



DESTINATION 2022 CLOSING REPORT





In September 2016, the College began the process of drafting Destination 2022, a new strategic plan for the 2017–2022 period. Once Destination 2022 was implemented, the College made progress on several focus goals, but the COVID-19 pandemic disrupted those gains, as it did for many higher-education institutions.

Destination 2022 outlined five strategic goals:

Goal 1: Develop a Mission-Minded Culture

Goal 2: Assure that Students Set and Achieve their Academic Goals

Goal 3: Deliberately Drive Enrollment to Ensure a Strong Future for PCCC

Goal 4: Anticipate and Respond to Emerging Workforce Needs and Demographic Shifts

Goal 5: Better Serve a Diverse Current and Prospective Student Population

Each of these goals was further broken down into several tactics. Details on tactics can be found on the [Strategic Planning web page](#).

This report provides a brief summary of the progress on each strategic goal over the 2017–2022 period.

Key Takeaways:

Despite the disruption of the pandemic, the College **made progress** in several key areas:

- More equitable and innovative instruction techniques were developed.
- The retention rate increased through 2019, then declined again during the pandemic, but is starting to return to pre-pandemic levels.
- Overall enrollment increased through 2019-20, but decreased again during the pandemic.

- Targeted marketing created greater awareness of the College.
- New degrees and programs were developed in response to workforce needs.
- Increased giving allowed more students to receive scholarships.
- Faculty, students, and staff participated in cultural-competency and diversity training.
- The College nearly reached its goal of becoming a Hispanic Serving Institution (HSI) and expects to meet that goal in the near future.

Nevertheless, some challenges remain:

- As the College emerges from the pandemic, enrollment has not returned to pre-pandemic levels.
- Retention needs to be a continued focus.
- Equity gaps in student success persist.
- While the diversity of the College’s workforce increased, it did not keep pace with the increasing diversity of the student body.
- As workforce and instructional needs evolve, and as online options emerge, the College will need to continue to assess facilities, programs, and space usage.

Goal 1: Develop a Mission-Minded Culture

Working with both internal and external partners, the College made positive progress in developing a mission-minded culture, creating deeper and richer experiences for faculty, staff, and students.

The College invested **in leadership, diversity and skills development training**, with many instructional and non-instructional staff participating.

The Office of Institutional Effectiveness (IE) provided key data to help **the College make better data-informed decisions**. College-wide assessment efforts met HLC's expectations for the first time since 2000.

The College made significant investments to support the **expansion of high impact practices (HIPs)** across the curriculum. Over three years, PPSC implemented ten high impact practices. Data collected in Fall 2019 revealed a statistically significant, positive correlation between HIPS participation and retention for all students, and especially for students of color.

The Center for Excellence in Teaching and Learning (CETL) led professional development programs for faculty and instructors, including Professional Development Week (PDW), PAGE, and New Faculty and Instructor Orientation, all of which focused on improving pedagogy and the student experience.

While the College was fully remote, College-wide Town Halls were held via Zoom and Facebook Live. These proved so successful that they will be continued elements of College communications.

In addition to comprehensive program reviews, **an annual review process was piloted in the 2017-18 academic year and expanded to all CTE programs in fall 2018**. As of the 2019-20 academic year, **all transfer programs also participated in the annual review process**.

Goal 2: Assure that Students Set and Achieve Their Academic and Career Goals

During the strategic planning period, **faculty and staff collaborated** to revamp or develop several programs to help students set and achieve their goals, including:

- **Navigate** program plans, providing a single tool for students to see recommended course sequences, create an academic plan, and register for courses.
- **A New Student Advising program**. In 2021, New Student Advisors were absorbed into an advising cluster model, allowing students to access program of study expertise earlier.
- Advising and Testing **successfully reduced the use of “high stakes” placement testing**, adopting an approach of “advise first, test second.” In 2019-20, EdReady was launched as a low-stakes placement option, further reducing the numbers of high stakes placement tests.
- The **PPCC catalog was revised to realign required/recommended math courses with the math skills needed for each program of study, resulting in a notable shift from MAT 121: College Algebra to courses such as Math 120: Mathematics for the Liberal Arts, MAT 107: Career Math, and MAT 103: Math for Clinical Calculations.**

Retention of all students* increased from 54.7% in 2017 to 55.5% in 2019, but declined again during the pandemic. The rate has started to rise again; the Fall 2021-Fall 2022 retention rate is **53.5%**.

** “All students” tracks degree and non-degree-seeking students, full-time and part-time, and is not limited to students in their first term. Thus, in the “all students” data, below-average retention rates among first-time students can be obscured by above-average retention rates among concurrent enrollment students, and there can be a wide range between full-time and part-time students.*

Degrees/Certificates Awarded increased through 2018-19 but decreased during the pandemic.

Over the fall and winter of 2021-22, The College **launched a new website**. The Academic Pathways feature allows prospective students to identify and explore broad areas of interest before focusing on particular degree programs and certificates. The website continues to be refined and developed.

Goal 3: Deliberately Drive Enrollment to Ensure a Strong Future for PPCC

During the strategic planning period, **Enrollment Services developed and implemented several new plans** to better communicate with new and prospective students, including a **redesign of the application process** and new texting and email systems. In addition:

- **Residency processes** were revamped.
- A **new online new student orientation** was launched.
- **An Admissions Counseling case management model** was implemented to provide individualized onboarding assistance and tracking of new students.

New Marketing efforts, in both traditional and digital forms, were implemented for strategic outreach. Campaigns were customized for particular student populations.

During the strategic planning period, the following **facilities projects were completed:**

- Learning Commons | Centennial Campus
- Creative Commons | Downtown Campus
- Cyber Range equipped classroom
- Studio West
- Learning Commons | Downtown Campus

Substantial progress was also made on the following projects:

- Center for Healthcare Education & Simulation (CHES)
- Hyflex classrooms for remote learning

Renovation of the Centennial Student Commons was delayed indefinitely due to the pandemic.

Overall FTE enrollment increased from 2016-17 through 2019-20, but decreased again during the pandemic.

Goal 4: Anticipate and Respond to Emerging Workforce Needs and Demographic Shifts

In direct response to workforce needs, the College **created several new degrees,** including:

- Cyber Security (AAS)
- Emergency Management and Planning (AGS)
- Emergency Services Administration (BAS)
- Engineering (AS), Hospitality (AGS),
- Surgical Technology (AAS)
- The RN-to-BSN Nursing program

The College also created several **new certificate programs,** including:

- Multiple health and wellness certificates including personal training, coaching, yoga, and dietary manager
- Industrial certificates like CAD, Robotics, and Electronics

In addition to the above degrees, Workforce Development **offered over 20 different short-term training options tied to jobs,** including CompTIAA+, Security+, EMT, an Early Childhood teacher boot camp, and supervision for hospitality and culinary managers.



Goal 5: Better Serve a Diverse Current and Prospective Student Population

The College piloted **the Equity Project (TEP)**, which utilizes data and cultural growth to increase equitable teaching practices. Over 50 faculty and instructors participated.

The College is expected to qualify as a **Hispanic Serving Institution (HSI)** within the next strategic period. According to the latest data, enrollment of Hispanic-identifying students is nearly 24% FTE, and should meet the 25% FTE eligibility threshold in the next academic year.

Multiple mechanisms were put in place to **increase cultural competency among staff**, including **Inherent Bias Training and CEID (Cultural Excellence: Ideals and Discussion)**, which focused on unconscious bias and courageous conversations.

The College applied for a Community Partnership Program grant from the Colorado Opportunity Scholarship Initiative (COSI) to provide **wrap-around support services for low-income, first-generation high school students**. In May 2018, the College was awarded an additional COSI grant to **hire three success coaches** and provide support services for 420 COSI scholarship recipients.

The College evaluated data on best practices for reaching underrepresented students, and **offered more than 60 scholarship funds**. In addition, the College was awarded **several grants to support underrepresented students:**

- **Finish what you Started:** degree completion grant.
- **COSI Scholars:** college support service grant.
- **Dakota Promise:** School District 2 students can attend PPCC at no cost and receive wrap-around services, including coaching.
- **Back to Work:** grant to help those who were displaced due to the pandemic.

Human Resources developed several new recruiting strategies and programs to **create a more diverse applicant pool**, and to ensure inherent bias during searches. As a result, overall **workforce diversity increased from 19% to 24% from 2017 to 2021**. That increase was roughly consistent for both instructional and non-instructional employees. Nevertheless, as of Fall 2020, the diversity of Pikes Peak faculty, instructors and staff lags behind the diversity of our student body.



PIKES PEAK
STATE COLLEGE

5675 South Academy Blvd. | Colorado Springs, CO 80906
719.502.2000 | pikespeak.edu