**INTRODUCTION TO SITES AND SITE DEVELOPMENT AT PPCC**

Pikes Peak Community College (PPCC) has one central administration for the main campus at Centennial, and five sites at Rampart Range, the Downtown Studio, Falcon, Fort Carson, and Peterson Air Force Base. As of 2009, the College had four Divisions: Educational Services, Student Services, Administrative Services, and the President’s Office. Policy and procedures derive primarily from the central governance agency, the Colorado Community College System (CCCS).

Each instructional division has a Dean, an Associate Dean, and program Department Chairs. New course development and course placement begins with the Department Chairs and faculty. The Instructional Division Deans working with Department Chairs then review and coordinate scheduling and placement of classes at the various facilities.

PPCC has developed sites three different ways. The first, illustrated by the Downtown Studio, could be called an incremental approach that addresses student need for particular courses or programs. The second, illustrated by the military sites, is based on a limited partnership that meets the needs of a special population for access to educational programming. The final approach, illustrated by Rampart Range and Falcon, is a larger, data-driven effort to develop and place a new facility to serve a major geographic service area of the Pikes Peak region. PPCC sites have grown along with recent college enrollment and the necessity to address student needs and space limitations.

**A. INSTRUCTIONAL OVERSIGHT**

1. **How does the institution oversee and administer the instruction of educational programs and institutional policy at the sites?**

   The administration of instruction and educational programs at each site is supported and monitored by the following individuals: Vice President for Educational Services (VPES), Academic Deans, Associate Deans, Department Chairs, and appropriate support staff (e.g. Student Services and divisional classified staff). Educational Services Policies and Procedures are published, regularly reviewed, and available on the College Intranet and portal. The above individuals are trained in all policy/procedure matters pertaining to Ed Services and are responsible for the implementation and evaluation of said policies/procedures. Academic Deans are responsible for their respective programs at every site in addition to oversight of an assigned campus. These assignments require collaboration with Student Services and Administrative Services personnel. Regular meetings are conducted with these key individuals to address and remedy any issues or concerns that may arise. Moreover, the Academic Deans work closely with Department Chairs to ensure oversight of each campus, programs, disciplines, and the hiring of adjunct faculty.
2. What personnel and structure at the main campus or system office provide overall institutional oversight of such instruction and assurance of consistency of similar programs offered at multiple sites?

Personnel include: VPES, Academic Deans, Associate Deans, Department Chairs, Faculty, CTE State Program Managers, Program Advisory Committee Members, and Official Accrediting Bodies. PPCC implements a number of “structures” that ensure oversight of all instructional sites. Faculty members (full-time and adjunct) are evaluated each year by Academic Deans and Department Chairs according to the College Educational Procedures. Student evaluation of instruction is also conducted each semester. These evaluations include a “teaching effectiveness” criterion that involves curriculum, content and delivery methods. PPCC developed a New Faculty Academy to mentor and support new faculty members in best practices. The Center for Excellence in Teaching and Learning (CETL) is a faculty-led cohort that provides professional development opportunities across the college. Its focus is on instructional leadership and innovation in teaching. Math Labs and Writing Centers are on each of the four campuses (not available on military sites) to offer instructional support for all disciplines and all students. Monthly academic division meetings, regular Department Chair meetings, biannual adjunct orientations, and routine discipline/program meetings are held regularly to address pedagogical aspects of all disciplines. State program approvals for Career and Technical programs require curriculum review and provide mandates, guidelines, and outcomes for student completion and program continuation.

3. How does the institution assure timely availability of coursework required for the particular degree programs offered at each degree site?

Program/discipline offerings are evaluated each semester by Department Chairs, Academic Deans, and the VPES to ensure timely delivery and support certificate and degree completion. The Downtown Studio Campus implemented a Weekend College program in 2005, allowing students to complete an Associate of Arts Degree in five semesters. Classes for the Weekend College are offered Friday afternoons and evenings and Saturdays in both traditional and hybrid formats. Each academic discipline has a program/advising guide that is used to identify a path of study allowing students to complete requirements for graduation within two years (often five semesters to include a summer session). Course offerings and class schedules are then designed and delivered to meet these requirements.

4. How does the institution ensure that faculty hired to work at its off-campus sites are appropriately qualified and performing in accordance with institutional expectations?

All faculty are required to meet hiring guidelines established by our Human Resources Department. These guidelines include: completion of the application process; interviews conducted by a hiring committee, and if appropriate, Department Chairs and/or Academic Deans; a review of appropriate college transcripts and degrees (on file); when appropriate, background checks, reference checks, review of licensure, credential and certificate as appropriate and final approval of the Appointing Authority (Dean, VPES, or College President).

5. How does the institution assure that faculty across sites have a consistent understanding of their role and are similarly oriented to it?

As noted, regular meetings are held with responsible parties, communication via email, academic division SharePoint sites, an open door policy by Department Chairs and Deans, and professional development are offered at the beginning of fall and spring semesters. The New Faculty Academy is a two-semester program designed to both familiarize new faculty with College policies and
procedures as well as focus on best practices in adult teaching and learning. Adjunct Faculty orientations and campus tours are available for all sites.

B. ACADEMIC SERVICES

1. How are the services delivered, managed, and quality assurance maintained at the sites?
   Each site follows all published policies and procedures used at the “main” (Centennial) campus. Deans, Department Chairs, and the VPES are responsible for oversight and quality assurance at each of the sites. This is accomplished by site visits, course planning and scheduling, faculty evaluations, and classroom visitations. All involved communicate regularly to ensure quality. A Program Manager, whose function is to implement effective degree programs and individual stand-alone courses for the military, oversees the delivery of services at each military location. The Program Managers also maintain close contact with the Education Services Officers, the Education Office staff, and counselors to ensure that the educational needs of the military community are met by the College’s programs and courses. In addition, they ensure that faculty members are provided with operational classroom equipment, and they function as a liaison with the military manager responsible for this equipment. They also provide academic counseling to the military community.

2. Describe the reporting and feedback mechanisms that address concerns or problems by students and faculty at the sites.
   Students and faculty follow published guidelines and procedures to report concerns or problems. Students are made aware of these processes through printed materials (Nobody Told Me Book), college catalog, college website and portal, faculty advisors, student counselors, etc. Faculty receive information at faculty orientations, division meetings, H.R. meetings, faculty mentoring, and regular meetings with Department Chairs and Deans. Information is also provided during student orientation sessions.

3. How do students at the sites connect with advisors, placement coordinators, and tutors?
   These services are offered at each site. Faculty advisors are assigned to each degree-seeking student at the time of enrollment the first semester. Faculty advisors hold regular office hours for student advising, advise students by phone, via email, and within online course shells. Degree-seeking students are assigned a faculty advisor and there are also full-time and part-time advisors who provide services through the Career Planning and Advising Center at each campus. Placement Tutoring services are made available when appropriate and Math Labs/Writing Centers are located at each site. Placement testing utilizes consistent testing procedures and the Accuplacer test. Online tutoring resources can be found at www.ppcc.edu/lac and online tutoring specific to writing is available at owl@ppcc.edu. The military sites have a dedicated, full-time academic advisor on staff, per requirements outlined in our MOU with the Army Education Center.

On a student’s initial visit, a faculty advisor is assigned as it is done on campus, but typically military students return to the full-time advisor at the Education Center for reasons varying from convenience to comfort. The advisor on staff is fully trained in all program areas and keeps up to date on program changes and requirements in all areas to include academics, career and technical and testing.
4. **How are library and computer services made available to students at the site?**

There is a library located at each site (with the exception of Falcon) or close by, within walking distance of each campus, as PPCC partners with the Pikes Peak Library District (PPLD). Students may request inter-campus transfers of materials to include the PPLD. The Falcon campus will soon have access to a new PPLD library branch that is being constructed across the street from the campus. All students can access the PPLD at multiple locations in El Paso County. Library services are available to students taking classes at the military sites in several ways. First, both sites have a Library within walking distance of the Education Centers. Second, inter-campus transfers can be accomplished by using the courier service that visits the sites every weekday. Third, students have access to PPCC’s online Library services, which enables them to access numerous scholarly databases.

Computer labs are available and supported by Information Technology Support Services (ITSS) at all sites and are available days and evenings Monday through Saturday (hours may vary by campus).

5. **According to what schedule are these services available (e.g. twenty-four hours a day, weekdays only, etc.) and by what mode (e.g., phone, email, in person, another location or campus, etc.)?**

Library and computer services are available at all sites with the exceptions noted above. All services are available Monday through Saturday at varying times to include morning, afternoon and evening hours. Libraries are open Monday through Saturday (Centennial Campus only on Saturday) and hours range from 7:00am to 8:00pm. Students may also use the following modes: online, email, phone, portal, and in person. Services at the military sites are available Monday through Friday, from 8:00 a.m. – 5:00 p.m. Saturday classes are offered, but no services are available.

C. **ASSESSMENT OF STUDENT PERFORMANCE**

1. **How does the institution assure that students attending these sites, in particular the site(s) being visited, are learning and meeting the educational objectives of their programs?**

Assessment at PPCC is closely linked to the college’s mission and strategic plan, reflecting our goal of providing learner-centered, high quality educational opportunities for all students, with a focus on student success. We have a college-wide and inclusive approach to our assessment activities involving students from all campuses and sites, and our assessment methodology involves identifying and measuring general education student learning outcomes across the AA, AS, and AAS degree programs. In addition, programs and departments conduct independent assessments wherever classes are offered to improve their programs. As part of our college-wide general education assessment, we have been participating in the HLC Academy for Assessment of Student Learning. Our Academy for Student Learning Project is designed to move through the assessment cycle in AA, AS, and AAS degree programs for the general education outcomes identified by PPCC faculty. Our general education outcomes areas are Community Skills, Communication (Writing, Reading, Listening, and Speaking), Critical Thinking, Information Literacy, and Math.

PPCC has worked intensely to cultivate a culture of assessment to improve student learning, and in doing so created the College Outcomes Assessment Team (COAT) to manage its general education...
assessment efforts. The college demonstrates its commitment to assessment by the active involvement of faculty, staff, and higher administration, and by the financial support that COAT receives. Assessment is included in the performance goals of the President, Vice President for Education Services (VPES), Executive Director of the Office of Strategy Management, and all Academic Deans. Since assessment of student learning at PPCC is faculty-driven, COAT membership consists primarily of faculty representatives from transfer, Career and Technical Education (CTE), and college-prep/developmental education programs from all academic divisions. In partnership with full-time faculty, adjunct instructors also participate in data collection and in curriculum enhancement projects. Moreover, COAT enjoys active participation by several administrative consultants from across the college. Furthermore, assessment is included in our five-year master plan, which guides the facilities master plan, and it is integrated into the strategic plan, which drives budgeting.

2. **How does the institution go about measuring the learning at the sites?**

COAT general education subcommittees are responsible for planning and implementing assessments. The general education subcommittees are comprised of COAT members and faculty and staff not serving on COAT. Faculty involved with assessment represent a variety of disciplines and bring a range of expertise and perspectives to assessment commitments. Following each assessment, the subcommittee evaluates the process that was followed and the instrument(s), and makes changes as necessary.

The subcommittees have primarily recruited participants through courses, which have consisted of full-time and adjunct faculty sections in classroom-based, hybrid, and online formats. They also are experimenting with projects that can be administered outside the classroom and offering incentives for participation. It should be emphasized that general education assessments are conducted college-wide, across campuses and sites. Curriculum enhancement projects vary and may be college-wide or target specific courses across campuses and sites. The assessment information reports are managed through WEAVEonline, a web-based assessment data management system, which is accessible to faculty and administrators across campuses and sites.

3. **How does it feed back what it learns from assessment at a particular site into strategies to improve teaching and learning at that site? How does it ensure that students attending sites have similar learning to that of students on the main campus?**

To date, COAT has managed large-scale assessments of reading, writing, math skills, critical thinking, and information literacy, and it is in the process of modifying programs based on the results. All assessments target students with 45 college credits or more across all campuses and sites. A large scale assessment for critical thinking was completed in fall 2009. COAT used the results to conduct a workshop with faculty from the four instructional divisions in March 2010 to determine what action should be taken to improve students’ abilities to make inferences and deductions. The first phase of the plan will take effect in the fall with a professional development activity designed to help full-time and adjunct faculty define inference and deduction as they relate to the curricula across college disciplines. The professional development will be offered at the Centennial and Rampart Range campuses and will be archived for later access as a webinar. Also in the fall, full-time and adjunct faculty will hold discussions and professional development in their program or department areas to define inference and deduction as they are manifested within their disciplines. In addition, instructors will develop assignment and activity samples for teaching inference and deduction within the classroom or lab setting. In the final part of the project, the assignments and activities will actually be implemented in spring 2011 within discipline-specific curricula by all full-time and adjunct faculty across campuses and
Faculty will continue using the curriculum enhancement in subsequent semesters. A second large-scale assessment of critical thinking will begin in fall 2012 to determine whether the instruction has affected student learning.

Our model for using assessment results encompasses curriculum enhancement involving permanent and adjunct faculty across campuses and sites. Changes are focused on pertinent faculty rather than by location. In addition to the Critical Thinking Action Plan, we have an Embedded Librarian Pilot as part of our response to information literacy assessment. Previous efforts include a Writing-to-an-Audience Workshop in response to our Writing assessment and an embedded reading strategies project, supplementing our reading assessment.

CTE advisory boards meet biannually and each program conducts a program review every five years to maintain state approval. Programs at all sites are subject to the same national accreditation standards.

D. STUDENT SERVICES

1. How are services delivered, managed, and quality assurance maintained at the sites?

The Division of Student Services at PPCC includes the departments of Campus Life (Campus Activities and Recreation/Sports/Fitness), Career Planning and Advising, Child Care Services, Dean of Students, Enrollment Services (Admissions, Enrollment Service Centers, Records and Testing), Financial Aid, Student Crisis Counseling Office, and Retention Services which includes Learning Assistance Centers (tutoring), Men’s Multicultural Retention Program, Office of Accommodative Services & Instructional Support (disability services), and Student Support Services (SSS) a Federal TRIO grant. The division is supervised and supported by the Vice President for Student Services, department Directors, second level department Coordinators, classified staff, graduate assistants and student staff. The areas supervised by a Coordinator include: Records, Testing, Learning Assistance Centers, Rec/Sport/Fitness, Campus Activities, Office of Accommodative Services and Instructional Support, Student Crisis Counseling Office, and Men’s Multicultural Retention Program. These directors and coordinators are responsible for the quality of services delivered at the sites. A Program Director for SSS follows the guidelines of the Federal Trio grant that details delivery and quality assurance of the SSS program. Physical offices for the Enrollment Center, Testing Center, and Campus Life are maintained at the four campus locations: Centennial Campus, Rampart Range Campus, Downtown Studio Campus, and Falcon Campus. Child Care Services has two Child Development Center locations at Centennial and Rampart Range Campuses. The Fitness Center is located at the Centennial Campus with a second center currently in development for Rampart Range Campus. All students have the possibility of utilizing child care and/or fitness options at either of these two sites. Other departmental student services are delivered to multiple campuses from the Centennial Campus on a rotating or as needed basis using shared office space and coordinating through shared calendars using the Outlook email program. In addition, we also deliver enrollment services at two of our local military bases using Educational Services staff (Military and Veterans Affairs Department) at each location. Each office has the responsibility to insure that their particular service is available to students at each location, whether on a continuous basis at the largest sites or on a rotating schedule at the smaller sites. Students at each campus location have access to all services.
Quality assurance is maintained at each site through staff training on the policies and procedures at PPCC and particularly on the delivery of individual departmental services to students. These policies and procedures can be found in campus documents to include the PPCC Academic Catalog, the “Nobody Told Me Book” (a student guidebook), individual office web sites and policy and procedure binders kept by each office, and through the portal. Cross-training is done by Enrollment Services with other offices and departments so that timely delivery of services to students can be achieved at peak enrollment times. Enrollment Services staff at the Falcon campus are cross-trained to handle enrollment services, testing, campus life and provide educational support services to faculty at that location. Staff members maintain posted hours at each campus location for the convenience of the student population. The Vice President, Dean of Students, and the Directors have been provided BlackBerry mobile devices so they can be contacted and respond to questions and situations at any time.

2. Describe the reporting and feedback mechanisms that address concerns or problems by students and faculty at the sites.

Student disciplinary and grievance procedures are detailed under the Student Standards of Conduct in the Academic Catalog and the “Nobody Told Me Book” (the student guidebook). The Dean of Students acts as the College’s Chief Student Services Officer in overseeing the policies and procedures related to student discipline issues (Standards of Conduct violations and appeals) and student grievances. The Dean uses a team perspective that may include input from faculty members, instructional deans, Public Safety, Human Resource Services, and other college resources/departments. Every care is taken to assess situations accurately and completely, and to ensure the students’ rights to due process and privacy. The PPCC Standards of Conduct are meant to ensure that a safe and productive environment is maintained for the entire college community. The process is for disciplinary and grievance rights and is unified in State Board policy. The Dean of Students does not directly handle academic issues, although there can sometimes be an overlap with Standards of Conduct violations or if a student files a grievance against an instructor.

PPCC utilizes a team approach to major student issue problem solving, a behavior intervention team called the Student Urgent Response Force (SURF). Members include: Dean of Students, Director of Public Safety, Coordinator of OASIS (disability services), Student Crisis Counselor, Student Ombudsman, and Executive Director of Human Resource Services. The Force is supported and advised by the Vice President for Student Services. Each of these individuals has decision making authority in his/her specific area. Problems and concerns may be brought to SURF awareness through a variety of channels and individuals, and the team members determined to be essential to the specific problem consult with each other in solving the particular issue. The team is on call at all times and notified via text message of new issues or developments.

Faculty members with questions about non-urgent classroom behavior concerns follow a procedure that includes first touching base with their department chair, who will then involve the division’s Associate Dean and/or Dean as appropriate, and/or refer to the Dean of Students. The Dean of Students does not manage the disciplinary process for Area Vocational Program students (which are referred to the Director of AVP, in Educational Services), or issues involving alleged discrimination or sexual harassment (referred to the Director of HRS).
In addition, the Vice President and the Directors meet on a weekly basis at which time problems and concerns for the division are addressed. Each Student Services department also has regularly scheduled meetings where problems and concerns are addressed. The campus culture is such that any person is willing to help a faculty member or student with issues and there is a strong commitment to team problem solving.

3. How do students at the sites connect with admissions, registration, business office, student records and financial aid?
Admissions, registration, and student records are housed in Enrollment Services Centers under the direction of the Director of Enrollment Services Centers. Financial aid is a separate office under the Director of Financial Aid. The Business Office is under the supervision of the Vice President for Administrative Services. Students connect with these offices via online registration, in person visits, email, hard copy mail, and phone calls. The offices have brochures, websites, portal, and flyers available as well as a call center to answer student questions. Each campus has enrollment services office staff with cross-trained staff members who answer most questions concerning admissions, records and registration, as well as campus life and financial aid. Enrollment Services provides a new student orientation for students wishing to enroll at PPCC. Financial Aid participates in Colorado Sunday for the purpose of completing the FAFSA and holds and hosts “Fear No FAFSA Wednesdays” to aid and train students in completing the FAFSA form. In addition, each Student Services department has personnel who answer incoming telephone calls or receive student visitors and answers their questions and concerns.

4. According to what schedule are these services available at the sites (e.g. twenty-four hours a day, weekdays only, etc.) and by what mode (e.g., phone, e-mail, in person, another location or campus, etc.)?
During the academic semester, Student Services offices are opened from 8 am to 6 pm on Monday and Tuesday, 8 am to 5 pm on Wednesday through Friday. Student Services offices are open 8 am to 7 pm Mondays and Tuesdays during peak enrollment times which are two weeks prior to the start of classes, and the first week of the classes. Additional hours are employed during the first Friday and Saturday of each semester to support the Weekend College at the Downtown Studio Campus (offices are opened until 6 pm on the first Friday evening of the semester and from 8 am-Noon on the following Saturday.) The Testing Office is open on Saturdays (when classes are in session but closed during holiday and semester breaks) for testing by Distance Education students. Campus life is open additional hours throughout a semester for activity programming. School closings are announced via email, text message alerts, the PPCC television station, PPCC home page and portal, and radio and television announcements. Office hours are posted near entrances to offices, in the catalog and course schedule books, in the “Nobody Told Me” book, on brochures, web pages, and voice mails. The Child Development Centers are open when classes are in session but closed during holiday breaks. Tutoring in the Learning Assistance Center is held when classes are in session but closed during holiday breaks. Students are notified of changes via email, posters, flyers, notices on web pages and portal, and door notices.

In addition to office hours and printed materials, all Student Services information is available at all times via the portal (my.PPCC.edu) and website (PPCC.edu). As with all PPCC divisions, voicemail is available at all times and returned on a consistent basis.
Student Government hosts “Pizza with the Prez” programs each semester at each campus. The College President, Vice Presidents, Deans, and designated Directors are invited to field questions and concerns from students. The input is taken very seriously and solutions put in place where possible. Students participate and bring forward many interesting concerns for administration and Student Government to address.

E. FACILITIES

1. How does the institution determine what the needs of students, faculty and administration are at a particular site being planned and how does it go about identifying and improving space to meet those needs?

Pikes Peak Community College follows the rules and standards set by the Colorado Department of Higher Education (CDHE) for the Centennial, Rampart Range, Downtown Studio, and Falcon campuses and military sites, Fort Carson, and Air Force Peterson Base. The College identifies components (facilities needs, utilization, parking, access, aesthetics, technologies, etc.), reviews and develops a facilities master plan with consideration of the College’s mission, strategic plan, Academic Master Plan, and remains within the context of Colorado Community College System (CCCS) and the CDHE guidelines.

In August 2008, the College partnered with Falcon School District 49 and leased five years of 21,460.5 square feet space at the former Falcon Elementary School. Data showed the need for a higher education presence, particularly for the citizens in rural eastern plains of Colorado whose opportunities are limited due to commute time and geographic location.

The leasing arrangement with D-49 has enabled us to provide concurrent enrollment options, such as PSEO and other types of articulation arrangements thus providing students with multiple options for career development and transfer. The partnership with Falcon has allowed the College to move programs and class sections to Falcon, thus freeing up much needed space on the Rampart and Centennial campuses.

Also, in January 2010, the College partnered with The Classical Academy of Colorado Springs (TCA), the largest K-12 charter school in Colorado. TCA built an 81,000 sq ft facility on eight acres of the College’s Rampart Range Campus land. TCA occupies 69,750 sq ft of the facility and the College leases the remaining 11,250 sq ft which equates to 10 classrooms. This partnership has allowed the College to address its pressing space needs on the Rampart Range Campus and renovate existing space on the other campuses according to programmatic and health and safety standards.

In addition to a facilities master plan, Pikes Peak Community College performs physical audits on its building and grounds approximately every three years. The evaluations provide the campus with critical information as to the conditions of its physical resources.

2. How does it continue to assess whether existing space at the sites is adequate for its educational and other needs or whether space may need to be improved or upgraded?

Pikes Peak Community College space planning is driven by two major components; people, and the amount of space people need for various functions at each site. Projections are based upon
the academic planning assumptions, goals and objectives that are established. The other major component is the guidelines used in projecting space needs. Guidelines used in the projections come from a combination of sources including, but not limited to, the Colorado Department of Higher Education, national standards, consultant recommendations, and current college practices.

To determine space needs, existing space is compared to enrollment projections on how more, or less, space is needed to support a given enrollment level. Space is expressed as assignable square footage (ASF) by master plan space categories.

3. **How does the institution assure it has dealt with appropriate transportation and parking issues at the sites?**
   The parking situation is continually being evaluated at each campus to ensure that the needs are being met for the students and staff. Overflow parking lots have been identified at the Centennial, Rampart Range, Downtown Studio, and Falcon campuses due to historic enrollment growth. In fall 2009 a new parking lot while 10 new spaces were created at the Downtown Studio campus. We are also looking at acquiring land near the campus to provide college-owned parking in the future.

4. **How do students at the sites acquire appropriate textbooks and other materials in a timely fashion either at the site or elsewhere?**
   Once adoptions are finalized and the textbooks and course materials have been received, the Bookstore distributes course materials to the Rampart Range, Downtown Studio, and Falcon campus courses to their respective bookstores. The Centennial Campus Bookstore stocks all materials for Centennial campus courses and online offerings. The store also has a web presence where students can order books and have them delivered to any campus, military site, or to their home. The web site is configured so that the student will know exactly what course materials are required, recommended, or are optional for the exact course section/s they are enrolled in. Shelf tags at all physical locations also indicate the textbooks and course materials that are required, recommended, or are optional for the course section/s in which they are enrolled.

5. **How does the institution address ADA and other related issues at the sites?**
   "Pursuant to the Americans with Disabilities Act of 1990 and ADA Amendments Act of 2008, Pikes Peak Community College’s Human Resource Services (HRS) has a prescribed protocol for in-taking and processing all employment related ADA accommodation requests for its regular and student employees. A Reasonable Accommodation Panel is charged with reviewing all documentation submitted by the requestor, conducting an in-person interactive session with the requestor, and making a disposition recommendation to the Executive Director of HRS who ultimately makes the final determination.

   Any and all allegations of ADA discrimination (whether employment or educational) are required to be reported to the Executive Director of HRS. The Executive Director of HRS, as the institution’s EEOC/ADA Officer, is responsible for investigating all claims of discrimination by students and employees of the College.

   The college also has an Access Committee comprised of various members (both abled and differently-abled) of the college community. The Committee meets to discuss and implement strategies for each campus that help make it more accessible for students, staff and campus visitors."
Additionally, OASIS (Office of Accommodative Services and Instructional Support) and the Computer Access Center (CAC) provide a wide range of student academic ADA accommodations that include Assistive Technology (AT) accommodations at all campuses and sites on a case-by-case basis.

OASIS publicizes student academic ADA accommodation information in a variety of formats and locations: college’s catalog/internet/intranet/portal/telephone on-hold information; the student guide: “The Nobody Told Me” handbook, semester schedule booklets; signage/fliers/posters/etc.; and via student/faculty/Academic Divisions presentations/trainings.

6. **How does the institution receive and address comments or suggestions from faculty and students about individual facilities?**

Faculty, staff and student government representatives may submit facility needs, improvements and/or comments through the web based “Facilities Footprint Request System” for each campus and military sites or call the Facilities Help Desk line. In addition, a facilities customer service survey is administered via email to all employees soliciting feedback on the facilities department and ways to improve. Also, students can voice their facility comments at “Pizza with the Prez” functions each semester at each campus.

F. **MARKETING AND RECRUITMENT**

1. **How does the institution confirm that marketing and recruitment information accurately provides sufficient information about individual sites?**

PPCC utilizes branding, niche marketing and recruitment both externally and on-site, to encourage prospective students to enroll at PPCC. Our multi-campus and distance learning options enable prospective students to choose those sites that are best suited to their educational needs. The College’s marketing efforts are handled the same for all sites, from one Marketing office, utilizing one approach.

2. **How does the institution ensure that students have the appropriately applicable information for the site they are attending?**

Each semester, the College’s marketing efforts target new and specific programs, activities, and products offered by the College. We are able to ensure that our students are informed about relevant site information via our website, portal, printed publications, electronic media and site-specific marketing collateral (see examples). All students have access to the same information about all sites, regardless of where they are enrolled.

As a result of PPCC’s direct and constant engagement in marketing and recruiting in our service area, secondary schools, the business community, and community-at-large, the College is constantly promoting the more than 150 programs we offer. The entire market area includes the communities surrounding all four of our campuses. In this day and age all of our mass media, social media and print collateral drives our prospective students to our website where all of our program information is readily available in a marketing-friendly “Career Map” format.
Marketing played a key role in the successful opening of our new Falcon Campus, which opened with more than 140 new students. This campus was established to serve the needs of the rapidly-developing communities in eastern El Paso County and contiguous rural counties.

Our schedule is a good example of just one of the ways we are able to give our students site-specific information from one resource with special attention to our 60+60 Degree Transfer Program; Weekend College program; ppcConnect online classes; our newest campus, the Falcon Campus; Military sites; Financial Aid; and the Colorado Opportunity Fund (COF).

3. **How does the institution answer questions or address comments from individuals about the information related to the site?**

   The majority of questions about the College and its sites are handled through the College Call Center or by referral. College recruiters and staff in Military Programs, Enrollment Services, and Advising are available at all sites to answer questions regarding specific sites.

G. **STREAMLINED APPROVAL RENEWAL**

1. **The institution has been accredited for at least 10 consecutive years and is in good standing with the Commission with no record of any action during that period for sanction, show-cause, or monitoring of quality issues at existing sites or campuses.**
   
   PPCC has been fully accredited with the North Central Association, Higher Learning Commission since 1975. After the last reaccreditation in 2003, we were to have a focus visit for assessment. In lieu of the focus visit, we are participating in the HLC Academy for Assessment of Student Learning. Our four-year project concludes next year.

2. **The institution has more than three approved off-campus sites offering 50% or more of an instructional program leading to a degree.**
   
   PPCC has five approved off-campus sites and a main campus, Centennial. The five sites are Rampart Range, Downtown Studio Campus, Falcon, Fort Carson, and Peterson Air Force Base. A student can complete 50% of an instructional program at all these sites and at the Centennial Main Campus.

3. **The institution’s opening or closing of sites fits its mission.**
   
   The Pikes Peak Community College Mission is to provide high quality, educational opportunities accessible to all, with a focus on student success and community needs, including occupational programs for youth and adults in career and technical fields, two-year transfer educational programs to qualify students for admission to the junior year at other colleges and universities, and a broad range of personal, career, and technical education for adults. The development and continuing support of the various sites all fit this mission, especially in regard to accessible opportunities for people in the PPCC service area.

4. **The institution is offering programs at sites that are an extension of existing programs or has prior Commission approval to offer new programs at the site.**

   PPCC offers programs at all sites that are extensions of existing programs.
5. The institution has demonstrated appropriate academic controls; regular evaluation of the institution of its sites; a pattern of adequate faculty, facilities, resources, and academic/support systems; financial stability; and long-range planning for future expansion.

PPCC exercises appropriate academic controls over all programs at each site through a central administration, and in conformance with all policies and procedures of the Colorado Community College System (CCCS), the principal governance agency of the college. Regular evaluation of faculty at all sites occurs through the central administration. Likewise, facilities, resources, and academic support systems are reviewed on a regular basis and addressed through the budget initiative process. Financial stability and long-range planning for future expansion of sites are reviewed regularly by the executive team, the college administration, shared governance, and the college Leadership Council.