to advance and update their skills. After hire, PPCC requires each faculty and staff member to maintain the qualifications and skills needed to continue performing their jobs. Annual performance evaluations ensure that employees remain current with needed skills and provide opportunities for individual goal-setting growth.

For Classified staff, the State of Colorado, Department of Personnel, and Administration establishes and maintains required employment practices, including recruitment and selection, employee minimum qualifications, compensation, and annual performance evaluations. Prior to providing candidates for PPCC's review, the State completes an objective comparative analysis screening of all candidates, validating that minimum qualification requirements are met. Once the screening process is complete, the State ranks the candidates based on the results of the analysis. The College receives a list of the top six ranked candidates and is able to consider those candidates for the position.

As discussed in [Criterion 3.C.2](#), PPCC hires regular and adjunct faculty members following defined qualifications and certifications appropriate to their position. In general education or transfer courses, regular and adjunct faculty must have a Master's degree (or higher) in their discipline or a Master's degree plus 18 graduate hours in the discipline in which they teach. In career and technical programs, regular and adjunct faculty must have a Master's degree in their discipline or a closely related one, or the appropriate industry-specific professional certification. To teach in an approved CTE program, faculty

must also have a valid Colorado CTE credential as required by the Career and Technical Act, formerly the Colorado Vocational Act of 1970, C.R.S. §23-8-101.

To ensure opportunities for growth and to maintain a highly qualified staff, PPCC has continually dedicated annual professional development funds to support opportunities for faculty, APT and Classified staff to obtain professional development through various avenues. A major event training on campus is Professional Development Week (PDW), held at the College prior to each fall and spring semester start, providing faculty and staff the opportunity to develop skills and collaborate to increase student success. Hosted by the Center for Excellence in Teaching and Learning Committee (CETL), the week includes a national keynote speaker, workshops, and town hall forums. Example of this effective training was evidenced during Fall 2012 PDW. Guided by nationally recognized speaker and author, Kay McClenney, staff reviewed PPCC's Community College Survey of Student Engagement (CCSSE) report with workshop discussions and exercises of best practices to implement immediately to engage students and enhance student success. See [Criterion 3.C.4](#) for additional information on CETL. Besides participating in professional development directly related to an employee's job function, the College provides on campus trainings that encompass a wide variety of activities including environmental health and safety, emergency management, fiscal and procurement operations, and employee relations to ensure ethical and responsible conduct of the business affairs of the College.

Beyond the opportunities and trainings discussed above, SBCCOE recognizes the value of access to educational services for both CCCS employees and their dependents. Established in 2011, college employees and their dependents are eligible for tuition assistance and job-related scholarship programs to further his or her education through taking college courses, whether in pursuit of a degree or certificate, or career-enhancing courses. PPCC reimburses over 900 credit hours each year to staff and eligible dependents. In order to develop a college administrator workforce, CCCS also created several professional development programs targeting current and future college administrators. The Dean's Academy enhances skills of current deans at CCCS colleges and aids in their preparation for future leadership roles. PPCC has sent participants each year since its inception in 2012. CCCS offers a President's Academy every other year for individuals interested in becoming a College President. Beginning Summer 2013, CCCS offered a Chair Academy in collaboration with the American Council on Education. CCCS also provides professional development at monthly President and Vice President meetings to aid PPCC's current college administrators. See Criteria [3.C.2](#), [3.C.4](#), and [3.C.6](#) detailed narrative on faculty and staff qualifications and training.

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

PPCC utilizes a modified incremental budget with focus-based funding. Budget development is a continuous process, operating on an annual cycle with forecast planning up to three years. The VP of Administrative Services oversees the budget process, with formal College approval of the annual budget by the Executive Staff. The structure ensures that employees tasked with budget planning are the most knowledgeable and

accountable for the needs of instruction, student services, administrative support, and longer-term planning initiatives. The Executive Staff is responsible for regular contact with their respective leaders and internal committees, helping to identify resource needs and balance priorities in meeting PPCC's strategic goals. Annually in the spring, each Executive Staff member submits proposed budget requests for consideration, aligned to the area's Core Strategic Plans. Utilizing revenue forecasts and incorporating external expenditure mandates, the Executive Staff approves requests based on available funding and alignment to the College's strategic plan to determine the annual budget. Additionally, the annual budget process incorporates contingency funding in the budget to address negative changes in revenue forecast and/or emergency expenditures.

In early April, the annual budget is constructed by Business Services incorporating the external mandates and approved internal College strategic initiative decisions. In 2011, the College President initiated open forum Budget Town Hall Meetings, held annually in late April at Centennial, Rampart Range, and Downtown Studio Campuses, sharing the proposed budget with supplemental statistical and trend analysis data. At the SBCCOE June Board Meeting, the College President formally presents the annual budget, known as the "June Budget Template," for official Board spending approval. Following approval, annual budgets are posted in Banner, ready for the new fiscal year on July 1.

The 2011 Environmental Assessment identified the need for a more transparent budget process. In response, the 2012-2016 Strategic set this need as a priority goal. To meet this goal, PPCC immediately began to add strategic tactics to improve its budget process. In 2012, all budget "owners" were provided re-training in the use of the budget finance module. Monthly division budget reports were further developed and expanded to include more relevant data and graphical information. A formal monthly budget review presentation is now provided to the Executive Staff and Academic Deans as part of the current year financial performance monitoring process.

To help drive greater institutional effectiveness and budget planning, in 2013 the College formalized two new strategic planning phases, Core Strategic Planning and Focus Goal, both currently under phased rollout with full implementation, effective by fiscal year 2015. The Core Strategic Planning's major objective is to engage divisions and administrative support departments in systematic and integrated planning that aligns each area's goals and resources, further defining the College's strategic plan and the academic master plan at a more micro-level. PPCC will use these three-year core strategic plans to develop a multi-year budget and drive planned and efficient allocation of the College resources. The Focus Goal is a college-wide "focus" on a strategic goal with set outcome objectives, assigned "lead" responsibility, established timelines, and allocated funding. This focused effort requires collaborative contribution by each department and individual to achieve the goal. Each summer, the Focus Goal Planning Team, composed of the Executive Staff and Academic Deans, identify a new focus goal, which supports the College's Strategic Plan and encompasses current institutional opportunities and operational factors. Covering a two year phased implementation, each focus goal is identified and developed in year one, with funding and execution in year two. This process allows continuous development and implementation of Focus Goals that drive achievement of the College's mission. The Executive Staff is responsible for monitoring the progress of each Focus Goal and the President provides progress updates in the

Strategic Plan “Report Card” during the President’s Address at both the fall and spring Professional Development Week (PDW).

As a state agency, the State of Colorado Fiscal Rules financially governs PPCC. Additionally, PPCC and CCCS have well-developed internal control policies and accounting structures for overseeing the fiscal and resource allocations of the College. PPCC utilizes standard budget and financial forms and procedures to ensure accountability and wise fiscal management, including encumbrances and purchase orders with required signature authority. Vice Presidents and key senior management are accountable for managing their respective budgets, including personnel positions and other college expenses (OCE) related to supplies and travel.

The Budget Office and Purchasing Department coordinate several levels of reporting and analysis tracking of revenues and expenditures both centrally and at the individual department level. These analyses include monthly reconciliation review by the Budget Office, and daily review by department staff using self-service Banner Finance module. Trend analysis and monitoring, of both revenue and expenditures, are prepared by the Budget Office on a monthly basis and reported to each department. The College is also subject to an annual, independent financial audit required by the State of Colorado. As noted above, in 2011 the Budget Office began providing a formal monthly Budget Review presentation to College leadership.

Criterion 5.B. The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

Criterion 5. B.1 The institution has and employs policies and procedures to engage its internal constituencies – including its governing board, administration, faculty, staff, and students – in the institution’s governance.

Discussion throughout the self-study report has repeatedly provided illustration of how the governing board, administration, faculty, staff, and students are engaged in sharing the critical tasks to accomplish the College’s mission. In this section, definition and details for the shared governance of the College and the various constituencies demonstrate shared governance of the College.

Although PPCC is part of the Colorado Community College System, it has significant latitude in the College’s daily operations and business processes. PPCC develops its own strategic plan and its own processes that are consistent with its mission. PPCC has the autonomy to meet its service area and local community academic needs, while being supported by CCCS and an effective governance system. 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.

PPCC Administration

As illustrated in [Figure 5.B.1-1](#) below, the Executive Staff reports directly to the PPCC President, composed of four vice presidents, the Executive Directors of Marketing, Human Resource Services, PPCC Foundation, and the Executive Assistant to the President/Ombudsman. Each Vice President leads one of the College's four units: Instruction, Enrollment Services, Student Success, and Administrative Services. Each member is responsible to represent specific internal constituents, encompassing PPCC's internal and close-related stakeholders. Serving as the strategic management lead, the President's executive team meets weekly to communicate and examine procedural and operational issues and upcoming priorities, helping to increase communication and coordination across divisions and support the College mission and purpose.

The Leadership Council is a standing committee that represents a broad, cross selection of campus faculty, staff, and administration. Working together as campus stewards, the Leadership Council meets monthly as a forum to advise the College President concerning strategic educational needs of the community and institution. The Leadership Council, formerly known as the College Leadership Team, consists of

- The President of PPCC
- The Vice President of Instructional Services
- The Vice President of Administrative Services
- The Vice President of Student Success
- The Vice President of Enrollment Services
- Executive Director of Human Resource Services
- Student Government President
- Faculty Senate President
- Three (3) faculty representatives
- Classified Staff Group President
- Three (3) Classified staff representatives
- Two (2) Dean representatives
- Director representative
- Administrative/Professional/Technical (APT) representative
- Adjunct faculty representative
- Coordinator (non-voting member)

The Leadership Council discusses current concerns among the students, staff, and general community with intentions of coming to a resolution for those concerns, increasing organizational communication, as well as helping to strategize on the achievement of the College's strategic and focus goals.

The PPCC Advisory Council is a seven-member board appointed by the SBCCOE in accordance with State law. The Advisory Council is responsible to advise the College President concerning long-range planning, development of educational priorities, and act as a liaison with area employers, school boards, county commissioners, city council, the State General Assembly and other relevant groups or persons in assessing the

employment and training needs of the service area. The Advisory group encourages and supports citizen and community input and the PPCC Foundation.

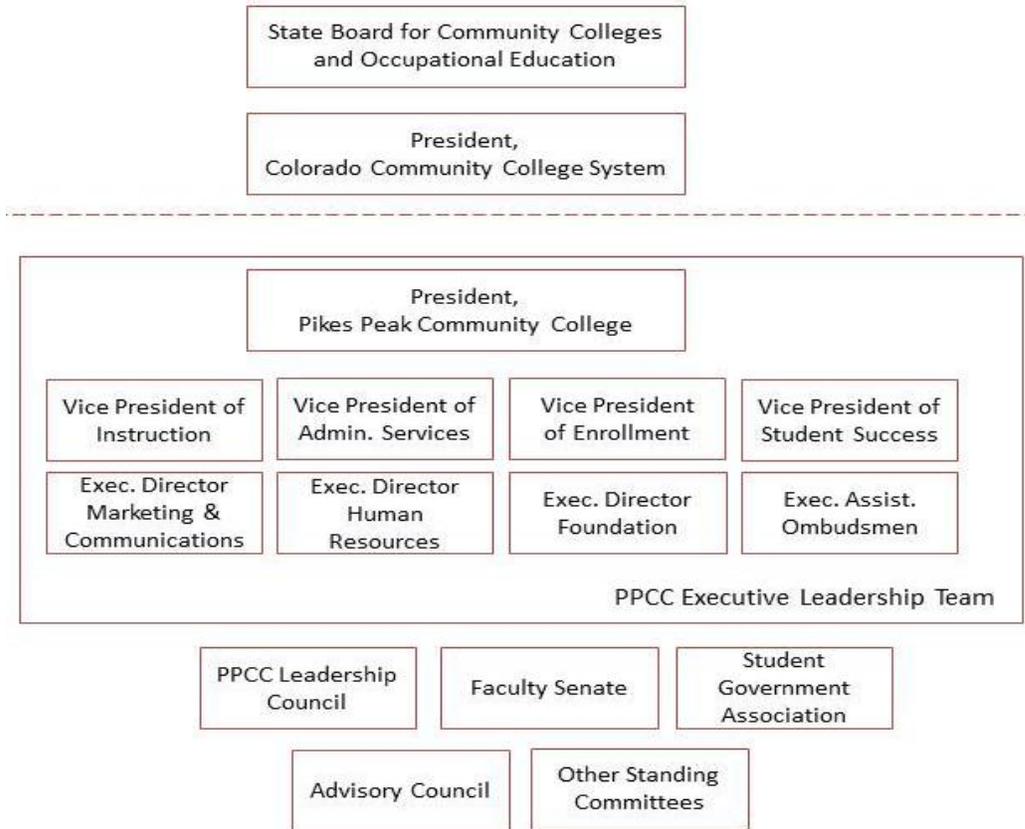
Career and Technical Advisory Boards, required by state policy, serve to advise all PPCC's career and technical programs. Industry specific advisory boards must consist of representatives of both genders whose experience and abilities represent a cross-section of a certain occupation's spectrum of labor, 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. See [Criterion 4.A](#) for information on program assessment and evaluation.

The Faculty Senate functions as a representative body of elected members who make recommendations to the College President and Vice-President of Instruction on academic, professional, and institutional matters concerning PPCC faculty. The number of full-time faculty members in each division determines the number of voting members per division. 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 matters on behalf of faculty members.

The PPCC Classified Group includes every Classified employee at PPCC as defined by the Colorado State Personnel System. Representatives and Officers are elected, serving one to two year terms. The PPCC Classified Group is tasked with improving morale, communication, and the perception of Classified staff; to be recognized as a supporting arm of the College to include, but not be limited to, representing Classified Staff at the regularly scheduled meetings of the Leadership Council. The Classified Group represents the Classified staff at various scheduled meetings where information is discussed pertaining to all aspects of PPCC then shares this information with their constituents.

The PPCC Student Government (SGA) represents the collective voice of the student body, which is comprised of elected Student Government President, Vice President, Senators, and a State Student Advisory Council (SSAC) Representative. PPCC's 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 minimum of two committees per semester. The Student Government hosts various events on each campus throughout the year including "Pizza with the Prez" forums with PPCC President and Vice Presidents. These events provide all students the opportunity to ask questions or share concerns directly with their representative leaders and College administrators. PPCC Student Government regularly provides feedback and solutions to the College administration on items of interest and concern.

Figure 5.B.1-1: Visual Representation of PPCC's Executive Team and Leadership



Governance

In addition to the noted advisory boards and committees above, ongoing PPCC committees that evaluate and provide specific input as part of the collective decision-making process of the College include the following:

- Advising
- Center for Excellence in Teaching and Learning (CETL)
- Curriculum Instructional Practices (CIP)
- College Outcomes Assessment Team (COAT)
- College Assessment in Student Services (CASS)
- Educational Services Leadership (EDSEL)
- Emergency Coordination Center (ECC)
- Environmental Health and Safety Committee (EHS)
- Gender Equity
- Pikes Peak Adjunct Association (PPAA)
- Student Urgent Response Force (SURF)
- Sustainability Task Force
- Technology

Criterion 5. B.2 The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Established by the Community College and Occupational Education Act of 1967, Title 23, Article 60 of the Colorado Revised Statutes, State Board for Community Colleges and Occupational Education (SBCCOE) by law is responsible for and has authority over the State system of community and technical colleges and the technical education programs of the state (both secondary and postsecondary). The SBCCOE allocates financial resources, requires an annual balanced budget, approves master facilities plan, provides spending authority for capital construction, audits the College for compliance, approves academic programs and degrees, and specifies reporting requirements as dictated by state statutes and state fiscal rules.

The administrative structure of CCCS ensures effective communication and reporting with the College. The College President reports directly to the President of CCCS, who reports to the SBCCOE. At monthly board meetings, SBCCOE receives direct information from PPCC's President concerning academic programs, fiscal accountability, and construction priorities. Additionally, the College is required to submit a monthly President Report, providing specific knowledge concerning accomplishments and priorities of PPCC to SBCCOE. Monthly SBCCOE meetings rotate among the thirteen college campuses and SBCCOE members tour the colleges each September (including PPCC) to gain direct knowledge about the college's operations and specific programs.

An examination of SBCCOE agendas and minutes will reflect appropriate exercising of the Board's expected oversight and fulfillment of its legal and fiduciary responsibilities. At this time, no pending notable lawsuits or media news would suggest that SBCCOE does not function effectively.

Criterion 5. B.3 The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative efforts.

In addition to the College's shared governance and administrative structures noted above and the shared governance processes related to academic requirements in Criteria [3.C.](#) and [3.D.](#), the following active participation in additional shared governance forums help further support the collaborative process at PPCC:

- Student Government leaders meet with appropriate Vice Presidents on a periodic basis to discuss student issues related to their respective divisions.
- PPCC President holds annual Open Forum Budget Town Hall meetings each spring on Centennial Campus, Rampart Range Campus, and Downtown Studio Campus.
- Focus Goal Planning Team Retreat is a collaborative discussion process to identify new college focus goals.

- Vice Presidents, Deans, and Directors meet regularly with their respective staff to discuss and resolve college-wide and departmental issues, develop strategic core plans, and move forward on college and CCCS initiatives.

All forums, advisory boards, and committees noted above and throughout the self-study report are examples of opportunities for PPCC to engage internal constituents to share information, viewpoints, and contribute toward shared governance at PPCC. Noted above in [Criterion 5.A.1](#), the 2012 Employee Campus Climate Survey results demonstrate an increased confidence and inclusion in decision-making.

Criterion 5.C. The institution engages in systematic and integrated planning.

Criterion 5. C.1 The institution allocates its resources in alignment with its mission and priorities.

PPCC's planning and budget processes are organized to provide timely resource allocation for the implementation of the College's prioritized strategic tactics and focus goals, directly tying the College's mission, priorities and resources together. This allows the College to be responsive to environment changes or new priorities that fulfill its mission. At all levels, the College's mission guides its operations and associated budgets.

For example, to address the need to engage the community, a strategic tactic identified the objective to offer continuing education courses for credit/non-credit and reinstate workshop style classes for the community. In FY13, the College hired a Director of Extended Learning and a Community Ed Program Manager to restart PPCC's Extended Learning Division. To provide a strong start, PPCC allocated associated budget, offices, and technology resources to support this new division. Another strategic objective identified improving student success by enhancing the current advising system. In 2013, an advising taskforce received funding to visit Sinclair Community College to evaluate a successful advising model and electronic advising tool. From the evaluation, a FY14 Focus Goal was established to develop a successful advising model with budget funds to be allocated based on the proposal's implementation in FY15.

During the changing fiscal operating environment over the past five years, PPCC continued to align its financial, physical, and technology resources to the College's strategic and academic plans. Examples include updating the Science Labs, technology life-cycle replacement, ongoing modernization of classrooms, a complete remodel of the campus theatre, and the installation of Wi-Fi access college-wide as part of the College's systematic planned efforts to support student success.

Criterion 5. C.2 The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

As stated in the preceding sections, PPCC's planning processes sets the College's priorities and goals that drive annual budget and resource allocations. The College's strong commitment to its vision statement, "Students succeed at PPCC," is effectively demonstrated through the interconnectivity of its planning processes, assessment of student learning, and resource allocation. Resources allocated for extended learning course development, improved learning environments by modernizing technology and classrooms, and creating the Student Success division with focus on student success, retention, and completion are examples of the effective process.

As noted in [Criterion 4](#), the College has demonstrated a strong direct commitment to assessment of student learning through its increased funding to the College Outcomes Assessment Team (COAT), which serves as the assessment oversight committee and provides resources and professional development targeted toward assessment quality and improvement. Since 2008, the COAT's annual budget has tripled, from \$19,000 to \$64,512. Majority of this growth is attributable to assessment results that recognized the need for professional development training and curriculum development.

As noted in the [2012-2016 Strategic Plan](#), the College recognizes the need to improve its institutional effectiveness by further integrating data to drive budgeting and decision-making. As processes are further developed and technology resources are deployed, data results will help to meet this strategic goal.

Criterion 5.C.3 The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

PPCC's planning process has evolved over the past decade from department driven initiatives to its current college-wide strategic focus driven process. The College's planning process is inclusive, engaging its stakeholders and incorporating the College's mission, vision, values, and strategic goals. While the mission provides the overall purpose, the strategic goals give specific and timely direction, influencing the allocation of the College's fiscal, human resource, technology, and physical resources. As previously described in [Criterion 5.A.5](#), the College's strategic planning process engages divisions and departments in college-wide systematic and integrated planning that aligns each department's goals and resources to the College's Strategic Plan, further defining the College's strategic planning to a micro-level.

This core strategic planning process enables PPCC to plan proactively and relies on information from internal and external stakeholders regarding their needs, expectations, and requirements as the foundation for planning strategic focus goals that drive the allocation of resources. PPCC's internal and external stakeholders are included in the planning processes at various levels and at numerous points of time. Internal stakeholders engage in the strategic planning of their respective academic division or department, establishing unit or "core" strategic goals and objectives that tie to the

College Strategic plan and create resource allocation requests. The use of advisory committees and other external organizations provides broad, strategy input that helps to give direction and purpose, resulting in identification of program or department strategic goals.

The division/department or “core” strategic plans and goals provide key inputs needed to establish college-wide strategic focus goals and allocation of resources. Representatives of the core areas serve on the Focus Goal Planning Team, bringing forth their division or department’s perspective, strategic plans, and goals. Additionally, input and feedback from College open town hall meetings, surveys, advisory councils, and other ad hoc task forces/committees provide additional contribution to the process by both internal and external stakeholders, further influencing the planning decisions. This inclusive planning process does successfully engage the College’s stakeholders and helps the College complete a more-purposeful planning process, focusing the College and its resources on key strategic efforts. For example, the purchase of SARS software, a scheduling appointment solution to streamline the College’s enrollment process and provide early student intervention and tracking for advising, counseling, and tutoring services was established as a Focus Goal for 2012, driven by the Student Enrollment and Student Success Divisions. SARS was installed and implemented during summer of 2013 with results of its success not yet fully realized or documented.

Criterion 5.C.4 The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.

PPCC plans on a comprehensive basis, with consideration of a number of factors, both internal and external expectations and influences, during the development of the College’s budget and allocation of resources. Many of the factors are routinely monitored, as part of the College’s strategic environment scanning. The College further incorporates contingency planning within its budget as part of its fiscal planning, providing flexibility to respond to unforeseen situations.

Factors considered by PPCC include:

- Enrollment data, which incorporates new students and retention
- Tuition rates
- State appropriations, including CCCS formula allocation
- State and local budget forecasts
- Other revenue stream estimates
- Employee compensation increases
- Legislative bills
- Utility and Risk Management expenses
- CCCS mandated expenses

Using the factors noted above along with other statistical data sources, PPCC considers a number of assumptions, creating multiple enrollment and tuition rate scenarios to

determine their impact on the overall budget. This process leads to examination of expenditure areas and possible “trade-offs.” PPCC’s planning also anticipates response to economic, legislative, and employment trends, which influence the College’s revenue planning and forecasting. For example, given that 24% of PPCC’s student population is military related, defense budget sequestration discussions are continuously monitored. Possible cuts, including reduction in number of active-duty soldiers at our area installations and/or elimination of active military student education benefits, would have direct impact on PPCC’s enrollment revenue and require budget adjustments.

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

For planning in all areas, PPCC endeavors to incorporate and understand the larger environment it operates within. Leadership is cognizant of the trends in their professional arenas and the College encourages active engagement in various organizations both locally and nationally, helping to gain awareness of emerging trends and factors. Pikes Peak Region and State of Colorado budget forecasts, along with CDHE and CCCS data and trend indicators are incorporated in all areas of planning and reflected in budget and performance benchmarks. Military announcements and activity are monitored and reflected in decisions made to support and meet educational needs of our large military and veteran student population. Shifts in demographics in PPCC’s service area including information regarding ethnic make-up, average household income, residential and property growth, and anticipated population are utilized in enrollment forecasts and student support services. Impact of federal and state legislation is monitored and analyzed, including the need to change or create internal processes. Strategic partnerships with UCCS and CCCS colleges help identify emerging factors not recognized through formal data collection avenues. The various internal and external participants communicate this large body of knowledge freely in meetings and discussions. Examples of emerging factors considered in budgeting and planning at PPCC are given in Table 5.C.5-1.

TABLE 5.C.5-1 Budgeting and Planning Emerging Factors		
Technology	Demographic Issues	Globalization
Increase in online learning and hybrid course offerings	Increase in Latino population and impact of new Colorado ASSET legislation	Adjustment of curricula to incorporate global concepts
Utilizing industry technology in the classroom	Changes in military population	Providing study abroad opportunities to Denmark
Utilizing technology to aid student retention	Increase in student enrollment at Downtown Studio Campus	Hosting speakers to engage students in global issues
Expanding student technology access through Wi-Fi	Increase in concurrent enrollment and AVP students	College Completion initiatives by U.S. Department of Education

Criterion 5.D. The institution works systematically to improve its performance.

Criterion 5. D.1 The institution develops and documents evidence of performance in its operations

The College monitors the effectiveness of its performance in its operations, through the documentation of its outputs and outcomes. Over the past decade, the quality and quantity of documentation has been refined and aided through the implementation of software, providing valuable and timely reports.

In the area of academic quality and productivity, desired outcomes established from the College's planning processes include strategically growing enrollment and increasing retention rates, increasing and improving academic program pathways for better advising, increasing remedial course completion rates, increasing student tutoring contacts and related student support services, and increasing transfer and graduation rates. Essential data tracking to assess academic performance includes enrollment reports, transfer and graduation rates, Integrated Postsecondary Education Data System (IPEDS), Student Unit Record Data System (SURDS), Community College Survey of Student Engagement (CCSSE), tutor contact tracking, and targeted cohort tracking. As noted in [Criterion 4](#), academic divisions conduct regular program reviews and maintain independent program accreditations. Student evaluations of instruction in all courses are collected electronically and results evaluated by Deans and Department Chairs to guide improvement in performance and make teaching assignment decisions. Assessment of student learning is conducted throughout the institution and documented in WEAVEonline as noted in [Criterion 4.B](#).

Operational data provided by Banner reporting allow data-driven decisions at all levels of the College. Information gained and analyzed by the Registrar Office, Financial Services Office, Business Services (Budget) Office, IR Office and Human Resource Services department provide the ability to forecast trends and evaluate performance to drive decisions and use of College resources. Internal and external audits performed verify appropriate operational and compliance documentation, including effective and efficient internal controls and adherence to regulations, fiscal stability, and sound management practices. As noted throughout [Criterion 2](#), the College ensures compliance in its various required documentation provided to internal and external stakeholders.

Employee evaluation is a primary documentation of individual performance, providing evidence of self-assessment, supervisor's evaluation of performance, and accomplishment of individual and unit department goals. Accomplished on an annual basis, processes and timelines differ for each employee group. All evaluations include a self-assessment and evaluation by a supervisor, followed by a discussion of the performance evaluation and development of the next year's goal plan. A second-level supervisor also reviews the evaluation and goal plan. Faculty performance assessment is discussed in greater detail in [Criterion 3.C.3](#).

Criterion 5. D.2: The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Pikes Peak Community College continues to learn from its experiences and incorporate changes in its operational environment to improve its overall effectiveness and achievement of its mission. By continually assessing and improving operations in all areas, the College has been able to progress in many fronts over the past decade. Several examples described below exemplify the College's commitment to continuous improvement.

In response to a declining graduation and transfer rate from 39% in AY09 to 30% in AY12, a CCCS strategic goal to increase retention, graduation, and transfer metrics, and strategic goals and tactics identified in the [2012-2016 PPCC Strategic Plan](#), PPCC created a new division, Student Success, at the end of AY2012. Once housed as a large division titled Student Services, the College's student services departments are now organized under two strong divisions to support student success. Enrollment Services focuses on providing students a positive, successful entry to college providing key services of financial aid, testing, and advising. The Student Success division focuses on providing academic tools and resources to engage students, including student orientation with technology workshops, tutoring services, counseling, and other student engagement support services. The new Student Success division has also made significant changes to student orientation, providing a more engaging experience resulting in an immediate increase in student contacts than documented in prior years.

Sustainable revenue practices and management of increasing, outstanding student debt required PPCC to implement a drop for non-payment (D4NP) policy in June 2011. Initial D4NP processes created significant student communication challenges and negative service impressions from students. In response to these negative repercussions, PPCC modified and improved its processes, including less frequent drop periods and more organization wide efforts to communicate procedures and retain students.

In response to a 42% increase in enrollment during the recent recession, PPCC responded to an academic organizational need by adding a total of eight Associate Dean positions in the Instructional Division. Although it has proven challenging to fill the positions, the additional academic management has resulted in better support to the instructional Deans in mentoring instructors and addressing student challenges in a timely manner.

Long student lines during peak enrollment periods prompted a comprehensive review of the student enrollment process, identifying a lack of efficient and effective receiving procedures. The evaluation determined various student barriers to enrollment caused by a lack of standards and processes related to course transfer equivalencies, academic probation, and course enrollment overrides. In 2012 as part of the College's strategic focus goal, the new student experience initiative included developing academic-wide standards set by the academic divisions and enforced through student enrollment services.

PPCC boasts an active Environmental, Health, and Safety Committee that meets monthly to review reports on safety hazards, physical safety, and general environmental issues. Priority is given to remedy any unsafe environmental concern, including educating the campus on behavioral precautions. Initial elective budget spending in fiscal year 2012-2013 targeted projects and repairs identified as life/health issues that had the potential to cause injury or harm to students and employees.

Criterion 5 Summary

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

The College practices a shared governance model to support collaboration in fulfilling its mission. Administrators, faculty, staff, students and other stakeholder groups are represented by various councils and committees. Leadership Council, Advisory council, advisory boards, faculty senate, and student government are a few of these committed to governance structure. Their roles are to communicate, discuss, and implement procedures pertaining to educational services, such as state and college policy issues; catalog and schedule production; enrollments; instructional budgets; and educational procedures.

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

The College monitors the effectiveness of its performance in its operations, through the documentation of its outputs and outcomes. Over the past decade, the quality and quantity of documentation has been refined and aided through the implementation of software, providing valuable and timely reports. Academic divisions conduct regular program reviews and maintain independent program accreditations. Student evaluations of instruction in all courses are collected electronically and results evaluated by Deans and Department Chairs to guide improvement in performance and make teaching

assignment decisions. Sustainable revenue practices and management of increasing, outstanding student debt required PPCC to implement a drop for non-payment process. . In response to a 42% increase in enrollment during the recent recession, PPCC responded to an academic organizational need by adding a total of eight Associate Dean positions in the Instructional Division. Long student lines during peak enrollment periods prompted a comprehensive review of the student enrollment process, identifying a lack of efficient and effective receiving procedures. The evaluation determined various student barriers to enrollment caused by a lack of standards and processes related to course transfer equivalencies, academic probation, and course enrollment overrides. In 2012 as part of the College's strategic focus goal, the new student experience initiative included developing academic-wide standards set by the academic divisions and enforced through student enrollment services.

Federal Compliance

In accordance with “Federal Compliance Filing Instructions” a separate compliance section/file was uploaded to the HLC website. A copy of this document can also be found as a separate adobe (PDF) federal compliance document at <http://hlc.ppcc.edu/federal-compliance/>. All supporting documents on federal compliance are also available in the PPCC Electronic Resource Room (ERR) for the HLC evaluation team visit.

Acronym Index

AA	Associate of Arts
AAA	Advancing Academic Achievement
AAS	Applied Associate of Science
ABE	Adult Basic Education
AFE	Adult and Family Education
AGS	Associate of General Studies
ARC	Academic Review Committee
AS	Associate of Science
AVP	Area Vocational Program
BANNER	An administrative software application developed specifically for higher education institutions by Systems and Computer Technology Corporation that maintains student, alumni, financial and personnel data.
BP	Board Policy
CAFAA	Colorado Association of Financial Aid Administration
CASS	College Assessment in Student Services
CCCNS	Colorado Common Course Numbering System
CCCS	Colorado Community College System
CCHE	Colorado Commission on Higher Education
CCSSE	Community College Survey of Student Engagement
CDC	Child Development Center
CDE	Colorado Department of Education
CDHE	Colorado Department of Higher Education
CE	Concurrent Enrollment
CETL	Center for Excellence in Teaching and Learning
CIP	Curriculum and Instructional Practices Committee
COAT	College Outcomes Assessment Team
COF	Colorado Opportunity Trust Fund
CORA	Colorado Open Records Act
CP&A	Career Planning and Advising
CPL	Credit for Prior Learning
CTE	Career and Technical Education
D2L	Desire to Learn
DETF	Developmental Education Taskforce
DSSS	Disabled Student Support Services
EMS	Emergency Management System
EP	Educational Procedure
ESL	English as a Second Language
FERPA	Family Educational Rights and Privacy Act
FMLA	Family Medical Leave Act
FTE	Full Time Equivalency
FY	Fiscal Year
HIPAA	Health Insurance Portability and Accountability Act
INB	Internet Native Banner
IR	Institutional Research
IRB	Institutional Review Board

ITSS	Information Technology Support Services
JAWS	Job Access for Speech
LAC	Learning Assistance Center
NCCBP	National Community College Benchmark Project
NFA	New Faculty Academy
OASIS	Office of Accommodative Services and Instructional Support
PPCC	Pikes Peak Community College
RRC	Rampart Range Campus
SBCCOE	State Board for Community Colleges and Occupational Education
SP	System Procedure
SCRC	Student Counseling and Resource Center
SFAC	State Faculty Advisory Council
SHLC	Science and Health Learning Center
SI	Supplemental Instruction
SSS	Student Support Services
SURDS	Student Unit Record Data System
TRIO	Federal outreach and student services programs
UCCS	University of Colorado – Colorado Springs
VPIS	Vice President of Instructional Services
VUB	Veterans Upward Bound

Self Study Committee Members

PPCC Accreditation Leadership 2012-2014

Dr. Lance Bolton	President
Cindy Buckley	Vice President for Instructional Services
Brenda Lauer	Vice President for Administrative Services
Felix Lopez	Vice President for Student Success
Randy Weber	Vice President for Enrollment Services
Gayle Krzemien	Self-Study Coordinator; Mathematics Faculty
Carole Olds	Self-Study Report Writer; Director of Libraries
Jim DeHerrera	Editor, Technical Support, and Co-Chair Data Reports; Assistant to the Vice President for Instructional Services
Patricia Diawara	Co-Chair Data Reports; Director, Institutional Research
Allison Cortez	Criterion One Core Team Chair; Executive Director, Marketing and Communication
Kim Hennessy	Criterion Two Core Team Chair; Assistant Director of Human Resource Services
Bree Langemo	Criterion Three Core Team Chair; Dean, Business, Public Service, and Social Science
Jacque' Gaiters-Jordan	Criterion Four Core Team Co-Chair; Associate Dean of Math and English
Karey Pharris	Criterion Four Core Team Co-Chair; Learning Specialist
Lorelle Davies	Criterion Five Core Team Chair; Director, Auxiliary Services
Teresa Aggen	Assistant to Self-Study Report Writer; English Faculty

HLC Criterion Team Membership

Criterion One: Mission

Chairs: Allison Cortez (APT)

- Leah Von Fange (APT)
- Crystal Cyr (APT)
- Karen Kovaly (APT)

Criterion Two: Ethical and Responsible Conduct

Chair: Kim Hennessy (APT)

- Mary Nifong (APT)
- Emily Forand (Faculty)
- Bill Page (Faculty)
- Richard Trussell (Faculty)
- Deb Palarino (Faculty)
- Nancy Dieball (Faculty)
- Jennifer Sengenberger (APT)
- Patti Bauer (Classified)
- Michelle Hodge (Classified)

Criterion Three: Teaching and Learning – Quality, Resources, and Support

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- Fran Hetrick (APT)
- Kris Johnson (APT)
- Graydon Miller (APT)
- Cindy Kamilar (Faculty)
- Nancy Meiklejohn (Faculty)
- Doug Roth (Faculty)
- Paul Finch (Faculty)
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- Gail Bicknell (Classified)
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Criterion Four: Effective Teaching and Learning – Evaluation and Improvement

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- Philip Anderson (APT)
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- Janet Nace O'Hare (APT)
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Criterion Five: Resources, Planning, and Institutional Effectiveness

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- Eileen Hogue (APT)
- Bob Lund (APT)
- Cyrille Parent (APT)
- Jim DeHerrera (Faculty)
- Stephanie Long (APT)
- Kay Ensman (Classified)
- Shonda Green (Classified)

Data Committee

Chair: Jim DeHerrera (Faculty) and Patricia Diawara (APT)

- Lorelle Davies (APT)
- Eileen Hogue (APT)
- Jeff Horner (APT)
- Stephanie Long (APT)
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