MULTI-SITE VISIT FORM

(PLEASE TYPE ALL INFORMATION)

<table>
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<tr>
<th>Institution:</th>
<th>Pikes Peak Community College, 5675 S. Academy Blvd., Colorado Springs CO 80906 *</th>
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<tbody>
<tr>
<td>Site #1:</td>
<td>Rampart Range, 11195 Hwy. 83, Colorado Springs CO 80921</td>
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<td>Site #2:</td>
<td>Falcon, 11990 Swing Line Rd., Colorado Springs CO 80831</td>
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<td>Site #3:</td>
<td>Downtown Studio, 100 Pikes Peak Ave., Colorado Springs CO 80903</td>
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(please include Site Name, Street, Town, State, Zip Code)

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<tr>
<th>Date Reviewed:</th>
<th>June 7 – June 9, 2010</th>
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<td>Reviewer:</td>
<td>M. Diane Roberts</td>
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Instructions: In order to document effective administrative systems for managing multiple sites, please complete the following. For each item, check adequate or attention needed, and indicate in comments the Institution's strengths and/or opportunities for improvement in controlling and delivering degree programs off campus. 1. I

**Instructional Oversight.** What evidence confirms that the institution effectively oversees instruction at the site? Consider, in particular, consistency of curricular expectations and policies, timely availability of coursework needed for program and graduation requirements, faculty qualifications, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

**Judgment of reviewer - check appropriate box:**  X adequate          ☐ attention needed

**Comments:** The administration of instruction and educational programs at each site is supported and monitored by the (1) Vice President for Educational Services (VPES), (2) Academic and Associate Deans, (3) Department Chairs, and (4) appropriate support staff (e.g. Student Services and divisional classified staff). Educational
Services Policies and Procedures pertaining to the entire institution are regularly reviewed and available on the College Intranet and portal.

Faculty members must meet the qualifications established by the Colorado Community College System, accrediting or certifying bodies in the discipline, and those set by the faculty and administration of PPCC. All faculties are interviewed and hired by department chairs. 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 including a “teaching effectiveness” criterion that involves curriculum, content and delivery methods is conducted each semester.

To ensure timely delivery and support certificate and degree completion, program/discipline offerings are evaluated each semester by Department Chairs, Academic Deans, and the VPES. Each academic discipline has a program/advising guide that identifies a path of study allowing students to complete requirements for graduation within two years. Course offerings and class schedules are then designed and delivered to meet these requirements.

To mentor and support new faculty members in best practices, PPCC developed a New Faculty Academy, a two-semester program. The Center for Excellence in Teaching and Learning (CETL) is a faculty-led cohort that provides professional development opportunities across the college focusing on instructional leadership and innovation in teaching. Regularly held academic division meetings, Department Chair meetings, biannual adjunct orientations, and other discipline/program meetings 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.

To report concerns or problems, students and faculty follow guidelines and procedures. Information provided during student and faculty orientations and published in printed materials (Nobody Told Me Book and college catalog), college website and portals and through interactions with faculty advisors, student counselors, etc. Faculties also receive additional information through print materials, websites and portals, division and H.R. meetings, faculty mentoring, and regular meetings with Department Chairs and Deans.

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. 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 an overlap may occur.

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).
2. Academic Services. What evidence confirms that institution delivers, supports, and manages necessary academic services at the site? Consider, in particular, the level of student access (in person, by computer, by phone etc.) to academic advising/placement, remedial/tutorial services, library materials/services, and attention to student concerns.

Judgment of reviewer - check appropriate box:  X adequate   □ attention needed

Comments: These services are offered at each site. At the time of enrollment the first semester, degree-seeking students are assigned a faculty advisor, and full-time and part-time advisors also provide services through the Career Planning and Advising Center at each campus. Faculty advisors hold regular office hours and advise students by phone and email, and within online course shells. When appropriate, placement testing services are available, and Math Labs/Writing Centers are located at each site. Online tutoring resources can be found at www.ppcc.edu/lac and owl@ppcc.edu (writing). A library located at each site (with the exception of Falcon) or close by, within walking distance, as PPCC partners with the Pikes Peak Library District (PPLD). The Falcon campus will soon have access to a new PPLD library branch being constructed across the street from the campus. All students can access PPLD at multiple locations in El Paso County. Inter-library loans are available, and inter-campus transfers can be accomplished using the courier service that visits the sites every weekday. Students also have access to PPCC's online Library services enabling them to access numerous scholarly databases. Computer labs are available and supported by Information Technology Support Services (ITSS) at all sites. Academic services are available days and evenings Monday through Saturday (hours may vary by campus). Online services are available 24/7.

3. Adequacy of Assessment of Student Performance. What evidence confirms that the institution measures, documents and analyzes student academic performance sufficiently to maintain academic quality at the site? Consider, in particular, setting of measurable learning objectives, actual measurement of performance, and analysis and use of assessment data to maintain/improve quality.

Judgment of reviewer - check appropriate box:  X adequate   □ attention needed

Comments: Assessment activities are college-wide and inclusive, involving students from all campuses and sites. General education student learning outcomes across the AA, AS, and AAS degree programs are identified and measured. As part of general education assessment, PPCC has been participating in the HLC Academy for Assessment of Student Learning. PPCC’s Academy 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. General education outcomes areas are Community Skills, Communication (Writing, Reading, Listening, and Speaking), Critical Thinking, Information Literacy, and Mathematics. The College Outcomes Assessment Team (COAT) manages the institution’s general education assessment efforts. 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. An example of how PPCC uses what it learns through assessment to improve teaching and learning is a large scale assessment for critical thinking completed in fall 2009. COAT used the results to conduct a workshop with faculty from the 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 fall 2010 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 two campuses and will be archived for later access as a webinar. Also in fall, full-time and adjunct faculty will hold discussions and professional development in program or department areas to define inference and deduction as they are manifested within 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 faculties across campuses and sites. 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.
4. Student Services. What evidence confirms that the institution delivers, supports, and manages necessary student services at the site? Consider, in particular, the level of access (in person, by computer, by phone, etc.) to admissions, registration/student records, financial aid, job placement services, and attention to student concerns.

Judgment of reviewer - check appropriate box:  X adequate □ attention needed

Comments: 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. Physical offices for the Enrollment Center, Testing Center, and Campus Life are maintained at the 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, enrollment services are delivered at two local military bases using Educational Services staff (Military and Veterans Affairs Department). 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.

5. Facilities. What evidence confirms that the facilities at the site meet the needs of the students and the curriculum? Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (location, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.)

Judgment of reviewer - check appropriate box:  X adequate □ attention needed

Comments: 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 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.

Pikes Peak Community College space planning is driven by people, the amount of space needed for various functions, and a variety guidelines 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. Due to the tremendous growth at the institution, space is at a premium. For example, at the Downtown Studio campus, many hybrid (online/face-to-face) are sharing physical space by meeting face-to-face on alternate class periods.
"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 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.

6. Marketing and Recruiting Information. What evidence confirms that the information presented to students in advertising, brochures, and other communications is accurate?

Judgment of reviewer - check appropriate box:  X adequate    □ attention needed

Comments: The College’s marketing efforts are handled the same for all sites, from one Marketing office, utilizing one approach. Each semester, the College’s marketing efforts target new and specific programs, activities, and products offered by the College. Students are informed about relevant site information via website, portal, printed publications, electronic media and site-specific marketing. 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 offered. Examples of ways students are given site-specific information include the course schedule, 60+60 Degree Transfer program, Weekend College program, ppccConnect online classes, and the Colorado Opportunity Fund (COF). The entire market area includes the communities surrounding all the campuses. In this day and age all of mass media, social media and print collateral drives prospective students to PPCC’s website where all program information is readily available in a marketing-friendly “Career Map” format.

Other Remarks: Rarely have I had the pleasure of visiting an institution in which people were so evidently interested in helping each other, respecting one another, and expressing appreciation for what someone else is doing. One person stated that they were consciously working to weave together all areas of the institution so that they appeared as one to the student. They are not there yet, but they are trying.
SUMMARY RECOMMENDATION

Check one and only one

X Overall, the pattern of this institution's operations at its extended sites appears to be adequate, and no further review or monitoring by the Higher Learning Commission is necessary.

☐ Overall, the pattern of this institution's operations at its extended sites needs some attention, as detailed in the individual site visit comments, and the institution can be expected to follow up on these matters without monitoring by the Higher Learning Commission. The next scheduled comprehensive review can serve to document that the matters identified have been addressed.

☐ The overall pattern of this institution's operations at its extended sites is inadequate and requires Commission attention. The institution should address the concerns summarized below and document be listed in the institution's Statement of Affiliation Status.

Date progress report should be due: N/A
Specific concerns that progress report should address: N/A

*Also visited facilities and personnel at Fort Carson.
Streamlined Review Process Report Form
(MACRO Web Application Approval)

Please complete these five questions ONLY if you are reviewing a Streamlined Approval Institution.

Overall Hallmarks:

X Yes  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.

X Yes  The institution has more than three approved off-campus sites offering 50% or more of an instructional program leading to a degree?

X Yes  The institution’s opening or closing of sites fits its mission?

X Yes  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?

X Yes  The institution has demonstrated appropriate academic controls; regular evaluation by 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?