Pikes Peak Community College

HLC ID 1051

OPEN PATHWAY: Mid-Cycle Review   Visit Date: 7/29/2019

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Context and Nature of Review

Visit Date

7/29/2019
Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Mid-Cycle Review

There are no forms assigned.

Institutional Context

Pikes Peak Community College (Pikes Peak, PPCC, the institution, or the College) is in Colorado Springs, Colorado. The College enrolls more than 20,000 students in credit and non-credit courses. The College is one of the thirteen community colleges comprising the Colorado Community College System (CCCS or the System), which is governed by the State Board for Community Colleges and Occupational Education (SBCCOE or the Board). The Colorado Legislature established the CCCS and State Board in 1967. This had the added effect of changing Pikes Peak Community college's local governing board to an advisory council. As of the 2019-20 Academic Year, the College offers one Bachelor of Science degree in Emergency Services Administration, one Bachelor of Science in Nursing, 28 Associate degrees in liberal arts and the sciences, one Associate of general studies degree, and 161 degrees and certificates in Career and Technical Education (CTE) programs. Further, traditional and hybrid courses are offered at 10 HLC approved locations, two military sites, and 13 local high schools. Distance education is offered through the College's own online course sections as well as through a statewide consortium (CCC Online or CCCO).

Pikes Peak Community College has been accredited by HLC since 1975 and joined the Open Pathway in 2016. The 2014 comprehensive visit team visit concluded that the College met the criteria and Core Components for continued accreditation. The next comprehensive visit has been scheduled for 2023-2024. That team took note of progress made since 2003 but felt the College needed to address three areas warranting attention (assessment, program review, and workforce diversity). HLC's Institutional Actions Council supported the team's recommendation and required the College to submit an interim report on workforce diversity by December 1, 2015 and to address embedded reference topics on program review and assessment of student learning in the Year 4 Assurance Review.

The Assurance Review Team affirmed that the College embedded its responses to the two interim monitoring reports within its evidence is the Assurance Argument (4.A.1 - Program Review Procedures and 4.B -Assessment of Student Learning).

Last, it is significant to acknowledge that the College's service area encompasses three counties in south central Colorado and over 4,500 square miles of rural or government held property. The host county, El Paso, has become the second largest county in the state and home to a growing Hispanic population. Further, the Air Force Academy, four military installations, and the North American Aerospace Defense Command (NORAD) are located within the College's service area. The College has taken affirmative steps to (1) diversify its workforce reflecting the growing Hispanic populations and (2) develop educational and training opportunities for military personnel and dependents who comprise about 25 percent of its student body.

Interactions with Constituencies

There are no interactions.

Additional Documents

There are no additional documents reviewed.

1 - Mission

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

1.A - Core Component 1.A

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.)

Rating

Met

Evidence

As one of the thirteen colleges in the CCCS System, Pikes Peak's statutory mission is developed and approved by the Colorado State Legislature. The latest revision to Colorado Revised Statutes expanded the roles for community colleges to include the offering of two-year transfer degrees with academic designations and Bachelor of Applied Science degrees in approved career and technical fields. The College, as cited in the Assurance Argument, through its comprehensive strategic planning processes, reexamined its mission statement and determined that it needed to be revised considering the College's desire to offer bachelor degree programs. Hence, the College's Executive Team met, deliberated, and crafted revisions to the mission statement. The proposed revisions were unanimously adopted.

The College undertook, in spring 2011, its periodic five-year strategic planning that happened to coincide with the hiring of a new President and the development of a new facilities master plan. This effort was guided by a task force comprised of College leadership members and representatives from different sectors of the College. An environmental scan and stakeholder surveys were conducted and analyzed, resulting in a limited number of goals. Then, all operational departments were tasked to develop tactics to support those goals. In addition, this effort resulted in the revision of the College's values and vision statements. PPCC's new values and vision statement were formally approved by the College President in spring 2012 and reaffirmed in fall 2016 as part of the most recent strategic planning process. The Assurance Review Team concluded that the vision and values statements reflect the nature and culture of the institution.

PPCC knows and understands the academic and student support needs of its student body, which stands at approximately 20,000 credit and non-credit students for the 2018-19 academic year.

Ninety-three (93) percent of students reside in El Paso County, sixty (60) percent take less than twelve (12) credit hours per semester, and forty-eight (48) percent enroll in pre-college/developmental coursework in their first semester. In addition, about twenty-five (25) percent of the student body has a military affiliation and nineteen (19) percent of students are Hispanic.

Evidence presented in the Assurance Argument attest to the fact the College offers an array of career and technical education (CTE) programs addressing student and workforce needs. Since 2014, several certificates and Associate of Applied Science degrees were added in high demand fields: cybersecurity, building and construction, and robotics. Furthermore, the College added bachelor's degrees in emergency services administration (fall 2018) and Nursing (fall 2019) in response to regional demand using the SBCCOE authority. In summary, the Assurance Review Team found compelling evidence that the College's academic programs meet students' needs.

The College demonstrated its commitment to serve its wide range of students with a well-resourced series of initiatives. Those initiatives included (1) High School Programs Department, with partnerships with 67 regional high schools, serving more than 2,900 students taking Pikes Peak courses concurrently, (2) Developmental Education with pre-college level courses supporting English, reading, and mathematics above the 9th grade level, (3) First Semester Course –AAA109- for students who test into developmental education and are required to take the three-credit hour AAA109 course, and (4) English as a Second Language through the English as a Second Language Department, which provides non-native English speakers with support, encouragement, and instruction in the English language.

The Assurance Review Team took note of the College's increase in non-credit offerings since the 2014 comprehensive visit in fulfillment of its mission. Specifically, the Extended Learning Division was relabeled Workforce Development in July 2015 and transferred from Instructional Services to the President's Office. The Workforce Development division has served over 6,000 learners since its inception and generated revenue in excess of $1.3 million. Last, the Review Team commends the College for its workforce development initiatives organized in four units: (1) Customized Training, (2) Community Education and Workforce Training, (3) Teen College, and (4) College and Workforce Readiness.

Based on evidence provided in the Assurance Argument, the College has in place a range of academic support and student success services. The Student Services division provides high-quality admission and enrollment services (e.g., financial aid, career planning, and academic advising). In addition, Pikes Peak's support services are designed to address the diverse and evolving needs of certain subsets of its student body (e.g., first generation students requiring developmental coursework). Another prime example of crafting services to meet student needs is a Learning Commons established at the Centennial Campus (main campus) to provide tutorial, library, and computer services in a centralized location. Last, evidence was presented that verifies students can choose on-campus services or partake of academic support services online or through partnerships with community providers. Technological assistance is provided 24/7 through the Help Desk.

In the Assurance Argument, the College offered examples illustrating its ongoing commitment to serve its diverse student body, citing, first-generation students, lower socio-economic students, military-affiliated students, and students with disabilities. PPCC's Military & Veterans' programs ranked 9th among 33 two-year colleges that received the "Best for Vets" award by the Military Times. As for first-generation students, low-income students, and students with disabilities, the College offers TRiO support services through federal grants. The overall goal for these grants is to

help impacted students overcome barriers to college success.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

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.

Rating

Met

Evidence

The College's mission, vision, and values statements are clearly articulated on a variety of venues described in the Assurance Argument, both digital and hard copy. Furthermore, the College developed and published on all press releases the following statement: "Established in 1968 and accredited by the Higher Learning Commission, PPCC offers associate degrees, certifications in career and technical fields, and two bachelor 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." The Review Team acknowledges that the above statement meets the standard for best practice and applauds the College for highlighting progress made toward strategic goals and sharing foundational documents (mission, vision, and values statements) during new employee orientation sessions facilitated by the Human Resources Services department.

The College's foundational statements are current and reflect the nature and scope of academic progress and support services aimed at meeting the needs of its student body. The last two strategic plans, 2012-2016 and 2017-2022, speak directly to the College's desire to place its emphasis and resources on emerging needs in the areas of student success, workforce diversity, increase in full-time faculty, and ten-year facilities master plan. The Assurance Review Team took note of the College's growth in concurrent/high school students from just over 500 in 2013-2014 to 1,300 in 2018-2019. Finally, a review of the CCCS 2015-2025 strategic plan and Colorado Commission on Higher Education Master Plan revealed that the College's Strategic goals align smartly.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

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.

Rating

Met

Evidence

The Assurance Review Team found evidence that the College embraces diversity as a core value and considers it central to its mission and role in a multicultural society. Strategic Goal 5, "Better serve a diverse and prospective student population, is supported by three tactics specifically addressing that role. The tactics include (1) "Hire and retain a diverse workforce that represents our community" and (2) Increase the cultural competency of faculty, staff, and students." In summary, the Review Team concludes that the College understands and appreciates its educational role as an institution serving the public good.

Since the comprehensive visit, the College established a Diversity Team in 2015 which developed its own Diversity, Equity, and Inclusion (DEI) mission and vision statements and ten DEI strategic goals. Evidence abounds that the Diversity Team has influenced college-wide actions. A coordinator of multicultural student retention initiatives and a multicultural student success coach were hired to assist DEI goals. An assessment rubric was created to monitor progress on DEI initiatives.

The College, in response to efforts to attract and retain historically underrepresented students, established a Hispanic Advisory Committee in spring 2017, hoping to guide institutional efforts to become a Hispanic Serving Institution within five years. To become such an institution, the institution must have a minimum of 25 percent Hispanic FTE enrollment. Since 2014, the Hispanic student enrollment has increased to 19 percent. Efforts continue, including targeted marketing campaigns and scholarships.

PPCC has undertaken several initiatives that reflects institutional attention to human diversity as it relates to its mission, vision, and value statements. For example, the hiring process mandates training sessions for search and screen committee members and a workforce diversity focus goal was adopted. In addition, the College expanded opportunities for employees and students to better understand different cultures. Weekly roundtables (Global Village) allow employees and students to share cultural backgrounds; a faculty-led Study Abroad program provides students with experiential learning opportunities through immersion in different cultures.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

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.

Rating

Met

Evidence

The College's decisions reflect an understanding of its obligation to serve the public by providing quality educational opportunities that meet workforce and community needs. Each year over 3,500 graduates receive their knowledge, skills, and training from PPCC. Specifically, the College offered the results of a 2015-2016 economic impact study indicating that PPCC generates over $390 million in income to its service area and supports more than 7,000 jobs. The analysis is provided in the Assurance Argument.

The College states that it is an open access public community college, operating under the auspices of the Board. PPCC has no investors and is committed to fair and ethical practices. An examination of CCCS and SBCCOE regulations affirmed the College's relationships with these state governed agencies.

Pikes Peak Community College actively engages with its external constituents. Since 2016, the College has formed strategic partnerships with regional companies to address the shortage of skilled workers in high-paying cybersecurity jobs. The AAS degree in Cybersecurity was launched. A bachelor's degree in Nursing grew from regional workforce needs. Yet another collaboration is the College's outreach with other Colorado higher education institutions. As one of the 13 community colleges in CCCS, PPCC participated in the establishment of statewide transfer articulation agreements. Last, PPCC's High School programs has built relationships with local high school districts that help high school students enroll seamlessly at PPCC.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Evidence

This Criterion has been met.

Pikes Peak Community College routinely reviews and revises its mission, vision, and values statements in response to governance (SBCCOE and CCCS) mandates and regional/community needs. The current strategic plan, 2017-2022, is well thought out and mission driven. Diversity, equity, and inclusion is a major point of emphasis for which the College has taken direct actions. Evidence was presented in the Assurance Argument that employees understood the mission, vision, and values statements.

Historically, the College has undertaken four strategic planning processes over the past 20 years, identifying overarching goals and tactics that relate directly to its mission and are embedded in its vision and values statements. The budget development process is conducted on an annual basis, matching resources to agreed-upon strategic priorities. In addition, the College has a cash reserve of approximately $40 million for rainy day circumstances. The Assurance Review Team carefully reviewed the litany of highlighted accomplishments made toward both the 2012-2016 and the 2017-2022 strategic goals and was able to attest that those accomplishments resulted from an alignment of strategic priorities with the College mission. The Review Team applauded the accomplishments of Goal 5 (Develop and implement a plan to recruit and retain a highly engaged and diverse workforce) for addressing a persistent issue.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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.

Rating

Met

Evidence

Pikes Peak Community College operates according to the policies and procedures set forth by the Board of the Colorado Community College system. The Chancellor of the CCCS is charged with supporting and disseminating these policies. PPCC has established procedures guiding work units of the institution in operationalizing those policies. The CCCS Board Policies (BP) and System Procedures (SP) are accessible to employees, students, and the community on the CCCS website.

The College operates with integrity regarding its financial management. PPCC operates under the guidelines established by BP/SP "Series 8 - Fiscal" and follows the State of Colorado fiscal rules. It follows the CCCS Standard Accounting Procedures (SAPs) and the State of Colorado Procurement Code of Ethics. On an annual basis, the College is subject to a financial and compliance audit conducted by independent accountants. PPCC employees use financial forms and follow the processes established by the institution for all financial transactions. Some examples provided in the Assurance Argument are purchase orders and reimbursement for travel expenses. The training sessions and manuals help to ensure compliance with fiscal rules and regulations.

The College's educational procedures are accessible on its website. The academic functions of PPCC are set forth by the CCCS BP/SP "Series 9: Academic Functions." BP/SP Series 9 guides the integrity of the College's academic functions, including the approval of new courses and programs. The majority of the PPCC's educational procedures have been updated within the past three years, some as recent as July 1, 2019. Some examples of the academic procedures relevant to this section are: FERPA, Academic Record Modification, and Use of Copyright Information.

PPCC's educational procedures are easy to find, read, and understand. They are organized in four sections with clusters of like information--general academic procedures, program review and program management, curriculum and course development and approval with the forth section serving as a "catchall" for a wide variety of topics such as independent study, student evaluation of instruction, and military programs.

At PPCC, degree and certificate programs are similar those offered at other accredited institutions regarding the number of courses required for completion and are following federal and state requirements. As described in the Board Policies, new courses are reviewed by a state-wide faculty committee which has representatives from all 13 CCCS institutions. PPCC follows curricular guidelines developed by CCCS to determine credit hours and the appropriate course content. The courses that are approved by the CCCS vice presidents of instruction become part of the Colorado Common Course Numbering System (CCCNS). The CCCNS helps to provide continuity for course content among the colleges in Colorado.

The College operates with integrity and in an ethical manner regarding its personnel. BP/SP "Series 3 - College Personnel" contains the policies that guide the ethical and responsible conduct of all PPCC employee groups. Classified employees are part of the state-wide system which is overseen 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 requiring teaching are categorized as faculty or adjunct instructors and are exempt from the state classified system. This vetting process for exemption from the classification system occurs prior to an external announcement of the vacancy.

Position vacancies are posted on the PPCC website. They are also advertised in appropriate professional journals or websites determined to be good matches for the position. The essential functions, knowledge, skills and abilities, and the educational/experiential requirements for the position are included in the job descriptions. PPPC employees who serve as the appointing authority are responsible for forming a search and screen committee consisting of no fewer than five employees. These employees represent various employee groups, departments and divisions, and come from diverse racial/ethnic backgrounds.

New employees to the College attend an orientation that reviews ethical standards and related policies. All procedures regarding employment and the Code of Ethics for employees can be found on the website under staff and faculty resources.

Auxiliary functions of the College include the bookstore, food services, printing and publications, Child Development Centers, and the Workforce Development division. These auxiliary services follow the same fiscal rules and personnel policies and procedures as described above. Details regarding the code of ethics for the governing board and the policies and laws which guide its functions are discussed in detail in 2.C.

Sources of evidence provided by PPCC include: 2A.01 Board Policies and System 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 PPCC President, and 2A.25 Mandatory Training.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

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

Rating

Met

Evidence

PPCC presents itself clearly to the public regarding its program offerings and requirements, staffing, cost, and accreditation. Information about academic and career and technical programs is made available via the PPCC website. Program details, cost of attendance, special accreditations, and qualifications of faculty and staff are part of that information. The College lists its accreditation from the HLC on its website along with the logo. Program specific accreditations are also listed. PPCC receives federal financial aid funds which is regulated by the Higher Education Act of 1965, Title IV.

Each work unit or academic department has personnel who are responsible for keeping departmental webpages updated and accurate. There is training and support for the personnel responsible for updating program or department information. The PPCC Marketing and Communications department is charged with creating and distributing information about the College using a wide variety of print and online materials. This department also helps distribute information by social media in the case of an emergency.

Sources of evidence cited by PPCC include the Title IV Disclosures and the Web Editor Training.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

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

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.

Rating

Met

Evidence

PPCC is governed by a state level governing board that is responsible for setting policy for the 13 CCCS institutions. Pursuant to the Colorado Revised Statutes 23-60-102, the Community College and Occupational Education Act of 1967, the Board has authority to review and approve educational programs, capital projects, annual budgets, and tuition and fees. The System Chancellor is appointed by the Board and is responsible for developing and communicating procedures to implement the Board policies and other initiatives.

The Board has strategic goals which were developed with input from a variety of internal and external stakeholders such as business and community leaders, policy makers, staff, faculty, students, and executives from the 13 CCCS institutions. For the past five years, the 13 colleges have been focused on achieving the following goals: 1. Transform the student experience, 2. Transform our own workforce experience, 3. Create education without barriers through transformational partnerships, and 4. Redefine our value proposition through accessibility, affordability, quality, accountability, resource development and operational excellence.

As evidenced in the Board meeting agendas and minutes, all 13 Colleges report their progress toward these goals prior to each Board meeting. Some examples showing the Board's commitment to acting in the best interest of PPCC are the purchase of a building for health-related programs, the adoption of a facilities master plan, and the approval of a Bachelor of Applied Science in Emergency Service Administration.

The Board has a faculty representative who serves in an advisory capacity, which evidences its commitment to the importance of faculty voice in the planning process for the system. Also, there is a student representative who is nominated by the State Student Advisory Council. The Board membership is representative of a wide range of persons from public and private sectors of the state.

During the Board meetings, which are held ten times per year, the Chancellor and College Presidents update the Board on efforts related to achieving the goals of the system-wide strategic plan, present new academic programs for approval, and share progress on institutional initiatives. On an annual basis, the Chancellor and the Board visit the colleges and hold listening sessions with students, staff, and faculty.

There are 13 advisory councils, one from each College, that are made up of community members in their service areas. These advisory councils meet four times per year. Each President updates the Chancellor about the topics addressed during the advisory council meetings, who in turn, provides the information to the Board. The guidelines for the advisory councils are contained in BP 2-25.

The 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. The Governor of Colorado directs the Board and has the responsibility to ensure that the Board operates under the Code of Ethics which is outlined in BP 3-70. This policy outlines conflict of interest. It prohibits Board members from accepting anything of value for their service.

The Board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters. The 13 Presidents and the Chancellor meet on a monthly basis. This work group is focused on achieving the goals of the strategic plan, and to provide input and operational guidance for system-wide strategies to help improve student success. BP 3-05 delegates the ability to manage the day-to day operations and authority over personnel to the Presidents.

PPCC follows a shared governance model to oversee academic affairs. Faculty members may participate in Faculty Senate, which is charged with making decisions regarding curriculum instruction, and others matters affecting faculty. To ensure faculty participation and leadership, faculty-led standing committees and task forces exist. Some examples of these committees and task forces are: Assessment, High Impact Practices, and Educational Procedures Review. BP 2-30 provides direction for the establishment and operations of faculty-led task forces and committees.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Evidence

Evidence that PPCC is committed to freedom of expression and the pursuit of truth in teaching and learning exists in the results of the recent system-wide climate surveys. It shows 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. Employees of the College are provided with many opportunities to experience a broad range of learning opportunities exposing them to diverse ideas and ways of thinking. This takes place in the classroom as well as through co-curricular activities and professional development events sponsored by the Center for Excellence in Teaching and Learning (CETL). Other examples of efforts to improve teaching and learning include mini-grants that support innovation in teaching, service learning, and inquiry-based projects.

PPCC Educational Procedure regarding academic freedom (EP-075) states that "faculty should engage in intellectual debate and be free in the classroom to discuss their subject" and that "students should have the right to meet, discuss, and inquire within a context of a democracy."

During the educational process, student must also follow a Code of Conduct. Their behaviors must support the pursuit of academic freedom. Per BP 4-50, a Student Government Association (SGA) was established. The SGA provides information to the President, represents student interests, and protects the rights, responsibilities, and general welfare of the students. Student Life and student clubs exist on each campus and enhance the collegiate experience for students.

Sources of evidence that PPCC provided are: 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, and 2D.11 Co-Curricular Activities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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.

Rating

Met

Evidence

PPCC has an Institutional Review Board (IRB) that is registered with the Federal Office for Human Research Protections. The IRB is charged with ensuring that research projects conducted by students, faculty, and staff comply with federal regulations aimed at protecting "human subjects." The IRB is made up of six members with the Executive Director of Institutional Effectiveness serving as the chairperson. Details regarding the procedures for gaining approval for research projects involving human subjects can be found on the PPCC website and in print materials such as the college catalog, faculty resource guide, and the student handbook. Educational procedures regarding use of human subjects is contained in EP 005.

At PPCC, students are provided with guidance on acceptable use of copyrighted materials. PPCC librarians conduct classroom instruction on how to properly cite sources of information when writing for scholarly purposes. Information regarding acceptable use and reference citations and copyright laws is also shared. Similarly, employees of the College are expected to follow the same ethical practices as students. Those practices are communicated to students and employees in the Student Code of Conduct and through webpages such as Social Media Guidelines and Computer Services. The PPCC Publications and Printing department monitors incoming printing/copying orders and requires requestors to acknowledge compliance with copyright laws.

PPCCs rules and regulations regarding matters of academic integrity are outlined in the Student Code of Conduct and presented during Student Success Seminar sessions. Faculty are required to communicate the information regarding misuse of academic materials, cheating, and plagiarism in their students. Faculty are also expected to model academic integrity in their professional capacity. PPCC uses "TurnItIn" to review research papers in order to identify plagiarism.

The Dean of Students investigates allegations of academic dishonesty, and determines, what, if any disciplinary measures should be taken. The guidelines for this practice are outlined in SP 4-30, Student Disciplinary Procedure. Varied disciplinary measures can be applied when academic dishonesty occurs and is dependent on the severity and frequency of the student's engagement in academic dishonesty.

PPCC cited the following sources of evidence that they are in compliance with 2E.: 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, 2**E3.2** SSS Material, 2E3.3 EP 051 Academic Honesty, 2E3.4 TurnItIn, and 2E3.5 SP 4-30 Student Disciplinary Procedure.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Evidence

Criterion 2 has been met.

Pikes Peak Community College operates according to the policies set forth by the Board of the Colorado Community College System (CCCS). Board policies and accompanying System procedures are available on the CCCS website. The Chancellor of the CCCS is charged with supporting and disseminating these policies. PPCC has established procedures which guide as to how various work units of the institution operationalize them.

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

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

3.A - Core Component 3.A

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).

Rating

Met

Evidence

PPCC has established processes and procedures to ensure that each level of degree programs is appropriate for its specific learning goals. Every degree and certificate program has measurable program-level learning outcome statements that demonstrate the appropriate level of student learning. The Curriculum and Instructional Practices Committee (CIP) receives and reviews curriculum change proposals proposed by the faculty before sending its recommendations forward to the Vice President for Instructional Services (VPIS) for further action. If changes are approved, "discipline faculty across all 13 CCCS colleges review and provide feedback before examined by the system-wide State Faculty Curriculum Committee."

Both Career and Technical Education (CTE) and general education courses are reviewed during the annual Faculty Conference meetings attended by discipline chairs from all 13 CCCS community colleges. After verifying compliance with specific program requirements, the Colorado CTE department grants program approval for five years during which time a plan is developed to address each program "strengths, weaknesses, strategic goals, and action steps." All PPCC CTE programs are required to meet with their advisory committee a minimum of two times annually to help faculty design and offer CTE programs that meet current and future workforce needs. Minutes from a sample of advisory committee meetings provided evidence of the contributions made by these CTE program committees.

Quality of education across all modes of delivery (face-to-face and online/hybrid) is assured primarily by departmental chairs and deans. The College's eLearning department provides faculty and adjunct instructors with training and resources illustrating best practices in online education. Technology

workshops are offered at the beginning of the fall and spring semesters to ensure faculty are updated on technological changes made to the College's course management system. In each PPCC discipline area, assessment findings are regularly examined and used to drive the continuous improvement of learning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

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

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.

Rating

Met

Evidence

PPCC offers clear and appropriate general education requirements that include "courses from at least five of the six CCHE-approved general education categories (content areas)." Four years ago, faculty voted to approve ten competencies students should acquire through these classes and mapped each competency to specific courses. For example, English or communication courses focus on successful expression of ideas while history courses emphasize critical thinking and information literacy skills. In addition, each program engages students in information gathering and analysis as appropriate to that field. For example, "students enrolled in the Medical Assistant AAS degree . . . complete a medical filing course."

It is noted that many faculty members have integrated diversity and global learning into their pedagogy in the form of high impact educational practices.   These include, but are not limited to, service-learning projects and study abroad. Since the High Impact Practices team was recently created (2017-2018), review and assessment of these practices are in the early stages. Global Village Roundtables as well as various clubs and community/civic activities are available to students to encourage understanding and appreciation of diversity. In sum, the College provided evidence of many opportunities available for students to get involved in civic and community endeavors (for example, leadership in 2020 United States Census, Pikes Peak United Way 211 referral program, PPCC Mobile Food Market, PPCC Tax Help Program, Pikes Peak Children's Water Festival, etc.).

Faculty complete an annual performance plan that includes the evaluation of both teaching and

service. Expectations for receiving an "Exemplary" rating are detailed and clear. Professional support and continuing education are offered to faculty through workshops, a mini-grant program, and other CETL-sponsored events. The PPCC Institutional Review Board approves research involving human participants, and "all degree and certificate programs ask students to complete authentic, performance-based assignments as part of their coursework." Recent CCSSE surveys reveal that students have responded positively to the College's increased emphasis on preparing students for a "rapidly changing environment."

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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.

Rating

Met

Evidence

Responding to the 2014 HLC Review Team's suggestion that more full-time faculty members were needed, PPCC increased these numbers from 169 to 189 even as student enrollment decreased by 6%. This resulted in a student-to-faculty ratio of 20 to 1 in fall 2018 as opposed to the 23 to 1 in fall 2014. Academic deans conduct a staffing analysis each fall to ensure that there are enough faculty members to serve the institution's needs. A system-wide climate survey revealed that a large majority of faculty find their teaching and student advising load reasonable but are struggling more with administrative responsibilities.

PPCC follows a clear employment process, which includes detailed job descriptions, verification of official transcripts, and hiring guidelines. A sound record keeping is followed. Written guidelines are available for evaluation of teaching staff and are reinforced through classroom observations. Faculty identify goals for each academic year, meet with their supervisors, and receive a rating with any areas of concern being documented and addressed through an individualized plan.

To ensure accessibility for students, faculty members must schedule at least four office hours per week. Faculty schedules are posted in course syllabi and implemented with the aid of Outlook Calendar.

CETL sponsors a professional development week prior to each fall and spring semester and offers other professional development opportunities throughout the school year. Those who teach online

courses must complete PPCC's eLearning Boot camp. Various funding grants and sources are available for further professional development. Over 90% of faculty completed some training during the 2017-2018 school year. It is noted that Student Services are encouraged to stay current in their areas of expertise, but data was not submitted to confirm the level of this activity.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

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.

Rating

Met

Evidence

PPCC responds to student needs as they arise. Almost fifty (50) percent of students cited finances as an obstacle to staying in school, so PPCC created programs to increase access to monthly food distributions, community resources, and reduced-rate local transportation.

Responding to national and local data regarding developmental education, PPCC now offers co-requisite courses in math and English, joined the Complete College America's National Momentum Pathways Project to "increase completion rates and close achievement gaps," and follows House Bill 19-1206 direction to "enroll no more than 10 percent of students . . . into stand-alone developmental education courses." PPCC's math bridge program, which was designed to help students needing developmental math, began with 7 students in summer 2017 and had 45 students enrolled in spring 2019. This program resulted in positive student feedback and increased completion rates in developmental courses.

A linear enrollment process with a separation between academic advising and placement testing was replaced with a variety of changes, including the adoption of a web-based enrollment and registration platform, the merger of academic advising and placement testing into a single department, and the use of multiple measures to determine placement. The hiring of four testing and entrance advising specialists reflects the institution's commitment to improving its advising process. Between 2015 and 2018, student responses to the statement "an advisor helped me to set academic goals and to create a plan for achieving them" increased from 40% to 46%. Students also reported being highly satisfied with their ability to contact faculty.

College facilities continue to improve and expand to meet student needs and increase opportunities for learning. A Learning Commons was constructed at the Centennial Campus with similar

environments being slated for other campuses in the next few years. The facilities master plan, approved in April 2018, indicates the need for additional learning spaces. The 2014 Review Team noted that the eLearning department was relatively new and not fully integrated into the College. PPCC responded by creating additional opportunities for collaboration with the library and other areas of the College, such as financial aid. Data from these changes and improvements should help confirm its success. Library services include providing in-class instruction on information literacy and "subject guides" to enable students to more easily access information in specific disciplines.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

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.

Rating

Met

Evidence

PPCC's Student Life offers more than 20 student-led clubs, but it is unclear how many students participate in these communities. Educational and social events are offered throughout the year. The establishment of both the Diversity, Equity, and Inclusion office and the HIPs team resulted in the offering of additional cultural events.

Composed of faculty and staff, the Co-curricular Advisory Committee was formed in 2018 to increase co-curricular activities but would benefit from student members. Students who are employed by the institution report learning valuable lessons in teamwork, communication, etc., which will transfer to their future workplace. Assessment findings reflect the important role the Student Services division plays in enriching the students' collegiate experience.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Evidence

Criterion 3 has been met.

PPCC's degree and certificate programs are appropriate and formulated for student success. The College's general education program is robust, with adequate oversight and assessment ensuring its success. Faculty and staff are vetted before being hired. Job performance is evaluated systematically. There are established credential requirements for instructors, but data is needed to indicate what percentage of faculty meet those requirements. Support for students occurs across campus and is achieved through numerous methods. The institution responds to students' needs on many levels ranging from curricular to financial. Co-curricular programs are readily available, and students have access to a variety of activities, both in and outside of the classroom, to engage in scholarly and creative work. Continued data collection is encouraged to assess and increase student success.

4 - Teaching and Learning: Evaluation and Improvement

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

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).

Rating

Met

Evidence

The 2014 Review Team's report states "PPCC recently revised its program review process and now designates a cycle for all programs to be reviewed no less than every seven years. Although the College has implemented this process, the institution does not yet have data to indicate if it is effective and leads to improvement of programs. The College needs to monitor the implementation of the program review process to ensure that it is meaningful and leads to continuous improvement." The 2019 Review Team found evidence in the Assurance Argument that the College has made great strides in making meaningful evaluations and generating data that can be used to improve student outcomes. The results of the evaluations are used to inform decisions concerning the activity of programs, curriculum improvements, faculty allocations, budgets, and physical facility and

equipment improvements. These evaluations are detailed in various reports supplied to the HLC and in an interim report included in the Assurance Argument.

After piloting an annual review process ("annual snapshot") in its CTE programs, the College has recently expanded this practice to its transfer programs. Specifically, an annual review process was piloted in the 2017-2018 academic year and expanded to all CTE programs in fall 2018. In spring 2019, a similar process was piloted in select transfer programs with the anticipation that all transfer programs will participate in this annual review process beginning in the 2019-2010 academic year.

The College has a robust program of transcript evaluation in place. This program is documented at https://www.ppcc.edu/records/incoming transcripts. The program considers not only transfer of course credit from accredited institutions, but credits from military and prior learning experiences. Transcript evaluation is delegated to a branch of the registrar's office that specializes in evaluation, thus ensuring a consistent application of the transcript review policy.

The College assures the quality of its academic programs through the submission of approved course proposals to discipline faculty across all 13 CCCS colleges for review and feedback before being examined by the system-wide State Faculty Curriculum Committee (SFCC). The College adheres to the standards set forth by the state system and exercises local control over prerequisites, learning outcomes, and levels of achievement. Proposals for addition/revision and programs begin with faculty at PPCC, even though final approvals occur at the system level. Dual enrollment faculty and the courses they teach are evaluated each year by PPCC administrators to ensure that the courses are equivalent to those taught by PPCC faculty at the main campuses and other additional locations.

The College also maintains specialized accreditations for several of its CTE programs, including automotive technologies, culinary arts, and emergency medical services. Most graduates from transfer programs continue their education at a four-year college or university. Feedback from both students and employers indicate that PPCC's CTE programs adequately prepare students for the workforce.

The College regularly tracks the employment status of its CTE graduates and solicits feedback from employers on the level of preparedness of the graduates who join their workforce. PPCC monitors the number of graduates who transfer to four-year institutions.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

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.

Rating

Met

Evidence

All courses offered at PPCC are designed to address the Course Learning Outcomes (CLOs) developed through a collaborative process involving the 13 CCCS colleges. PPCC faculty are expected to teach the course so that students can meet agreed-upon CLOs.

The College has also developed program learning outcomes for all its CTE programs and adopted the statewide general education outcomes for all its general transfer pathway courses. Both assessment for CTE programs and general education courses started at the same time at PPCC.

The results of these assessments have been used to improve curriculum, program, and student learning (see the interim monitoring report). In addition, the College has used student learning assessment in its student services to improve the way services are delivered to the students. It has expanded assessment from its initial 13 student services departments to many other departments. The College identified three departments that were not making satisfactory progress. Those three departments have been the focus of additional work, and the College reports that they should have closed the loop during the next academic year.

PPCC's assessment practices are designed to generate data that can be used to help improve student success, thus contributing to the overall mission of the College.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

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.)

Rating

Met

Evidence

The College has set two ambitious goals to increase its retention and graduation rates. Although ambitious, both goals were exceeded during the 2018-2019 academic year. This is evidenced by PPCC's 2019 Key Performance Indicators.

The College collects data on several key performance measures and uses them to prioritize programs intended to increase student success. The Institutional Effectiveness office monitors various performance metrics and distributes the information to the College and community. The College has used these data to develop effective methods of instruction that increase student success. These methods include a redesigned co-requisite model in developmental courses, a better alignment between math courses and programs of study (the older model resulted in too many students taking college algebra), wrap-around support services for at-risk students, and high impact educational practices.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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.

Evidence

The Criterion has been met.

PPCC has established a robust program of evaluation across the student experience at the College. The 2014 Team suggested that improvements needed to be made in assessment of courses, programs, and student services. The College has made a good-faith effort to address these suggestions. Thus far, it has developed, established, and implemented assessment across the board in curricular offerings and student services. The 2019 Assurance Review Team is aware that PPCC started implementing a new student learning assessment model in CTE programs and general education disciplines in 2015. Assessment in student services was in place at the time of the 2014 comprehensive visit. Student learning assessment efforts in student services have been expanded upon since 2014 with only three of the 13 departments experiencing deficiencies. The 2019 team is confident the College's development of assessment practices is on-going and acknowledges the College is making great strides in addressing deficiencies noted in 2014.

5 - Resources, Planning, and Institutional Effectiveness

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

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.

Rating

Met

Evidence

The College demonstrated that it has sufficient financial and human resources to carry out its mission. Using 2017-2018 fiscal data, 60 percent of total revenues came from tuition and fees, 34 percent from state appropriations and six (6) percent from auxiliaries, College Foundation, and grants. In addition, for 2018-2019, the College received an increase in funding for two specific initiatives (cyber codes of state records and targeted master planning). The College reported that it has $40 million in unrestricted net assets in 2017-2018 for unforeseen issues. Overall, the College's finances are in great shape.

Staffing levels are reviewed annually as part of the budget development procedures. As reported earlier, the College's total staff increased from 719 to 756 since the 2014 Comprehensive Visit. Of note, the number of full-time faculty grew from 169 in fall 2014 to 189 in fall 2018 and average faculty salaries increased from $44,000 to almost $60,000 as a result of a Board-approved initiative to bring faculty salary up to national average over five years. In addition to full-time faculty, over 560 adjunct instructors and 430 non-instructional staff are employed by the College to meet student and community needs.

Initiatives within the Destination 2022 strategic plan appear realistic and appropriate to fulfill the College's mission. College leadership, led by the Executive Team, convene for a full-day retreat to discuss and identify a limited number of initiatives (focus goals), that can be undertaken during the year with the resources available. Cited in the Assurance Argument to demonstrate this institutional commitment included the creation of 20 new faculty positions, the creation of a College diversity team, an upgrade in professional development opportunities for all employees, the redesign of development education with a floor of 9th grade coursework, and an increase in student scholarship funding anchored by the College Foundation.

PPCC employees are appropriately screened, hired, and trained using Board-approved policies and procedures administered by the Human Resources Services department. All new employees are required to attend an orientation meeting conducted by the Human Resources Services department. Employees have multiple professional development opportunities, including tuition assistance for those interested in furthering their education. The Review Team concludes that the College cares for its employees, is willing to invest in their development, and has recognized the need to diversify its workforce with emphasis on increasing the number of full-time Hispanic faculty members.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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.

Rating

Met

Evidence

Through written reports and verbal updates, the Board becomes knowledgeable about the colleges in the System. The PPCC President keeps the Chancellor and the Board informed on matters that impact the College's ability to achieve its mission, vision, and strategic objectives. As described in Core Component 2.C, these regular updates give Board members the information they need to provide effective oversight of the College's practices, as well as fulfilling their legal and fiduciary responsibilities as defined by statutory and bylaw provisions. The examples of approved decisions presented throughout the Assurance Argument (e.g., faculty five-year salary plan, Bachelor of Applied Science degrees, facilities master plan, building acquisition) are evidence that SBCCOE acts in the best interest of the College.

PPCC uses a wide variety of means to engage its administrators, faculty, staff, and students. Examples of collaborative processes provided by the College include the annual budgeting, five-year strategic planning and facilities master planning, program review, and focus goals identification. Work groups such as standing committees, task forces, and project teams are some of the organizational structures that provide opportunity for internal stakeholders to participate in the shared governance of the institution. Faculty Senate also provides input to the operations of the College, including the development of educational procedures. The College's educational procedures all have been reviewed and updated through collaboration between faculty and College leadership.

Other examples cited as evidence of shared governance with faculty, are the adoption of a new syllabus template, providing salary and budget recommendations, and the development of the academic calendar. Faculty are strongly encouraged to participate in service activities at the College and part of their annual evaluation is based on service to the College. PPCC employees and students have opportunities to participate in the CCCS governance by serving on system-wide work groups such as: State Student Advisory Council, State Faculty Curriculum Committee, Adjunct Instructor Taskforce, and Vice President Council to name a few.

Students also can participate in the PPCC Student Government. Student Government (SGA). Several times a year, SGA hosts question and answer sessions where the College President and Vice Presidents answer questions and receive input from students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

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.

Rating

Met

Evidence

In the past five years, the College's mission and strategic priorities have been supported by the budget. Significant progress has been made toward meeting the goals of the 2017-2022 strategic plan. Projects that have been completed include the establishment of the Center for Diversity, Equity, and Inclusion, the development of new academic programs to meet the needs of the workforce, the purchase of a building to house the health professions preparation programs, the establishment of a Learning Commons on the Centennial Campus, and the purchase of new technologies that are aimed at improving the student experience. Examples of new technologies include a text messaging platform and an enrollment management system.

Program review findings have been used to inform practices and improve programs. A variety of data is used to determine what new or different faculty positions are needed, update curriculum, and prioritize funding requests for Perkins allocations. The program review process is directly linked to the planning and budgeting process.

Both student services departments and academic departments have developed student learning outcomes and have a three- to four-year plan to ensure that all learning outcomes will be assessed and reassessed within a short time span. Operational plans for these units are developed on an annual basis to document assessment activities and needs for additional resources in support of departmental improvement strategies. These operational plans are discussed in detail in the monitoring report – parts 2 and 3. The Assessment Committee has an annual budget that supports a variety of assessment-related activities, including compensation for adjunct instructors. Student services departments have also enhanced their evaluation processes through the identification of a set of performance indicators aligned with the Council for the Advancement of Standards (CAS) Higher Education framework. This framework provides student services departments with a structure to conduct a comprehensive evaluation of their effectiveness. These performance indicators are

monitored on a monthly basis by the Vice President of Student Services. Practices are adjusted according to what the indicators reveal. This practice helps unit leadership to inform the planning process and budget development.

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 during the 2017-2018 academic year. The results of the ARCES self-study was examined by a group of internal evaluators in fall 2018. The ARCES self-study has informed continuous improvement of student services on both an immediate and long-term basis. Some examples of changes that were made early in the process were an annual review of key performance indicators as well as discussion about the standards at regular staff meetings. Examples of important topics that are presented and reviewed at the staff meetings include: the mission and goals for student services, the code of ethics, and departmental, institutional, and system policies and procedures that apply to specific work units. All student services are expected to complete their first program review cycle by June 2021. Over the next five years, student services will focus on needs that come from the program review and strategic planning processes. Such improvement areas include facilities, equipment, technology, and staffing. Budgets have been allocated to make improvements in these areas.

The College expanded its hours for advising to include evenings and weekends. This initiative is expected to help increase retention and completion rates. The position of Coordinator of Student Support and Early Alert was created in the fall of 2018, which was also developed to help decrease drop-out rates and improve program completion rates. The facilities master plan is also helping to guide the physical plant resources needed to help improve the student services unit's work. Evidence that PPCC's planning process includes internal and external stakeholder is also reviewed in Core Components 4.A and 4.B.

In the summer of 2016, the President of PPCC launched the planning and development process of the Destination 2022 Plan. The planning process considered the institution's current capacity, and its ability to be nimble enough to respond to fluctuation of resources. An external consultant was hired to help facilitate the process of developing the plan. A steering committee made up of seven members from the Executive Team was also formed. An environmental scan incorporating a wide variety of data and input from external and internal constituents was conducted. A task force with representation from students, staff, faculty, and community members was established to develop strategic goals and tactics. Through this inclusive process, and with diverse representation, the Destination 2022 plan was finalized and adopted in February 2017. A strategic planning webpage was developed to keep the PPCC community updated on the planning and implementation of the plan as it progresses. In addition to the website, PPCC presented evidence of this planning process through the task force meeting minutes and the strategic plan document.

The Executive Team of the College meets on a regular basis and discusses the economic outlook of the community, the status of the College's budget, as well as changes in demographic trends. Based on these factors, the Executive Team discuss and make decisions relative to fiscal and enrollment management matters.

PPCC has focused on enrollment management in order to secure a strong future for the College. In the 2017-2022 Strategic Plan, Goal #3 states "Deliberately drive enrollment to ensure a strong future for PPCC." Some of the efforts to enhance the recruitment of students at PPCC include: a digital recruitment campaign using social media platforms such as Facebook, Pandora, Google Display, and YouTube; and combined with more traditional media source such as newspaper, radio, and billboard. The College currently has nine different types of ads, each targeting a different type of student

demographic. The College has purchased and implemented a new application and enrollment platform providing students with the ability to select a major that aligns with their interests, select courses, and monitor their progress toward program completion.

The College has made significant capital investments in its facilities and technology infrastructure. Aligned with the Destination 2022 plan, PPCC has invested more than 20 million dollars to support new allied health programs and expand recruitment efforts, partially among Generation X and Latino students. The number of scholarships for these unique student groups have increased.

PPCC has been responsive to the ever-changing landscape of its region. The College has shown some increase in the success of certain student groups, in particular Latino students. These achievements are aligned with strategic goals 4 and 5. Strategic goal 4 states "Anticipate and respond to emerging workforce needs and demographic shifts," and goal 5 states "Better serve a diverse current and prospective student population." As part of goal 5, the College is making efforts to recruit and retain a more diverse staff and faculty.

In September 2018, the College was recognized by "INSIGHT into Diversity" magazine for its commitment to diversity and inclusion. In addition to its efforts to increase the success of students from diverse backgrounds, the College has offered bias training and other professional development activities designed to increase awareness about diverse populations and best practices to serve them.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

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.

Rating

Met

Evidence

The College has a number of key indicators in place to assess its overall effectiveness. Notable examples of measures of student access include application yield, student FTE, and student headcount. Student success indicators include retention/persistence, graduation/completion, transfer, and post-graduation placement. In addition, the College routinely tracks levels of employee and student satisfaction and engagement as well as keeps a sharp eye on fiscal and financial indicators. Of significance is the College's $40 million surplus revenues.

Moreover, the Assurance Review Team applauds the College for requiring its four major units (Instructional Services, Student Services, Administrative Services, and Workforce Development) to take steps to ascertain their effectiveness and charged them with making improvements when and where necessary.

PPCC provided evidence that it had learned and benefited from a variety of information gleaned through well-established feedback mechanisms (e.g., institutional-wide surveys, periodic reviews, and audits). Cited as examples are the improvements made as a result of the two areas addressed in the embedded monitoring report, i.e., program review processes and assessment of student learning in curricular programs and student services.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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.

Evidence

This Criterion is met.

The College's resources, structures, leadership, and planning processes are sufficient to fulfill its mission including addressing targeted initiatives for a changing service region, improve the quality and quantity of educational offerings, and responding to current and emerging workforce development needs to the region and state.   The College's budget review and development cycle is aligned with its strategic goals and State Board mandates.   Finally, evidence abounds to demonstrate the College plays close attention to key performance indicators, ranging from student access and success to fiscal oversight, and possesses the willingness to made improvements based on solid, reliable data metrics.

Review Dashboard

1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	

Review Summary

Conclusion

Pikes Peak Community College meets all the Criteria for Accreditation. The Assurance Review Team gave special attention to the College's embedded monitoring reports on program review (also addressed in 4.A.1) and student learning assessment in curricular programs and student services (also addressed in 4.B). Regarding these improvement areas, the Assurance Review Team affirmed that the College met the expectations outlined in the 2014 comprehensive team report. Finally, the Review Team recognized the many significant changes undertaken by the College since the last comprehensive visit the adoption of Destination 2022 (the current five-year strategic plan), the approval of a facilities master plan, and the installation of state-of-the art technology and data management systems to enhance enrollment management practices and student support services.

Overall Recommendations

Criteria For Accreditation
Met

Sanctions Recommendation
No Sanction

Pathways Recommendation
Not Applicable to This Review

No Interim Monitoring Recommended.