

**Assurance Argument**  
**Pikes Peak Community College**

7/26/2019

# 1 - Mission

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

## 1.A - Core Component 1.A

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The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission.  
(This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

## Argument

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**1.A.1 Mission:** PPCC's statutory mission was developed by state legislature and is set forth in the Colorado Revised Statutes (C.R.S.), section §23-60-201. This legal document was last updated in 2016 to more accurately represent the expanding roles endorsed by the 13 CCCS colleges, including the offering of two-year transfer degrees with academic designations and Bachelor of Applied Science degrees in approved career and technical fields. The SBCCOE's State System Community Colleges Role and Mission policy (BP2-40) was updated in August 2016 to reflect the amended CRS §23-60-201. BP2-40 reads as follows (2016 revisions are indicated in bold text):

*“The mission of the Community Colleges shall be to serve Colorado residents who reside in their service areas by offering a broad range of general, personal, career, and technical education programs. Admission to the Community Colleges shall be open to all.*

*The objectives of the Community and Technical Colleges shall be to provide educational programs to fill the occupational needs of 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, **basic skills, workforce development, concurrent enrollment** for College-ready high school students, a broad range of personal and career education for adults, and technical, career, and workforce development **bachelor of applied science degree programs** that address the needs of the community within each Community College service area.*

*Each Community College may offer **two-year degree programs with or without academic designation**, and, upon approval of the Board, may offer technical, career, and workforce development Bachelor of Applied Science degree programs, in accordance with the requirements set forth in C.R.S. 23-60-211.*

*Additionally, pursuant to C.R.S. 23-60-211, Red Rocks Community College may offer a graduate program in physician assistant studies.”*

**Mission:** As part of an inclusive strategic planning process that began in the fall of 1999 and ended in 2002, PPCC adopted a clear and concise mission statement that closely mirrored its legislated mission. Since 2002, the College’s mission statement was reexamined and reaffirmed as part of three comprehensive strategic planning processes that took place in 2008, 2012, and 2016. In summer 2017, it was determined that the mission statement should be revised in order to reflect the College’s aspiration to offer bachelor of applied science degree programs. In August 2017, the Executive Team – comprised of the PPCC president, four vice presidents, and five executive directors – met with the four academic deans and other directors to discuss this matter. The proposed revisions (indicated in bold) were unanimously adopted. PPCC’s current mission statement reads as follows:

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

- *Occupational programs, **including certificates, associate and bachelor degrees**, 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 and Values:** In spring 2011, the College began developing a five-year strategic plan to coincide with the hiring of the current PPCC president and the development of a new facilities master plan. A Strategic Planning Task Force (Task Force) comprised of members of the College’s Leadership Council and other employees representing different areas of the College was formed to guide this effort. The Task Force completed an environmental assessment by examining internal and external data and conducting stakeholder surveys. Once the environmental assessment was complete, the Task Force drafted a limited number of strategic goals and asked all operational units of the College to develop possible tactics in support of those goals. The Task Force also drafted a values statement and rewrote PPCC’s vision statement. PPCC’s revised vision and values statements were approved by the College president in spring 2012 and reaffirmed in fall 2016 as part of the most recent strategic planning process. Additional details are provided in Criterion 5.

*Vision: Students succeed at PPCC*

*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.*

**1.A.2** PPCC's student population, academic programs, and student support services are consistent with its mission. The College provides quality educational opportunities to approximately 19,000 credit students annually, with 93% of students residing in El Paso County. About 60% of PPCC students enroll in fewer than 12 credit hours each semester. Almost one half (48%) of fall entering students enroll in pre-college level courses in their first semester. With four major military installations and the Air Force Academy in close proximity, students with military affiliation (active duty military, veterans, military/veteran dependents) comprise about 25% of the PPCC's student population. PPCC student body continues to be more racially and ethnically diverse than its surrounding metropolitan area: close to 70% of Colorado Springs residents are white compared with 57% of PPCC's student body. Over the past five years, the percentage of Hispanic students has grown from 14% to 19%. In alignment with strategic Goal 5, "Better serve a diverse current and prospective student population," PPCC is taking steps toward its goal to increase Hispanic enrollment to at least 25% (see Core Component 1.C for additional information).

The fall 2018 student body shows the following characteristics:

- 58% female and 42% male
- 54% Pell recipients
- 53% first-generation college students
- 39% non-traditional students (age 25 or older)
- 18% high school students

In accordance with its stated mission and enrollment profile, PPCC offers a broad range of general, career, and technical programs. PPCC's Career and Technical Education (CTE) courses enable students to earn certificates and Associate of Applied Science (AAS) degrees in 45 areas of study. Through its comprehensive program review process, PPCC examines the vitality of its CTE programs on an ongoing basis (see section 4.A.1). Since 2014, the College has added certificates and AAS degrees in the following fields: cybersecurity, building and construction technology, advanced machining, robotics, and dietary management. The College is currently developing several certificates and AAS degree programs in the health-care sector (e.g., physical therapy assistant, surgical technician). In fall 2018, PPCC launched its first Bachelor of Applied Science (BAS) to respond to workforce needs in the area of emergency services administration. This BAS degree trains students, who graduated with an AAS degree in emergency medical services, criminal justice, or fire science technology, to prevent, prepare for, and respond to crises and emergency situations. PPCC will start offering a Bachelor of Science in Nursing in fall 2019. For students interested in pursuing their education at a four-year institution, PPCC offers two Associate of Arts (AA) and Associate of Science (AS) degrees as well as 26 AS or AA degrees with designation. The degrees with designation (DwDs) are state-

articulated agreements allowing guaranteed transfer to a public college or university in Colorado. PPCC also offers an Associate of General Studies (AGS).

The following examples provide compelling evidence of PPCC's commitment to serve a wide range of students, including high school students, students with remediation needs, and non-native English speakers.

- **High School Programs:** The PPCC High School Programs department has developed partnerships with 67 regional high schools. In the 2018-19 academic year, more than 2,900 high school students took PPCC courses through concurrent enrollment opportunities. The Career Start program allows students to earn both high school and college credits in 16 career and technical programs offered at PPCC (e.g., auto collision technology, culinary arts, cyber security, early childhood education, multimedia graphic design, welding, zoo keeping). ASCENT is a unique Colorado program allowing eligible students to continue high school funded enrollment for one year after 12<sup>th</sup> grade. Through articulation agreements, high school students may take CTE courses at their school location and earn PPCC credits toward degrees or certificates even before completing high school. In fall 2018, PPCC launched a program aimed at helping high school dropouts complete their high school diplomas while simultaneously earning college credits.
- **Developmental Education:** PPCC offers pre-college level courses supporting reading, English, and mathematics. In February 2013, a redesign of developmental education eliminated developmental education courses below 9<sup>th</sup> grade level. To support students who test below 9<sup>th</sup> grade level on PPCC placement tests, PPCC initiated multiple academic enrichment programs. In fall 2014, the divisions of Workforce Development, Instructional Services, and Student Services joined forces to create a non-credit, five-week course (Math Bridge) to help students build basic mathematical skills using an online program. During fall 2014, PPCC also created a "Math and English Prep" program specifically designed for its veteran population. Together, these programs served more than 450 students between fall 2014 and spring 2016. In summer 2017, PPCC's TRiO Student Success Services (SSS) inaugurated an intensive program (Math Attack) to help incoming students build stronger basic mathematical skills and develop a more positive attitude toward this discipline.
- **First Semester Course:** Since fall 2014, incoming students who test into developmental education have been required to take a three-credit first semester course (Advanced Academic Achievement, AAA 109). In alignment with the high-impact educational practices recommended by the Association of American Colleges & Universities (AAC&U), the AAA 109 curriculum places a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. This course also introduces students to the PPCC culture and covers a variety of success strategies, such as using support services and programs, selecting appropriate courses, and understanding the value of diversity and community building. AAA 109 students are strongly encouraged to attend a four-hour orientation program (Student Success Seminar) covering important topics such as success strategies, campus resources, and technology. Successful completion of this course has consistently been associated with higher fall-to-fall retention rates.

- **English as a Second Language:** Through its English as a Second Language (ESL) department, PPCC provides non-native English speakers with support and instruction in the English language, American culture, and American academic institutions. After successful completion of the program, ESL students are encouraged to continue their education.

Since the 2014 Comprehensive Evaluation visit, the College has significantly increased its offering of non-credit programs. In July 2015, the Extended Learning division was renamed Workforce Development and moved from Instructional Services to the President's Office. The Workforce Development division was reorganized to emphasize the following areas:

- **Customized Training:** Customized training programs have served more than 25 employers and 1,370 adult learners in the fields of manufacturing and information technology. Those programs are often built on the same curriculum as PPCC's credit bearing courses, with faculty serving as subject matter experts or trainers in the program.
- **Community Education and Workforce Training:** These open enrollment courses help adult learners earn an industry credential and/or learn new skills for work or pleasure. Over the past four years, more than 2,500 learners have taken at least one of the 300+ workforce training or community education courses.
- **Teen College:** This summer program provides middle school students with the opportunity to explore careers in a variety of hands-on programs. For the past four summers, this program served 725 teenagers in 59 classes.
- **College and Workforce Readiness:** These courses prepare students for new careers or entry to for-credit PPCC classes. Since the 2015-16 academic year, this program has served 1,236 learners with 87 courses.

Since its inception, the Workforce Development division has served more than 6,833 learners of all ages in the region and has generated more than \$1.3 million in auxiliary and grant revenue for PPCC.

To support each student's unique educational journey, the College allocates significant resources to a wide range of programs and services aimed at removing barriers to enrollment and improving student success. PPCC's Student Services division is dedicated to providing high quality, student-oriented admission and enrollment services (e.g., financial aid, testing, career planning, and academic advising), as well as support services designed to meet the diverse and evolving needs of all students (e.g., first-semester seminar, counseling services, accessibility services, co-curricular events, student-led clubs and organizations). With regard to academic support, the College established a Learning Commons at the main campus (Centennial) and subsequently at the Rampart Range and Downtown Studio Campuses in order to centralize tutoring services. While students may choose to utilize those academic support services on campus, equivalent services are available online or through partnerships with community providers. Technological assistance is provided through a 24/7 Help Desk housed by the Information Technology Support Services (ITSS) department.

The following examples illustrate PPCC's commitment to serving a diverse student population (e.g., military-affiliated students, first-generation, low-income students, and students with disabilities).

- **Military & Veterans Programs (MVP):** Over the past 10 years, PPCC's MVP has worked with federal and state government agencies and military installations to help students with military affiliation transition to post-secondary education and civilian careers. In January 2014, PPCC opened a Military and Veterans Center for Excellence, providing support services (e.g., academic advising, paperwork processing, and referral services), technological resources (e.g., computer lab), and a physical space for active duty military students, veteran students, and military/veteran dependents. In addition, these programs maintain full-service offices at two military locations, Fort Carson Army Post and Peterson Air Force Base. PPCC's MVP is a founding member of the Colorado Advisory Council of Military Education, an organization dedicated to providing the very best educational opportunities to members of all military services. MVP also is a member of the National Association of Institutions for Military Education Services, which provides scholarships for military-affiliated students. Each spring, MVP hosts an employment expo and career fair to help transitioning vets and their spouses prepare for civilian careers. In 2018, PPCC ranked 9<sup>th</sup> among the 33 two-year colleges that received the "Best for Vets" designation awarded by the Military Times. PPCC was recently awarded the 2019-2020 Military Friendly® Schools: Bronze distinction.
- **TRiO Student Support Services (SSS) and TRiO Disability Support Services (DSSS):** Through these federal grant-funded programs, PPCC provides services to more than 180 first-generation, low-income students and 130 students with disabilities to help them overcome a wide range of barriers to College success. TRiO SSS/DSSS services include the following: assessment and development of learning strategies and study skills, academic and career planning, four-year college/university campus tours and transfer advising, the Summer Math Bridge program for first-time college students, assistance with scholarship and financial aid applications, financial and economic literacy workshops, and pre-semester conferences.

**1.A.3** Over the past 20 years, the College has engaged in four strategic planning processes, leading to the identification of overarching strategic goals and associated tactics that directly tie to and support the College's mission, vision, and values. PPCC's planning and budgeting processes are designed to evaluate, on an annual basis, the adequacy of the College's resources vis-à-vis its agreed-upon strategic priorities. In addition, PPCC maintains sufficient reserves to address rising opportunities and unforeseen circumstances.

At the time of the 2014 Comprehensive Evaluation visit, PPCC was still pursuing the strategic goals identified as part of the 2011/2012 strategic planning process. The following examples highlight key accomplishments made toward PPCC's 2012-2016 strategic goals and illustrate how the College purposefully allocated resources in fulfillment of those goals.

**Goal 1: Expand and strengthen opportunities for students to learn and succeed**

- **First-Semester course** – One of the most significant achievements reached under Goal 1 was the development of a three-credit first semester course (AAA 109) to better serve incoming students with remediation needs. Over the past five years, 85 faculty and adjunct instructors have taught this course to over 12,000 academically at-risk students. Comparative studies consistently show that students who successfully complete this course are more likely to return for a second year than students who fail or do not enroll in this course.
- **New Student Orientation** – In summer 2013, the Retention Services Office inaugurated a redesigned orientation program (New Student Orientation; NSO) emphasizing student engagement through peer interactions and hands-on activities. During NSO sessions, students learn how to navigate the course management system (Desire2Learn; D2L) and are introduced to a number of topics and skills known to foster academic success (e.g., financial aid, student code of conduct, time management and study skills, use of campus resources especially academic advising and tutoring). Between June 2013 and August 2015, more than 3,600 incoming students attended the NSO program. Correlative data consistently show a positive relationship between participation in NSO and student success (e.g., higher pass rates in pre-college level courses, higher fall-to-fall retention rates). In fall 2015, following the system-wide adoption of a redesigned developmental education program, NSO became a course-embedded assignment in all face-to-face and hybrid sections of AAA 109 (NSO was renamed Student Success Seminar in spring 2017). Additionally, online orientation modules were developed to accommodate students enrolled in online sections of AAA 109.
- **New Certificates** – In 2013, a consortium of nine Colorado schools of higher education was awarded a \$25 million grant (Colorado Helps Advanced Manufacturing Program; CHAMP) to address the shortage of qualified workers in the advanced manufacturing sector. As a result of this grant, PPCC redesigned and developed stackable/latticed advanced manufacturing certificates with a focus on machining, electronics, and computer-aided drafting design. At the conclusion of the grant in fall 2017, PPCC had enrolled 889 CHAMP students, and awarded 778 certificates and 117 AAS degrees from one of the above-listed fields.
- **Learning Commons** – Recognizing the need for more integrated student support services, a cross-functional team was formed to identify ways to increase student usage of and satisfaction with existing support services. The proposed solution consisted of merging the College’s libraries and tutoring centers under one division and creating a centralized cooperative learning space at each of the three campuses. From the hiring of an architect in October 2013 to the grand opening of PPCC’s first Learning Commons on the Centennial Campus in September 2017, the College demonstrated an ongoing commitment to bringing this project to fruition and serving the best interests of its students, faculty, and staff.
- **Center for Excellence in Teaching and Learning (CETL)** – Since 2012, the College has made significant investments in assisting CETL in its mission to “provide leadership, support, and advocacy for effective pedagogy, andragogy, and initiatives designed with a commitment to freedom of expression and the pursuit of truth in teaching and learning.” These resources include an administrative assistant position (“shared” with the eLearning department), a dedicated training room on the main campus, and an annual operating budget of \$128,000 in the 2019 fiscal year (including course release funds to compensate



faculty directors and coordinators). By bringing experts to the College and “tapping into” the skills and knowledge of PPCC’s faculty and adjunct instructors, CETL has been able to consistently offer high quality professional development opportunities.

## **Goal 2: Exercise regional leadership through transformative partnership and educational opportunities**

- **Workforce Development** – PPCC’s regional leadership has been reinforced as a result of the College’s decision to expand its non-credit course/program offering through the establishment of the Workforce Development division in summer 2015. Since then, three distinct pathways – Career Advancement, Customized Training, and Career Readiness – have been created to advance the region’s workforce and facilitate business and professional development. In order to develop and offer these new programs, the division created unique partnerships with non-profit organizations, government agencies, education partners, and employer-led industry associations.
- **QUAD Innovation Partnership** – Another accomplishment made toward Goal 2 is the partnership PPCC developed with Colorado College, the University of Colorado - Colorado Springs, and the U.S. Air Force Academy to help students take their business ideas to fruition. PPCC’s president and his counterparts worked together for nearly two years (2014 - 2016) to establish a center for innovation and entrepreneurship in downtown Colorado Springs. The QUAD aims to help students and the local economy by bringing together the skills, knowledge, and experiences of students and faculty from multiple programs and institutions in order to help for-profit, non-profit, and public organizations solve real-world problems. As of fall 2018, 34 PPCC students have participated in this unique experiential learning opportunity to find ways to address a variety of community issues, such as food insecurity or homelessness.

## **Goal 3: Improve institutional effectiveness by integrating data to drive budgeting and decision-making**

- **Academic Advising Model** – A “case management” advising model was adopted in the 2013-14 academic year after examining a variety of success indicators, reviewing users’ suggestions for improvement, and researching best practices. PPCC’s academic advising services have become very proactive, with caseload advisors communicating via email and phone directly with their assigned students. The results of the Community College Survey of Student Engagement (CCSSE) administered in spring 2015 confirmed the success of this new model with a statistically significant increase in student usage.
- **Program Review** – At the time of the 2014 Comprehensive Evaluation visit, PPCC had just revised its program review process and did not have any data regarding how the process had impacted the continuous improvement of its academic programs. Since 2014, PPCC has codified a clear program review process and assigned the oversight of this process to the director of Perkins and program development. Program review findings have been used to address opportunities for improvement, including reconfiguration of curriculum, addition/deletion of certificate/degree offerings, hiring of additional faculty, physical improvements to program facilities, and acquisition of state-of-the-art equipment. Core Component 4.A of this Assurance Argument and Part 1 of the

embedded monitoring report provide detailed evidence of the effective implementation of the program review process initiated in 2014.

- **Student Learning Assessment** – During the 2014 Comprehensive Evaluation visit, the Evaluation Team observed that the College “could produce no evidence of having used the results of assessment to affect curricular changes to improve student outcomes” and urged PPCC to “demonstrate that it has a meaningful assessment process for all courses, including general education.” In response, PPCC hired an executive director of institutional effectiveness and adopted a department-centric assessment model emphasizing the use of course-embedded assignments as a means to assess course, program, and general education outcomes. The Evaluation Team also noted that an outcomes-based assessment program was under development in most Student Services areas, but “implementation was incomplete.” Since 2014, outcomes-based assessment efforts expanded to include new departments and additional staff members who joined the Committee for Assessment in Support Services (CASS). Detailed information pertaining to student learning assessment in curricular and co-curricular programs is provided in the embedded monitoring report (Part 2 and Part 3) as well as under Core Component 4.B.
- **Physical resources** – A five-year facilities master plan was adopted in April 2012 following a comprehensive planning process initiated in August 2011. This plan, which includes a series of recommendations for small-scale interventions and renovation/construction projects of varied magnitude, serves as a road map for many facility/capital investments undertaken as part of the 2012-16 strategic plan. In addition to landscaping, parking, traffic flow, building access, and classroom/office improvements, major remodeling projects were initiated to create a more cooperative learning environment (Learning Commons), improve the effectiveness of the enrollment process, and meet the specific needs of military-affiliated students (Military & Veterans Programs Center of Excellence).

#### **Goal 4: Enhance and ensure effective, consistent communication to and from all PPCC stakeholders.**

- **Marketing/Branding campaigns** – In 2014, PPCC launched an advertising/marketing campaign (What You’ll Find Will Surprise You) telling the real life stories of PPCC’s faculty and students through a number of mediums, such as print advertising, radio ads, billboards, websites, and social media. In an effort to develop stronger connections with its local communities and increase enrollment, the College shifted to peer-to-peer communication, leveraging the emotional stories of PPCC alumni. In 2016, the College launched “Make It Happen,” a large-scale digital and traditional marketing campaign. The quality and creativity of PPCC’s marketing campaigns have been recognized at local, regional, and national advertising competitions.
- **Web Accessibility** – In April 2014, the CCCS President enacted a Web Accessibility Procedure requiring that all CCCS colleges comply with federal accessibility standards relative to external communication and digital educational materials. In 2014, a Web Accessibility Plan committee was established to develop a three-year strategy (July 2015 - July 2018) with the goal of increasing the accessibility of PPCC services, curriculum, communication, and support for all students including those with disabilities. A college-

wide Web Accessibility Implementation committee was formed to lead this project. The PPCC website was redesigned to be accessible to all stakeholders, email communications were improved based on universal design, videos were closed captioned, and training was provided to faculty and staff involved in creating/updating web pages. With regard to instructional resources, more than 150 faculty were trained to create accessible curriculum and digital tutoring resources were made accessible to all students. Furthermore, an Accessibility Validation committee worked with publishers to ensure that all newly adopted learning platforms, textbooks, and curricula were accessible and designed according to universal design for learning principles.

### **Goal 5: Develop and implement a plan to retain and recruit a highly engaged and diverse workforce**

- **New Faculty and Adjunct Instructor Orientation (NFAO)** – In the 2012-13 academic year, CETL launched a mandatory orientation program for both new faculty and adjunct instructors. Since its inception, the NFAO program has been offered at the start of every fall and spring semesters with some incremental adjustments made in response to participant feedback. In its current version, the NFAO curriculum includes classroom key, name badge, and parking tag distribution along with a three-hour formal session. This session covers all topics addressed in the Faculty and Instructor Resource Guide, includes hands-on technology training (e.g., syllabi uploads, final grades posts), and provides deans and associate deans with an opportunity to officially welcome their appointees. The College has fully supported this strategic initiative by compensating new hires for the time they spend attending this event.
- **Adjunct Advancement Program (AAP)** – In spring 2014, CETL developed a voluntary advancement program to support the professional development of adjunct instructors (part-time instructors) through the offering of professional and pedagogical training. Each spring, adjuncts are invited to attend a “May Institute” where they can share teaching techniques they have implemented in their classrooms. By participating in these CETL-sponsored events, adjuncts earn professional development units and progress through a tier system that translates into additional compensation (a final pay increase of 10% is granted to adjuncts who complete the full program).
- **Workforce Diversity** – At the time of the 2014 Comprehensive Evaluation visit, the College had not made satisfactory progress on developing and implementing a plan to retain and recruit a highly engaged and diverse workforce. In response to this concern, PPCC immediately established a Diversity Team and hired the services of a consultant to facilitate training sessions on cultural diversity. The consultant also assisted the College in preparing the HLC-requested progress report on workforce diversity. The HLC staff analysis of this report concluded that PPCC had “taken effective, thoughtful early steps toward its diversity goals.” In August 2016, PPCC hired an executive director of diversity, equity, and inclusion to lead and continuously expand the College’s diversity efforts (also see Core Component 1.C).

Additional evidence supporting this sub-component can be found in Core Component 5.C. Section 5.C.3 describes the collaborative planning process that led to the adoption of a new five-

year strategic plan (Destination 2022) in February 2017. Sections 5.C.4 and 5.C.5 highlight accomplishments made toward the five 2017-22 strategic goals as of the end of spring 2019.

- **Goal 1:** Develop a mission-minded culture
- **Goal 2:** Assure that students set and achieve their academic and career goals
- **Goal 3:** Deliberately drive enrollment to ensure a strong future for PPCC
- **Goal 4:** Anticipate and respond to emerging workforce needs and demographic shifts
- **Goal 5:** Better serve a diverse current and prospective student population

## Sources

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- 1A1.01 CRS 23-60-201 Mission
- 1A1.02 CRS 23-60-211 Degree with Designation
- 1A1.03 CRS 23-1-133 Bachelor's degrees
- 1A1.04 BP2-40 Updated Role and Mission
- 1A1.05 PPCC Strategic Plan 2002-2007
- 1A1.06 PPCC Mission Statement
- 1A1.07 PPCC Strategic Plan 2008-2012
- 1A1.08 PPCC Strategic Plan 2012-2016
- 1A1.09 PPCC Strategic Plan 2017-2022
- 1A1.10 Revised Mission Statement (2017)
- 1A1.11 Vision Statement (2014 Self Study)
- 1A2.00 Programs
- 1A2.01 RaceEthnicity COSvsPPCC
- 1A2.02 PPCC Data Book
- 1A2.03 PPCC Two-Year Programs and Certificates
- 1A2.04 HLC Approval BAS ESA
- 1A2.05 HLC Approval BS Nursing
- 1A2.06 Degree with Designation
- 1A2.07 High School Programs
- 1A2.08 Developmental Ed Redesign
- 1A2.09 Math Bridge Program
- 1A2.10 Vets Math Program
- 1A2.11 TRIO SSS Math Attack
- 1A2.12 AAA109 Course Description
- 1A2.13 AAA 109 Retention Rates
- 1A2.14 ESL Program
- 1A2.15 Workforce Development Programs
- 1A2.16 Support Services
- 1A2.17 Learning Commons
- 1A2.18 MVEE Event
- 1A2.19 Best for Vets Designation
- 1A2.20 Military Friendly Bronze Distinction
- 1A2.21 TRIO SSS and DSSS
- 1A3.00 CETL Operating Expenses

- 1A3.01 Unrestricted Net Assets
- 1A3.02 SSS Success Measure
- 1A3.02 Student Success Seminar
- 1A3.03 Online Orientation
- 1A3.04 CHAMP grant
- 1A3.05 Learning Commons Proposal
- 1A3.06 CETL Professional Development Weeks
- 1A3.06a Spring 2019 PDW Survey Results
- 1A3.07 Workforce Development Partnerships
- 1A3.08 Innovation and Entrepreneurship (QUAD)
- 1A3.09 Academic Advising AY1415 Report
- 1A3.09a Academic Advising Survey
- 1A3.10 CCSSE Results Academic Advising
- 1A3.11 Facilities Master Plan 2012
- 1A3.12 Make It Happen Marketing Campaign
- 1A3.13 Marketing Campaign Awards
- 1A3.14 SP 3-125g Web Accessibility
- 1A3.15 Web Accessibility Plan
- 1A3.16 Web Accessibility Report
- 1A3.17 EP 330 and Appendix A
- 1A3.18 New Faculty and Instructor Orientation
- 1A3.18a Faculty and Instructor Resource Guide
- 1A3.19 Adjunct Advancement Program
- 1A3.20 May Institute
- 1A3.21 Diversity Interim Report
- 1A3.22 Diversity Staff Analysis
- 1A3.23 Executive Director Diversity Equity Inclusion
- 1A3.24 Strategic Plan 2017-2022
- Part 1 Program Review
- Part 2 Student Learning Assessment in Curricular Programs
- Part 3 Student Learning Assessment in Student Support Services

## 1.B - Core Component 1.B

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The mission is articulated publicly.

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.
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 service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### Argument

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**1.B.1** PPCC makes its mission, vision, and value statements readily accessible through a variety of communication channels, including the following: PPCC website, college collateral (e.g., strategic plans, facilities master plans, college catalog), wall graphics and internal TVs on all three campuses, and advertisements. The following statement accompanies all press releases: "Established in 1968 and accredited by the Higher Learning Commission, PPCC offers associate degrees, certifications in career and technical fields and two bachelor's degrees. With three campuses, various off-campus locations, two military education centers, and hundreds of online classes, PPCC provides access to a quality, affordable and flexible education to more than 20,000 students annually with both credit and non-credit classes." In addition to those visible reminders, PPCC's president kicks off each fall and spring semester with a formal presentation highlighting progress made toward the College's strategic priorities. Once a year, the president also hosts a series of town hall meetings to inform faculty and staff about budget priorities for the upcoming fiscal year. Those presentations are recorded and posted on the PPCC website. PPCC's foundational documents are also discussed during new employee orientation sessions facilitated by the Human Resource Services department. The most recent system-wide campus climate surveys (2016 and 2018) clearly indicate that PPCC's mission and vision are understood by the large majority (above 95%) of faculty and staff. Through their ongoing outreach efforts, many PPCC departments (e.g., the PPCC Foundation, Enrollment Services, High School Programs, Military & Veterans Programs, Marketing and Communication, Workforce Development) significantly contribute to raising awareness about PPCC's role as the largest institution of postsecondary education in the Pikes Peak region.

**1.B.2 and 1.B.3** PPCC's foundational documents are current and accurately reflect the nature and scope of the programs and services the College has put in place to meet the ever-evolving needs of its diverse student body. Both the 2012-16 and the 2017-22 strategic goals clearly support PPCC's foundational documents as they place great emphasis on student success, instructional and operational excellence, and responsiveness to workforce and community needs. Additionally, PPCC's strategic goals were developed in alignment with both the CCCS 2015-25 strategic plan and the Colorado Commission on Higher Education master plan.

## Sources

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- 1B1.1 Mission Vision Values Statement
- 1B1.2 Presidential Communication
- 1B1.3 New Employee Orientation - Mission Documents
- 1B1.4 CCCS Climate Survey - Mission
- 1B2+3.1 Strategic Goals Alignment
- 1B2+3.2 CCCS Strategic Plan 2015-2025
- 1B2+3.3 CCHE Master Plan 2012-2017

## 1.C - Core Component 1.C

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

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Argument

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**1.C.1** Recognizing that diversity enriches lives and educational experiences, the College embraces diversity as a core value central to its mission to “provide high quality, educational opportunities accessible to all.” Strategic Goal 5, “Better serve a diverse current and prospective student population,” and its associated tactics clearly illustrate PPCC’s continued commitment to addressing its role in a multicultural society.

- *Tactic 1: Hire and retain a diverse workforce that represents our community*
- *Tactic 2: Increase the cultural competency of faculty, staff and students*
- *Tactic 3: Identify ways to improve recruitment, enrollment, retention and completion of underrepresented students*

Following the adoption of the 2017-22 strategic plan, the PPCC Diversity Team (established in 2015) developed its own Diversity, Equity, and Inclusion (DEI) vision and mission statements as well as ten DEI strategic goals in support of Goal 5.

- *DEI Vision: To strive for a more unified campus where all people are valued, treated fairly, and possess a sense of belonging.*
- *DEI Mission: To support the success of all Pikes Peak Community College students, employees and other affiliates by exercising culturally responsive teaching and providing programs and initiatives designed to create an inclusive and equitable campus environment that reflects and enriches the communities that we serve.*

In September 2018, the “INSIGHT into Diversity” magazine (the oldest and largest diversity-focused publication in higher education) recognized PPCC’s “outstanding commitment to diversity and inclusion” by naming the College a recipient of the 2018 Higher Education Excellence in Diversity (HEED) award. As indicated by the 2018 campus climate survey results, PPCC’s efforts toward creating a more inclusive environment for both students and employees are bearing fruit.

**1.C.2** Since the 2014 Comprehensive Evaluation visit, the College has taken significant steps toward addressing the concerns raised by the Evaluation Team and achieving its DEI goals. Regarding workforce diversity, the executive diversity officer and Human Resource Services (HRS) department have enhanced the College’s overall hiring process by holding training sessions, with hiring managers and search and screen committee members, on the importance of



attracting, hiring, and retaining a highly engaged workforce that reflects and supports the diversity of PPCC's student body. The latest PPCC employment data reveal some modest improvements among instructional and non-instructional staff. The College recognizes that it must continue to diversify its employee base, with a strategic focus on hiring and retaining a diverse faculty. Following the adoption of a workforce diversity focus goal in summer 2018, a task force was created to assess current challenges, research best practices, and make recommendations. In June 2019, the PPCC Leadership team examined the task force's recommendations and agreed on the following five action steps:

- i) requiring all PPCC employees serving on search and screen committees to attend a training session addressing unconscious bias and explaining how to facilitate courageous conversations with civil discourse (Cultural Excellence: Ideas and Dialogue or CEID),
- ii) establishing a team to attend diverse faculty recruitment fairs,
- iii) developing and implementing a Diverse Faculty Fellows program,
- iv) establishing connections with culturally relevant professional organizations and graduate schools, and
- v) adding open-ended interview questions designed to assess candidates' level of cultural competence.

PPCC has also expanded opportunities for employees and students to better understand different cultures and learn how to work more effectively in a multicultural environment. For instance, roundtables (Global Village) are held on a weekly basis to allow students, staff, and faculty from a variety of cultural backgrounds to share their experiences and make connections. In spring 2017, a faculty-led Study Abroad program was initiated to provide students with experiential learning experiences through immersion in a different culture. CETL has invited keynote speakers and sponsored numerous workshops addressing various aspects of inclusive pedagogy and cultural competence (e.g., "Teaching in a Diverse World," "Integrating Culture and Diversity into Curriculum," "What is Culturally Responsive Teaching, Anyway," "Emphasizing Diversity Through Student Collaborative Projects"). Since fall 2016, faculty and adjuncts teaching courses in the areas of human behavior, culture, social frameworks, and geography have taken additional steps to help students build their awareness of diversity and better understand the importance of inclusivity.

In spring 2018, PPCC administered the Culturally Engaging Campus Environments (CECE) survey as a way to measure faculty and students' perceptions of the college environment with regard to culturally relevant topics. The results from both the student survey and the faculty survey revealed that PPCC is effective at creating humanized [caring] educational environments in which people help each other succeed. Faculty and students also indicated that PPCC is very effective in establishing proactive philosophies, by sending stakeholders important information about new learning opportunities. Faculty and students expressed the need for PPCC to provide additional opportunities for students and employees to learn about, value, and give back to their cultural communities. In response, the College is currently redesigning areas on its three

campuses (Centennial, Rampart Range, and Downtown Studio) to encourage interactions among students, faculty, and staff (more details are provided in section 3.D.4). In August 2018, a co-curricular advisory committee was established to further enrich the College's environment with meaningful learning opportunities outside of the classroom.

Within the past five years, PPCC has undertaken new initiatives to enroll and retain historically underrepresented students. In spring 2017, a Hispanic Advisory Committee was established to guide the College in its efforts to become a Hispanic Serving Institution within the next five years (minimum of 25% Hispanic FTE enrollment). The College's Foundation has secured additional funding from private donors to offer substantial scholarships not only to underrepresented students but also to military-affiliated students and single mothers. The PPCC Marketing and Communication department created advertising and branding campaigns that represent a broad range of students, such as active duty military, veterans, and students of color. In the 2018-19 academic year, a coordinator of multicultural student retention initiatives and a multicultural student success coach were hired to assist with the development, implementation, and evaluation of strategies designed to close equity gaps. An assessment rubric was created to monitor progress toward PPCC's DEI strategic goals. An overview of PPCC's 2018 student profile reveals several demographic changes since 2014. As of fall 2018, 37% of the PPCC student population are ethnic or racial minorities, which represents a 6 percentage point increase over 2014 (including a 5 percentage point increase in Hispanic/Latino students). While the College's overall fall-to-fall retention rates have incrementally increased for eight consecutive years (from 47.3% to 55.5%), additional efforts need to be undertaken to close the achievement gap between white students and both African-American and Hispanic students (see Core Component 4.C for additional information).

## Sources

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- 1C1.01 DEI Goals
- 1C1.02 HEED Award
- 1C1.03 CCCS Climate Survey - DEI
- 1C2.01 2014 HLC Recommendations (1C)
- 1C2.02 DEI Training Sessions
- 1C2.02 IPEDS HR Survey - Diversity
- 1C2.03a CEID Training Outline
- 1C2.04 Workforce Diversity Task Force Recommendations
- 1C2.05 Global Village
- 1C2.06 Study Abroad
- 1C2.07 Professional Development Week - Diversity
- 1C2.08 Diversity and Global Learning GEOs
- 1C2.09 CECE Results
- 1C2.09 CECE Survey Report
- 1C2.09a Co-Curricular Advisory Committee
- 1C2.10 HAC Marketing Plan - HSI Initiative
- 1C2.12 DEI Assessment Rubric
- 1C2.12 DEI Position Descriptions

- 1C2.14 Closing the Achievement Gap

## 1.D - Core Component 1.D

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

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

### Argument

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**1.D.1** PPCC recognizes its primary responsibility by providing quality educational opportunities that meet the workforce and community needs of the Pikes Peak region. With an annual headcount above 20,000 credit and non-credit students and the number of graduates exceeding 3,500, PPCC helps thousands of students develop the knowledge, skills, and abilities they need to have fulfilling careers and become productive citizens. The College significantly contributes to the local economy by supplying employers with skilled workers in more than 45 occupational fields. Through its day-to-day operations, physical plant development, and the expenditures of its students, PPCC also attracts monies that otherwise would not have entered the regional economy.

The results of a recent economic impact study show that in the 2015-16 fiscal year, PPCC's operations and construction spending, together with the spending from its students and alumni, generated \$390.3 million in added income to the PPCC service area economy. The additional income of \$390.3 million created by PPCC is equal to approximately 1.2% of the total gross regional product (GRP) of the PPCC service area and is equivalent to supporting 7,216 jobs. The analysis concluded that:

- i) the College's impact was slightly larger than the entire transportation and warehousing industry in the region, and
- ii) PPCC generates a positive return on investment for students, taxpayers, and the community as a whole.

More specifically, for every \$1 students pay for their education at PPCC, they will receive \$3.60 in higher future earnings. For every tax dollar spent on educating students attending PPCC, taxpayers will receive an average of \$8.30 in return over the course of the students' working lives. Colorado will also benefit from an estimated \$50.7 million in present value social savings related to reduced crime, lower welfare and unemployment, and increased health and well-being across the state. In other words, for every dollar society invests in an education from PPCC, an average of \$13.20 in benefits will accrue to Colorado over the course of the students' careers.

**1.D.2** Since 1968, PPCC has grown to become the most widely accessible and affordable postsecondary education provider in the Pikes Peak region. As an open-access, public community college operating under the governance of the SBCCOE, PPCC has no investors, provides no financial returns, makes no contributions to parent organizations, does not support external interests, and is committed to fair, ethical, and transparent practices in its financial operations. Both the CCCS and the Board (SBCCOE) guide the College's financial integrity through a number of System President's Procedures (SP) and 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 BDK, LLP.

**1.D.3** In alignment with its mission, the College exercises regional leadership and fosters transformational partnerships throughout the Pikes Peak region to respond to the diverse and evolving needs of its external constituents and communities of interests. The numerous examples provided below, and throughout Criterion 1, illustrate PPCC's long history of engaging with its identified external stakeholders.

PPCC's president, along with the vice president of Workforce Development and CTE academic leaders, maintain ongoing relationships with regional economic and workforce development agencies, professional organizations, and businesses and industries to ensure prompt and effective responses to emerging workforce needs. Since fall 2016, the College has formed strategic partnerships with regional companies to address the shortage of skilled workers in high-paying cybersecurity jobs. As a result, PPCC significantly expanded its cybersecurity course offerings (credit and non-credit courses), launched an AAS degree in cybersecurity, and earned the "National Center of Academic Excellence in Cyber Defense Two-Year Education" designation from the National Security Administration. Other programs launched as a response to workforce needs include: a BAS degree in emergency service administration, a BS in nursing, an AAS degree and two certificates in building and construction technology, and two certificates in dietary certified management. To ensure continued relevance to industry needs, program faculty regularly meet with their advisory committees made up of individuals with experience in the occupational field(s) served by the program. Advisory committees also provide advice on Perkins grant proposals and assist with internship and job placement opportunities for students.

Over the years, PPCC leaders and faculty have developed strong collaborations with other institutions of postsecondary education across the state of Colorado. PPCC faculty regularly work with their counterparts to ensure course numbers, titles, credits/contact hours, learning outcomes, and topical outlines are consistent across all thirteen CCCS institutions. Each September, discipline chairs from all 13 CCCS colleges are invited to attend an all-day conference (2:2 Faculty Conference) facilitated by the CCCS Academic Affairs division. Breakout sessions provide PPCC faculty with an opportunity to meet with their discipline groups to discuss changes to existing courses (CTE or general education) and/or propose new courses for approval. Statewide agreements, referred to as GT Pathways, guarantee the transferability of approved general education courses to any Colorado four-year public institution, making it easier for community college students to pursue their education beyond an associate degree. As a member of CCCS, PPCC faculty participate in the establishment of statewide transfer articulation agreements with Colorado four-year public institutions. To meet the needs of students interested in transferring to PPCC's main receiving institution, University of Colorado –

Colorado Springs (UCCS), PPCC faculty redesigned some of their courses to satisfy the UCCS COMPASS curriculum requirements.

PPCC High School Programs assume primary responsibility for identifying and building collaborative relationships with local high school districts. The dean of High School Programs regularly meets with superintendents, high school principals, and high school counselors to discuss further collaboration and share information on the success of high school students enrolled in PPCC classes. Throughout the year, PPCC's Recruitment Services staff and student ambassadors facilitate high school visits and PPCC campus tours to provide prospective students with the information they need to seamlessly transfer to PPCC.

Below are additional examples demonstrating how PPCC fulfills its public obligation through the involvement of its students, faculty, and staff in community-oriented programs and services.

- **Service Learning Courses** – Since the 2014 Comprehensive Evaluation visit, PPCC academic departments created additional opportunities for students to participate in meaningful service learning projects benefitting both students and local organizations. In support of this effort, four faculty specialists assume the responsibility for coaching fellow faculty on implementing service learning projects in their respective courses. In the 2017-18 academic year, PPCC helped organize the first National Community College Service Learning Conference and supported five faculty, one presenter, and several students to participate in this event.
- **Arts and Culture** – Each year, faculty, staff and students from the visual and performing arts departments develop and create more than 50 music concerts, art exhibits, theatre performances, and arts lectures that are free and open to the public. In summer 2016, PPCC received a \$1 million gift from the Marie Walsh Sharpe Foundation – the largest donation in the College's 50-year history – to advance PPCC's goals to develop its Downtown Studio Campus as a cornerstone for regional arts education and become a major destination for cultural events in downtown Colorado Springs. The centerpiece of this project – a multi-use art studio with state-of-the-art digital and traditional art tools (Marie Walsh Sharpe Creative Commons) – was completed in fall 2017. Each fall, the College participates in a month-long community literary event (All Pikes Peak Reads), coordinated by the Pikes Peak Library District with the goal to engage and connect the community.
- **Youth Education programs** – For the first time in summer 2018, PPCC hosted the Youth Documentary Academy (YDA), a program established in 2013 to train youth from underrepresented backgrounds on how to make professional-quality documentary films. Through intensive mentorship from filmmakers, YDA enables youth from the local community to find a voice and share intimate stories, values, and ideas from lived experiences. Each summer, the Workforce Development division offers more than 30 summer camps to incoming 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> graders to help them explore areas of interest through fun, hands-on learning activities. Since 2015, more than 725 teens have enrolled in this program.
- **Public Health and Safety** – Since 2017, fire science students have worked with the Colorado Springs Fire Department to conduct home safety visits and install smoke alarms. In spring 2018, the American Heart Association approved PPCC as a training

center (CO20893), allowing the College to teach life-saving skills (e.g., cardiopulmonary resuscitation, pediatric advanced life support) to both PPCC students and community members who wish to become instructors and teach those skills in their communities.

- **Wildlife and Environmental Conservation** –Through various outreach programs, students enrolled in the zoo keeping technology program regularly volunteer to teach children about the importance of wildlife conservation as well as responsible pet care. Since 2017, PPCC has hosted the annual Pikes Peak Children’s Water Festival, a whole day event designed to provide enriching experiences to over 800 4<sup>th</sup> graders in Science, Technology, Engineering and Math (STEM). During the day, students learn about a variety of water-related topics through hands-on activities. The stations are facilitated by local organizations with expertise in water and ecology-related science. Throughout the year, PPCC’s Office of Sustainability sponsors a variety of experiential learning activities promoting sustainability, from cleaning a watershed to maintaining a permaculture garden to repurposing/upcycling trash into works of art.
- **Assistance to Low-Income Students and Families** – Since 2012, PPCC accounting students and faculty have partnered with the Denver-based Piton Foundation to prepare and e-file tax returns free of charge for individuals from low-income households. During the 2018 tax season, PPCC students and faculty prepared tax returns for over 400 families/individuals. PPCC dental assisting students provide low-cost exams, x-rays, and fillings to the community under the direction of a licensed dentist as part of their clinical requirements. In fall 2017, PPCC began a partnership with a local non-profit organization (Care and Share) to fight food insecurity among community college students. From September 2017 through April 2019, more than 135,000 pounds of free perishable food have been distributed to over 12,171 PPCC students and local residents. In addition, PPCC’s Student Government Association (SGA) and other clubs set up donation boxes to collect warm winter clothes and toiletries for the local homeless population. PPCC’s Child Development Centers (CDC) offer comprehensive educational childcare services for children of PPCC students, staff, and faculty. The CDC offers a variety of resources, including subsidies for military families, scholarships, and grant support to assist low-income students with childcare costs. The PPCC Foundation provides funding to students facing a one-time financial crisis so they can stay in school. In May 2018, the Colorado Opportunity Scholarship Initiative (COSI) awarded PPCC a \$420,000 Community Partnership Program grant to hire three success coaches (providing support to 400 scholarship recipients over a two-year period) and \$775,000 in matching grants that will result in \$1,550,000 of scholarships for low-income students, many of whom are first-generation students.

## Sources

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- 1D1.01 Degrees Awarded
- 1D1.02 Economic Impact and ROI Report
- 1D2.01 BP and SP Series 8 Fiscal
- 1D2.02 CCCS Financial Compliance Audit
- 1D3.01 Cybersecurity
- 1D3.02 2018 2to2 Conference

- 1D3.03 GT Pathways Courses
- 1D3.04 Transfer Articulation Agreements
- 1D3.05 EP 95 COMPASS Curriculum
- 1D3.06 High School Programs Partners
- 1D3.07 Recruitment Services
- 1D3.08 Service Learning
- 1D3.09 Service Learning Conference
- 1D3.10 Art Events
- 1D3.11 Marie Walsh Sharpe Foundation
- 1D3.12 All Pikes Peak Reads Event
- 1D3.13 Youth Documentary Academy
- 1D3.14 Teen College Catalog 2019
- 1D3.15 Fire Science Students
- 1D3.16 American Heart Association Training Center
- 1D3.17 Zoo Keeping Students
- 1D3.18 Pikes Peak Children's Water Festival
- 1D3.19 Sustainability Office
- 1D3.20 Bus Pass
- 1D3.20 Tax Help Prep
- 1D3.21 Dental Clinic
- 1D3.22 Mobile Food Market
- 1D3.23 Child Development Centers
- 1D3.24 One-time Financial Crisis
- 1D3.25 COSI Grant
- 1D3.26 Donation Boxes



## 1.S - Criterion 1 - Summary

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

### Summary

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PPCC's mission, which closely mirrors the College's statutory mission, was developed through an inclusive process suitable to the nature and culture of the College. PPCC's mission, vision, values, and strategic goals are articulated publicly, broadly understood, and drive the continuous improvement of the College's operations through effective planning and budgeting processes. The diversity of PPCC's academic programs, student support services, and enrollment profile reflect the multiple roles the College has endorsed to continually meet the needs of its three-county service area.

PPCC is committed to serving increasingly diverse student populations and communities. Over the past five years, significant steps have been taken to create more diverse and inclusive learning and working environments, increase access and support to historically underrepresented students, and hire a workforce that better reflects the diversity of the PPCC student body. The College recognizes a need to strengthen and broaden its diversity, equity, and inclusion efforts.

The College embraces its responsibility to serve the public good through actions and decisions that benefit its students and employees, as well as a large number of external constituents and communities of interests. The numerous examples of academic programs, support services, partnerships, and community-oriented initiatives highlighted throughout Criterion 1 provide compelling evidence of PPCC's ability to contribute to the development of the Pikes Peak region.

### Sources

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*There are no sources.*

## 2 - Integrity: Ethical and Responsible Conduct

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The institution acts with integrity; its conduct is ethical and responsible.

### 2.A - Core Component 2.A

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The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

#### Argument

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The Board has established numerous policies to provide all 13 CCCS colleges with a framework for institutional integrity, in particular BP Series 3 - College Personnel, BP Series 8 - Fiscal, and BP Series 9 - Educational Programs. System President's Procedures (SP) outlining steps to operationalize those policies are promulgated by the CCCS chancellor (note: the title "president" was changed to "chancellor" in January 2019). All board policies and accompanying procedures are readily accessible to employees and students via the CCCS website. Additionally, PPCC has established a number of administrative, educational, and student services procedures related to fair and ethical behaviors and practices. Those institutional procedures are readily accessible via the PPCC portal and/or website and are updated as needed to ensure continued alignment with Board Policies and System President's Procedures.

**Financial functions:** In addition to complying with the BP/SP "Series 8 - Fiscal" mentioned above, the College abides by the State of Colorado Fiscal Rules, adheres to the State of Colorado Procurement Code of Ethics, and follows the CCCS Standard Accounting Procedures (SAPs). Every year, the College is subject to an annual financial and compliance audit conducted by independent accountants. All PPCC employees are required to follow processes and use locally-developed forms and workflows for all financial transactions, such as initiating a purchase order or seeking reimbursement for travel expenses. Training sessions and manuals have been developed to ensure maximum and ongoing compliance with fiscal rules and regulations. Tuition rates are set and approved by the Board and are consistent across all CCCS institutions. Information related to cost of education (e.g., tuition and fees, net price calculator, payment options) is readily accessible through the PPCC financial aid webpages. Financial functions are also addressed in Core Component 5.A.

**Academic Functions:** BP/SP Series 9 - Educational Procedures guides the integrity of the College's academic functions, including the approval of new courses and programs. The College follows guidelines developed by the CCCS to determine credit hours and the appropriate ratio of contact hours to credits based on various course types. Certificate and degree program lengths are comparable to those of similar programs found in other accredited higher education institutions and comply with state and federal requirements. All new courses are reviewed by a statewide committee (State Faculty Curriculum Committee) comprised of faculty representatives

from all 13 CCCS institutions. Once approved by the CCCS vice presidents of instruction, those courses become part of the Colorado Common Course Numbering System (CCCNS), a process designed to ensure consistency in course offerings across the System and to make it easier for students to transfer credits from one CCCS college to another. All academic programs offered at PPCC have received approval from both the Board (in accordance with BP 9-30) and the Higher Learning Commission. In compliance with BP/SP 9-47, PPCC programs are periodically reviewed to promote continuous improvement and provide assurance to the Board and other external stakeholders that all PPCC programs continue to meet the standards of the discipline or profession. Academic functions are also addressed in Criterion 3.

**Personnel Functions:** The ethical and responsible conduct of PPCC employees – classified, administrative/professional/technical (APT), faculty (regular or limited), and adjunct instructors – is guided by BP/SP Series 3 - College Personnel. Classified employees are part of a statewide system governed by the State of Colorado Department of Personnel Administration (DPA). The DPA is responsible for the establishment of salary ranges, pay increases, benefits, and policies for all classified employees. Positions categorized as faculty, adjunct instructors, and APT go through a process of exemption from the State Classified system as part of their approval process and prior to a public announcement of the vacancy.

Regardless of position categories, all job descriptions contain the essential functions, knowledge, skills/abilities, and educational/experiential requirements for the position. Vacancy announcements are posted on the PPCC website and advertised in publications identified to be appropriate to the position. Individuals serving as appointing authority are responsible for forming a search and screen committee usually consisting of no fewer than five employees representing various employment types, departments/divisions, and racial/ethnic backgrounds. Upon approval from the executive director of HRS, the committee reviews applications, determines which candidates meet the minimum qualifications, rates the best candidates based on preferred qualifications, and conducts the initial interviews. Following a “strengths/weaknesses” discussion facilitated by an HRS representative, the search and screen committee forwards the finalists 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.

Upon commencement of employment and on an annual basis, all PPCC employees must certify that they have received, read and intend to adhere to the CCCS Code of Ethics. Key examples of policies and procedures related to ethics include SP 3-70a, Conflicts of Interest – Relationships, and BP 3-71, Whistleblower Protection Policy. SP 3-70a provides for disclosure of nepotism or consensual/amorous relationships. BP 3-71 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. In addition, all employees are also required to abide by Colorado Amendment 41 (Article XXIX), which prohibits state employees from receiving gifts worth more than \$65 (initially \$50) in any calendar year. Each year, PPCC’s president and senior staff members submit official statements to the System President related to conflicts of interests, receipts of gifts and benefits, and affiliations with other organizations. PPCC’s expectations for ethical and responsible conduct are also addressed in the college catalog with statements referring to state and federal laws pertaining to discrimination, sexual harassment, and controlled

substances. The College has established procedures and processes to ensure compliance with the Family Educational Rights and Privacy Act ([FERPA](#)). All PPCC employees and students can report concerns, complaints, or incidents (e.g., academic concerns, discrimination, harassment) through a software program (Maxient). Each year, all employees go through a formal performance evaluation process (classified personnel also receive a mid-year evaluation). Since 2014, all directors, associate deans, deans, and vice presidents receive feedback from their peers and/or direct reports on an annual basis. All employees are invited to participate in the annual performance review of the College president, through a web-based survey administered by the CCCS Human Resources office.

The PPCC HRS department complies with all federal and state laws related to personnel functions and is committed to treating all applicants and employees with fairness and respect. For instance, the HRS department ensures that notices required by law as well as those dictated by best practices (e.g., Clery Act, Employee Rights and Conditions of Employment, Outside Employment, Drug Free Schools) are communicated to all employees in a timely manner. All PPCC employees are required to complete online training covering Title IX and other topics on an annual basis. The HRS department also handles communications regarding potential noncompliance issues and is committed to transparency in all of its transactions. As the custodian of records, the executive director of HRS responds to third-party requests to obtain student, employee, or institutional records through such mechanisms as the Colorado Open Records Act (CORA) or a subpoena.

**Auxiliary Services:** PPCC Auxiliary Services include the following units: Bookstore, Food Services, Printing and Publications, Child Development Centers, as well as the Workforce Development division. All auxiliary services follow the above-described fiscal rules and personnel policies and procedures.

## Sources

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- 2A.01 Board Policies and System President Procedures
- 2A.02 PPCC Procedures
- 2A.03 CO Fiscal Rules
- 2A.04 Procurement Code of Ethics
- 2A.05 Standard Accounting Procedures
- 2A.06 CCCS Financial Compliance Audit
- 2A.07 Fiscal Rules Training
- 2A.08 BP 4-20 Student Tuition and Fees
- 2A.09 Tuition and Fees
- 2A.10 BP SP Series 9 Educational Procedures
- 2A.10a CO Department of Personnel Administration
- 2A.11 BP SP Series 3 College Personnel
- 2A.12 SFCC Handbook
- 2A.13 Employment Opportunities
- 2A.14 Hiring Supervisor Checklist
- 2A.15 Search and Screen Committee Checklist

- 2A.16 CO Amendment 41
- 2A.17 Code of Ethics
- 2A.18 Code of Ethics Senior Staff
- 2A.19 Catalog Code of Conduct
- 2A.20 FERPA
- 2A.21 Concern Complaint
- 2A.22 Performance Evaluation
- 2A.23 360 Feedback Form
- 2A.24 Performance Review PCC President
- 2A.25 Mandatory Training

## **2.B - Core Component 2.B**

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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.

### **Argument**

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As an institution receiving federal student financial aid funds under Title IV of the Higher Education Act, PPCC makes available, through a variety of media, clear and complete information regarding its programs, requirements, faculty and staff, costs to students, control, accreditation relationships, and more. The PPCC website constitutes the main source of information regarding the College. Employees who serve as web editor for their department(s) are responsible for creating pages and posting/updating information in a way that maintains the integrity of the PPCC brand while ensuring clarity, accuracy, and accessibility. The College has established some control mechanisms, including online training modules and one-on-one meetings with the PPCC digital strategist, to ensure that all webpages provide accurate and appropriately detailed information. The college catalog (available both in print and online formats) provides another source of information for prospective and current students.

Departmental representatives review and update, as needed, the sections of the catalog for which they are responsible. In April 2019, the College adopted an online catalog that better integrates with PPCC's existing information systems and provides greater levels of data consistency and accuracy. In consultation with departmental representatives, the PPCC Marketing and Communication department regularly produces and disseminates information about the College through a variety of media including brochures/flyers, news releases, and digital advertising materials. This department is also responsible for maintaining PPCC's social media presence through several networking sites (e.g., Facebook, Twitter, LinkedIn) and issuing official statements in the event of emergency situations.

### **Sources**

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- 2B.1 Title IV Disclosures
- 2B.2 Web Editor Training
- 2B.3 Marketing and Communication

## 2.C - Core Component 2.C

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

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
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.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

### Argument

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**2.C.1** Pursuant to C.R.S §23-60-102 (Community College and Occupational Education Act of 1967), the Board is charged to develop and establish state policy for occupational education and to govern the state system of community colleges. In its capacity, the Board has authority to review and approve educational programs, capital projects, annual budgets, and tuition and fees rates recommended by CCCS member institutions. The System chancellor is appointed by the Board and has authority to promulgate procedures needed to implement Board policies, directives, or other procedures.

In the 2013-14 academic year, the Board collaborated with the CCCS Executive Team and all 13 colleges to develop new system-wide strategic goals. Those are as follows:

- Goal 1: Transform the student experience
- Goal 2: Transform our own workforce experience
- Goal 3: Create education without barriers through transformational partnerships
- Goal 4: Redefine our value proposition through accessibility, affordability, quality, accountability, resource development and operational excellence

Prior to every Board meeting, each CCCS member college generates a report highlighting progress made toward those agreed-upon goals. Board meeting agendas and minutes, available to the public via the SBCCOE website, provide strong evidence of the Board's commitment to preserve and enhance all CCCS institutions. The following approval decisions illustrate the Board's support for the PPCC mission: the offering of a Bachelor of Applied Science degree in emergency service administration (November 2017), the adoption of a five-year facilities master plan (April 2018), and the purchase of a building to house select health-care programs (September 2018).

**2.C.2** The Board consists of nine voting members who have demonstrated significant achievements in a broad range of public, private, and non-profit organizations. Voting members are appointed by the governor and confirmed by the senate. As indicated above (2.C.1), SBCCOE members actively participated in the development of the system-wide 2015-25 strategic plan. The four resulting goals reflect the voices of a wide range of constituents, including faculty, staff, students, statewide policy makers, and legislators, as well as business and community leaders. Recognizing the importance of faculty and student voices in its decision-making processes, the Board also includes one faculty member who represents the State Faculty Advisory Council (SFAC) and one student who represents the State Student Advisory Council. Both the student and the faculty Board members serve in an advisory capacity, making motions, and/or serving on committees.

Board meetings are held ten times per academic year and are open to the public. During those meetings, college presidents and the System chancellor are given opportunities to bring emerging issues to the attention of the Board, to keep the Board informed on various initiatives related to the System strategic plan, and to occasionally showcase outstanding programs, faculty, and students. Once a year, Board members accompanied by the System chancellor visit the different CCCS colleges to meet with students, faculty, and staff to hear about their experiences.

Pursuant to BP 2-25 (College Advisory Council), each CCCS college is required to establish an advisory council, whose membership is representative of the diverse constituencies within the College's respective service area. One of the main purposes of those advisory councils is to serve as liaisons between the colleges and their respective external constituencies (e.g., employers, school boards, county commissioners, city councils). Advisory council meetings are held at least four times per year. College presidents are responsible for transmitting the advice they receive from their respective advisory council to the Board through the System chancellor.

**2.C.3** BP 3-70 (Code of Ethics) establishes guidelines for all System employees, including Board members, regarding ethical conduct. By prohibiting compensation, gifts, 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. The governor's office has oversight of the SBCCOE and ensures compliance with ethical standards.

**2.C.4** BP 3-05 (Delegation of Personnel Authority) provides college presidents significant latitude in the management of daily operations and personnel actions. The President's Council, made up of the 13 college presidents and the System chancellor, meets on a monthly basis to provide impartial advice for system-wide strategies that provide affordable, accessible, and quality education programs to all students served by the CCCS. In accordance with BP 2-30 (State Faculty Advisory Council and Faculty Shared Governance), PPCC has established a Faculty Senate to allow all faculty members to participate in the making of decisions regarding academic, professional, and institutional matters that affect them. Additionally, a number of faculty-led standing committees (e.g., Assessment Committee, High Impact Practices) and task forces (e.g., Educational Procedures Review) are in place to ensure broad-based faculty participation in initiatives that aim to enhance the quality of PPCC's educational programs and learning environments. Finally, all PPCC faculty members have the opportunity to assume a



leadership role at the system level by serving on system-wide task forces and committees. Additional information about PPCC's shared governance structure is provided in section 5.B.2.

## Sources

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- 2C1.1 Legislative Declaration
- 2C1.2 CCCS Strategic Plan 2015-2025
- 2C1.3 State Board Reports
- 2C1.4 Board Decisions and Deliberations
- 2C2.1 Board Organization and Membership
- 2C2.2 CCCS Strategic Planning Process
- 2C2.3 SFAC and SSAC
- 2C2.4 Board Open Meetings
- 2C2.5 BP 2-25 College Advisory Council
- 2C3.1 CCCS Code of Ethics
- 2C4.1 BP 3-05 Delegation of Personnel Authority
- 2C4.2 BP 2-15 Presidents Council
- 2C4.2a BP 2-30 State Faculty Advisory Council and Faculty Shared Governance
- 2C4.3 CCCS Taskforces and Committees

## 2.D - Core Component 2.D

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

### Argument

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PPCC is committed to maintaining high quality learning and working environments in which students, faculty, and staff are provided numerous opportunities to encounter and explore a broad range of ideas and cultures. PPCC faculty are entitled to all the rights and privileges of academic freedom as stated in BP 3-20 (Due Process for Faculty). 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.” The results of the most recent system-wide climate surveys clearly indicate that PPCC faculty are highly satisfied with both the courses they are assigned to teach and the level of independence they have in teaching their classes. Through their participation in events and workshops sponsored by the Center for Excellence in Teaching and Learning (CETL), faculty have the opportunity to explore innovative teaching strategies promoting student achievement. Each year, Faculty Senate sponsors a number of mini-grants to support faculty in their efforts to pilot innovative teaching strategies. Since 2017, PPCC has made the adoption of high impact educational practices a strategic priority. Numerous service learning assignments and inquiry-based projects have been designed to help students make meaningful connections between curriculum and real-world situations and expose them to people and circumstances that differ from those with which they are familiar.

Faculty-led classroom discussions are highly encouraged as a way to foster dialogue among and between students on a broad range of topics. EP-075 (Academic Freedom) stipulates that faculty and instructors should engage in intellectual debate and be free in the classroom to discuss their subject and that students have the right to meet, discuss, and inquire, within a context of democratic citizenship and respect for the rights of others. As stated in the student code of conduct, disruptive behaviors that negatively affect teaching or learning or violates student rights and freedoms are subject to disciplinary action. Procedures related to addressing, recording, and processing complaints against faculty are outlined in EP-310 (Student Concerns).

Freedom of expression and the pursuit of truth in teaching and learning also occur in activities that engage students outside of the classroom. In accordance with BP 4-50 (Student Government), PPCC established a Student Government Association. Its responsibilities are to advise the College president on matters impacting students, protect students’ rights and responsibilities, and promote the general welfare of all students. PPCC’s Student Life department sponsors more than 20 clubs and organizations and hosts numerous cultural and social events aimed at enriching the education of all PPCC students. Guest speakers are regularly invited to the College to provide students with the opportunity to listen to a wide variety of opinions and beliefs on important public issues. PPCC students are also encouraged to express their creativity and viewpoints through a variety of platforms including an academic journal (Parley), a digital newspaper (The Paper), art exhibits, student-led discussion forums (e.g., Global Village

Roundtable, Economics Discussion Series, Multicultural Awareness Conference), or a student-staffed radio station (KEPC).

## Sources

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- 2D.00 Clubs and Organizations
- 2D.01 BP 3-20 Due Process for Faculty
- 2D.02 Climate Survey Teaching
- 2D.03 PDW Presentations
- 2D.04 Mini Grants
- 2D.05 High Impact Practices
- 2D.06 EP 075 Academic Freedom
- 2D.07 Code of Conduct
- 2D.08 EP 310 Student Concerns
- 2D.08a BP 4-50 Student Government
- 2D.09 SGA Constitution
- 2D.09 Student Government
- 2D.10 Student Life
- 2D.10a List of Speakers
- 2D.11 Co-Curricular Activities

## 2.E - Core Component 2.E

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The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

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.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

### Argument

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**2.E.1** PPCC's Institutional Review Board (IRB) ensures that research projects conducted by PPCC faculty, staff, and students comply with all applicable federal regulations regarding the use of human subjects. The PPCC IRB is officially registered with the federal Office for Human Research Protections (IORG0006119) and comprises six members, including the executive director of institutional effectiveness who serves as the chair. IRB forms and operating procedures are accessible to faculty, staff, and students via the PPCC portal. In response to the 2014 HLC Evaluation Team's comments, PPCC took additional steps to make the IRB review process more transparent. IRB-related information is now available via the PPCC website as well as in the following documents: student handbook, college catalog, faculty resource guide, and EP 005 (Institutional Review Board).

**2.E.2** Expectations for ethical use of information resources and systems is communicated to students in the Student Code of Conduct, via multiple webpages (e.g., social media guidelines, computer services), and through classroom instruction facilitated by PPCC librarians. The PPCC Publications and Printing department monitors incoming printing/copying orders and requires requestors to acknowledge compliance with copyright laws. All PPCC employees are expected to model responsible and ethical practices by following a number of policies and procedures, including BP 3-90 (Copyrights and Patents), BP 3-125 (Electronic Communication Policy), SP 3-125c (General Computer and Information Systems Procedures), EP 080 (Copyright and Patent Ownership), EP 085 (Use of Copyrighted Information), and AP 3-2 (Digital Copyright Compliance with Higher Education Opportunity Act).

**2.E.3** All PPCC students are expected to adhere to the Student Code of Conduct, which includes detailed information about academic honesty and disciplinary actions resulting from academic dishonesty/integrity issues, including plagiarism, cheating, and misuse of academic materials. The Student Code of Conduct is published in both the college catalog and the student handbook. It is communicated via email to new students at the beginning of the fall and spring semesters and included as a link in the institutional syllabus that accompanies all courses. Information on academic honesty and integrity is also discussed in Student Success Seminars.

In accordance with EP 051 (Academic Honesty), faculty members have the responsibility to preserve and transmit academic values in the learning environment and in the example they

provide to students. To this end, faculty are expected to instill in their students a desire to behave with integrity and must take measures to discourage student academic dishonesty. In all courses requiring students to submit compositions, essays or research papers, the “TurnItIn” application can be used to alert faculty of possible plagiarism issues.

The dean of students is responsible for investigating academic dishonesty issues and considering disciplinary actions in accordance with SP 4-30 (Student Disciplinary Procedure). Depending on the nature of the academic dishonesty offense, students may receive a warning or sanctions up to and including suspension/expulsion. The dean of students maintains student records of reported academic dishonesty incidences and works in partnership with academic deans and associate deans regarding student academic dishonesty issues in order to identify possible patterns of behavior and determine how the College can best support and enforce academic honesty and integrity policies.

## Sources

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- 2E1.1 IRB Registration
- 2E1.1a IRB Notification Letters
- 2E1.2 IRB Procedures and Protocols
- 2E1.3 IRB Information
- 2E2.1 BP 3-90 Copyrights and Patents
- 2E2.2 BP 3-125 Electronic Communication Policy
- 2E2.3 SP 3-125c Computer and Information Systems Procedures
- 2E2.4 EP 080 Copyright and Patent Ownership
- 2E2.5 EP 085 Use of Copyrighted Information
- 2E2.6 AP 3-2 Digital Copyright HEOA
- 2E2.7 Ethical Use of Information Resources
- 2E2.8 Copyright Compliance
- 2E3.1 Code of Conduct
- 2E3.1a Academic Honesty
- 2E3.1b All Student Handbook Email
- 2E3.2 SSS Material
- 2E3.3 EP 051 Academic Honesty
- 2E3.4 TurnItIn
- 2E3.5 SP 4-30 Student Disciplinary Procedure

## **2.S - Criterion 2 - Summary**

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The institution acts with integrity; its conduct is ethical and responsible.

### **Summary**

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PPCC acts with integrity and adheres to all policies and procedures governing its operations. The institutional website and catalog serve as primary information resources for programs, requirements, faculty/staff information, costs to students, control, and accreditation relationships. Processes are in place to ensure that information presented to students and the public is clear and accurate. PPCC's governing board makes decisions in support of the College's mission and provides the College president broad latitude in the day-to-day management of the institution. A shared governance system ensures broad faculty participation in decisions related to academic matters. Well-established procedures and processes are in place to protect free expression, encourage intellectual inquiry, and ensure the ethical and responsible conduct of all students, faculty and staff.

### **Sources**

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*There are no sources.*

## 3 - Teaching and Learning: Quality, Resources, and Support

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The institution provides high quality education, wherever and however its offerings are delivered.

### 3.A - Core Component 3.A

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

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
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).

### Argument

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**3.A.1** The College maintains currency of its curricular offerings through well-established processes involving PPCC faculty and administrators, as well as external constituencies (e.g., CCCS colleges, Colorado four-year universities, business and industry partners).

Operating under the oversight of the vice president for instructional services (VPIS), the PPCC Curriculum and Instructional Practices committee (CIP) has primary responsibility over reviewing any proposals for adding, discontinuing, or amending courses and programs submitted by PPCC faculty. In accordance with EP 100 (CIP Course/Program Approval Process), recommendations made by the CIP committee are forwarded to the VPIS for approval/denial. Approved proposals are submitted to discipline faculty across all 13 CCCS colleges for review and feedback before being examined by the system-wide State Faculty Curriculum Committee (SFCC). New SFCC-approved courses are added to a system-wide database (Colorado Community College Common Course Numbering System; CCCNS) designed to:

- i) ensure consistency in course offerings across all 13 CCCS institutions,
- ii) reduce cost and delay in the attainment of educational objectives by eliminating duplication of course work for students who transfer from one CCCS college to another,
- iii) facilitate student transfers and articulation between community colleges and to local district community/junior colleges and four-year colleges and universities, and

iv) provide a framework for CCCS faculty in each subject area to collaborate on the continuous improvement of course offerings.

With regard to general education courses, the Colorado Commission on Higher Education (CCHE) has identified specific courses (Guaranteed Transfer (GT) Pathways General Education Curriculum or GT Pathways courses) that “will always transfer and apply to GT Pathways requirements in AA, AS and most bachelor's degrees at every public Colorado college and university.” PPCC faculty taking the initiative to nominate a CCCS-approved course for initial GT Pathways approval must demonstrate that the proposed course meets the CCHE-approved GT Pathways requirements outlined in the Course Approval Guidelines and Nomination Process & Form for New Gt Pathways Course. Each September, discipline chairs from all 13 CCCS colleges are invited to attend an all-day conference (2:2 Faculty Conference) facilitated by the CCCS Academic Affairs division. Breakout sessions provide PPCC faculty with an opportunity to meet with their discipline groups to discuss changes to existing courses (CTE or general education) and/or propose new courses for approval. Twice a year, the Colorado Department of Higher Education (CDHE) hosts a conference (Fac-2-Fac Conference) gathering faculty from four-year universities and community colleges to work on mutually beneficial projects, such as the development of statewide transfer articulation agreements or the revision of content knowledge and competencies associated with GT Pathways courses. Both conferences ensure that CCCS-approved courses are regularly reviewed for currency with workforce needs and transferability.

In accordance with BP 9-30 (Approval of Educational Programs), all PPCC certificate and degree programs have been approved by the Board and satisfy specific completion requirements set forth in BP 9-40 (Associated Degree and Program Designation and Standards) and SP 9-30 (Bachelor of Applied Science Degrees). All CTE programs offered at PPCC have also been vetted by the CCCS Colorado CTE department after demonstrating compliance with all postsecondary program approval requirements outlined in the CCCS CTE Administrator's Handbook. Examples of CTE program requirements include the establishment of a technical advisory committee, appropriate facilities and equipment, appropriately qualified and credentialed instructors, and evaluation instruments designed to assess student achievement of industry-recognized standards. Program approvals through the Colorado CTE department are granted for a five-year period. Program renewals are approved based on evaluation of performance against defined criteria (e.g., enrollment, completion rate, placement rate) and require each program to develop a five-year plan describing strengths, weaknesses, strategic goals, and action steps. All PPCC CTE programs are also subject to two distinct yet complementary locally-developed program review processes described in section 4.A.1. In order to maintain currency of curriculum, all CTE programs are required to meet with their advisory committee a minimum of two times annually. Meeting minutes provide clear evidence of the key role played by advisory committees in helping PPCC faculty design and implement CTE programs that meet current and future workforce needs.

Completion requirements for all associate and bachelor's degrees offered by the College adhere with BP 9-40 and SP 9-30. All PPCC certificates meet the minimum requirements stipulated in the CCCS CTE Administrator's Handbook. For all degrees and certificates, prerequisites, general education courses, additional required courses, and suggested electives are made available to



students via the PPCC catalog. Student achievement of both course and program learning outcomes is measured through formative and summative assessment activities using a variety of course-embedded assignments. In each PPCC discipline area, assessment findings are regularly examined and used to drive the continuous improvement of teaching and learning. Additional details about PPCC's student learning assessment practices are documented in Core Component 4.B. At the conclusion of each semester, following the posting of term grades, students are informed of their academic progress standing (e.g., good standing, probation, suspension) and progress toward credit completion (e.g., initial standing, warning). This practice is intended to be informational and helpful, but also establishes clear academic standards that students must meet in order to complete their declared program of study.

The results of the Community College Survey of Student Engagement (CCSSE) administered in spring 2015 and spring 2018 reflect PPCC's commitment to providing its students with rigorous and intellectually challenging educational experiences. For example, almost 75% of PPCC students reported that they were encouraged to spend a significant amount of time studying and asked to work on several assignments requiring them to integrate ideas or information from various sources. About two-thirds of survey respondents indicated that the coursework they completed at the College provided them with opportunities to perform complex cognitive tasks, such as applying theories/concepts to practical problems or using information to perform new skills. Pass rates on licensure exams and performance at regional and national leadership and skills conferences and competitions (e.g., SkillsUSA, Phi Beta Lambda) provide additional evidence of the College's ability to adequately prepare its graduates for employment or advanced study.

**3.A.2** For each CTE degree program and standalone certificate (e.g., certified dietary manager, medical office specialist, phlebotomy), the College has articulated measurable program-level learning outcome statements reflecting the knowledge and skills students are expected to demonstrate upon completing their program of study. Certificates that are part of a two-year degree program are accompanied with brief statements describing the tasks students should be able to perform upon graduation. Following the revision of the statewide competencies for GT Pathways courses, many degree programs with designation adopted the learning outcomes required for their discipline as their overarching goals. As an example, learning outcomes for most associate of science degrees with designation mirror the learning outcomes required for GT Pathways courses falling in the natural and physical sciences content area. Program-level learning outcomes are made available to students via the PPCC catalog. Program descriptions also include a link to the CDHE website regarding the content criteria, competencies, and student learning outcomes associated with the general education courses required for each degree.

**3.A.3** The VPIS, academic deans, associate deans, and department chairs share responsibility for ensuring consistency in program quality and learning outcomes wherever and however courses are delivered. As discussed in Core Components 2.A. and 3.C, a number of educational procedures ensure consistent hiring practices and performance evaluation processes (e.g., annual performance reviews, classroom observations) across all four academic divisions. Professional development opportunities sponsored by the Center for Excellence in Teaching and Learning (CETL) are available to all faculty and adjunct instructors teaching courses at all PPCC campuses and locations. The College ensures that all off-campus facilities are equipped with

equivalent instructional technology and capability as that provided on its three main campuses (i.e., Centennial, Rampart Range, and Downtown Studio). Prior to the beginning of each semester, the Information Technology Support Services (ITSS) department conducts a physical walk-through of all classrooms to ensure technology is in place and working properly.

As explained in section 3.A.1, all courses offered by PPCC are CCCS-approved and included in the CCCNS database. Each semester, department chairs review course syllabi for content and rigor as well as consistency across course sections. In addition, chairs frequently visit and observe concurrent enrollment teachers in their high schools. The dean of High School Programs maintains ongoing relationships with partner high schools to ensure that concurrently enrolled students taking courses at their high schools receive the same quality instruction as students attending classes at other PPCC locations (see section 4.A.4 for additional details on concurrent enrollment courses). Assessment of student learning is conducted in all academic programs, across all locations and delivery modes. Curriculum enhancements are instituted, regardless of location, throughout all identified courses taught by PPCC faculty (additional information about PPCC's student learning assessment practices can be found in Core Component 4.B and **Part 2** of the monitoring report).

To ensure consistency in program quality and learning outcomes between face-to-face and online/hybrid modes of delivery, PPCC's department of eLearning provides faculty and adjunct instructors with resources and training opportunities covering best practices in online education. Technology workshops are offered at the beginning of each fall and spring semester (during the CETL-facilitated Professional Development Week) to update instructional staff on changes made to the College's online course management system (Desire2Learn or D2L). All online courses available to PPCC students through the CCCS online education department (CCCOOnline or CCCO) follow the same topical outline and curriculum expectations as the equivalent courses offered by PPCC. CCCO embraces and extensively utilizes a rigorous external peer review process to verify the quality of the design of each of its online courses. Quality Matters (QM), a nationally recognized faculty-centered, peer-review process, certifies the quality of online and blended courses. Peer reviewers from QM-affiliated institutions participate in QM course reviews and have provided valuable feedback. The QM Rubric is based on 41 specific standards in eight categories reflective of current research, best practices, and instructional design principles. Additionally, the CCCO director of instructional design regularly reviews feedback on rigor, currency, and course quality through a formal course feedback form submitted by instructors and students. Course-level student learning outcomes are published in each course syllabus, with each graded assignment mapped to the corresponding learning outcome.

The most recent HLC multi-location visit conducted in fall 2017 at three PPCC locations (Downtown Studio Campus, Early College High School, and Aspen Valley Ranch) provides additional evidence that "identical expectations are in place for outcomes, rigor, and assessment processes for program and classes regardless of the location at which those offerings are provided." The feedback report concluded that "the College has sufficient human, fiscal, and other resources in place to provide quality programming and support at the locations visited." The results of the end-of-term student evaluation of courses and instruction survey confirm that PPCC provides high quality education, wherever and however its offerings are delivered.

## Sources

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- 3A1.00 CTE Program Renewal
- 3A1.00 CTE Program Requirements
- 3A1.00 SP 9-71 Common Course Numbering System
- 3A1.01 Curriculum and Instructional Practices Committee
- 3A1.02 EP 100 Course and Program Approval
- 3A1.03 Course Approval Flowchart
- 3A1.04 BP and SP 9-71 Course Approval
- 3A1.04a SFCC Handbook
- 3A1.05 CDHE GT Pathways Courses
- 3A1.06 GTPathways Course Nomination
- 3A1.07 2to2 Faculty Conference 2018
- 3A1.08 Fac2Fac Conferences
- 3A1.09 BP 9-30 Approval of Educational Programs
- 3A1.10 BP 9-40 Associate Degree and Program Designations and Standards
- 3A1.11 SP 9-30 Bachelor of Applied Science Degree
- 3A1.11a CCCS Colorado CTE
- 3A1.12 CTE Program Requirements(2)
- 3A1.13 Advisory Committee Meeting Minutes
- 3A1.14 Certificate Requirements
- 3A1.15 Credit Completion Progress Standard
- 3A1.16 Academic Progress Standing
- 3A1.17 CCSSE Student Effort and Academic Challenge
- 3A1.18 Licensure Exams Pass Rates
- 3A1.19 Skills Competitions
- 3A2.01 CTE Programs Learning Outcomes
- 3A2.02 AS Degrees Learning Outcomes
- 3A3.01 eLearning Boot Camp
- 3A3.01a CCCOnline Info
- 3A3.02 QM Rubric
- 3A3.02a CCCO Course Maintenance Form
- 3A3.03 CCCO Syllabus Example
- 3A3.04 CCCO Curriculum Map
- 3A3.05 Multi-location Visit HLC Feedback Report
- 3A3.06 Course Eval Results by Location and Delivery Method

## 3.B - Core Component 3.B

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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.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
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.
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.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
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.

### Argument

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**3.B.1 and 3.B.2** PPCC's philosophy and definition of general education aligns with BP 9-40 (Associate Degree and Program Designations and Standards), which states that "General education is general 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." As indicated in the college catalog, each degree program offered by the College includes a minimum number of general education courses that students must successfully complete in order to meet their degree requirements. Those are as follows:

- Students completing an Associate of Arts 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.
- Students completing an Associate of Science degree must earn 60 semester credit hours, at least 36 of which must be Colorado state-guaranteed courses.
- Students completing an Associate of General Studies degree must earn 30 credits of general education with 15 credits from Colorado state-guaranteed courses.
- A student completing an Associate of Applied Science 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.

- Students completing a Bachelor's degree must earn a minimum of 15 credit hours in general education (in addition to those earned in an Associate degree), resulting in at least 30 general education credit hours chosen by faculty for specific degrees.

To ensure a well-rounded general education curriculum, all AA, AS, AGS, BAS, and BS degree-seeking students must take GT Pathways courses from at least five of the six CCHE-approved general education categories (content areas), which include: arts and humanities, history, mathematics, natural and physical sciences, social and behavioral sciences, and written communication. All students pursuing AAS degrees must complete a college-level math course and a college-level English and/or communication course. Most CTE degree programs also require students to take a computer science/computer information systems course and a GT Pathways course from one of the above-listed content areas.

Expectations for learning in GT Pathways courses were revised during the 2015-16 academic year, through a CCHE-coordinated process involving faculty representatives from all Colorado public four-year and two-year institutions. During Fac-2-Fac conferences, faculty examined the “Essential Learning Outcomes” developed through the nationwide Liberal Education and America’s Promise (LEAP) campaign sponsored by the Association of American Colleges & Universities (AAC&U). In fall 2015, faculty voted to adopt 10 competencies that were deemed to reflect the most important skills students should possess upon completing their general education requirements. Those are: civic engagement, creative thinking, critical thinking, diversity and global learning, information literacy, inquiry and analysis, oral presentation and communication, quantitative literacy, and written communication. For each competency, faculty articulated three-to-five General Education Outcomes (GEOs) and mapped each GEO to specific GT Pathways courses. The LEAP “VALUE” rubrics were slightly modified from their original versions to ensure strong alignment between the rubric descriptions and the corresponding GEOs. In September 2016, PPCC faculty voted to substitute the locally-developed GEOs adopted in 2005 and 2009 with the statewide GEOs. Adopted GEOs are communicated to students via individual course syllabi and assessed using course-embedded, signature assignments.

**3.B.3** As indicated above, every degree program offered by the College requires students to complete a defined number of general education courses in a variety of areas, each area being associated with specific competencies and learning outcomes. Through GT Pathways English courses, students are given opportunities to develop their ability to write and express ideas across a variety of genres and styles, apply formal and informal conventions of writing, and evaluate evidence in support of a claim. Students taking a communication (COM) class in lieu of or in addition to an English class will gain knowledge in one or more of the following fields: Public Speaking (COM 115), Interpersonal Communication (COM 125), Group Communication (COM 217), Organizational Communication (COM 225), or Intercultural Communication (COM 220). Every history course (required for all degree-seeking students except for those pursuing an AAS degree) is designed to help students develop the ability to find, retrieve, analyze, and effectively and responsibly use information. AAS degree-seeking students are exposed to information literacy instruction through a required computer class (i.e., CIS 118 Introduction to PC Applications or CSC 105 Computer Literacy) or other program-specific courses. For instance, students pursuing a paralegal/legal assistant degree must complete Computer & the Law (PAR

114) to learn about computer skills needed in the legal environment, including databases and internet searches. Students enrolled in the medical assistant AAS degree are required to complete a medical filing course (MOT 124) covering the rules and principles of medical/health records retention and release. Every degree program, through its mathematics requirement, engages students in the use of quantitative information and mathematical analysis. Examples of learning outcomes associated with GT Pathways mathematics courses include: explain information presented in mathematical forms, convert information into and between various mathematical forms, perform calculations to solve a variety of problems, apply and analyze information (e.g., articulate solutions to theoretical and application problems, make judgments based on mathematical analysis), communicate using mathematical forms. Non-GT Pathways mathematics courses (i.e., Math for Clinical Calculations, MAT 103; Career Math, MAT 107; Financial Mathematics, MAT 112) give career and technical students an opportunity to develop similar quantitative reasoning skills within the context of specific programs of study.

Every degree curriculum offered by PCC is designed to teach students how to solve problems using critical thinking and/or scientific reasoning. By completing GT Pathways courses in the content areas of arts and humanities, social and behavioral sciences, and history, students pursuing an AA, AS, AGS, BAS, or BS degree learn how to use information to describe a problem, evaluate the relevance of context, identify assumptions, formulate an argument, establish conclusions, and reflect on implications/consequences. All GT Pathways courses falling in the natural and physical sciences content area are designed to engage students in exploring a variety of topics through the collection and analysis of evidence. Every AAS degree program provides students with opportunities to develop their ability to think critically and solve problems through the completion of discipline-specific courses.

All degree-seeking students are also given opportunities to use their newly-acquired knowledge and skills in original and innovative ways. Programs and courses leading to the development of creative thinking skills include those from various artistic disciplines (e.g., music, dance, theater, photography, painting), as well as those requiring students to complete performance-based assignments (e.g., essays, research papers, oral presentations), create unique pieces of work (e.g., welded sculptures, creative nonfiction), or produce a capstone project (e.g., early childhood education, interior design, computer information systems).

Recognizing that a well-rounded education goes beyond the acquisition of intellectual skills, the College provides its students with a variety of active and collaborative learning opportunities aimed at developing their interpersonal, social, and leadership skills. Since the 2014 Comprehensive Evaluation visit, the College has invested significant resources to support initiatives aimed at enriching the student educational experience through engaging teaching and learning practices. These include: class discussions, team-based assignments, culminating experiences (e.g., internships, clinical rotations, community-based projects), and co-curricular activities (e.g., clubs and organizations, student-led conferences, Leadership Scholars Program). The results of the most recent CCSSE surveys (2015 and 2018) provide clear evidence that the College has made strides in helping students develop the skills they need to adapt successfully to a rapidly changing environment.

**3.B.4** PPCC provides students with cultural diversity education through a variety of culture-based courses, such as Cultural Anthropology (ANT 101), Intercultural Communication (COM 220), Ethnic Studies (ETH 200), World Regional Geography (GEO 105), Sociology of Diversity (SOC 218), and world languages (e.g., French, Spanish, German). All GT Pathways courses designated as GT-SS2 (geography) and GT-SS3 (human behavior, culture, or social frameworks) cover various concepts aimed at building students' awareness of diversity and inclusivity. Upon completion of these courses, students should be able to demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures; examine diverse perspectives when investigating social and behavioral topics within natural or human systems; and make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

Since the 2014 Comprehensive Evaluation visit, PPCC has taken steps toward expanding the implementation of high impact educational practices, including those related to diversity and global learning (e.g., service learning projects, global studies). A High Impact Practices (HIPs) team was created during the 2017-18 academic year to lead and coordinate this strategic effort. Under the leadership of HIPs faculty specialists, many PPCC faculty and adjunct instructors have integrated diversity and global learning content and pedagogy in their courses. Information and practical tips about instructional approaches to human and cultural diversity are available through HIPs or CETL-facilitated workshops and online resources. A study abroad program was inaugurated in spring 2017 to provide students with opportunities to learn about global communities in an immersive way.

Throughout the year, PPCC's Student Life Office and the Diversity, Equity, and Inclusion Office work in concert to host a wide range of co-curricular events celebrating human and cultural diversity (e.g., Cinco de Mayo, Black Heritage Month, Native American Heritage Month, Real Talk Women's Forum, LGBT Color Run/Walk). Since 2013, a student-led Multicultural Awareness Conference is hosted every spring semester to engage the campus community in collegial discussions on a variety of diversity, equity and inclusion topics. More recently, the College started to host weekly student-led discussions (Global Village Roundtables) providing participants with the opportunity to share their experiences and ideas on a variety of topics, including social justice, environmental and ecological concerns, racial conflicts, and the underrepresentation of women in the sciences and technology. The topics calendar is published at the beginning of each semester, thus allowing faculty to integrate Global Village discussions into the curriculum. The College also sponsors several clubs (e.g., Multicultural Student Union, Black Student Union, LatinX Student Union, and Japanese Culture) aimed at increasing awareness of issues facing specific ethnic groups and promoting cultural competence. Finally, the College provides many opportunities for students to get involved in the community and engage in civic activities through a number of courses, programs, and co-curricular activities.

**3.B.5** In accordance with BP 3-31 (Evaluation of Job Performance) and SP 3-31 (Evaluation of Faculty Job Performance), PPCC faculty are expected to incorporate service activities in their annual performance plan. To receive a rating of "exemplary," a faculty member must meet the standards for exemplary performance in both teaching and service. Recent examples of exemplary service activities undertaken by PPCC faculty include: making a significant

contribution to a field of study through published work, presentations, service in a professional organization, and taking a leadership role in a system-wide initiative. Through its mini-grant program, PPCC's Faculty Senate encourages faculty and adjunct instructors to develop projects that support the teaching for learning process. In the 2018-19 academic year, this program supported several art faculty members in their efforts to plan and launch an art festival emphasizing creative play and art therapy genres. Two biology faculty received funding to develop and facilitate a two-day workshop providing their CCCS peers with step-by-step instructions on how to integrate an emerging gene-editing technology into laboratory curricula. CETL-sponsored events (e.g., PDW workshops, New Faculty Academy, May Institute) provide another avenue for PPCC faculty and adjunct instructors to share practices fostering student engagement and culturally-responsive teaching. As indicated in Core Component 2.E, the pursuit of scholarly work and research involving the use of human participants must receive approval from the PPCC Institutional Review Board (IRB). As part of an IRB-approved project, five math faculty are currently working with the University of Southern California Center for Urban Education to implement and assess the effectiveness of culturally relevant and equity-minded approaches in select math courses. It is anticipated that the results of this study will be used to inform future curricular and pedagogical reforms that aim to create racial equity in mathematics.

Regardless of their program of study, PPCC students are provided with numerous opportunities to engage in scholarly and creative activities. Indeed, all degree and certificate programs ask students to complete authentic, performance-based assignments as part of their coursework. Research papers, oral presentations, community-based projects, and original creations are important ways in which students demonstrate their abilities to investigate an issue, explore solutions, make connections across disciplines, and apply newly-gained knowledge to real-world situations. All CTE programs include opportunities for students to complete a capstone project or participate in a field experience (e.g., internship, clinical rotation). Students are encouraged to engage in scholarly and creative work through participation in a wide variety of co-curricular and enrichment programs, including undergraduate research, entrepreneurship club, economics and diversity discussion series, student-led conferences, leadership and skills competitions, music recitals, expressive arts, student newspaper, and honor societies.

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- 3B3.01 COM Courses Description
- 3B3.02 Information Literacy
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- 3B3.04 Quantitative Literacy
- 3B3.05 NonGT Math Courses Description



- 3B3.06 Critical Thinking
- 3B3.07 Inquiry and Analysis
- 3B3.08 Active and Collaborative Learning
- 3B4.00 High Impact Practices
- 3B4.01 Diversity and Global Learning
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- 3B4.03 Strategic Goals 2 and 5
- 3B4.04 DGL Teaching Tips Manual
- 3B4.05 Study Abroad
- 3B4.06 Cultural Events
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- 3B4.08 Global Village Roundtable Topics
- 3B4.09 DGL Assignments
- 3B4.10 PPCC Service Learning Program
- 3B5.00 May Institute
- 3B5.01 BP 3-31 Evaluation of Job Performance
- 3B5.02 SP 3-31 Evaluation of Faculty Job Performance
- 3B5.03 Faculty Engagement in Scholarly and Creative Work
- 3B5.04 Faculty Senate Mini Grants
- 3B5.05 Spring 2019 PDW Program
- 3B5.06 New Faculty Academy
- 3B5.07 May Institute
- 3B5.08 IRB-Approved Research Project
- 3B5.09 Course-Embedded Scholarly and Creative Work
- 3B5.10 Co-curricular and Enrichment Programs

## 3.C - Core Component 3.C

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

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.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
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.
5. Instructors are accessible for student inquiry.
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.

### Argument

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**3.C.1** The College ensures it has a sufficient number of faculty members to carry out both the instructional and non-instructional roles of faculty through the combination of policies and procedures regulating instructional staff workload and a well-established annual budgeting process. Faculty hiring needs are evaluated at the end of each fall semester. Academic deans conduct a staffing analysis and make recommendations to the Vice President for Instructional Services (VPIS), the College president, the vice president of administrative services, and the executive director of human resources services. By the end of the spring semester, as part of the annual budgeting process, the VPIS and president agree on positions to be funded.

In spring 2014, the HLC Evaluation Team noted that “increases in full-time faculty have not kept pace with enrollment increases” resulting in increased reliance on adjunct instructors. Since fall 2014, the College has increased the number of full-time faculty positions, with additional positions being approved for the upcoming fiscal year. When compared to other urban CCCS colleges, PPCC ranks favorably with regard to the proportion of credit hours taught by full-time faculty as opposed to adjunct instructors. Over the past five years, the student-to-faculty ratio has decreased from 23-to-1 in fall 2014 to 20-to-1 in fall 2018. PPCC’s average class size has remained steady and is comparable to the system-wide average.

As illustrated throughout this report, PPCC faculty members are involved in a variety of non-classroom activities, including academic advising (see 3.D.3), oversight of the curriculum (see 3.A.1), assessment of student learning (see 4.B), participation in faculty-led committees (e.g.,

faculty senate, assessment committee, CETL, CIP), other shared-governance structures (e.g., enrollment management taskforce, leadership council) (see 5.B.3), and student clubs sponsorships (e.g., dental assisting, geology). The results of the most recent system-wide climate surveys (fall 2016 and fall 2018) indicate that the large majority of PPCC faculty feel that their teaching load and student advising responsibilities are reasonable (75% and 89%, respectively). Faculty expressed a significantly lower degree of agreement with the statement “my administrative responsibilities are reasonable” (39% in fall 2016 and 53% in fall 2018). Although the 2018 results indicate some improvement, the College recognizes an opportunity to better assist its faculty members in managing their administrative roles. The PPCC Human Resources Services is currently conducting a comparative study aimed at identifying aspirational colleges among the 13 CCCS institutions.

The continuity of faculty members plays an important role in the College’s ability to provide high-quality education. The average length of service of PPCC faculty indicates a great degree of continuity, with average tenure ranging from 7.1 to 9.7 in the past eight years. Although there is no direct way to ensure continuity, PPCC’s commitment to creating a supportive environment, promoting professional development and collegiality, certainly is a contributing factor. In fact, the large majority of PPCC faculty who responded to the 2018 CCCS climate survey reported being satisfied or very satisfied with workplace characteristics commonly associated with employee engagement and retention. And, for almost all of those characteristics, satisfaction has increased since 2016.

**3.C.2** All instructional hiring follows established employment processes to ensure appropriate qualifications upon hire and maintenance of credentials thereafter. As the appointing authority for all faculty positions, the academic deans review and approve every faculty job description prior to a public announcement of the vacancy. Job descriptions contain the essential functions, knowledge, skills/abilities, and educational/experiential requirements of the position. Official transcripts are verified and kept on file by the Human Resources Services (HRS) department, thus ensuring proper credentialing and records retention. Faculty and adjunct instructors teaching general education courses must possess a master’s degree in their teaching discipline or a master’s degree in a related discipline plus a minimum of 18 credits of graduate study in their teaching discipline. Regarding the hiring of CTE instructional staff, PPCC follows the hiring guidelines outlined in section IV of the CCCS CTE Administrators' Handbook. CTE faculty and adjunct instructors are hired based on relevant work experiences or technical certificates and must maintain their credentials in order to continue teaching at PPCC. The PPCC credentialing officer has final authority for the issuance of CTE credentials and is responsible for documenting and maintaining credentialing records. Per CCCS concurrent enrollment standards and EP 180 (Concurrent Enrollment Guidelines and Procedures), faculty teaching concurrent enrollment courses follow the same employment processes and must meet the same qualifications and credentials as college faculty. As discussed in section 3.C.4, the College provides many opportunities for faculty and adjunct instructors to stay current in their disciplines and implement innovative teaching practices.

**3.C.3** Faculty and adjunct instructors are evaluated annually according to established policies and procedures. BP 3-31 (Evaluation of Job Performance), SP 3-31 (Evaluation of Faculty Job Performance), EP 190 (Evaluation Procedure for Regular and Limited Faculty), and EP

195A (Evaluation of Adjunct Instructor) provide guidance for the evaluation of instructional staff.

All instructional staff members are evaluated through classroom observations. For courses taught by faculty, deans and associate deans conduct the classroom observations. Department chairs are responsible for observing and evaluating classes taught by adjunct instructors. In accordance with EP 320 (Student Evaluation of Instruction), faculty and adjunct instructors also receive anonymous feedback from students at the conclusion of each term through a web-based evaluation of course and instruction questionnaire. In the 2018-19 academic year, the College took steps to increase student participation in this process. As a result, student response rates rose from 43% to 49%.

Each fall, faculty articulate goals for the upcoming year. These goals are aligned with institutional, divisional, and departmental goals. At mid-year (December/January) faculty take stock of their initial goals, with the aim of adding, deleting or modifying them if needed. Mid-year meetings with supervisors include a review of the faculty members' progress towards meeting their goals. At the end of the year, faculty submit a narrative of their accomplishments to their supervisors. Instructional staff then meet with their supervisors to discuss their comprehensive evaluation, which combines the faculty member's narrative, the supervisor's observations from the classroom, student evaluations, and the supervisor's rating. Direct supervisors rate faculty performance on the following scale: needs improvement, commendable, or exemplary. Additionally, the faculty member and supervisor discuss specific areas for improvement for the coming year. Areas for improvement are documented in the supervisor's narrative and addressed through the development and implementation of individualized annual plans. Those plans are reviewed and approved by academic associate deans and deans.

**3.C.4** As stated in EP 225 (Faculty Professional Development), professional development is an integral part of continual faculty and staff improvement. PPCC's Center for Excellence in Teaching and Learning (CETL) provides regular on-campus professional development opportunities for all faculty and adjunct instructors. Prior to each fall and spring semester, CETL coordinates a Professional Development Week (PDW), including a keynote speaker, faculty-led workshops, technology training, division meetings, new faculty and adjunct instructor orientations, and time for faculty to collaborate on various projects. Additional professional development opportunities are provided by CETL throughout the academic year.

All new faculty are required to enroll in PPCC's New Faculty Academy (NFA), a three-year program designed to introduce faculty to college resources and encourage the development of professional relationships. The College supports the professional development of its adjunct instructors through a three-tier advancement program with compensation increases. This Adjunct Advancement Program (AAP) is facilitated by CETL. At the end of each academic year, AAP participants share their learning and the impact this program has had on their teaching during a one-day conference known as the May Institute.

In accordance with EP 171 (Online and Hybrid Course), faculty and adjunct instructors desiring to teach online courses must complete PPCC's "eLearning Boot Camp" training course or meet the requirements outlined by the director of eLearning and the academic deans. The eLearning

department also offers training modules that introduce instructional staff to PPCC's course management system and accessibility standards. A support blog shares tutorials and current standards for teaching online and hybrid courses.

Additional processes are in place to assure that faculty and adjunct instructors remain current in their disciplines and adept in their teaching roles. Examples are as follows:

- Each year, the PPCC Faculty Senate offers mini-grants to faculty and adjunct instructors to fund projects that are not covered by division funds but have the potential to result in pedagogical improvements and support the teaching for learning process.
- CTE instructional staff can submit proposals to attend professional development opportunities through the Carl Perkins grant. The director of Perkins and program development oversees the Perkins request process and ensures compliance with federal and state regulations.
- With an annual budget of \$22,000, the Assessment Committee is able to compensate part-time instructors for their participation in assessment-related tasks (e.g., assessment workshops, norming sessions, preparation of departmental assessment reports), invite assessment and assignment design experts to the College, and support the professional development of faculty coaches through participation in regional and national assessment conferences.
- The High Impact Practices (HIPs) team regularly facilitates professional development activities related to community-based projects, global learning, and writing-intensive courses.

The College also allocates resources to support professional development opportunities beyond discipline-specific knowledge and pedagogy. For example, the College provides training in topics such as mental health and implicit bias. As indicated in PPCC's annual Professional Development Report, over 90% of faculty completed at least one professional development training during the 2017-18 fiscal year. The results of the most recent campus climate survey (fall 2018) indicate that the large majority of PPCC faculty and staff are satisfied with current professional development offerings.

**3.C.5** Per EP 185 (Faculty Workload), all faculty are required to schedule a minimum of four hours each week for in-person student advising and assistance. Adjunct instructors are expected to be accessible to students on a need basis and are encouraged to use dedicated division office space for advising appointments. Office hours and contact information are communicated to students via course syllabi. As indicated in the 2018 Compensation Handbook (page 7), faculty members are required to have a documented schedule using Outlook Calendar and delegate access to their calendar to their supervisors and/or administrative staff. Faculty calendars identify student advising hours as well as student office hours on each campus on which faculty are teaching. Students who complete the end-of-semester evaluations overwhelmingly report that their "instructor is regularly available for consultation (e.g., responsive to email)."

**3.C.6** All PPCC departments providing support services to students follow Board Policies (BP), System President's Procedures (SP), and internal practices when evaluating candidates for APT and classified positions (also see Core Component 2.A). For each posted position, a search-and-

screen committee is formed to review the application materials submitted by applicants and select the most qualified candidates based upon advertised minimum and preferred qualifications. Before making a final decision, hiring managers are required to conduct at least two reference checks (including current supervisor) to solicit information that directly relates to the candidate's ability to carry out the responsibilities of the position. Upon hiring, all employees must attend an orientation meeting facilitated by the HRS staff.

Students applying for tutoring positions with the Learning Commons must meet minimum academic standards and successfully complete the mandatory College Readiness & Learning Association (CRLA) Certified Tutor training program (level 1). Tutors returning after one year of work must pass the CRLA level 2 training, which requires review of level 1 materials and additional training subjects in addition to participation in four-to-six hours of a seminar-style training module. To support the professional growth of its tutors, the Learning Commons is currently developing a tutor training program that will include all of the components required for level 3 certification.

The College supports the professional development of its student affairs practitioners by allocating financial resources for professional development opportunities to every Student Services department. Department supervisors encourage their staff to stay current in their areas of expertise through participation in system-wide functional groups (e.g., Financial Aid Directors group), attendance in regional or national conferences and online webinars, and memberships with professional organizations. Student tutors are provided opportunities for advancement through the successful completion of additional CRLA training modules.

Each Friday morning, time is provided for all departments operating under the Student Services division to meet for professional development planning and programming. This practice began in spring 2015 as a means to ensure continuous improvement of processes and services through ongoing cross-training, review of current practices, and sharing of information across departments. In spring 2017, a task force (STARs Team) was formed to:

- i) institute an annual professional development day for employees working in the Student Services and Administrative Services divisions; and
- ii) sponsor a variety of training sessions throughout the year.

In alignment with its strategic Goal 1, "Develop a mission-minded culture," the College recently hired a manager of development and leadership advancement to oversee and coordinate professional development and leadership advancement programming for non-instructional staff. A 10-week development program (PPCC Cultivates) was launched in May 2019 to help current supervisors further develop important skills, such as self-awareness, adaptability, ethics, and empathy. Of the 15 employees who joined the first participating cohort, six are student services practitioners working in academic advising, enrollment services, and military and veterans programs.

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- 3C1.09 Climate Survey - Faculty Roles
- 3C1.10 Faculty Tenure and Average Salary
- 3C1.11 Climate Survey Workplace Characteristics
- 3C2.01 PPCC Hiring Practices
- 3C2.02 Job Description Templates
- 3C2.03 Transcript Evaluation
- 3C2.04 CTE Handbook - Credentialing
- 3C2.05 CTE Credentials
- 3C2.06 CTE Credentials Tracking
- 3C2.07 Concurrent Enrollment Standards
- 3C2.08 EP 180 Concurrent Enrollment
- 3C3.01 BP 3-31 Evaluation of Job Performance
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- 3C3.03 EP 190 Evaluation Procedure for Faculty
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- 3C3.05 Classroom Observation Form
- 3C3.06 EP 320 Student Evaluation of Instruction
- 3C3.07 Course Evaluation Questions
- 3C3.08 Course Evaluation Reminders
- 3C3.09 Course Evaluation Response Rate
- 3C3.10 Goal Alignment
- 3C3.11 Faculty Annual Evaluation Plan
- 3C4.01 EP 225 Professional Development
- 3C4.02 PDW Program
- 3C4.03 CETL PD Events
- 3C4.04 NFA Annual Schedule
- 3C4.05 Adjunct Advancement Program
- 3C4.06 May Institute 2019
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- 3C4.08 eLearning Boot Camp Training
- 3C4.09 PDW Technology Workshops
- 3C4.10 Mini Grants
- 3C4.11 Perkins Proposals
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- 3C6.1 APT Positions
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- 3C6.3 Student Tutors
- 3C6.4 Tutor Training
- 3C6.4a Sources of Professional Development
- 3C6.5 STARs Agendas
- 3C6.6 Manager of Development and Leadership Advancement
- 3C6.7 PPCC Cultivates



## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
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.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

### Argument

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**3.D.1** In alignment with its vision, "Students Succeed at PPCC," the College provides a variety of services and programs designed to meet the needs of its students at every stage of their educational journey. As indicated in 1.A.2, several offices and grant-funded programs are available to serve the needs of specific student groups including military-affiliated students; high school students; students with disabilities; and first-generation, low-income students. Student satisfaction data from the most recent CCSSE survey (2018) revealed that PPCC was on par with its comparison group with regard to tutoring, library resources and services, financial aid advising, and student organizations. PPCC students expressed higher satisfaction levels than their peers with the following services: skills and computer labs, child care, services for students with disabilities, and services for active military and veterans. On the other hand, PPCC scored slightly lower than the other large participating colleges when it comes to student satisfaction with academic and transfer advising/planning (see 3.D.3).

Other CCSSE results revealed an opportunity to better prepare students for employment. In spring 2019, a Career Services department was established with the goal to engage students earlier with career development activities. This unit is responsible for helping students explore career options, align their career goals with available programs of study, and apply for student staff positions. To support this initiative, the College acquired two career services management tools (Purple Briefcase and Skills to Succeed Academy) and embedded a career development module into PPCC's enrollment platform (EAB Campus/Navigate).

With almost half (49%) of PPCC students saying that "lack of finances" is an issue that could cause them to withdraw, the cost of attending college and paying for housing, food, and other basic needs while in college remains a concern for many students. Through the development of

local partnerships, PPCC has taken important steps to respond to students' need for financial support. Examples include monthly food distributions (Care and Share), referral services connecting students with a variety of community resources (Pikes Peak United Way 211), and access to unlimited bus transportation services at a reduced-rate (Mountain Metropolitan Transit). The College also took action to help students become more aware of scholarship opportunities available through the PPCC Foundation. In the 2018-19 academic year, a record number of scholarships were awarded to students for an overall amount of \$1,360,590, which represents an average of \$3,695 per student.

**3.D.2** PPCC directs entering students to courses and programs for which they are adequately prepared through academic advisement, placement testing, and the evaluation of credits and prior learning experiences (see 4.A.2 and 4.A.3 for additional information on the evaluation of traditional and non-traditional credits). Prior to 2016, academic advising and placement testing were placed under the oversight of two separate departments. The enrollment process was very linear, such that students could not meet with an advisor without having completed testing or submitted placement documentation. As a result, many prospective students gave up on enrolling before they even met with an advisor. Driven by PPCC's strategic Goal 3 "Deliberately drive enrollment to ensure a strong future for PPCC," the Student Services division has taken steps to reduce enrollment barriers by:

- i) adopting a web-based platform (EAB Navigate) designed to support the advisement process and assist students in exploring majors, registering for classes, building an academic plan, and connecting with on-campus resources;
- ii) merging academic advising and placement testing into a single department;
- iii) encouraging students to meet with an advisor as their first step to enrollment. The mantra of the newly-established Advising & Testing (A&T) department is "advise first, test second";
- iv) using multiple measures to determine placement testing requirements (e.g., qualifying ACT or SAT scores, qualifying high school coursework, a baccalaureate degree or a transfer-oriented associate degree, successful completion of a college-level English or math course, necessary remedial courses at other qualifying institutions); and
- v) allowing students to opt into college preparatory classes without testing, i.e., limiting placement testing requirements to students who cannot demonstrate evidence of college-readiness, but who want to enroll in college-level courses or who would benefit from preparatory coursework based on the above-mentioned multiple measure assessment.

In spring 2019, four testing and entrance advising specialists were hired to guide incoming students through the placement and enrollment process: from discussing the most appropriate placement options to preparing for placement tests and registering for classes based on test results. The implementation of this new model decreased the number of placement tests administered by 40% in the first year and by 30% the following year. Additionally, the percentage of students who registered after taking a placement test increased from 78% in fall 2017 to 83% in spring 2019. As part of strategic Goal 2, "Assure that students set and achieve

their academic and career goals,” the A&T department has taken steps to ensure that all incoming students develop a one-year academic plan by the end of their first semester. The results of the most recent Survey of Entering Student Engagement (SENSE) clearly show that PPCC's academic advising/planning services are effective at meeting the needs of entering students, especially when it comes to helping them choose the courses they need to take during their first semester. The notable increase observed in the percentage of students agreeing with the statement "an advisor helped me to set academic goals and to create a plan for achieving them" (from 40% to 46%) provides quantifiable evidence of PPCC's progress toward strategic Goal 2.

Program-specific prerequisites (e.g., background check, health check, standardized testing) are made explicit to students via EAB Navigate, the college website, and the college catalog. Some CTE departments mandate that students attend an orientation session prior to applying for admittance while others encourage students to seek advisement from a program faculty either before or after submitting their applications. The Military & Veterans Programs (MVP) department assumes the primary responsibility for providing guidance to active duty military, veterans, and their family members. All first-time students using VA Education Benefits are required to attend an orientation session facilitated by MVP advisors. The PPCC international student coordinator is responsible for ensuring that prospective “F1” students meet all admission requirements and enroll in courses and programs for which they are adequately prepared. Recognizing that many PPCC students elect to fulfill their math requirement by enrolling in College Algebra (MAT 121), a task force was formed to create mechanisms for encouraging students to opt for a math course that better matches their chosen majors (e.g., Mathematics for the Liberal Arts, MAT 120; Career Math, MAT 107; Math for Clinical Calculations, MAT 103). As a result, the 2018-19 PPCC catalog was revised to include, for each degree, a preferred, recommended, or required college-level course. Recent enrollment figures showed a notable shift from college algebra to other math courses, especially Mathematics for the Liberal Arts. Regardless of their chosen major, college-ready students are strongly encouraged to complete their math and English requirements during their first year at the College.

As indicated in section 1.A.2, PPCC offers several stand-alone, preparatory courses designed to meet the academic needs of its students, including: College Composition and Reading (CCR), Quantitative Literacy (MAT 050), Algebraic Literacy (MAT 055), and Advanced Academic Achievement (AAA 109). At the time of the 2014 Comprehensive Evaluation visit, all 13 CCCS colleges were about to implement a developmental education model aimed at shortening the number of semesters students needed to complete before enrolling in their first college-level English or math course (the sequential nature of the former developmental education model had proven to be an impediment to timely degree completion). Since that time however, the emergence of promising practices has resulted in major changes to how PPCC supports academically underprepared students. First, findings from the Complete College America (CCA) Alliance has indicated the benefits of co-requisite courses – as opposed to stand-alone developmental courses – in supporting the successful completion of college-level math and English courses. Several internal studies conducted by the Institutional Effectiveness office corroborate these findings. Second, the state of Colorado recently joined the Complete College America’s National Momentum Pathways Project. This initiative aims to increase completion rates and close achievement gaps by providing incoming students with early support and guidance, including enrollment in co-requisite courses. Acting as a CCA Fellow, the CCCS

chancellor is currently helping the state of Colorado implement CCA's "Game Changer" strategies. Finally, at the state level, important changes to supplemental instruction are being proposed through the legislative process. House Bill 19-1206 (Higher Education Supplemental Academic Instruction) requires that, by 2022, Colorado community colleges "shall directly enroll no more than 10 percent of students enrolling in the institution into stand-alone developmental education courses that may extend the student's time to degree. Instead, a student should be enrolled in a gateway college-level course with additional supports through supplemental academic instruction (SAI) or co-requisite remediation." In preparation for these expected changes, PPCC is expanding its co-requisite model with the offering of additional English and math courses. For example, ENG 077 - Studio 131 will be offered in fall 2019 as a co-requisite to Technical Writing (ENG 131), a gateway course for many AAS degrees. The following four co-requisite pathways will also be available in fall 2019 to support student success in college-level math courses: MAT 120/MAT 080, MAT 103/MAT 083, MAT 107/087, and MAT 135/085.

For students who need to strengthen their English skills, the English as a Second Language (ESL) department provides classes in grammar, composition, listening and speaking, reading, and pronunciation. The ESL department also offers tutoring services at the Centennial Campus for both prospective and current ESL students. Through its TRiO SSS program, PPCC serves more than 150 low-income and first-generation students. In summer 2017, TRiO SSS inaugurated a math bridge program designed to help students placed into preparatory math classes develop a better understanding of core math concepts and overcome their math anxiety. The success of this program is evidenced by the growing number of participants (7 students in summer 2017; 27 in summer 2018; and 45 in spring 2019), the positive feedback participants provided at the conclusion of the program, and the successful completion of developmental math courses in the subsequent fall or spring semester. Tutoring services are available on all three campuses to support the academic success of all students. PPCC students are encouraged to utilize a web-based system (EdReady) to improve their math and/or English skills in targeted areas prior to taking placement tests. In fall 2015, a Writing Fellows program was piloted to address high drop, failure, and withdrawal rates often observed in writing intensive courses. Course pass rates and student feedback were used to measure the effectiveness of this innovative tutoring service and inform incremental adjustments. Over the past three years, the Writing Fellow program was expanded to other writing intensive courses. In spring 2018, a STEM Fellow program was created to support several math, biology, and chemistry courses. Results indicate that students who participated in this program achieved higher grades and developed a better understanding of the course content than those who did not. In fall 2018, PPCC piloted a new early alert system (available through EAB Campus) to provide adequate and timely support to a larger number of "at risk" students. Thus far, timely interventions have been offered to select student cohorts (e.g., COSI scholarship recipients, Leadership Scholars program participants, TRiO SSS students). Persistence data are being collected to assess the effectiveness of this retention initiative.

**3.D.3** As indicated in 1.A.3, a "case management" advising model was adopted in the 2013-14 academic year to better help students identify, explore, and accomplish their educational and career goals. Advising services provided by the A&T department are now grouped under four career clusters – Arts, Business, and Hospitality; Health Sciences; Public and Human Services;

and STEM and Applied Sciences – staffed with four or five program advisors. Those program advisors are responsible for maintaining ongoing communication with their assigned caseloads, which includes scheduling individual follow-up meetings, reminding students of upcoming deadlines, and disseminating information about program-specific events or service-learning opportunities. The four cluster leads serve as liaisons to their assigned academic division and work closely with relevant departmental faculty and staff members to ensure that accurate information is provided to students across all majors/programs of study. In addition, continuing students are assigned to a faculty advisor in their areas of study. As field experts, faculty advisors provide students with program-specific information, including internship opportunities and transfer options. The A&T department has developed several online training modules to ensure consistency and continuity between program advisors and their faculty counterparts. New faculty receive training on advising topics through the CETL-facilitated New Faculty Academy (NFA).

Additional sources of academic advising are available to specific student cohorts through the following programs/departments: TRiO DSSS, TRiO SSS, High School Programs, COSI, and Military & Veterans Programs. All advisors are available for student inquiry via in-person appointments, walk-in visits, email, or phone. As indicated by the results of the most recent CCSSE surveys (2015 and 2018), PPCC's academic advising/planning services are on par with those offered at other large colleges with regard to frequency of use, level of satisfaction, and degree of importance. The most recent SENSE findings (2018) revealed that almost 90% of students know how to reach their instructors outside of the classroom. The overwhelming majority of students (95%) who complete the end-of-term evaluation surveys report that faculty are available for consultation, including being responsive to emails. As indicated in section 3.D.2, new positions were recently created to support entering students. The A&T department also extended its operating hours to evening and weekends in an effort to better serve working students.

**3.D.4.** PPCC is committed to providing its students and instructional staff members with the infrastructure and resources necessary to support effective teaching and learning. Over the past two fiscal years (2017-18 and 2018-19), more than 20 controlled maintenance and capital construction projects totaling more than 25 million dollars have been completed in order to maintain and continuously enhance the quality of the College's facilities. An example of those projects is the building of a Learning Commons – a combination of library, tutoring, and computer services – at the Centennial Campus. The construction of similar collaborative learning environments at the Rampart Range and Downtown Studio Campuses is scheduled for completion in spring 2020 and summer 2021, respectively.

The College's facilities master plan, approved by the Board in April 2018, highlighted the need for additional space at all three campuses. In response, the College recently acquired a 70,000-square-foot building that will be the home for several allied health programs (i.e., nursing, surgical technology, pharmacy technician, emergency medical services, dental assisting, medical office technology, and medical assisting), thus vacating learning spaces at the Centennial and Rampart Range Campuses. The College recently received a \$900,000 grant from the Colorado Springs Health Foundation to help renovate and equip this new building. The Center for Healthcare Education & Simulation is a state-of-the-art facility that will house an interdisciplinary simulation lab (the only one like it in the region) promoting communication and collaboration across departments.

The Downtown Studio Campus (DTSC) has become the cornerstone for regional arts education as well as a major destination for cultural events in downtown Colorado Springs. Inaugurated in August 2017, the Marie Walsh Sharpe Creative Commons provides students with several art studios as well as state-of-the-art digital and traditional art tools. The performing arts spaces for the dance and theatre departments consist of shared lecture classrooms, two dance studios, and a large classroom for acting and informal performances. Music performance spaces include: a combined classroom/performance space, eight practice rooms, and a separate space for keyboard instruction. PPCC is currently renovating a building (Studio West) that will soon house an art gallery, a studio space for dance courses, a black box theatre, as well as several offices and classrooms. The vacated space will be converted into a Learning Commons, classrooms, study areas, and offices. All performing arts stage productions at the Centennial theatre, which is a proscenium space that seats roughly 300 audience members.

To support highly specialized CTE programs (e.g., welding, machining, robotics, building and construction technology, outdoor leadership and recreation), the College leases facilities and has invested its own resources in the redesign and equipment of those satellite locations. State-of-the-art tools and technologies, partially funded through Perkins grants and/or donations from industry partners, give students ample opportunities to practice proper processes and procedures in workplace-simulated environments.

The PPCC ITSS department and the CCCS IT staff assume shared responsibility for supporting the technological needs of the College. While the CCCS IT staff help with system-wide operations (e.g., maintaining the integrity of the Banner records system, managing central servers for efficiency and cost effectiveness), the onsite ITSS department maintains the College's computing and audio/video environments and provides technical support to faculty, staff, and students. Recent technological improvements include the implementation of a 10 gbps fiber ring to enhance connectivity across the three main campuses, the launch of Office365 online, and the redesign of the PPCC website according to accessibility standards. Since the 2014 Comprehensive Evaluation visit, the College also acquired new technology and data management systems, including a user-friendly application and enrollment management platform (Recruit and EAB Navigate), an interface for advisors to review student academic history (EAB Campus), a text message platform (Signal Vine), a classroom resource allocation management system (Ad Astra), and an online catalog (DIGARC).

The eLearning department oversees and drives the continuous improvement of the PPCC online learning environment (PPCC Online Campus), which operates on the Desire2Learn (D2L) platform. This department has developed a variety of online training modules and tutorials to help faculty and staff navigate the course management system, meet web-accessibility requirements, and implement best practices in teaching online courses. A faculty support blog was created to share information about training opportunities and educational procedures related to teaching online and hybrid courses. Upon recommendation of the PPCC chief technology officer, the eLearning department recently hired an instructional technologist to provide additional instructional technology support to all faculty, especially those teaching online and hybrid courses. The instructional technologist is also responsible for assisting the College in the selection and delivery of instructional and educational technologies for the physical and online classroom environments, facilitating training sessions on the application and use of instructional

and educational technology, and serving as the backup to the course-management system administrator by providing system level support and administration of PPCC Online courses. At the time of the 2014 Comprehensive Evaluation visit, feedback from the HLC report noted that “Department of eLearning, although off to a good start, is not yet fully integrated into the instructional program of the institution.” Since that time, the College has taken steps toward better integrating the eLearning department with other areas of the College. For example, eLearning is now integrated with the Learning Commons, allowing for closer collaboration with library services. To support their operations, many entities across the College (e.g., A&T department, Financial Aid office, Assessment Committee, Faculty Senate) have worked with the eLearning department on the development of D2L shells and online training modules. As part of a grant funded by the Colorado Commission on Higher Education, the eLearning department is coordinating the College’s efforts to decrease education costs for students by providing low or no-cost textbooks and other digital content. As of the end of spring 2019, seven high enrollment courses (ANT 101, CCR 092, ECO 201, ECO 202, GEO 106, SOC 101, and SOC 102) have switched to Open Educational Resources (OER). It is reported that this initiative has saved PPCC students over \$427,000 in textbook/material costs for the 2018-19 academic year. Eleven courses are slated to switch from traditional publisher resources to OER within the next academic year, thus resulting in an estimated additional savings to students of over 2 million dollars. Informational sessions were offered during the spring 2019 PDW to share examples of successful OER implementation and encourage PPCC faculty and instructors to participate in this initiative.

Recent surveys clearly indicate that PPCC’s infrastructure and resources contribute to the effectiveness of the College’s teaching and learning environment. For instance, results from the 2018 CCSSE survey show that the large majority of PPCC students (87%) are satisfied with their overall educational experience at the College, while almost 95% would recommend PPCC to a friend or family member. Other survey results indicate a high level of satisfaction with key infrastructures and resources, including skills labs (e.g., math, writing), computer labs, library services, information technology support services, bookstore, laboratories and equipment, and classroom technology.

**3.D.5** PPCC has several mechanisms in place to provide students with guidance on the effective use of research and information resources. Reference librarians regularly provide in-class instruction on information literacy, including the use of Boolean operators to maximize web searches and the ethical use of information resources. The PPCC Libraries have developed online “subject guides” to help students find useful information related to specific courses/disciplines. In addition, the PPCC librarians are available to answer student questions through email, text, phone, and live chat. Students learn about the research process and the use of information resources through general education courses, especially those responsible for teaching critical thinking, inquiry and analysis, written communication, and information literacy. For instance, the psychology department has developed a signature assignment asking students to apply their critical thinking skills when reading published psychological research. All courses in the sciences content area include learning activities designed to help students systematically explore issues through the collection and analysis of evidence, and the resulting informed conclusions. As such, high impact learning activities and signature assignments include literature reviews, data collection, statistical analyses, and lab write-ups. In all history courses, students learn how

to retrieve, analyze, evaluate, and use information responsibly. And because information literacy is critical to successful scholarship, all students earning a transfer degree are required to take at least one history course. PPCC courses designated as “writing intensive” (e.g., History, Nutrition 100, other examples from HIPs) must include assignments asking students to demonstrate their ability to use research materials. Most CTE programs include courses designed to help students learn how to effectively use research and information resources.

Opportunities to learn about the effective use of research and information resources also exist in co-curricular offerings. For instance, every spring semester, students participating in the Colorado Space Grant Consortium DemoSat program are challenged to design, fabricate, launch, recover, and analyze data from balloon payloads on which they design their own experiments. Launched in fall 2018, the PPCC Undergraduate Research Program is designed to involve students in systematic investigation and empirical observation. Through the Colorado Springs Undergraduate Research Forum (CSURF), PPCC students present their research and creative work in a formal academic setting and receive feedback from scholars and peers across the disciplines.

## Sources

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- 3D1.1 Services for Students
- 3D1.2 Satisfaction with Student Support Services
- 3D1.3 Career Services
- 3D1.4 Attrition Factors
- 3D1.5 Holistic Support Services
- 3D1.6 Scholarships
- 3D2.01 EAB Navigate
- 3D2.02 Advising and Testing Name Change
- 3D2.03 Advise First Model
- 3D2.04 Placement Testing Multiple Measures Chart
- 3D2.05 Opt into College Prep
- 3D2.06 Entrance Advising Specialist
- 3D2.07 Registration Rates
- 3D2.08 SENSE Results - Academic Advising
- 3D2.09 Academic Advising Training
- 3D2.10 VA Benefits Orientation
- 3D2.11 Program Specific Prerequisites
- 3D2.12 International Students
- 3D2.13 Math Pathways Catalog Revisions
- 3D2.14 Math Pathways Enrollment Data
- 3D2.15 2014 DevEd Redesign Model
- 3D2.16 Complete College America Report
- 3D2.17 Co-Requisite Comparative Studies
- 3D2.18 CCA Momentum Pathways



- 3D2.19 Joe Garcia CCA Fellow
- 3D2.20 CCA Game Changers
- 3D2.21 HB 19-1206 Supplemental Academic Instruction
- 3D2.22 ESL Program
- 3D2.23 TRiO SSS Math Attack
- 3D2.24 EdReady
- 3D2.25 Writing Fellows
- 3D2.26 STEM Fellows
- 3D2.27 Early Alert
- 3D3.01 Academic Advising AY1415 Report
- 3D3.02 AT Clusters and Org Chart
- 3D3.03 Program Advisor
- 3D3.04 Instructional Liaison
- 3D3.05 Faculty Advising
- 3D3.06 Advising Training Modules
- 3D3.07 NFA Year 2 Advising
- 3D3.08 CCSSE Results - Advising
- 3D3.09 2018 SENSE Results
- 3D3.10 Course Evaluation
- 3D3.11 NFA Year 2
- 3D4.00 CCCS IT Projects
- 3D4.00 Lease Agreements
- 3D4.01 Construction and Renovation Projects
- 3D4.02 Budget Hearing Learning Commons
- 3D4.03 SBCCOE Meeting Facilities Master Plan
- 3D4.04 Building Acquisition
- 3D4.05 Center for Healthcare Education and Simulation
- 3D4.06 CSHF Grant
- 3D4.07 Marie Walsh Sharpe Creative Commons
- 3D4.08 Budget Hearing Studio West
- 3D4.09 DTSC Renovation
- 3D4.10 Lease Agreement 03.13.19
- 3D4.11 CCCS IT Projects
- 3D4.12 Faculty Support Blog
- 3D4.13 Instructional Technologist
- 3D4.14 OER Grant
- 3D4.15 Open Educational Resources Initiative
- 3D4.16 OER Training
- 3D4.17 CCSSE Results - Learning Environment
- 3D4.18 Graduation Survey Results - Learning Environment
- 3D5.01 Library Assessment Report
- 3D5.02 Subject Guides
- 3D5.04 Critical Thinking
- 3D5.05 Inquiry and Analysis
- 3D5.06 Written Communication
- 3D5.07 Information Literacy

- 3D5.08 Psychology Assessment Report
- 3D5.09 Environmental Science Assessment Report
- 3D5.10 History Assessment Report
- 3D5.10 Writing Intensive Courses Assignment Guidelines
- 3D5.12 NASA Grant Assessment Report
- 3D5.13 HIPs Undergrad Research
- 3D5.14 CSURF Undergrad Research
- 3D511. Research and Information Resources - CTE Programs

## 3.E - Core Component 3.E

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

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

### Argument

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**3.E.1 and 3.E.2** In support of its mission to “provide high quality educational opportunities to all with a focus on student success and community needs,” the College offers a wide range of co-curricular programs designed to enrich the educational experience of its diverse student population.

PPCC's Student Life office houses more than 20 student-led clubs and organizations in the following areas: academic (e.g., Cybersecurity Club, Philosophy), cultural (e.g., Black Student Union, Japanese Culture), faith-based (e.g., Steadfast Campus Prayer), fine/performing arts (e.g., Masquers Theater), service/justice (e.g., Social Work), Greek life (e.g., Phi Theta Kappa), sports/recreation (e.g., Soccer, Martial Arts), and other special interests (e.g., STEM).

Various PPCC departments/programs (e.g., DEI, Student Life, Expressive Art Program) sponsor meaningful educational activities (e.g., student-led conferences, math colloquium), as well as cultural and social events throughout the year, thus allowing students to explore and develop interests outside of the classroom setting. As detailed in section 3.B.4, the establishment of the HIPs team in the 2017-18 academic year resulted in additional opportunities for students to explore different cultures (e.g., Global Village Roundtables, Study Abroad) and participate in community-based projects.

In summer 2018, a Co-curricular Advisory Committee was formed with the mission to build student experiences that bridge the classroom and the real-world together through immersive and collaborative co-curricular activities. The Committee is comprised of faculty and staff from various departments/offices including HIPs, Student Life, and DEI. Meetings are held on a monthly basis to brainstorm interdisciplinary themes, plan co-curricular events, and develop discipline-specific assignments and procedures for the purpose of assessing student learning. The Committee's efforts have resulted in the creation of booklets listing all co-curricular activities scheduled for the upcoming semester. These booklets are made available before the start of the semester so faculty can integrate relevant co-curricular events into their course curriculum.

Another way for the College to foster student success is through student employment opportunities. Every fall and spring semester, over 500 students occupy student staff / work study positions while taking courses at the College. Through a locally-developed survey,

students employed at the College in fall 2018 reported having learned important transferable skills (e.g., teamwork, communication) that complement their coursework and prepare them for a rapidly changing workplace.

In the 2012-13 academic year, as part of its second participation in the HLC Assessment Academy, the College embarked on the development of an outcomes-based assessment program in its non-academic departments. As detailed in part 3 of the monitoring report, assessment findings consistently demonstrate the important role student services play in enriching the College's educational environment. The results of the most recent CCSSE survey indicate that the large majority of students are satisfied with their overall educational experience at the College and would recommend PPCC to a friend or family member.

## **Sources**

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- 3E1E2.01 Student Life Clubs and Organizations
- 3E1E2.02 Co-Curricular Advisory Committee
- 3E1E2.03 Student Employment
- 3E1E2.04 Student Employment Skills Assessment
- 3E1E2.05 CCSSE Overall Satisfaction
- Part 3 Student Learning Assessment in Student Support Services

## 3.S - Criterion 3 - Summary

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The institution provides high quality education, wherever and however its offerings are delivered.

### Summary

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The College maintains currency of its curricular offerings through well-established processes and requires its students to demonstrate levels of performance appropriate to higher education. The College has delineated oversight responsibilities and put several mechanisms in place to ensure consistency of program quality and learning goals across all locations and modes of delivery.

Each degree program includes a minimum number of general education courses students must successfully complete in order to meet their degree requirements. PPCC's general education program gives students ample opportunities to research, collect, analyze, and communicate information; think critically and creatively; and develop essential transferable skills. Since the 2014 Comprehensive Evaluation visit, PPCC has made great strides in engaging students in high impact educational practices, including those related to diversity and service learning. The College encourages, supports, and rewards the scholarly and creative work of its faculty and students.

The College has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty. Well-established procedures and processes ensure that faculty, adjunct instructors, and staff members providing support services are appropriately qualified, regularly evaluated, supported in their professional development, and accessible for student inquiry.

PPCC provides academic and student support services suited to the needs of its student populations. Entering students are directed to courses and programs for which they are adequately prepared through academic advisement, placement testing, and the evaluation of credits and prior learning experiences. Faculty and staff share the responsibility of guiding students throughout their educational journey at the College. Within the past two fiscal years, over 20 controlled maintenance and capital construction projects have been completed to maintain and continuously enhance the College's teaching and learning environment. In anticipation of legislative changes related to developmental education, the College is expanding its co-requisite model to additional English and math courses.

The College offers a wide range of co-curricular programs designed to enrich the educational experience of its diverse student population. A Co-Curricular Advisory Committee was recently established to build student experiences that bridge classroom and real-world together through immersive and collaborative co-curricular activities.

### Sources

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*There are no sources.*

## 4 - Teaching and Learning: Evaluation and Improvement

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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.

### 4.A - Core Component 4.A

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The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
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 its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
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, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

### Argument

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**4.A.1** In accordance with BP 9-47 (Review of Existing Programs) and SP 9-47 (Program Review and Evaluation), PPCC has established a practice of periodic program reviews and evaluation for all transfer and Career and Technical Education (CTE) programs. The PPCC program review process, documented in EP 200C (Department/Program Review Manual), ensures that each program will be fully evaluated every five years utilizing a broad range of Key Performance Indicators (KPIs), such as enrollment figures, industry partnerships, and use of assessment results to improve student learning. It also ensures compliance of CTE programs with both the Carl Perkins Vocational Educational Act of 1984 and the CCCS program renewal process (additional information is provided in Criterion 3). Coordinated by the director of Perkins and program development, PPCC's program review process relies on both internal and external reviewers (e.g., associate deans, deans, department chairs, faculty, and advisory board members) to conduct a robust evaluation of a program's strengths and opportunities for improvement. The

review cycle culminates with a presentation of the Review Team's findings and recommendations to the vice president for instructional services and the PPCC president.

Since the 2014 Comprehensive Evaluation visit, 30 programs have been reviewed. The HLC Review Team, who visited the College as part of the BAS degree approval process (October 2017), was provided numerous examples of completed reviews and positively noted the sample documents during the visit and in the final summary report (Part A, section 6b). As indicated in the embedded monitoring report, program review findings have been used in a variety of ways including:

- Reconfiguration of curriculum (e.g., anthropology, computer information systems, sociology, social work)
- Addition/deletion of certificate/degree offerings (e.g., business, computer science, geographic information systems, computer networking)
- Program website improvements (e.g., fire science, paralegal, social work)
- Streamlined course pathways for students (e.g., anthropology, business, fire science, sociology)
- Hiring of additional faculty (e.g., computer networking, social work)
- Physical improvements to program facilities (e.g., computer information systems, nursing, pharmacy technician)
- Acquisition of equipment (e.g., computer aided drafting design, dental assisting, electronics, machining, nursing).

In addition to the above-described comprehensive program review, an annual review process was piloted in the 2017-18 academic year and expanded to all CTE programs in fall 2018. Through this process, each department receives a one-page "snapshot" report displaying five-year trends on select KPIs (e.g., full-time student equivalent, student headcount, number of graduates, average class size). This process was designed to help departments monitor the vitality of their programs at the conclusion of each academic year, take actions to remedy issues as they arise, and assess the impact of the changes made as a result of the five-year comprehensive review process. In spring 2019, a similar process was piloted in select transfer programs. All transfer programs will participate in this annual review process beginning in the 2019-20 academic year.

**4.A.2 and 4.A.3** PPCC evaluates all credits that it transcripts. Those include credits earned at regionally accredited postsecondary education institutions (traditional credits) as well as credits from prior learning experiences attained outside the sponsorship of such institutions.

The evaluation of transcripts is the primary responsibility of a team of academic transcript evaluators reporting to the PPCC registrar. Traditional credits are awarded when a course description and competencies from another institution match the description and competencies of an equivalent course offered at PPCC. Courses that do not have an exact equivalent may be accepted and used as degree electives. Transcript reviews are based on the student's declared course of study or major. To be accepted, credits must have been earned within 15 years prior to admission to PPCC with a grade of C or better. If a student has earned credits in a higher-level course, the appropriate related academic discipline faculty may allow the course to meet the lower level course requirement. Developmental coursework (usually numbered 000-099) is not accepted for transfer credit. The specific applicability of any credit transferred is subject to final



approval by the related academic discipline faculty. PPCC currently offers four methods for Prior Learning Assessment (PLA). Those four methods are national standardized examinations, published guides, portfolios, and challenge exams. Credits for prior learning experience are awarded in accordance with BP 9-42 (Prior Learning Assessment Credit) and its related SP 9-42 (Prior Learning Assessment Credit), based upon the knowledge, skills, and competencies obtained through non-academic learning experiences. Transcript evaluators stay abreast of developments and policy changes through consultation with other CCCS colleges and participation in the system-wide Registrar Advisory Group. Under the leadership of the PPCC Military & Veteran Programs, the College is taking steps to ensure that all military and veteran students are accurately recognized and awarded credits for their military training and experiences. Information about PLA options is made available to students via the PPCC website and catalog.

**4.A.4** This Assurance Argument provides numerous examples of courses and programs that PPCC faculty created or modified to better prepare students for advanced study or employment. As mentioned in 3.A.1, new courses must be vetted and approved by the PPCC Curriculum and Instructional Practices (CIP) committee, the PPCC vice president for instructional services, and the State Faculty Curriculum Committee (SFCC). New programs and supporting courses developed by PPCC faculty since the 2014 Comprehensive Evaluation visit include the following: construction and building technology, certified dietary manager, robotics and automation, and emergency service administration. Two PPCC programs – outdoor leadership and zoo keeping – are currently undergoing major changes under the leadership of PPCC faculty.

As described in Core Component 3.D, PPCC offers a broad range of services to help students achieve their academic goals. Tutoring services are available on the three main campuses (Centennial, Rampart Range, and Downtown Studio). PPCC students may also utilize a web-based system (EdReady) to improve their math and/or English skills in targeted areas, and study before taking placement tests. Full library services are available at the Centennial and Rampart Range Campuses. Limited libraries services are offered at the Downtown Studio Campus twice a week. PPCC Libraries also provide 24/7 access to electronic resources (e.g., e-books, scholarly databases) and supply online subject guides to assist students with class assignments. Librarians are available to assist students by phone, email, chat, or text message.

As noted in section 3.C.2, PPCC adheres to all System President's Procedures and college procedures for recruiting and hiring highly qualified and dedicated faculty and adjunct instructors. PPCC ensures that faculty teaching concurrent enrollment (CE) courses have the same credentialing as faculty teaching non-CE courses. CE faculty receive proper training on a broad range of topics (e.g., student code of conduct, withdrawal policies, critical academic dates) and are expected to adhere to all policies and procedures regulating the College's operations. Per the CCCS Concurrent Enrollment standards, all CE courses administered by PPCC meet the same curriculum outcomes and academic rigor of equivalent non-CE courses. All CE course syllabi content meet the same criteria as those required for college courses and are approved by the department chair prior to the start of the academic term. Textbooks, instructional materials, and laboratory facilities used in CE courses are 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.

**4.A.5** As of spring 2019, the College maintains specialized accreditations for nine of its CTE degree programs, including: automotive collision technology, automotive service technology, culinary arts, early childhood education, certified dietary manager, dental assisting, emergency medical services, nursing, and pharmacy technician. Accreditation reviews are conducted on a three to seven-year cycle and include a comprehensive examination of key quality standards, such as appropriateness of program curriculum, achievement of learning outcomes, relevance of student program experience, quality of faculty, and adequate fiscal and physical resources. All of the above-listed programs have continuously maintained their accredited status and are in good standing with no required monitoring.

**4.A.6** Every year, PPCC collects a variety of information from its graduates in order to satisfy state and federal reporting requirements, meet specialized accreditation standards (when applicable), and continuously improve instructional quality. On average, almost 60% of PPCC students who graduate with a transferable degree (AA or AS) continue their education at a four-year institution. Of those transfer graduates, 71% complete a bachelor's degree within 2.5 years of entry at the transfer institution. With regard to CTE programs, job placement information combined with pass rates on licensure examinations and feedback from graduates and employers clearly indicate that CTE graduates are well prepared for their chosen professions. In its 2014 Self-Study report, PPCC acknowledged an opportunity to gather additional information from its graduates regarding their educational experiences, especially as it relates to their perceptions of the College's ability to adequately prepare them for advanced study or employment. An exit survey was developed and integrated into the application for graduation process, thus ensuring participation from all students applying for a degree or certificate. Results from the most recent academic years (2016-17 and 2017-18) provide quantifiable evidence of PPCC's contribution to student growth and development. More specifically, a large majority of graduates (over 80%) reported that their experiences at PPCC had helped them acquire both generic and discipline-specific knowledge and develop essential skills, including information literacy, critical thinking, time management, and goal setting.

## Sources

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- 4A1.00 Program Review Findings Presentation
- 4A1.01 BP 9-47 Review of Existing Programs
- 4A1.02 SP 9-47 Program Review and Evaluation
- 4A1.03 EP 200C Dept Review Manual
- 4A1.04 Program Review Findings Presentation
- 4A1.05 Program Review Tracking Sheet
- 4A1.06 BAS HLC Report
- 4A1.07 CTE Annual Snapshot Reports
- 4A1.08 Gen Ed Annual Snapshot Reports
- 4A2A3.01 Transcript Evaluation
- 4A2A3.02 BP 9-42 Prior Learning Assessment Credit
- 4A2A3.03 SP 9-42 Prior Learning Assessment Credit
- 4A2A3.04 Veterans and Military PLA
- 4A2A3.05 PLA Info

- 4A4.01 Curriculum and Instructional Practices Committee
- 4A4.01 EP 140 Curriculum and Instructional Practices Committee
- 4A4.01a SFCC Handbook
- 4A4.02 EP 100 Course and Program Approval
- 4A4.03 Course Approval Flowchart
- 4A4.04 BP and SP 9-71 Course Approval
- 4A4.05 GTPathways Course Nomination
- 4A4.06 CCCO Quality Matters
- 4A4.09 EdReady
- 4A4.10 CCCO Library
- 4A4.11 SP Employment Faculty and Instructors
- 4A4.12 Faculty and Adjunct Instructors Job Descriptions
- 4A4.13 Concurrent Enrollment Standards
- 4A5.01 Specialized Accreditations
- 4A5.02 Specialized Accreditations Notification Letters
- 4A6.00 Licensure Exams Pass Rates
- 4A6.01 Transfer Rates
- 4A6.02 Post Graduation Placement
- 4A6.03 Licensure Exams Pass Rates
- 4A6.04 Student and Employer Feedback
- 4A6.05 Graduation Survey
- Part 1 Program Review

## 4.B - Core Component 4.B

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

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
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.

### Argument

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**4.B.1** As indicated in section 3.A.1, Course-level Learning Outcomes (CLOs) are developed and regularly revised through a collaborative process involving faculty and instructional leadership from all 13 CCCS institutions. Expectations for learning in GT Pathways courses were revised during the 2015-16 academic year, through a CCHE-coordinated process involving faculty representatives from all Colorado public four-year and two-year institutions. Using the Liberal Education and America's Promise (LEAP) framework as a starting point, faculty adopted ten competencies (e.g., critical thinking, inquiry and analysis, etc.), articulated 30 General Education Outcomes (GEOs), and mapped each GEO to specific courses. The accompanying LEAP "VALUE" rubrics were slightly modified from their original version to ensure strong alignment between the rubric descriptions and the corresponding GEOs. In September 2016, PPCC faculty voted to substitute the locally-developed GEOs adopted in 2005 and 2009 with the statewide GEOs.

Regarding program-level assessment, all CTE programs have articulated a manageable number of Program Learning Outcomes (PLOs) reflecting the knowledge and skills students should be able to display as they near graduation. Programs holding a specialized accreditation, such as early childhood education or nursing, have intentionally aligned their PLOs with the professional standards students are expected to achieve. Many degrees with designation adopted the learning outcomes required for their discipline as their overarching goals (for example, most associate of science degrees adopted the quantitative literacy and inquiry and analysis learning outcomes required for all GT Pathways courses in the natural and physical sciences content area). Program-level learning outcomes are made available to students via the PPCC catalog. For each degree, the catalog also includes a link to a GT Pathways matrix listing the content criteria, competencies, and student learning outcomes associated with the required general education courses.

The feedback PPCC received from both the 2014 Evaluation Team (summer 2014) and the HLC Assessment Academy mentors (summer 2015) clearly indicated a need for reorienting the

College's approach to assessing student learning in all four academic divisions. In October 2014, PPCC appointed an executive director of institutional effectiveness to provide leadership, administrative oversight, and coordination for student learning assessment. In May 2015, a new Assessment Committee was formed to develop a department-centric assessment model, yielding robust evidence of learning and ensuring the use of assessment results for the primary purpose of improving student learning. As a result, discussions about assessment strategies, practices, and results have become a regular part of department meetings and annual assessment workshops. Throughout the year, assessment coaches work closely with their assigned departments, providing them with guidance and feedback on assessment plans and reports. Both the substantive change and the multi-locations accreditation visits hosted in fall 2017 provided PPCC with encouraging feedback on its revamped assessment processes. In January 2018, a meta-assessment survey was conducted among 116 full-time faculty to garner additional insights and suggestions for improvement. A number of follow-up actions were implemented throughout the spring semester: a half-day assessment workshop was provided to all CTE programs in order to share best practices when documenting assessment plans and reports; assessment coaches and associate deans participated in a two-hour training session aimed at improving consistency in the peer-review process; additional faculty coaches joined the Assessment Committee.

**4.B.2** PPCC recognizes that learning occurs outside of the classroom through a variety of co-curricular programs and interactions with student services practitioners. PPCC's efforts to assess student learning in student support services started in spring 2012 as part of PPCC's second participation in the HLC Assessment Academy (2012-15). A Committee for Assessment in Student Services (CASS) was established at the onset of this project to develop an outcomes-based assessment model, which is similar to the one described above. Within the first two years, all 13 Student Services departments developed or revised their mission statements, identified broad program objectives, and articulated measurable learning outcomes. In the second half of the project, all departments developed assessment/program evaluation plans, data collection instruments (e.g., post-event surveys, case studies, pre- and post-tests), and scoring tools (including rubrics or check-lists). As of May 2015, eight departments had closed the loop by assessing the impact of changes made as a result of previous assessment findings. To sustain and expand the work initiated during the Academy, CASS welcomed four new members and continued to share best practices through one-on-one coaching meetings and annual large-group workshops. An assessment expert (Marilee Bresciani) was invited to the College to provide departments with guidance and feedback on their next steps. Since 2016, additional programs and services have joined the initial cohort (e.g., library services, student clubs, work study student program, Leadership Scholars program). The three departments that were deemed to make insufficient progress toward outcomes-based assessment have been redirected to the vice president of student services. As a result, one department (Campus Police) collected some evidence of student learning in fall 2018. The other two departments (TRiO DSSS and Dean of Students) developed plans to assess student learning by the end of the 2018-19 academic year. It is anticipated that these three departments will be able to close the loop on assessment results in the 2019-20 academic year. PPCC's approach to student learning assessment in student services has been shared with other colleges and universities at national and regional conferences, such as the New Mexico Higher Education Assessment and Retention conference (Albuquerque, NM) and the Community College Assessment Conference (Orlando, FL).

**4.B.3** Since the 2014 Comprehensive Evaluation visit, PPCC academic and student services departments have used the information gleaned from assessment to inform methodological, curricular, and pedagogical changes. To collect robust evidence of learning, many academic departments have moved from traditional objective tests to performance-based assignments, refined assignment instructions for greater clarity and transparency, and created/modified descriptive rubrics. More importantly, many departments have now used the assessment process to implement targeted curriculum enrichment activities, redesign an entire course, or modify course sequencing in a particular degree. As detailed in the monitoring report, more than 30 closing the loop stories have been documented in departmental assessment reports.

Following the adoption of the new GT Pathways competencies, several disciplines revised course curricula and assignments for stronger alignment with the newly required competencies and associated learning outcomes. For instance, the psychology department enhanced course curricula with learning activities connected to global learning and diversity. In the math department, new assignments were created to better assess students' ability to explain information presented in mathematical forms and summarize mathematical analysis. In many departments, norming sessions were conducted to ensure the reliability and usability of assessment results. For the large majority of general education disciplines, realignment efforts were made, and robust assessment data were collected. A few departments are still in the process of realigning course content with the revised GEOs.

In student services, the information gained from assessment has mainly been used to continuously refine the content of existing orientation/training programs targeting students or student employees. For example, improved student learning has been observed as a result of adjustments made to the curriculum of student loan counseling sessions, new student orientation/student success seminars, and in-class information literacy workshops. In other areas (e.g., Child Development Centers, Student Life, and tutoring services), departmental assessment/reassessment efforts have resulted in student employees being better prepared to perform their job duties. Part 3 of the monitoring report includes additional information about assessment practices and results across all PPCC student services.

**4.B.4** Since spring 2014, PPCC's outcomes-based assessment program has been revamped to use nationally recognized best practices. The department-centric approach adopted in spring 2015 ensures broad faculty involvement in all phases of the assessment cycle, from articulating learning outcomes through measuring the impact of methodological, curricular, programmatic, or pedagogical changes on student learning. Three assessment and assignment design experts – Linda Suskie, Bonnie Orcutt, and Monica Stitt-Berg – were invited to the Centennial Campus to facilitate workshops and provide feedback on the PPCC assessment model. Across all academic departments, course-embedded assignments are used to provide direct evidence of learning on agreed-upon outcomes. All departments have refined their assignment instructions and scoring tools for stronger alignment with agreed-upon learning outcomes and greater transparency. Timelines have been developed to ensure that key learning outcomes are assessed and reassessed within a three- or four-year timeframe. Other recognized and generally accepted good practices embedded in the current PPCC assessment model are as follows:

- Expectations for learning are made visible to students through the publication of CLOs and GEOs in course syllabi. PLOs are published in the college catalog.
- Expectations for faculty and adjunct instructor involvement in the assessment process are made explicit through position descriptions and are part of the annual performance evaluation process.
- Information about the PPCC assessment model is communicated to new faculty members as part of the New Faculty Academy.
- Common templates are used across all departments to ensure consistency in documenting assessment strategies and results.
- Assessment efforts are an integral part of the program review and budgeting processes.
- D2L Assessment shells were created to serve as repositories for final assessment documents and encourage the dissemination of best assessment practices across all four academic divisions.
- An online Assessment Resources room was developed to provide faculty with easy access to assessment information and documentation (e.g., training materials, templates, submission deadlines) in a centralized location.
- Norming sessions have been conducted in many general education disciplines to ensure the validity of assessment data.
- PPCC's Institutional Effectiveness office supports the assessment process by assisting departments in compiling and analyzing assessment data.

Administrative leadership (i.e., associate deans, deans, vice president for instructional services) plays an important supporting role by regularly communicating the importance of student learning assessment, and allocating resources to the assessment process (e.g., approving release time for faculty coaches, encouraging faculty to attend assessment workshops). As indicated in section 3.C.4, the Assessment Committee has been able to compensate adjunct instructors for their participation in assessment-related tasks (e.g., assessment workshops, norming sessions, preparation of departmental assessment reports) and support numerous professional development opportunities.

On the non-academic side, the results of the “Impact and Sustainability” survey conducted at the conclusion of the HLC Assessment Academy (spring 2015) indicated a strong commitment to outcomes-based assessment in most student services areas. The survey also revealed some opportunities for improvement, especially as it relates to the peer review process. In response, four additional assessment coaches joined the Committee for Assessment in Student Services (CASS) and individual coaches were assigned to specific departments. By attending assessment webinars and conferences, CASS members have continually expanded their expertise in outcomes-based assessment practices and created opportunities to share those practices with their colleagues. Based on the feedback received during a 2018 all-day workshop, the College adopted the Quality Assurance Commons framework for the assessment of meaningful learning outcomes in student services. In the coming years, it is anticipated that many departments will center their assessment efforts on employability skills, such as inquiry, cultural competency, and professionalism.

## Sources

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- 4B.00 Overview Template
- 4B1.01 2to2 Faculty Conference 2018
- 4B1.01a LEAP Framework
- 4B1.01b LEAP VALUE
- 4B1.02 GtPathways Competencies Revisions
- 4B1.03 GtPathways Matrix
- 4B1.04 Statewide Rubrics and GEOs
- 4B1.05 GenEd Assessment Faculty Survey
- 4B1.06 Program-level Learning Outcomes - CTE
- 4B1.07 Early Childhood Education Overview
- 4B1.08 Nursing Overview
- 4B1.09 Program-level Outcomes - Gen Ed
- 4B1.10 HLC Feedback on Assessment
- 4B1.11 Executive Director of Institutional Effectiveness
- 4B1.12 PCC Assessment Model
- 4B1.13 Assessment Resources
- 4B1.14 Peer Review Manual
- 4B1.15 HLC Feedback from 2017 Visits
- 4B1.16 Meta Assessment Survey
- 4B1.17 CCCOnline Assessment Model
- 4B1.18 Assessment Committee
- 4B2.00 CASS Assessment Day Agendas
- 4B2.01 HLC Academy Impact Report (Part 2)
- 4B2.01a CASS
- 4B2.02 Assessment Best Practices
- 4B2.03 CASS Assessment Day
- 4B2.04 Refining Your Assessment Process Bresciani
- 4B2.05 Assessment Conference Albuquerque 2018
- 4B2.06 Assessment Conference Valencia 2019
- 4B3.00 Signature Assignments - Math
- 4B3.01 Curriculum Enhancement - Psychology
- 4B3.02 Signature Assignments - Math
- 4B3.03 Norming Sessions
- 4B3.04 Assignment Realignment
- 4B4.00 Faculty Annual Evaluation
- 4B4.01 Course Embedded Assignments (Suskie 2015)
- 4B4.02 Assignments Matter (Orcutt 2017)
- 4B4.03 Signature assignment training (Stitt-Berg 2018)
- 4B4.04 Signature Assignment
- 4B4.05 Backward design
- 4B4.06 Transparent Assignment
- 4B4.07 Three or Four Year Timelines
- 4B4.08 bis PLOs in catalog
- 4B4.08 Syllabi
- 4B4.09 Faculty Position Description and Evaluation
- 4B4.10 New Faculty Academy Assessment Module



- 4B4.11 Overview Plan Report Templates
- 4B4.12 Integration with Program Review and Planning
- 4B4.13 D2L Assessment Shells
- 4B4.14 Assessment Resource Room
- 4B4.15 IE Office Support (ECE Accreditation)
- 4B4.17 Norming Sessions
- 4B4.18 Assessment Budget
- 4B4.19 Impact Survey Results 2015
- 4B4.20 Assessment Shell Student Services
- 4B4.20 Quality Assurance Commons
- 4B4.21 Overview RevFall2018 (Employability Skills)
- Part 2 Student Learning Assessment in Curricular Programs
- Part 3 Student Learning Assessment in Student Support Services

## 4.C - Core Component 4.C

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

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.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
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.)

### Argument

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**4.C.1** Student success is at the core of PPCC's mission, vision, and guiding values. The 2016 strategic planning process resulted in the adoption of two institutional priorities directly aimed at improving student retention, persistence, and completion. Strategic Goal 2, "Assure that students set and achieve their academic and career goals," encompasses a number of tactics known to positively impact student success. These include helping students create an academic plan; requiring all entering students to enroll in a one-credit student success course; increasing student engagement through participation in co-curricular activities; promoting high impact practices across the curriculum; and using assessment results to continuously improve teaching, learning, and student support services. The focus of strategic Goal 5, "Better serve a diverse current and prospective student population," is to maximize the success of underrepresented students through the development of a more inclusive and culturally responsive environment.

PPCC monitors progress toward the achievement of its institutional priorities through the examination of traditional student success measures, e.g., fall-to-fall retention rates, transfer rates, graduation rates, and completion of degrees/certificates. In spring 2018, PPCC's leadership team set two ambitious goals:

- i) to graduate at least 2,900 students by the end of the 2017-18 academic year; and
- ii) to reach, after seven consecutive years of growth, a 55% fall-to-fall retention rate for all students.

The College exceeded both goals. Recognizing the importance of helping students complete their programs on time and on budget, the College leadership agreed on an additional goal to bring its four-year graduation rate to at least 25% by the end of the current strategic plan (2022). As PPCC pursues its quest toward educational excellence for all students, an opportunity exists to set specific performance targets for underrepresented student populations. Baseline data are currently being compiled in support of this effort. As a member of CCCS, PPCC also monitors progress on system-wide Key Performance Measures (KPMs). The data reported in the most recent KPM report (spring 2019) provide clear evidence of PPCC's contribution to the CCCS 2015-2025 strategic objectives.

**4.C.2** PPCC's Institutional Effectiveness (IE) office assumes primary responsibility for computing student success measures in order to comply with federal reporting requirements and to provide the College with actionable information. Retention rates, graduation rates, and program completion information are reported to the Integrated Postsecondary Education Data System (IPEDS) on an annual basis, made available to students and the general public through the PPCC website, and shared with internal constituents on a regular basis. These measures are routinely used to evaluate the effectiveness of specific programs and services (e.g., first semester course, student success seminar, military and veterans programs, academic advising services, PPCC Foundation scholarship programs), monitor achievement gaps, and prioritize intervention strategies. For the first time during the 2018-19 academic year, program-specific retention and completion data were made available to academic departments (CTE and transfer) as part of the annual program review process described in Core Component 4.A. In CTE programs, enrollment, completion, and post-graduation placement information is used by the CCCS CTE office to calculate performance metrics and prepare an annual performance report for each program. This report is designed to help CTE departments identify deficiencies, determine where to focus continuous improvement strategies, and strategically use Perkins funds.

**4.C.3** All improvement initiatives undertaken by the College revolve around PPCC's overarching goal to promote student success. The following examples illustrate how PPCC uses internal data in conjunction with published findings and promising practices to devise improvement strategies and evaluate the impact of those strategies on student success.

- **Co-requisite model:** Recent internal studies show the benefit of the co-requisite model initiated in fall 2014 across all 13 CCCS colleges. This model allows students who place into developmental English to simultaneously enroll in College Composition & Reading (CCR 094) and English Composition I (ENG 121). It also allows students who test at the low end of remedial math to enroll in a one-credit support course in conjunction with a pre-college math course (i.e., Quantitative Literacy, MAT 050 or Algebraic Literacy, MAT 055).
- **Math Pathways:** PPCC's correlation studies align with published findings showing that students who complete their math requirements in their first year are more likely to graduate on time than students who delay enrollment in their required math course. To address this issue, both academic and faculty advisors work in concert to encourage students to complete their math requirement as early as possible. Additionally, PPCC's enrollment data indicated that many students enrolled in College Algebra (MAT 121) even though this course might not be the most appropriate math course for their declared

majors. In spring 2018, the PPCC catalog was revised to realign required/recommended math courses with the math skills needed for each program of study. Fall 2018 and spring 2019 enrollment figures showed a notable shift from MAT 121 to other math courses (e.g., Mathematics for the Liberal Arts, MAT 120; Career Math, MAT 107; Math for Clinical Calculations, MAT 103).

- **Educational Equity:** In fall 2016, the PPCC Strategic Planning Task Force examined several reports showing data disaggregated by race/ethnicity, Pell eligibility status, and gender. The data clearly indicated a need to improve the success of underserved students. In response, 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 wrap around support services for 420 COSI scholarship recipients. The success of COSI students is being closely monitored throughout the duration of all COSI grants (2016 on). In summer 2018, a coordinator of multicultural student retention initiatives was appointed to serve as a success coach for underrepresented students. A mentoring program designed to improve success among men of color was launched in December 2018. Additionally, the math department is currently participating in a research project sponsored by the Center for Urban Education (University of Southern California) to explore and develop more culturally relevant and equity-minded instructional approaches. The results of this study will inform curricular and pedagogical reforms that aim to create racial equity in mathematics.
- **High Impact Practices:** Since the adoption of the 2017-22 strategic plan, the College has made significant investments to support the expansion of high impact practices across all curriculum to improve student success. This strategic focus has resulted in numerous new opportunities for students to apply their learning through experiential approaches, including internships, service learning projects, learning communities, and programs aimed at helping students explore different cultures. Preliminary results align with published findings indicating a positive impact on student success, with historically underserved students benefiting more than their peers. Additionally, the results of the most recent Community College Survey of Student Engagement (CCSSE) clearly indicate significant improvements in student engagement as a result of increased opportunities for participation in active and collaborative learning experiences.
- **Holistic Support Services:** Through the development of local partnerships, PPCC has taken important steps to address a variety of non-academic needs often cited by students as impediments to their academic achievement. Examples of such initiatives include monthly food distributions from Care and Share, United Way 211 referral services connecting students with a variety of community resources, and access to unlimited Mountain Metropolitan Transit bus services at a substantially reduced rate. Because lack of financial support remains the primary cause of attrition for many PPCC students, additional efforts have been made to reduce the overall cost of attendance. In the 2018-19 academic year, a record number of scholarships were awarded to students for an overall amount of \$1,360,590, which represents an average of \$3,695 per student. As discussed in section 3.D.4, the College is taking steps to decrease education costs for students by providing low or no-cost textbooks and other Open Educational Resources (OER) strategies.

**4.C.4** The IE office and various Enrollment Services offices share the responsibility of submitting “clean” data to the state Student Unit Record Data System (SURDS), the Integrated Postsecondary Education Data System (IPEDS), and the CCCS CTE database (post-graduation data). The IE office adheres to the code of ethics of the Association for Institutional Research (AIR) and is committed to maintaining high standards of research and data management practices. Fall-to-fall retention and graduation rates are calculated according to IPEDS definitions, i.e., based on cohorts of full-time, first-time degree/certificate seeking students. However, because the IPEDS cohorts represent a small fraction of PPCC’s total fall enrollment, fall-to-fall retention rates are also calculated for all students, regardless of their entry type or enrollment status. When appropriate, comparative data are examined to help the College better interpret its performance results and set realistic targets. PPCC regularly compares some of its key metrics (e.g., enrollment, retention rates) with those of other large urban Colorado community colleges. For specific projects, the IPEDS Peer Analysis System is used to identify peer institutions based on select variables.

## Sources

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- 4C1.01 Mission Vision Values
- 4C1.02 PPCC Strategic Plan 2017-2022
- 4C1.03 Success Measures
- 4C1.04 PPCC Goals and Results
- 4C1.05 Graduation Rate Goal
- 4C1.06 CCCS Key Performance Metrics
- 4C1.07 2019 KPMs Report
- 4C1.08 CCCS Strategic Plan 2015-2025
- 4C2.01 IE Office
- 4C2.03 Perkins Metrics Definitions
- 4C2.04 Program Performance Report
- 4C2.05 Perkins Funding Proposals
- 4C3. 04 Math Pathways Catalog Revisions
- 4C3.00 Service Learning Comparative Analysis
- 4C3.01 Co-Requisite Comparative Studies
- 4C3.02 College Level Math Study
- 4C3.03 Math Pathways Enrollment Data.doc
- 4C3.05 Success Measures by RaceEthnicity
- 4C3.07 2nd COSI Grant Award Letter
- 4C3.08 3rd COSI Grant Award Letter
- 4C3.08 COSI Scholarship Recipient Comparative Study
- 4C3.09 COSI Coach
- 4C3.11 United Men of Color
- 4C3.12 IRB Center for Urban Education
- 4C3.13 Early Alert
- 4C3.14 HIPs Initiatives
- 4C3.15 HIPs and Student Success (AAC+U)
- 4C3.15 Scholarships

- 4C3.16 OER Initiative 2019 Update
- 4C3.17 CCSSE Active and Collaborative Learning
- 4C3.18 Writing Fellows
- 4C3.19 STEM Fellows
- 4C3.21 OER Initiative
- 4C4.01 AIR Code of Ethics
- 4C4.02 Retention Rates
- 4C4.03 Benchmarking

## 4.S - Criterion 4 - Summary

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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.

### Summary

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Over the past five years, the College has made great strides toward the effective implementation of robust and sustainable program review and student learning assessment processes. The examples provided in this Criterion and accompanying monitoring report illustrate how program review findings and assessment results are systematically used to inform change and improve the quality of PPCC's educational programs and student support services. Significant progress has been made to address the concerns raised by the 2014 Evaluation Team relative to those two important processes.

PPCC demonstrates responsibility for the quality of its educational programs and learning environments through additional well-established practices, including: the rigorous evaluation of transfer credits and prior learning experiences; the regular review of courses and prerequisite requirements using a shared governance model; and the systematic verification of faculty/instructor qualifications. All nine accredited programs have continuously maintained their accredited status and are in good standing with no required monitoring

This Criterion illustrates PPCC's commitment to educational improvement through the ongoing collection, analysis, and use of traditional measures of student success (e.g., retention, completion, and post-graduation placement). As indicated in the narrative, the College recognizes an opportunity to better support underserved student populations through the systematic examination of disaggregated data and the development of targeted success strategies.

### Sources

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*There are no sources.*

## 5 - Resources, Planning, and Institutional Effectiveness

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### 5.A - Core Component 5.A

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

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.
2. The institution's resource 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.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

### Argument

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**5.A.1** PPCC operates on a sound financial basis and, as reflected in its most recent financial statements, has sufficient resources to cover its operating expenses and support its programs. As of the end of the 2017-18 fiscal year, tuition and fees represent 60% of PPCC's total revenues, state funding (via the Colorado Opportunity Fund fee for service and Amendment 50 funds) represents 34%, and other income streams (e.g., bookstore, grants, PPCC Foundation) account for the remaining 6%. For the 2018-19 fiscal year, the College received an increase in state-allocated funds as a result of the approval of two Senate Bills, namely SB 18-262 (Higher Education Targeted Master Plan Funding) and SB 18-086 (Cyber Coding Cryptology for State Records). PPCC also maintains an appropriate level of unrestricted net assets (\$40M in FY18) to support the College's day-to-day operations in the event of unforeseen shortfalls and to fund strategic initiatives and/or non-routine expenditures (e.g., capital construction or renovation projects). Additionally, the PPCC bookstore's reserve fund balance (\$3.9 million) provides adequate pledged revenue coverage for PPCC's auxiliary bonds, subsidizes other auxiliary operations (i.e., food services and Child Development Centers), and supports various improvement initiatives (e.g., purchase of furniture and equipment for student learning spaces).

With regard to human resources, staffing levels are reviewed annually as part of the planning and budgeting process and on an ongoing basis to ensure timely redirection of resources in response



to emerging needs. Over the past five years, the College's total staff (full-time equivalent) has increased from 719 to 756. The College currently employs 189 full-time faculty (compared with 168 in fall 2013), 562 adjunct instructors, and 437 non-instructional staff members. During the 2016-17 fiscal year, PPCC completed the Board-approved faculty salary update plan initiated during the 2011-12 fiscal year. As a result, PPCC's average faculty salaries increased from over \$44,000 to almost \$60,000. As indicated in Core Component 1.C, the College is currently exploring new ways to create a more diverse workforce, especially among faculty ranks. A first step was taken in fall 2018 by requiring all employees serving on faculty hiring committees to participate in a three-hour unconscious bias training.

As indicated in section 3.D.4, the College is committed to maintaining and continuously enhancing its physical and technological infrastructures. Examples of recent renovation and capital construction projects include: the building of the Learning Commons at the Centennial Campus, the acquisition of a 70,000-square-foot building that will become the home of several allied health programs, and the renovation of a building (Studio West) on the Downtown Studio Campus. With regard to technological infrastructure, the PPCC Information Technology Support Services (ITSS) department is responsible for maintaining the College's computing and audio/video environments and providing technical support to faculty, staff, and students. Recent technological improvements include: the implementation of a 10 gbps fiber ring to enhance connectivity across the three main campuses, the launch of Office365 online, and the redesign of the PPCC website to meet accessibility standards. The eLearning department provides oversight for the College's online learning environment (PPCC Online Campus), serves as a site administrator for the system-wide course-management system (Desire2Learn or D2L), and assists faculty and instructors in the design and implementation of online courses. The eLearning department is currently coordinating the College's efforts to reduce the overall cost of attendance by assisting academic departments in transitioning from traditional publisher resources to Open Education Resources (OER). Since the 2014 Comprehensive Evaluation visit, the College also acquired new technology and data management systems, including a user-friendly application and enrollment management platform (EAB Recruit and EAB Navigate), an interface for advisors to review student academic history (EAB Campus), a text message platform (Signal Vine), a classroom resource allocation management system (Ad Astra), and an online catalog (DIGARC).

**5.A.2** PPCC does not disburse or return revenue to any superordinate entity. The College consistently and deliberately allocates a minimum of 50% of its operating expenses to instruction, with an additional 15-20% allocated to academic and other student support services. Since the 2014 Comprehensive Evaluation visit, PPCC has maintained a strong total Composite Financial Indicator (CFI) score, further demonstrating the College's fiscal responsibility. The numerous examples presented throughout this report provide clear evidence of the alignment of the College's resource allocation process with its overarching mission.

**5.A.3** The College has identified ambitious yet realistic strategic objectives and established clear resource allocation mechanisms in support of its strategic goals. Each summer, the Executive Team, deans, and select directors gather for a full-day retreat with the objective to identify a limited number of initiatives (Focus Goals) addressing specific strategic priorities. Since the start of the Destination 2022 plan (summer 2017), eight focus goals have been adopted to address

improvement opportunities in the areas of workforce diversity, website communication, developmental education, first-year experience, high impact practices, and academic advising. In addition, since spring 2015, the College has implemented a program aimed at encouraging innovation through the funding of student success and campus improvement initiatives. PPCC's ability to align resources with priorities and use data to inform decisions is reflected in the significant accomplishments made toward its five 2017-22 institutional goals. Examples of achievements include the following:

- Creation of over 20 full-time faculty positions
- Significant investments in professional development opportunities for all employees (see sections 3.C.4 and 3.C.6)
- Enhanced instructional quality through the redesign of PPCC's developmental education model (e.g., co-requisite model, Student Success Seminar), the expansion of high impact practices across the curriculum (e.g., service learning projects, study abroad program), and the use of program review findings and assessment results to improve teaching and learning
- New academic programs (AAS degree in cybersecurity, bachelor's degree in emergency service administration), and student support services (e.g., Community Table, STEM Fellows, United Men of Color mentoring program)
- Improved communication through the deployment of PPCC's first digital campaign, the redesign of the College's website, and the purchase of online catalog software
- Acquisition of additional physical space (Center for Healthcare Education & Simulation)
- Establishment of the Center for Diversity, Equity, and Inclusion staffed with three full-time FTE
- Increased number of leadership development opportunities for students (students' online newspaper, Leadership Scholars program)
- Improved campus environment through the completion of major redesign projects (e.g., Learning Commons, Enrollment Services, Creative Commons)
- Significant increase in scholarship funding through the PPCC Foundation

**5.A.4** The College is committed to maintaining an appropriately qualified and trained workforce. As indicated in 2.A, PPCC's Human Resource Services (HRS) department ensures that the College adheres to all Board Policies (BP) and System President's Procedures (SP) related to the recruitment and annual performance evaluation of its personnel. Upon hiring, all employees are required to attend an orientation meeting facilitated by the HRS staff. New faculty and adjunct instructors, including those teaching concurrent enrollment courses, are required to participate in an orientation program facilitated by the Center for Excellence in Teaching and Learning (CETL). Periodic feedback processes (e.g., 360 feedback surveys, classroom observations, end-of-term student evaluation of courses and instruction) allow for the identification and prioritization of training needs. Several departments share the responsibility for planning and facilitating training and professional development programs. The HRS department regularly provides supervisory training covering topics such as coaching, supervising, and conducting performance evaluations. CETL is primarily responsible for providing ongoing professional development opportunities to faculty and adjunct instructors. The main CETL-sponsored programs are as follows: a week-long professional development program offered at the start of each fall and spring semester; a three-year New Faculty Academy for recently hired faculty; and

a three-tier Adjunct Advancement Program providing opportunities for adjunct instructors to earn credits that translate into increased compensation. In summer 2017, the College instituted an annual professional development day for employees working in the Student Services and Administrative Services divisions. In accordance with SP 3-60e (Tuition Assistance Program), the College encourages its employees to advance their education through its tuition reimbursement program. A total of 44 PPCC employees participated in this program during the 2018-19 fiscal year. In order to stay current in their fields of expertise, PPCC employees are encouraged to participate in system-wide functional groups, join professional organizations, and attend regional/national conferences. In spring 2019, two positions were created to develop and lead college-wide initiatives directly linked to strategic Goal 1, “Develop a mission-minded culture,” and Goal 5, “Better serve a diverse current and prospective student population.” The manager of development and leadership advancement is tasked with creating and facilitating training programs aimed at developing future and existing leaders. The special assistant to the president for academic excellence and inclusion is responsible for providing training on a variety of diversity and inclusion topics. With over 75% of full-time employees completing at least one professional development event/course during the 2017-18 fiscal year, PPCC greatly exceeded the system-wide performance target of 25% employee participation. The results of the most recent campus climate survey (fall 2018) indicate that the large majority of faculty and staff feel supported in their professional development.

**5.A.5** PPCC’s annual budgeting cycle follows a series of well-defined phases, considers a variety of internal and external factors (e.g., enrollment forecasts, strategic priorities, mandated expenses), and involves all units of the College. The budgeting cycle begins during the summer with the identification of three to four focus goals (see 5.A.3). From September through March, divisions and departments develop their optimal budgets based on identified needs and in alignment with institutional priorities. PPCC’s Executive Team members regularly review and adjust the proposed budget until a final draft is prepared by the vice president of administrative services and presented to the Board for review and approval. To make the budgeting process as transparent as possible, the College president hosts a series of open budget hearings at all three main campuses each spring semester.

In compliance with the State of Colorado Fiscal Rules and SP 8-61 (Fiscal Management Roles and Responsibilities), PPCC has established effective internal control mechanisms and accounting structures for overseeing the allocation of its fiscal resources. Monthly revenue and expenditure reports are prepared by the Budget Office and made available to the appropriate account owners. Budget analyses are presented to the Executive Team and deans on a quarterly basis. In addition to those internal documents, the College prepares an annual budget databook in order to comply with the CCCS and State reporting requirements (see 5.A.1). The results of the independent, system-wide financial and compliance audit conducted on an annual basis clearly indicate that PPCC adheres to the highest standards of fiscal responsibility. The most recent audit conducted in 2018 concluded that “the Colorado Community College System should strengthen internal controls over its federal Student Financial Aid programs by establishing policies and procedures to ensure that all students who fail to submit verification documentation are reevaluated by the financial aid office and any aid previously received during the award year be returned as outlined in the federal guidelines, as applicable.” In fall 2018, the System Office

updated the verification procedures and the PPCC Financial Aid Office started implementing this revised verification process.

## Sources

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- 5A1.00 CEID Training
- 5A1.01 Budget Data
- 5A1.02 SB 18-262 Increased State Funding
- 5A1.03 SB 18-086 State Funding Cyber Coding
- 5A1.04 Unrestricted Net Assets
- 5A1.05 IPEDS Human Resources 2018
- 5A1.06 IPEDS Human Resources 2013
- 5A1.07 Unconscious Bias Training
- 5A1.07a Web Accessibility Report
- 5A1.08 SBCCOE Meeting Facilities Master Plan
- 5A1.09 Building Acquisition
- 5A1.10 DTSC Renovation
- 5A1.11 Lease Agreement 03.13.19
- 5A1.12 System-wide IT Projects
- 5A1.13 PDW Technology Workshops
- 5A1.14 OER Initiative 2019 Update
- 5A2.01 IPEDS Finance 2018
- 5A2.02 Financial Indicators
- 5A3.01 Focus Goals
- 5A3.02 Pilot Projects
- 5A3.03 Strategic Goals 2017-2022
- 5A3.03a IPEDS Faculty Positions
- 5A4.01 Climate Survey - Professional Development
- 5A4.02 HRS Training
- 5A4.03 STARs PD Events
- 5A4.04 Professional Development Report
- 5A4.04 SP 3-60e Tuition Assistance Program
- 5A4.05 New PD Positions
- 5A4.06 Leadership Development Programs
- 5A5.01 Budget Cycle
- 5A5.02 Budget Approval
- 5A5.03 Annual Open Budget Hearing
- 5A5.04 CO Fiscal Rules
- 5A5.05 SP 8-61 Fiscal Management Roles and Responsibilities
- 5A5.06 Budget Review March 2019
- 5A5.07 CCCS Financial Audit
- 5A5.08 CCCS Verification Procedures

## 5.B - Core Component 5.B

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

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. 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.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Argument

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**5.B.1** As described in Core Component 2.C, PPCC's president keeps the Board informed on a variety of topics impacting the College's ability to achieve its mission, vision, and strategic objectives. This ongoing sharing of information allows the Board to provide effective oversight of the College's practices and exercise its legal and fiduciary responsibilities as defined by statutory and bylaw provisions. The examples of approved decisions presented throughout this report (e.g., faculty five-year salary plan, Bachelor of Applied Science degrees, facilities master plan, building acquisition) provide strong evidence that SBCCOE acts in the best interest of the College.

**5.B.2** PPCC engages its internal constituencies – administrators, faculty, staff, and students – in the shared governance of the College through a variety of processes (e.g., budgeting, strategic planning, facilities master planning, program review, focus goals) and organizational structures (e.g., standing committees, taskforces, project teams). PPCC's Student Government Association is actively involved in the business of the College by hosting numerous co-curricular events on each campus throughout the year, including "Q&A with the Prez" forums with PPCC president and vice presidents. These forums provide all students opportunities to ask questions or share concerns directly with their representative leaders and College administrators. Over the past three years, Faculty Senate has collaborated with PPCC's leadership and faculty on a variety of initiatives, including reviewing/updating all educational procedures, making Martin Luther King Day a non-instructional day (effective spring 2020), developing a three-part syllabus template (effective summer 2019), making salary and budget recommendations, and adjusting the academic schedule for stronger alignment with the schedules of local universities and school districts (effective summer 2019). For faculty members, expectations for participation in service activities are made explicit in position descriptions and taken into consideration during the annual performance evaluation process. PPCC employees and students are also given multiple opportunities to participate in CCCS governance by serving on system-wide work groups (e.g., State Student Advisory Council, State Faculty Curriculum Committee, Adjunct Instructor Taskforce, VP Council).

**5.B.3** The numerous examples of shared governance structures and processes described throughout this report (e.g., 3.A.1, 4.A.1, 5.C.3) illustrate PPCC’s commitment to building a culture of continuous improvement through the broad-based involvement of its constituencies in cross-functional collaborations. Recent survey results show a high level of satisfaction (above 90%) among faculty, administrative/professional/technical (APT), and classified employees with regard to their contribution to the College’s goals and objectives. However, while 61% of faculty and 79% of APT employees “agreed” or “strongly agreed” that “teamwork between/across departments is encouraged” at PPCC, only 54% of classified staff agreed with this statement. The Classified Senate is currently undertaking restructuring efforts in order to improve the level of engagement among classified staff and address other identified challenges (e.g., morale, communication). With regard to students, recent survey results indicate a need to bolster student participation in activities that take place outside of the traditional classroom setting. It is anticipated that the numerous student engagement initiatives launched over the past two years (e.g., Leadership Scholars Program, The Paper, United Men of Color mentoring program, service learning projects) will increase the number of students actively involved in the shared governance of the institution.

## Sources

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- 5B1.1 Board Responsibilities
- 5B2.1 Shared Governance
- 5B2.1a Faculty Senate Meeting Minutes
- 5B2.1b SGA Meeting Minutes
- 5B2.2 Service Activities (Faculty)
- 5B3.1 Climate Survey - Shared Governance
- 5B3.2 Participation in Clubs and Organizations

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
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.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Argument

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**5.C.1** Since the 2014 Comprehensive Evaluation visit, PPCC's overarching mission and strategic plans have continued to guide the allocation of the College's resources (also see 1.C and 5.A). The strong alignment that exists between planning and budgeting practices has allowed the College to make rapid strides toward its most recent strategic plan (2017-22). Examples of strategic achievements include the opening of a Learning Commons on the Centennial Campus; the launch of academic programs in response to workforce needs; the establishment of the Center for Diversity, Equity, and Inclusion; the purchase of a building to house select allied health programs; and the acquisition of new technologies, including an application and enrollment management system (EAB) and a text messaging platform (Signal Vine).

**5.C.2** As indicated in Core Components 4.A and 4.B, PPCC's program review and outcomes-based assessment processes are directly linked to planning and budgeting decisions. Since the 2014 Comprehensive Evaluation visit, a timeline of program review activities was developed to ensure that all programs (CTE and transfer) be examined at least once in a five-year period. Program review findings have been used to inform a variety of decisions, such as hiring additional faculty or updating course contents, and – in CTE programs – prioritizing Perkins funding requests (monitoring report – part 1). Regarding student learning assessment, academic departments have devised a three- to four-year timeline to ensure that all agreed-upon learning outcomes will be assessed and reassessed within a short timeframe. In both academic and student support services, operational plans are developed on a yearly basis to document assessment activities and needs for additional resources in support of departmental improvement strategies (monitoring report – parts 2 and 3). The Assessment Committee's annual budget provides funding for a number of assessment-related efforts, such as compensation for adjunct instructors and opportunities for professional development (e.g., webinars, external consultants, assessment conferences).

Within the past two years, all Student Services departments have identified a number of key performance indicators relevant to their missions. Those indicators are monitored on a regular basis and reported to the vice president of student services (VPSS) at the conclusion of each month in order to:

- i) measure progress toward the achievement of agreed-upon annual goals,
- ii) identify issues that need immediate attention, and
- iii) allocate resources according to identified priorities (VPSS Goals and Monthly Reports).

Additionally, the Student Services division started to use the Council for the Advancement of Standards (CAS) for Higher Education framework to guide the comprehensive evaluation of its functional areas. During the 2017-18 academic year, the department of Admissions, Recruitment, Communication, and Enrollment Services (ARCES) piloted this self-assessment process by collecting data in support of the 12 CAS standards. The ARCES self-study report was shared with a group of internal evaluators in fall 2018. The ARCES self-study report has led to both immediate and longer-term planned changes. Immediate changes included incorporating an annual review of important standards into regular departmental staff meetings. Annually reviewed standards include: the mission and goals of the department, code of ethics and ethical obligations, and departmental, college, and system policies and procedures. The program review self-study is being used as the first step in the development of a five-year strategic plan that sets goals and benchmarks for continuous improvement. Identified areas to strategically address over the next five years include, but are not limited to, facilities and equipment, staffing and financial resources, and technology. The work of ARCES informed the creation of a program review structure for all departments in Student Services. All departments in Student Services are expected to complete a program review cycle by June 2021.

The creation of a coordinator of student support and early alert initiatives position in fall 2018 and the expansion of advising hours to evenings and weekends starting summer 2019 illustrate how the Student Services division uses a variety of data and evidence (e.g., drop-out rates, retention rates) to strategically allocate its resources.

Finalized in February 2018, the PPCC facilities master plan provides evidence of the College's commitment to a periodic, comprehensive evaluation of its physical resources and environment. This plan has been used to guide purposeful decisions with regard to facility development in alignment with the College's mission, vision, values, and strategic priorities. The College uses the facilities master plan, facilities audit reports, and discussions with staff of the Office of the State Architect to prioritize capital construction and controlled maintenance projects.

**5.C.3** The development of the PPCC Destination 2022 plan was conducted through an inclusive process encompassing the various perspectives of a broad range of internal and external stakeholders. In summer 2016, the College president initiated the process by hiring the services of an external consultant and forming a Steering Committee comprised of seven members of the Executive Team. A thorough environmental scanning was conducted by incorporating a wide range of data and collecting input from both internal and external constituencies. In early fall



2016, a 40-member task force composed of a representative sample of students, faculty, staff, and community members was established to carry out the next phase of the process. The task force met for two half-day workshops to brainstorm possible tactics and organize those tactics under five overarching strategic goals. After undergoing some minor refinements, the final five-year plan was adopted in February 2017. The PPCC Marketing and Communication department was charged with creating and maintaining a dedicated strategic planning webpage in order to keep the entire PPCC community apprised of progress throughout the different phases of the planning process.

**5.C.4** The environmental scanning process conducted during summer 2016 provided the College with an opportunity to assess its human, financial, physical, and technological capacities and examine the external environment in which it operates. Additionally, PPCC's Executive Team routinely examines enrollment figures, revenues and expenditures data, regional economic outlooks, and demographic trends in order to anticipate the possible impact of fluctuations in the College's sources of revenues. Recognizing that declining enrollment and diminishing state support would negatively impact the College's ability to achieve its mission, an entire strategic goal (Goal 3) was dedicated to "deliberately driving enrollment to ensure a strong future for PPCC." Since the implementation of the Destination 2022 plan, significant progress has been made toward this goal, including:

- Improved communication with prospective students
- Simplified process for military-affiliated students to receive in-state tuition rates
- The acquisition of a user-friendly application and enrollment platform (EAB) allowing students to choose a major that fits their interests, select courses that fit their schedules and preferences, and monitor progress toward their educational goals
- The administration of a survey to gather students' input with regard to expanding opportunities for evening and weekend classes
- The deployment of nine digital marketing campaigns targeting different demographic profiles (e.g., young mothers, veterans, mid-life career changers, traditional high school students). The digital campaign, executed on Google Display, Pandora, YouTube Pre-Roll, and Facebook Ads, was also supported by traditional media, including radio, print, and billboard.
- Significant investments in physical infrastructures. This includes a \$20+ million investment to buy, renovate, and equip a building to house expanded allied health programs.
- The design and deployment of recruitment strategies targeting Latinx students
- Increased scholarship opportunities
- The purchase of a catalog management software to ensure the consistency of degree, certificate, and course information across all College publications – be they online or in print.

**5.C.5** As indicated above, the College examined a number of external factors – emerging technologies, demographic shifts, changes in economic conditions – as part of the 2016-17 institutional planning process. Instructional Services reviews both economic and employment data to identify trends and emerging employment outlooks within the region and state. The adoption of Goal 4, "Anticipate and respond to emerging workforce needs and demographic

shifts,” and Goal 5, “Better serve a diverse current and prospective student population,” provides direct evidence of PPCC’s commitment to monitoring, anticipating, and responding to changes in its external environment. Since 2017, significant resources have been allocated toward those goals.

Regarding Goal 4, the College has launched several programs and expanded its learning spaces in order to meet current and future regional workforce needs, especially in the cybersecurity, building/construction, and health-care sectors. In June 2017, a two-day workshop, facilitated by Gray Associates, was held to assess PPCC’s current program portfolio and identify potential new programs, especially in the health-care sector. In addition to the BSN slated for opening in fall 2019, the College is planning on launching additional allied health programs in the next few years (e.g., surgical technology, physical therapy assistant).

While the most recent success measures (e.g., retention rates, graduation rates) point to encouraging progress, especially among Latinx students, Black/African American males remain the lowest performing student group. Goal 5 intends to close the educational opportunity and achievement gaps through targeted student success strategies, the hiring of a more diverse workforce, and the offering of training opportunities aimed at increasing the cultural competency of faculty, staff, and students. In September 2018, the “INSIGHT into Diversity” magazine (the oldest and largest diversity-focused publication in higher education) recognized PPCC’s “outstanding commitment to diversity and inclusion” by naming the College a recipient of the 2018 Higher Education Excellence in Diversity (HEED) award. PPCC was the only college in the Pikes Peak Region, one of four colleges in the state, and one of only four community colleges in the nation to receive this award. As of fall 2018, all employees serving on search and screen committees for faculty positions are required to participate in a seminar (Cultural Excellence: Ideas and Dialogue or CEID) aimed at sharing best teaching practices and research findings relevant to students of color in community colleges. In the 2018-19 academic year, approximately 100 faculty and 100 staff participated in CEID trainings. Upon completing the training, more than 75% of participants reported being more aware of their biases and felt they had some tools to counteract these biases. In the 2018-19 academic year, PPCC hired a coordinator of multicultural retention services and a multicultural student success coach to provide additional support services for underrepresented students, including a mentoring program for male students of color. As indicated in section 5.A.4, the College recently created a position (i.e., special assistant to the president for academic excellence and inclusion) to assist with diversity issues and implement DEI initiatives during the 2019-20 academic year.

## Sources

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- 5C1.1 Strategic Goals 2017-2022
- 5C2.00 VPSS Goals and Key Performance Indicators
- 5C2.1 Assessment Budget
- 5C2.2 VPSS Goals and Monthly Reports
- 5C2.3 ARCES CAS Self-Evaluation Report
- 5C2.5 Advising and Testing Expanded Services
- 5C2.6 Coordinator Student Support Early Alert Initiatives

- 5C2.7 Facilities Master Plan
- 5C2.8 Facilities Funding Requests
- 5C3.1 2016 SWOT Analysis
- 5C3.2 Destination 2022 Release
- 5C3.3 Strategic Planning Webpage
- 5C4.1 External data
- 5C4.2 Improved Communication
- 5C4.2a Residency Classification for Military and Veterans
- 5C4.3 EAB Screenshots
- 5C4.4 Evening Classes Survey Results
- 5C4.5 Weekend Classes Survey Results
- 5C4.6 HAC Marketing Plan - HSI Initiative
- 5C4.7 Scholarships
- 5C5.1 Program Selection Workshop
- 5C5.2 Disaggregated Success Measures
- 5C5.3 HEED Award
- 5C5.4 CEID Training Outline
- 5C5.6 United Men of Color

## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
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.

### Argument

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**5.D.1** A variety of key indicators are routinely documented and examined to help the College assess its overall performance. Examples include measures of student access (e.g., application yield, student FTE and headcount) and success (e.g., retention, graduation, transfer, post-graduation placement), levels of student and employee engagement and satisfaction, as well as fiscal and financial indicators. In addition, the four main units of the College – Instructional Services, Student Services, Administrative Services, and Workforce Development – have developed numerous feedback mechanisms to continuously assess and improve the effectiveness of their operations. In the four academic divisions, evidence of instructional quality is collected through well-established processes, such as annual and comprehensive program reviews, student learning assessment, classroom observations, and end-of-term student evaluation of courses and faculty (monitoring report). As indicated in sections 4.B.2 and 5.C.2, all student services departments regularly collect and document information relative to usage, satisfaction, and achievement of department-specific learning outcomes. Several departments operating under the Administrative Services division (e.g., ITSS, Facilities) regularly conduct surveys to assess user satisfaction and gather suggestions for improvement. Finally, standing committees/workgroups (e.g., Assessment Committee, DEI taskforce, enrollment management task force, focus goal teams) and individual departments regularly collect and document evidence of effectiveness. For example, CETL systematically assesses participant satisfaction at the conclusion of each professional development event. The HIPs team regularly solicits the assistance of the Institutional Effectiveness office to examine possible correlations between participation in specific learning experiences and student success indicators.

**5.D.2** As indicated in this report, the College maintains a core of well-established feedback mechanisms (e.g., college-wide surveys, periodic review/evaluation/audit) and planning processes allowing the institution to assess and learn from its operational experience on an ongoing basis. The numerous examples of initiatives and accomplishments provided across the five criteria illustrate PPCC's capability to allocate resources effectively, research and adopt generally recognized best practices, and work collaboratively with a wide range of internal and external stakeholders while encouraging innovation and leadership development. Since the 2014 Comprehensive Evaluation visit, PPCC has greatly improved its ability to use a wide range of data/evidence to continuously assess and improve its operations. This is especially true for the two areas addressed in the embedded monitoring report, i.e., student learning assessment and program review. Some of the key institutional metrics monitored by the College as evidence of progress toward its strategic goals and overarching mission point to significant improvements in

a variety of areas, including: student access, success, support, and satisfaction; employee engagement and satisfaction; instructional quality; operational excellence; response to workforce needs; and community outreach. Other data points indicate opportunities for improvement, such as creating a more diverse workforce, closing achievement gaps, improving the first-year experience and developmental education model, expanding high impact practices across all curriculum, and redesigning the PPCC website for greater consistency. It is anticipated that the resources dedicated to these strategic priorities will help PPCC make great strides toward achieving its mission and vision.

## Sources

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- 5D1.1 Examples of Enrollment Reports
- 5D1.10 Spring 2019 PDW Survey Results
- 5D1.11 Service Learning Comparative Analysis
- 5D1.2 Weekly Applicant Dashboard
- 5D1.3 Retention Rates\_2018
- 5D1.4 Graduation Rates\_2018
- 5D1.5 Transfer Rates\_2018
- 5D1.6 Job Placement
- 5D1.7 Financial Indicators
- 5D1.8 CCSSE 2018 Student Services
- 5D1.9 Administrative Services Surveys

## 5.S - Criterion 5 - Summary

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### Summary

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PPCC has sufficient resources to support its current operations and educational programs. Effective budgeting and monitoring practices are in place to ensure the long-term viability and sustainability of the College.

The College embraces the concept of shared governance and maintains various structures – committees, task forces, project teams – to engage its internal constituencies and encourage cross-functional collaborations.

Conducted on a five-year cycle, the PPCC strategic plan drives the continuous improvement of all areas of the College. Over the past five years, PPCC has expanded its program offerings, increased the number of faculty and staff positions, maintained a highly qualified and trained workforce, improved the physical and technological infrastructure of its campuses/locations, and responded to the 2014 Review Team's recommendations with regard to diversity, student learning assessment, and program review.

Since 2014, PPCC has made great strides toward building a culture of continuous improvement through regular self-assessment. Across all divisions, key performance indicators are used to measure the success of specific initiatives/operations and design strategies to further improve the College's overall effectiveness.

### Sources

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*There are no sources.*