

Pueblo

Community College

FACILITIES MASTER PLAN

VOLUME 2: FREMONT CAMPUS

Cañon City, Colorado



Pueblo Community College
FREMONT CAMPUS

FINAL

March 25, 2024



**FACILITY
PROGRAMMING
AND CONSULTING**

PREFACE

This Facilities Master Plan for Pueblo Community College has been developed and organized into three separate volumes to correlate with the College's distinct campus sites:

Volume 1: Pueblo Campus

Volume 2: Fremont Campus

Volume 3: Mancos Campus

ACKNOWLEDGMENTS

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EXECUTIVE SUMMARY

The Facilities Master Plan process for the Pueblo Community College (PCC) Fremont Campus involved a comprehensive review of various factors including demographics, utilization of facilities, and facility conditions, coupled with input from stakeholders such as students, faculty, and staff. Through this process, the Planning Team has identified key findings and areas of focus for the future.

Demographics: An analysis of demographic data combined with enrollment trends reveals challenges and opportunities for future campus facility requirements. While the overall adult population growth is limited, specific demographic segments such as older adults present opportunities for enrollment growth.

Enrollment: Despite fluctuations, enrollment had stabilized around 400 students before the impact of COVID-19, with a decline during the pandemic followed by a subsequent increase in 2023 to around 300 students. The pandemic also spurred a reliance on hybrid and online learning modalities.

Utilization: Detailed utilization analysis necessitates more granular data on student distribution and classroom assignments, which is currently lacking for satellite campuses such as Fremont.

Facilities Assessment: Overall, campus grounds and buildings are well-maintained, with minimal repair or maintenance required. Specific deficiencies identified are outlined in the Facility Assessment.

The Plan: Given the current enrollment status and the absence of utilization data for the Fremont campus, specific recommendations for classroom or lab space adjustments are not provided. Instead, the focus is on addressing facility deficiencies and adhering to the Master Plan Principles, including activating the campus, enhancing the educational experience, and implementing enrollment initiatives.

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INTRODUCTION & PLANNING PROCESS

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- I.B. General process used to develop the plan
- I.C. Students / faculty / staff involvement
- I.D. Overview of conclusions reached through the development of the master plan

Introduction / Planning Process

I. INTRODUCTION / PLANNING PROCESS

Each College in the Colorado Community College System (CCCS) shall have a Facilities Master Plan which has been approved by the Board. Facilities Master Plans shall conform to the Colorado Department of Higher Education (DHE) requirements for Facilities Master Planning Guidelines and shall be consistent with the College's Comprehensive Academic Plan. Per the Guidelines, "A facilities master plan is a documented campus facilities vision based on conditions and trends that identifies assumptions for the future and sets priorities. The plan looks at the current condition of facilities, conducts an analysis and generates a direction for facilities needs for the next ten years. A facilities master plan is a living document that evolves and responds to changing conditions over its lifetime."

Pueblo Community College (PCC) is one of the thirteen community colleges in the Colorado Community College System (CCCS). Pueblo Community College was founded in 1933 as Southern Colorado Junior College and the first graduating class in 1935 had 17 students. Since then, the college has grown to include campuses in Pueblo, Canon City, and Mancos and sites in Durango and Bayfield. Altogether, PCC serves nine counties in an 11,500-square mile area. The college serves more than 11,000 for-credit and noncredit students annually and offers more than 70 academic programs.

The previous Facilities Master Plan for PCC was published by Stephen Hall Architects in 2012. The target year for the 2012 plan was 2014. The enrollment projections at that time anticipated a leveling off of enrollment with a marginal but steady decrease. After declining from almost 600 students in 2013, enrollment stabilized around 400 students between 2016 through 2019, prior to the impact of the COVID 19 pandemic. During the period most impacted by COVID 19, enrollment decreased approximately 25% before increasing in 2023 to around 300 students. COVID also increased reliance on hybrid and on-line students to maintain enrollment. The information included in this report illustrates Fall 2022 utilization. The College has designated the horizon year for this Facilities Master Plan to be 2034 with an intermediate target of Fall 2027 to coincide with their Strategic Plan, Destination 2027.

Introduction / Planning Process

I.A. FACILITY MASTER PLAN AUTHORS

The Planning Team included RTA Architects and Facility Programming and Consulting. RTA Architects, led by Doug Abernethy, Principal, and Paul Reu, Principal, coordinated with College administrators, staff, faculty, and students at all campus sites. Facility Programming and Consulting, which included programmers Terry Phillips and Maria Batista, provided Space Utilization Analysis, and Market Analysis and Demographics data. Planning team members from RTA Architects also included Michael Malloy, Mark E. Pierson, Kalyn Henderson, and Mike Storrer. The Facilities Master Plan process began in late March 2023 and was completed in April 2024.

I.B. GENERAL PROCESS USED TO DEVELOP THE PLAN

The Planning Team coordinated with Pueblo Community College to gather physical documentation, including as-built drawings of buildings at all three campuses, Strategic Plan, Academic Plan, the previous Master Plan completed in 2012. The Planning Team used this information to generate floor plans utilizing Building Information Modeling (Revit), and then produced utilization plans and capacity worksheets for each campus. Several meetings with the Planning Team and PCC staff were conducted throughout the master plan process. The Planning Team also met with PCC staff and Student Senate, which included student representatives from all three campuses.

As part of developing the Master Plan, a utilization study of existing instructional space has been prepared to provide a data driven framework to guide decision making. Facility Programming and Consulting (FPC), as a consultant to RTA Architects, analyzed and measured general-purpose classroom and laboratory utilization (hours scheduled, section fill, and overall, at goal) against nationally recognized space use standards provided by the Association for Learning Environments (ALE), formerly the Council of Educational Facility Planners International. Each instructional space is individually analyzed using Fall 2022 data provided by the institution. The information included in this report illustrates Fall 2022 utilization and identifies potential opportunities to improve facility utilization or repurpose space while maintaining instructional capabilities and accommodating growth.

The Planning Team conducted an Existing Facilities Assessment at all three campuses. The Facilities Assessments focused on reviewing the physical conditions of campus sites and buildings, including deficiencies, maintenance items, and Code/ADA issues. The findings of these assessments are documented later in this document and include documentation of deficiencies by building, prioritization of deficiencies, cost criteria, and a final evaluation.

Introduction / Planning Process

I.C. STUDENTS / FACULTY / STAFF INVOLVEMENT

An initial meeting with the Planning Team and PCC staff, which included administration, academics, student services, facilities, information technology, was conducted in late March 2023. During this meeting a SWOT (Strengths, Weaknesses, Opportunities & Threats) analysis was conducted for the PCC system. A subsequent meeting with the Planning Team, PCC staff and Student Senate, which included student representatives from all three campuses, was conducted in early April 2023. During this meeting an interactive poll (Poll Everywhere) was utilized to solicit input from students on topics including overall campus, facilities in general, Student Center impression, Library amenities, among others. The Planning Team met with PCC facilities staff to review facility conditions, needed improvements, status of recently completed improvement projects, and any current scheduled improvement projects on the Pueblo campus.

Facility Programming and Consulting led meetings with PCC in December 2023 and January 2024 to review Utilization and Demographic data with administration and academic staff. The latter meeting included representatives from all three campuses.

i. Student and Staff Meetings

During RTA's meeting with the Pueblo Community College Student Senate on April 5th, 2023, Polling questions were conducted to gauge the student's opinions of current campus conditions and their beliefs on where campus renovations should occur. The list of polling questions asked and the most common answers are listed below.

1. What attracted you to Pueblo Community College?
 - 23 responses
 - Top Answers: Programs / Degrees Offered, Proximity, Tuition Costs
2. Describe the campus of Pueblo Community College in a few words:
 - 52 responses
 - Top Answers: Safe, Outdated, Friendly, Beautiful
3. Describe the facilities of Pueblo Community College in a few words:
 - 42 responses
 - Top Answers: Outdated, Small, Old, Beautiful
4. Describe the Student Center of Pueblo Community College in a few words:
 - 39 responses
 - Top Answers: Empty, Food, Cold, Basic
5. Describe the Library of Pueblo Community College in a few words:
 - 45 responses
 - Top Answers: Unused, Helpful, Beautiful, Wet, Quiet
6. Describe the general classrooms of Pueblo Community College in a few words:
 - 43 responses
 - Top Answers: Plain, Cold, Boring, Accommodations, Small

Introduction / Planning Process

7. Describe the instructional labs of Pueblo Community College in a few words:
 - 40 responses
 - Top Answers: High-tech, Decent, Outdated, Small, We don't have a Lab
8. What amenities would you like to see provided, improved, or enhanced?
 - 39 responses
 - Top Answers: Food Options / Vending Machines, Student Lounge Areas with Extended Hours, Landscaping, Pool / Hot Tub
9. If you could change one thing about the campus, what would you change?
 - 26 responses
 - Food Options (healthier, less expensive), Lounge and Study Spaces Open After Hours, Increased Tutoring and Equipment Rental Availability

During RTA's meeting with the Pueblo Community College Staff members on January 22nd, 2024, Polling questions were conducted to gauge staff opinions of current campus conditions and their beliefs on where campus renovations should occur. The list of polling questions asked and the most common answers are listed below.

1. What word or phrase would you use to describe the campus?
 - 41 responses
 - Top Answers: Beautiful, Inviting, Friendly
2. What word or phrase would you use to describe the buildings on campus?
 - 37 responses
 - Top Answers: Old, Bland, Outdated, Character
3. Which program would benefit the most from facility improvements?
 - 44 responses
 - Top Answers: Student-Life, Library, Mancos, SW Campus, Everyone,
4. If we could add an impactful student life program, what would it be?
 - 38 responses
 - Top Answers: DEI, Counseling, Housing,
5. Which building should be refreshed first?
 - 32 responses
 - Top Answers: Southwest, MT, AB
6. What is the one big thing that the campus facility MP needs to address?
 - 25 responses
 - Top Answers: HVAC, Roofs, SW Parking Lot
7. Rank the following "Activate Campus" items:
 - 14 responses
 - Top Answers: Food Options, Affinity Groups, Student Center Refresh
8. Rank the following "Educational Experience" items:
 - 16 responses
 - Top Answer: Teaching Environment

Introduction / Planning Process

9. Rank the following “Enrollment Initiative” items:
 - 18 responses
 - Top Answers: Completion / Retention, CTE, Adult Learners, HSI
10. More students would be drawn to the campus if (rank the following items)
 - 16 responses
 - Top Answers: CTE, Daycare/ Preschool, Student Center
11. More students would linger on campus if the following spaces were available (rank the following items)
 - 17 responses
 - Top Answers: Student Flex/ Study Spaces/ Collab Spaces, Affinity and Club Programs, Library
12. Which program would more successfully engage with the community? (rank the following items)
 - 18 responses
 - Top Answers: Adult Education Center, Health Services Center

ii. SWAT Analysis

What are the PCC’s Strengths & Weaknesses ?

STRENGTHS

- Student centered
- Community partnerships
 - K-12
 - Parkview med center
 - Local businesses
 - Trade groups
 - Economic development
- Attractive facilities
- Beautiful campus
- Affordability
- Concurrent enrollment
- Enrollment services
- Qualified staff
- technology
 - Instructional
 - Program specific equipment

WEAKNESSES

- Value proposition
- Lack of identify branding
- Staffing
- Geography/community
 - Landlocked pueblo campus
- Demographics of service areas
- Financial resources
- Consistent product and process at all locations
- Culture/staff turn over

Interactive Activity

PUEBLO COMMUNITY COLLEGE Master Plan
PAT Meeting #1



What are the PCC’s Opportunities & Threats ?

OPPORTUNITIES

- Enrollment growth
- Employment investment
- Community
- Colorado online
- Branding/identity
- Extra curricular engagement
 - Athletics
 - Housing
 - Partnerships in and outside of pueblo
 - Social student engagement

THREATS

- Funding
- Service area - competition
- Higher ed return on investment/perception
- Economic opportunity
- Economic environment
- Declining demographic
- employee recruitment/marketability

Interactive Activity

PUEBLO COMMUNITY COLLEGE Master Plan
PAT Meeting #1



Introduction / Planning Process

I.D. OVERVIEW OF CONCLUSIONS REACHED THROUGH THE DEVELOPMENT OF THE MASTER PLAN

General

The Facilities Master Plan process involved an extensive review of various factors including PCC Pueblo Campus demographics, facility conditions, and input from students, faculty, and staff. Based on this thorough evaluation, the Planning Team has generated findings and identified areas of focus moving forward.

Demographics

To better understand how demographic data provides a basis for strategic decisions and are likely to impact future campus facility requirements for Pueblo Community College, analysis was prepared combining demographic and enrollment data. Areas of focus for the data gathering and analysis include historical and projected population, market catchment areas, economic indicators (income, housing, educational attainment, and employment), high school graduation rates, as well as student residence.

Catchment: The Fremont Campus catchment area market analysis illustrates the challenges and opportunities to growing enrollment as well as the strong need for the education opportunity provide by the college. The greatest demographic challenge is the limited projected adult population growth. Population growth in the primary catchment area cannot be relied on to increase enrollment. Specific demographic segments of the population are increasing and provide an opportunity to grow enrollment, including older adults.

Enrollment: After declining from almost 600 students in 2013, enrollment stabilized around 400 students between 2016 through 2019, prior to the impact of COVID 19. During the period most impacted by the COVID 19 pandemic, enrollment decreased approximately 25% before increasing in 2023 to around 300 students. COVID also increased a reliance on hybrid and on-line students to maintain enrollment.

Utilization

Utilization analysis requires detailed data on the physical distribution of students by time of day and instructional classroom or laboratory assignment. Much of the scheduling data for satellite campuses is recorded in aggregate. The data does not provide the specific information required to be able to calculate utilization of individual spaces. No utilization information is provided in this report for the Fremont campus.

Introduction / Planning Process

Facilities Assessment

In general, the campus grounds, including landscaping, walks, and parking areas, and campus buildings are well maintained and do not require significant repair or maintenance work. Deficiencies identified at the Fremont campus grounds and buildings are outlined in Section III. Refer to the Facility Assessment in Appendix V.E. for the complete scope of work.

The Plan

Given the current low enrollment and projected minimal increase in enrollment, and the unavailability of Utilization data to generate Assignable Square Feet for the Fremont campus, the Planning Team does not have recommendations for addressing specific surplus or deficits in Classroom or Class Lab space. The Planning Team believes that PCC Fremont should focus on facility deficiencies identified in the Facility Assessment and implementing the Master Plan Principles going forward.

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PROGRAM / DATA OVERVIEW

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- II.H. Institutional economic data

Program / Data Overview

II. PROGRAM INFORMATION / INSTITUTIONAL DATA OVERVIEW

II.A. INSTITUTION VISION, MISSION, AND VALUES

Vision

- Pueblo Community College is the choice for personal and community success

Mission Statement

- Pueblo Community College transforms lives of students, enriches communities, and strengthens regional economies. We empower individual achievement by providing inclusive, personalized support and innovative educational opportunities.

Values

- Achievement: We engage a diverse student body and support all individuals in attaining high-quality learning outcomes to meet the demands of a global economy.
- Excellence: We foster continuous quality improvement and innovation by responding to the needs of the communities we serve.
- Integrity: We advance our mission ethically and equitably, through a culture of shared governance that demands accountability and excellence.
- Respect: We foster an open and inclusive environment that welcomes diverse backgrounds and opinions, recognizes individual talents, encourages personal and professional growth, and celebrates accomplishments.
- Inclusive Teaching & Learning: We value the exchange of knowledge and encourage lifelong learning for students, faculty, and staff.
- Leadership & Teamwork: We create collaborative opportunities to advance the communities we serve through innovative actions, strategic partnerships, and informed planning.

Guiding Principles

- Innovation: Encourage divergent thinking and intentional execution to drive continuous improvement.
- Access: Create educational opportunities for everyone.
- Valuing People: Cultivate growth opportunities so individuals can meet their full potential.
- Diversity, Equity, and Inclusion: Sustain a community respectful of cultures, backgrounds, and ideas.
- Safety: Commit to the safety and well-being of others.
- Quality: Add value and relevance through environmental scanning.

Program / Data Overview

II.B. HISTORY

Early Beginnings and Transition (1933-1975):

1933: Southern Colorado Junior College (SCJC) opens its doors.

1937: Local support leads to creation of the Pueblo County Junior College district and renaming.

1961: The college district dissolves, and SCJC becomes a four-year institution named Southern Colorado State College (SCSC).

1974: SCSC establishes the College for Community Services and Career Education on its Orman Avenue campus to focus on vocational training.

1975: SCSC gains university status, and the College for Community Services becomes a separate entity.

Split and Transition to Pueblo Community College (1978-1982):

1978: Legislation separates SCSC (now University of Southern Colorado) from the College for Community Services.

1979: The College is renamed Pueblo Vocational Community College and joins the state community college system.

1982: The official name becomes Pueblo Community College, reflecting its transition to a comprehensive institution offering both vocational and transfer programs.

Expansion and Branch Campuses (1980-present):

1980: PCC begins offering courses in Cañon City, establishing a permanent presence in 1986.

1988: An agreement expands PCC's reach to Cortez and later Durango, forming the Southwest Center.

2009: PCC merges with San Juan Basin Vocational Technical School to create Southwest Colorado Community College, a division of PCC with campuses in Durango and Mancos.

(Refer to Part Two, "Program Information / Institutional Data Overview" in Volume 2 and 3 for more information.)



Program / Data Overview

PCC Expands to Cañon City:

- **Early Beginnings (1980s):** Pueblo Community College (PCC) first dipped its toes into Cañon City in the 1980s. They offered courses through temporary branch campuses scattered throughout the city. In 1986, seeking a more permanent foothold, PCC leased facilities on the grounds of the Holy Cross Abbey.
- **Vision for a Permanent Campus (1990s):** Enter Joe Chapman, a local consultant and history buff. He proposed transferring 55 acres of state-owned prison gardens to create a dedicated PCC campus in Cañon City. After negotiations with the Department of Corrections, the land was officially deeded to the Colorado Community College System (CCOES) in January 1995.
- **Building a Campus with Community Support (1990s-2000s):** The next chapter was one of collaboration and resourcefulness. A local fundraising campaign raised over \$1 million, demonstrating the community's commitment to the project. The state then chipped in just under \$8 million, and with combined efforts, construction began. PCC's Cañon City campus officially opened its doors in 2002-03, welcoming 254 eager students.
- **Thriving and Growing (2000s-present):** The Cañon City campus has seen impressive growth since its inception. By 2009, the student body had more than tripled to over 800, testament to its vital role in the community.

Program / Data Overview

II.C. GENERAL OVERVIEW OF PROGRAMS OR PROGRAM TYPES

Fremont Campus offers Associate of Science; Associate of Arts; Associate of Arts in Business Management or Social Work; Associate of Arts in Criminal Justice, Early Childhood Education, Education, History and Psychology; Associate of Applied Science in Nursing, Associate of General Studies; and Certificates in Emergency Medical Technician, Emergency Medical-Intermediate, Nurse Aide, Phlebotomy, Fire Science (Wildland), and Structural Welding Introduction; and offers an Emergency Medical Services Program.

Apprenticeships :

- Mill Electrical Technician
- Mill Mechanical Technician
- Electromechanical Technician
- Software Developer
- Remote IT Helpdesk / Computer Tech Support
- Medical Assistant
- Medical Coders

GED Prep Class and Testing Examination Site:

The Fremont Campus is a GED Testing Examination Site.

GTC (Gateway to College)

Gateway to College (GTC) is a unique program that provides an educational experience on a college campus. GTC is for students looking to earn a high school diploma and college credits at the same time. Gateway to College's purpose is to re-engage disconnected youth in their educational journey.

Early College / Concurrent Enrollment

Colorado's Concurrent Enrollment program allows students to take college courses while they are still in high school. Classes can be taught by college-certified teachers at the high school or can take place on the PCC campus. Families can save a significant amount on education costs because the student's tuition is taken care of by the student's school district. In the 2018-19 school year, concurrent enrollment students at Pueblo Community College campuses saved an estimated \$2.3 million in tuition.

Program / Data Overview

II.D. OVERVIEW OF CURRENT POLICIES AFFECTING FACILITIES



i. Admissions

Pueblo Community College has an open admission policy for most students. The selective admission / limited entry programs are as follows: Automotive, Cosmetology, Dental Hygiene AAS & BAS, Emergency Medical Services, Fire Science Academy, Law Enforcement Academy, Medical Assistant, Medical Sonography, Nursing, Nursing Aid, Occupational Therapy Assistant, Pharmacy Technician, Physical Therapist Assistant, Phlebotomy, Psychiatric Technician, Radiologic Technology, Respiratory Care Practitioner, Surgical Technology

ii. Housing

Pueblo Community College is a commuter school and does not currently have housing on any of their campuses.

Program / Data Overview

iii. Student services

The Fremont Campus, supported by the Student Services Division at the Pueblo Campus, offers comprehensive student services through its one-stop Go!Zone Center., including admissions, financial aid assistance, advising. Other services include tutoring, and a bookstore.

iv. Campus parking

Parking lots on the Fremont campus grounds are situated at the north and west sides of the college building (See Campus Parking diagram below). The North parking lot has 55 parking spaces, including 1 standard and 1 van accessible space. The existing 55 parking spaces would require 3 accessible parking spaces, including 1 van space. Add 1 standard accessible parking space. The West parking lot (North) has 84 parking spaces. The existing 84 parking spaces would require 4 accessible parking spaces, including 1 van space. Add 1 standard accessible parking space. The West parking lot (South) has 45 parking spaces, including 2 accessible parking spaces, one of which is van accessible.



Program / Data Overview

v. Athletics

The Fremont Campus does not have athletic teams or any organized on-campus recreational activities.

vi. Libraries

The Fremont Campus spacious and well-lit library at the west side of the Fremont building. The mission of PCC Libraries is to “provide access to information, teach students information skills for life-long learning, and support PCC’s community role”. Library services are available to all currently enrolled students, faculty, and staff.

At the library, books, other physical materials, laptops, computer accessories, calculators, and digital voice recorders are available for checkout. The Fremont Campus Library offers study rooms, testing rooms and open study spaces in a comfortable environment.

vii. Class scheduling

Scheduling for the Pueblo Community College campus is done by the office of Admissions & Records/Registrar. PCC utilizes Ad Astra, a software solution from Ellucian, to manage its course scheduling. Ad Astra helps streamline the process for both students and faculty by optimizing class schedules, academic planning, and event management. Featuring integration with Banner and Colleague Student systems, the software builds master course schedules by leveraging available room and section data, further streamlining the process of assigning classrooms to specific courses.

viii. Facilities maintenance

The Fremont Campus has staff dedicated to housekeeping, facilities maintenance, and grounds maintenance, which are supported by the main Facilities Department at the Pueblo campus.

Program / Data Overview

II.E. ASSESSMENT OF ACADEMIC PLANS, TECHNOLOGY MASTER PLANS, AND ANY OTHER RELEVANT STRATEGIC PLANNING UNDERTAKEN BY THE INSTITUTION IN RELATION TO THE PROPOSED MASTER PLAN

Academic Planning: 2022-2023 Office of Academic Affairs Annual Report Initial Assessment Goals and Accomplishments (Excerpts from Report provided by PCC):

- 1. Strengthen Communication~ according to end of the year faculty and staff survey communication from academic affairs had increased 67% compared to the year prior
 - a. Transparent and consistent communication via daily and weekly Keeping you in the Loops
 - b. Academic Leadership and Faculty, Instructors, Staff and Friends Town Hall Chats (2 Fall Semester/ 2 Spring Semester)
 - c. Keeping you in the Loop Academic Affairs Newsletter
 - d. PCC, Academic Affairs e-mail Tag to ensure all faculty and staff are receiving ongoing and accurate communication
 - e. Reimagined and led the modification of the Chief Academic Officer (CAO) Suite in the Academic Building as the new Academic Services/ Support Suite. Thus, relocating our CTE Coordinator (who was housed within the Tutoring Center in a distant office space) and our Scheduler (who was housed in the E-Learning Suite. The purpose was to provide access for all faculty and staff to these key team members in a central location, that was directly above The Library to provide effective collaboration between the two (now it also includes the Concurrent Enrollment Instructor Coordinator, who also works collaboratively with these two positions). As a result, noticeably more communication and support to academics has increased.
 - f. Leading the PCC Faculty and Staff Community Calendar to provide an opportunity to share and participate in upcoming campus activities and due dates
- 2. Implement Faculty and Staff Recruitment and Retention Plan
 - a. Proposal submitted to PCC President and CCCS leadership: Developing a Pipeline to increase diverse faculty and staff through a partnership with HBCU's, MSI's and HSI's institutions
 - b. Development and advocating for reimbursement of Faculty/ Staff Professional Organization Membership Fees~ with an annual cap of \$200.00. This reimbursement removes out of pocket expenses/ barriers for employees who need to hold membership of professional organization(s) that they are required be a part of to maintain their certification or to expand their knowledge base within their discipline.
 - c. Implementing a "lifelong learner"/ Professional Development plan for faculty and staff
 - d. Emphasized and advocated Growth, Promotion and Succession Planning as well as recommendation to revisit job titles to align with other institutions such as AEA to Assistant Dean

Program / Data Overview

- 3. Review, Organize and Implement Effective Systems and Processes
 - a. Accreditation, Program review and Grants Management Organization
 - b. Updated Articulation Agreements
 - c. Modification of PCC Protocols to reflect the Office of the VPAS
- 4. Build and Strengthen Relationships
 - a. AEA, Department Chairs, Directors and Coordinators as well as/ Faculty and Staff Town Hall Chat(s) and Summer Retreat/ Collaboration Week with outcome of developing a Common Syllabi for the Institution, Master Course and Course accomplished and advanced to the Curriculum Committee for approval
 - b. Academic Leadership Council (ALC)~ developed, implemented and piloted this academic advisory group that includes representation from: the faculty, student services, academic deans, executive deans from the branch campuses and academic directors. This council provides an opportunity for all to have a seat at the table to provide suggestions, concerns, and feedback as it relates to all things academic and provides a platform for us to recommend policy changes and collaborate on developing plans to enhance academic support, instruction while removing barriers for student success
 - c. Campus relationships and collaboration by developing and implementing the Inaugural Institutional Effectiveness Day

Refer to Appendix V.F. for the full Academic Affairs Annual Report

Information Technology Master Plan: 2024-2025 Executive Summary (Excerpt from Report provided by PCC):

Due to the dynamic makeup of PCC and the charge demanding current state-of-the-art training for the workforce, PCC must have an established Technology Plan that is a living document. Considering the rapid technological advances, this plan parallels what industry is demanding today.

This Technology Plan will complement the directives regarding the instructional and administrative aspects of PCC. This plan is designed to ensure that PCC will be aligned with the workforce's demands and keep the College current with the transferability of instructional coursework to other higher education institutions. In addition, this plan should be used with the College's facility and academic plans.

This Technology Plan is written to specifically address expansion of the College's infrastructure supporting the use and capabilities of technology for students, faculty, and staff. The plan incorporates PCC's vision, values, and mission in direct support of PCC's strategic plan.

Program / Data Overview

The major information technology objectives included in this plan are:

- One College
 - We will ensure that our visions and decisions are driven by shared common vision and governance across all PCC Campus / Site Locations. Individual campus needs will be met, but overall technological improvements will be applied to the college across all locations.
- Students First
 - We will place students first with access to academic excellence to ensure they are met.
- Faculty, Staff, and Culture
 - We will develop and implement technologies to create and deliver a high-performance culture driven by common principles of excellence.
- Outreach and Collaboration
 - We will increase the capabilities in support of outreach and collaboration through technologies.
- Operational and Financial Soundness
 - We will continue to maintain and establish a flexible and transparent operational infrastructure to contribute to the financial soundness of Pueblo Community College
 - We will continue to work and manage renewal and replacement plans to ensure that the college maintains operational systems to meet all the college's needs.

Refer to Appendix V.G. for the full Information Technology Master Plan

Strategic Planning: Destination 2027 – Criteria (Excerpts from Report provided by PCC)

- Mission: Pueblo Community College will create an inclusive culture dedicated to continuous improvement, shared governance and a shared devotion to student learning and support.
- Integrity: Pueblo Community College ensures faculty, staff, and students adhere to fair and ethical behavior in the pursuit of academic freedom, intellectual inquiry, and operational excellence.
- Teaching & Learning: Quality, Resources, Support: PCC will implement bold initiatives that expand state-of-the-art teaching and learning resources, supporting equitable avenues for exceptional educational experiences to meet workforce needs.
- Teaching & Learning: Evaluation, Improvement: Pueblo Community College creates a culture of innovation and support to ensure students will acquire the knowledge, skills, and experience necessary for advanced education, successful careers, and personal growth.
- Institutional Effectiveness & Resource Planning: PCC's leadership facilitates a transparent environment to evaluate operational effectiveness and stewardship in providing the framework for continuous improvement.

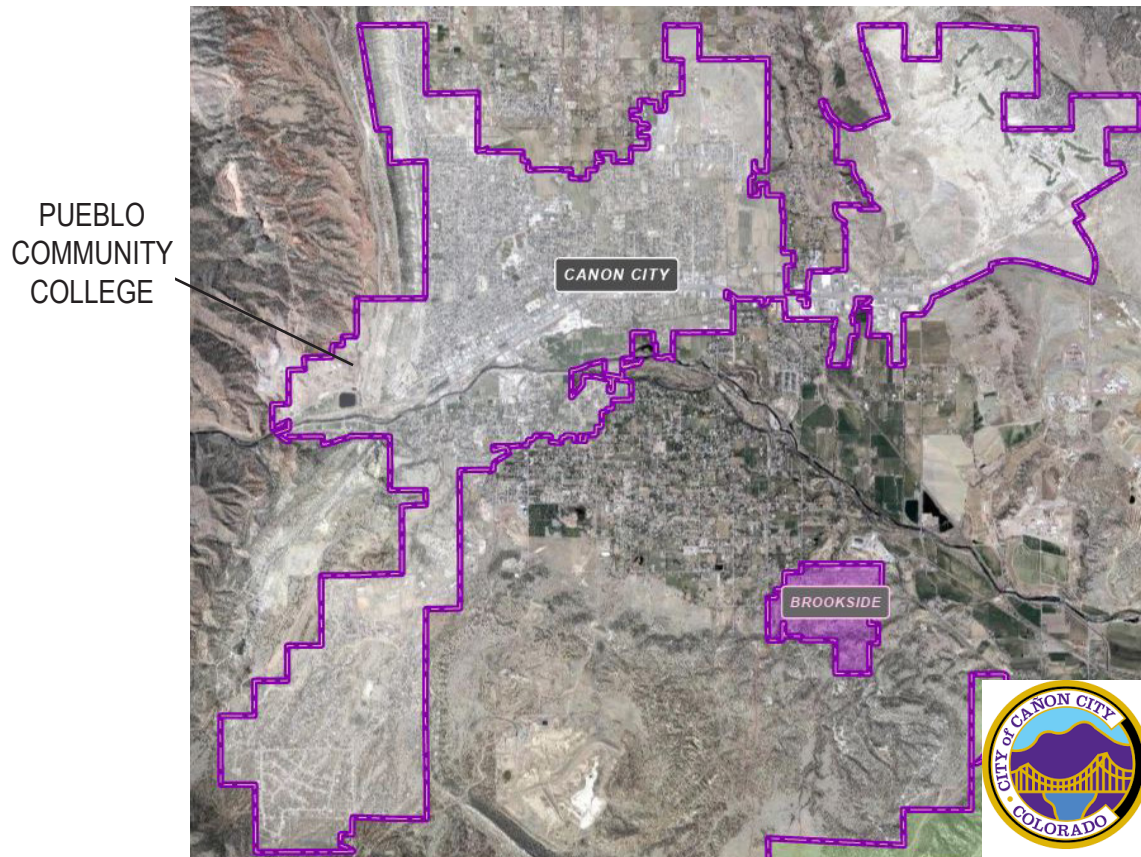
Refer to Appendix V.H. for the full Strategic Planning: Destination 2027 Report

Program / Data Overview

II.F. CAMPUS LOCATION MAPS

i. Map showing the campus location in a regional context

Pueblo Community College's main address for the Fremont location is 51320 US-50, Cañon City, CO 81212. Pueblo Community College Fremont Campus can be accessed by turning onto Pueblo Community College Blvd off US-50. The campus is on the western side of Canon City city limits.



Program / Data Overview

ii. Map showing the campus boundaries in relation to surrounding areas

The Fremont Campus of Pueblo Community College is west of Canon City's Downtown Historic District and is just north of the Arkansas River. The campus, in a more rural location, is near the Heritage Trail Disc Golf Course and the Canon City Water Treatment area. The Fremont Campus is only accessible from US 50.



Program / Data Overview

II.G. ENROLLMENT SIZE AND DISTRIBUTION DATA (CURRENT AND PHASED GROWTH)

i. Demographics

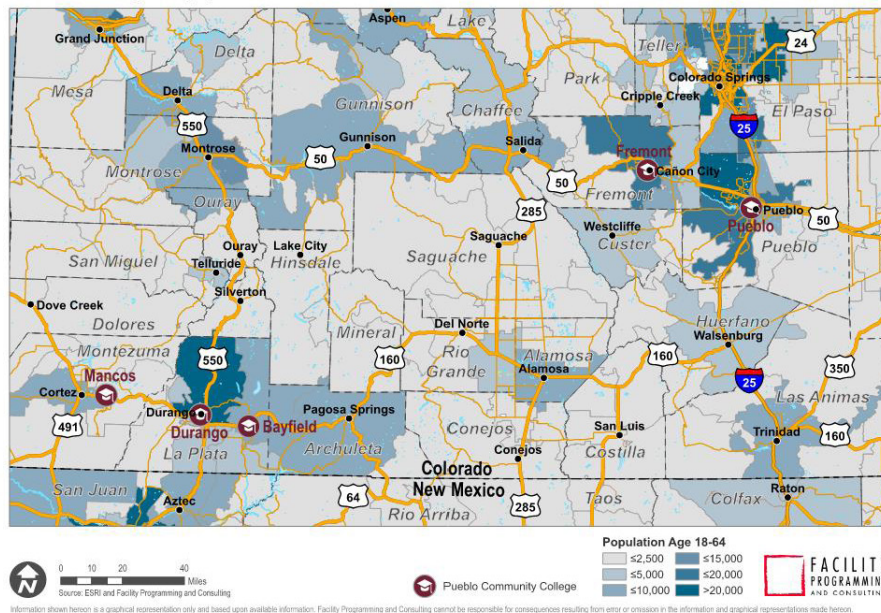
To better understand how demographic data provides a basis for strategic decisions and are likely to impact future campus facility requirements for Pueblo Community College, analysis was prepared combining demographic and enrollment data. Areas of focus for the data gathering and analysis include historical and projected population, market catchment areas, economic indicators (income, housing, educational attainment, and employment), high school graduation rates, as well as student residence.

i. Regional Population Growth

The fastest growing area in southern Colorado with a significant population base is the extended suburbs north, west, and south of Colorado Springs, with compounded annual growth rates for adult population, age 18-64, in places exceeding 2% over the next decade. Limited growth, from a smaller base population, is projected in the areas around Pagosa Springs and Durango and communities along I-50.

Population Age 18-64 by ZIP Code, 2023

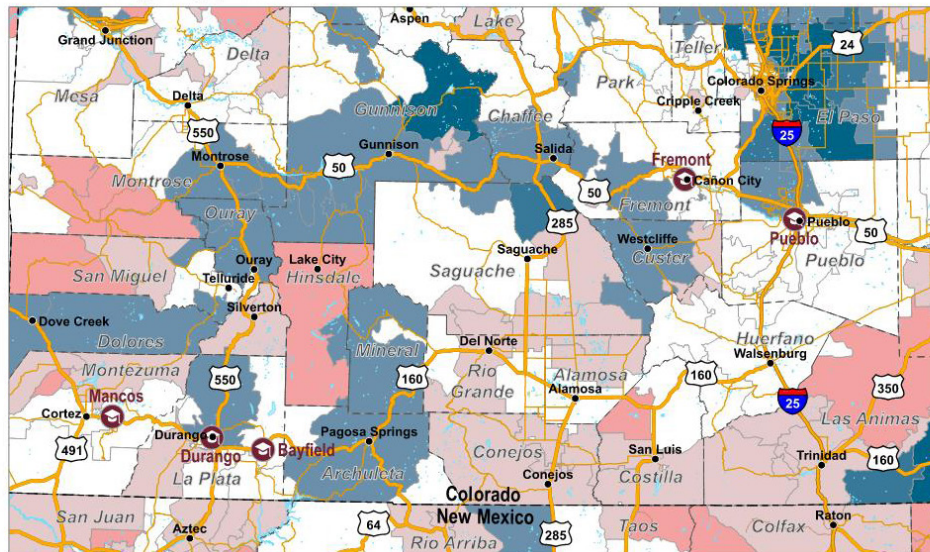
Pueblo Community Colleges, Colorado



Program / Data Overview

Population Growth Age 18-64 by ZIP Code, CAGR 2023-33

Pueblo Community Colleges, Colorado



0 10 20 40 Miles
Source: ESRI and Facility Programming and Consulting

Pueblo Community College

Population Growth Age 18-64
≤-2.0% ≤1.0%
≤-1.0% ≤2.0%
≤0.0% >2.0%

FACILITY PROGRAMMING AND CONSULTING

Information shown herein is a graphical representation only and based upon available information. Facility Programming and Consulting cannot be responsible for consequences resulting from error or omission in the information and graphical representations made herein.

iii. Geocode & Residence Density

Geocoding, a subset of Geographic Information System (GIS) spatial analysis, is the computational process of transforming a postal address description into a geographic location. In the illustration, the address of residence for each student taking classes on campus Fall 2022 is represented as a dot on the map. Geocoding provides an intuitive, easily understood representation of the geographic distribution of student residences.

Geocoding the location of student residences visually illustrates heavy concentration of students in the immediate area of the Pueblo Campus, within easy driving time of the main campus, and, to a lesser extent, in the area adjacent to the Fremont Campus. The large regional population center of Colorado Springs also shows student concentrations, but with lower student density.

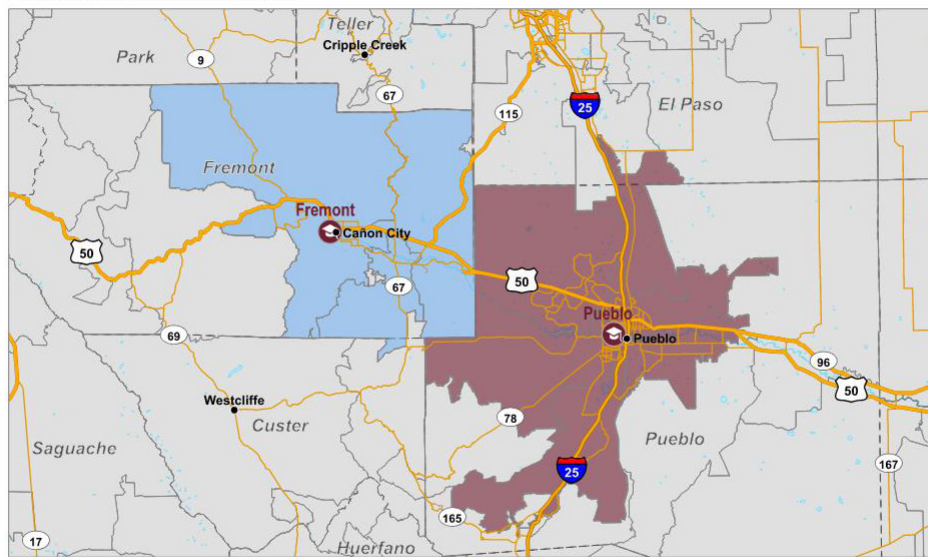
Program / Data Overview

iv. Catchment Area

Each campus is analyzed to determine its primary service area or catchment area. A catchment area is a distinct geographic zone that contains the majority of the students that are served by a given campus. The primary catchment area, as suggested by drive-time and geocode analysis, includes zip codes that include 80% of the students attending a given campus location for in-person classes. Once a catchment area is established, capture rates (student enrollment as a percent of population) are analyzed by zip code.

Catchment Areas, 2023

Pueblo Community Colleges, Colorado



Catchment Areas, CUMUL 80%
■ Fremont ■ Pueblo



Information shown herein is a graphical representation only and based upon available information. Facility Programming and Consulting cannot be responsible for consequences resulting from error or omission in the information and graphical representations made herein.

Catchment Area: Student Residency by ZIP Code



Pueblo Community College: Fremont Campus, Fall 2023 Enrollment

SOURCE: Pueblo Community College, ESRI, and Facility Programming and Consulting

Catchment Area Divisions

Primary

	Students (2022)	Percent of Total	Cumulative Percent	Population Age 18-64 (2023)	Capture Rate (2023)	Age 18-64 Growth Rate (CAGR 2023-33)
Grand Total	287	100.0%				
Primary Catchment Area	222	77.4%		26,800	0.81%	-0.3%
ZIP Rank						
81212 1	167	58.2%	58.2%	19,100	0.88%	-0.1%
81226 2	30	10.5%	68.6%	5,200	0.58%	-0.9%
81240 3	25	8.7%	77.4%	2,500	0.99%	-0.5%

Program / Data Overview

v. Regional Demographic / Catchment Observations

A detailed catchment area analysis was prepared for all five campuses and is provided in the Appendix. Due to very small student enrollment and limited area population, catchment area analysis for the Durango, Mancos and Bayfield campuses is limited in value. The analysis presented focuses on the Pueblo and Fremont campuses.

Key regional demographic and catchment observations are listed below:

- Regional adult population changes over the next decade are projected to provide very limited impact on enrollment – no demographic “tailwind”
- Age 18-64 Projected 10-yr CAGR in primary catchment areas
 - Pueblo 0.1%
 - Fremont -0.3%
- Proximity matters – students are concentrated in immediate area of campuses
- Primary catchment areas (80% of students) of Pueblo and Fremont do not overlap
- Pueblo campus catchment area capture rate significantly higher than Fremont
 - Pueblo 1.94%
 - Fremont 0.81%
- Durango, Mancos and Bayfield catchment and capture rate analysis of limited value due to small enrollment and population
- Bayfield Campus services unlikely to be sustainable at current enrollment

vi. Fremont Campus Catchment Observations

The Fremont Campus catchment area market analysis illustrates the challenges and opportunities to growing enrollment as well as the strong need for the education opportunity provide by the college. The greatest demographic challenge is the limited projected adult population growth. Population growth in the primary catchment area cannot be relied on to increase enrollment. Specific demographic segments of the population are increasing and provide an opportunity to grow enrollment, including older adults.

Comparative market data from the Fremont Campus catchment area illustrates the need for higher education opportunities and the importance of PCC. Less than 30% of the adult population have successfully completed an Associates, Bachelor’s, or Graduate degree, well below the average educational attainment of Colorado (54.4%) or the United States (45.7%). Approaching half of the adult population are high school graduates (42.0%) or have “no high school” (9.0%) education.

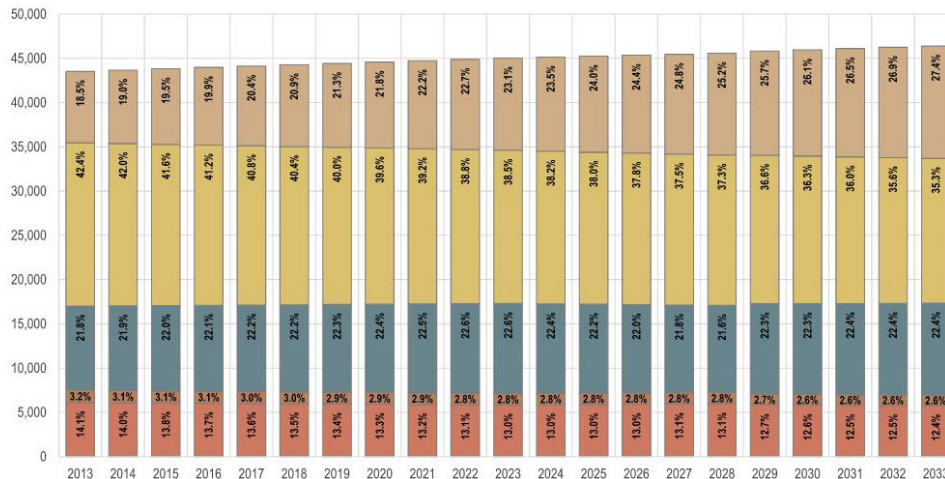
Program / Data Overview

Lower education attainment correlates with economic outcomes. In 2023, Fremont Campus catchment area household annual income was \$58,800, compared with \$85,700 for Colorado and \$72,600 for the United States. Affordable educational opportunities are important to provide access to “White Collar” jobs. Total household educational expenditure is 67% of the national average. Over half of occupations (55.1%) are classified as “White Collar”, which likely require higher education and suggest the economy may not be adequately supported by the local population’s educational attainment.

Share of Population by Age Cohorts, 2013-33

Fremont Catchment Area, 2023F

SOURCE: ESRI and Facility Programming and Consulting



Percentage Point Change by Cohort and 10-Year Time Frames

- 2013-23 Age ≤14: -1.1% || 2023-33: -0.6%
- 2013-23 Age 15-17: -0.4% || 2023-33: -0.2%
- 2013-23 Age 18-34: 0.8% || 2023-33: -0.3%
- 2013-23 Age 35-64: -3.9% || 2023-33: -3.2%
- 2013-23 Age ≥65: 4.6% || 2023-33: 4.2%



Program / Data Overview

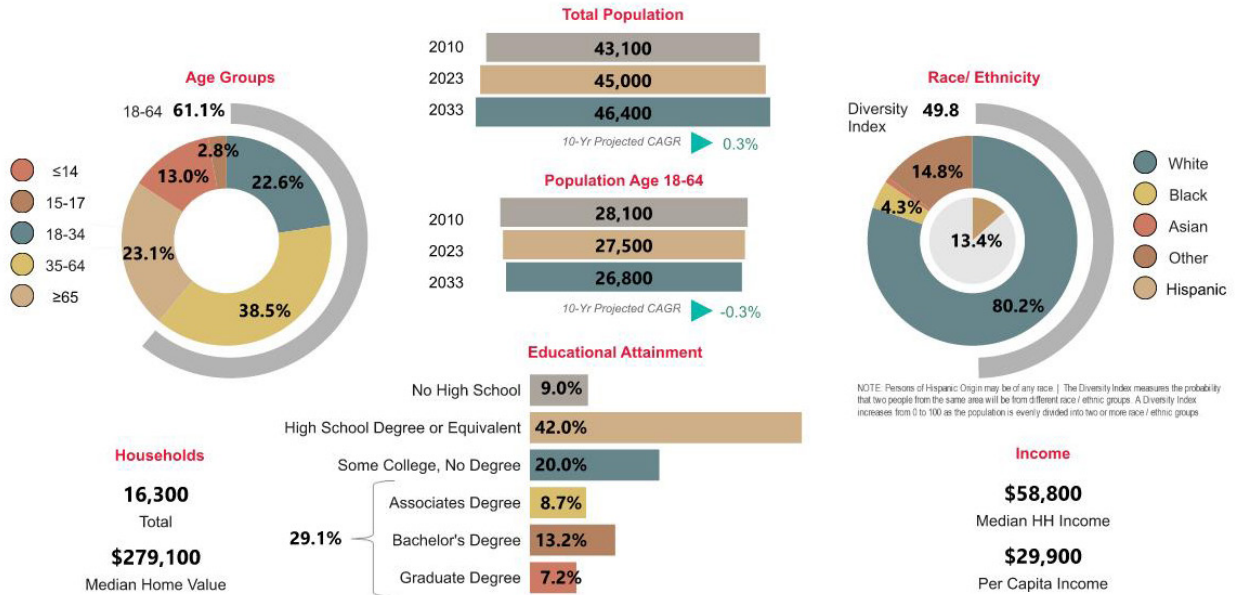


Market Summary

2023 | Fremont Catchment Area, 2023F

SOURCE: ESRI

Page 1 of 2

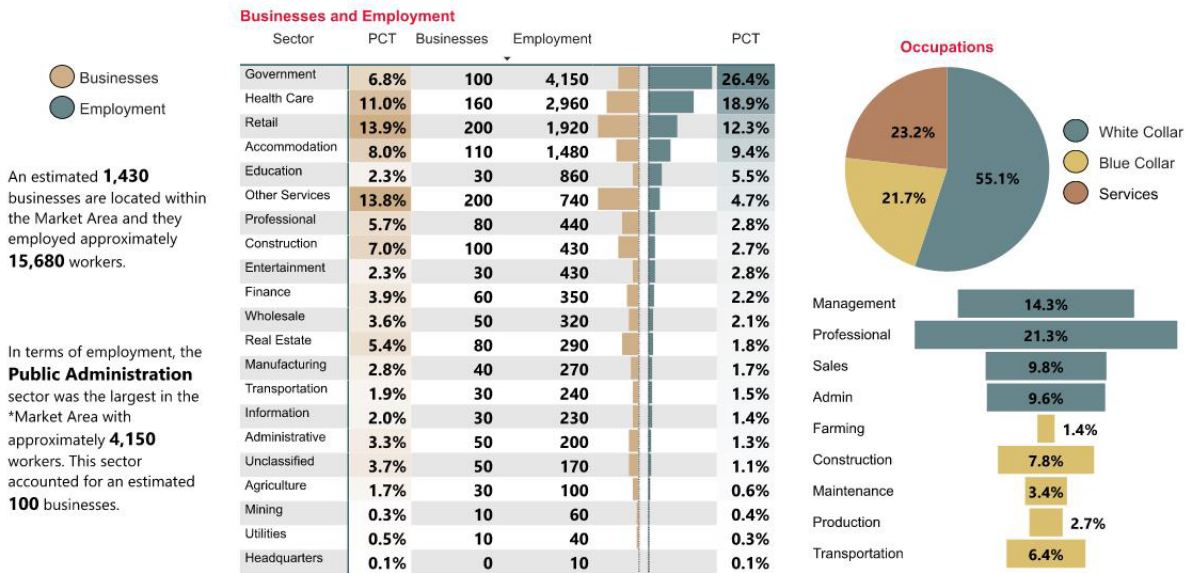


Market Summary

2023 | Fremont Catchment Area, 2023F

SOURCE: ESRI

Page 2 of 2



* Market Area: Is the same as the region referenced in the YELLOW bar highlighted at the top of the page

Program / Data Overview

Key observations of the Fremont Campus Catchment Area analysis are listed below:

- Older adults growing as share of population
- Educational Attainment of Pueblo and Fremont well below State or National averages
- Percent of Fremont Campus catchment adult population attaining associate degree or above 29.1% well below Colorado average of 54.4%
- Lower educational attainment reflected in lower household economic profile and funds available for education
- Pueblo Campus catchment Median Household Income (\$58,800 compared to Colorado Average of \$85,700)
- Majority of Occupations classified as White-Collar
- White Collar occupations generally require a higher level of educational attainment.
- Educational attainment poorly supports fastest growing occupations and local economy

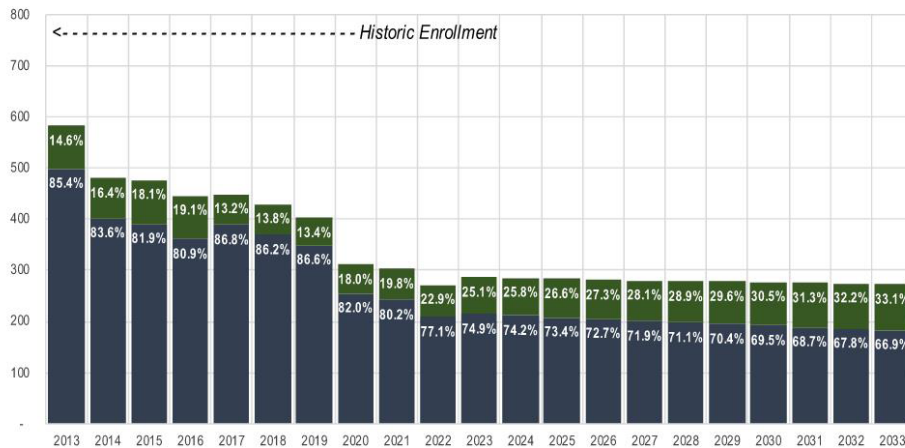
vii. Enrollment Projections

After declining from almost 600 students in 2013, enrollment stabilized around 400 students between 2016 through 2019, prior to the impact of COVID 19. During the period most impacted by the COVID 19 pandemic, enrollment decreased approximately 25% before increasing in 2023 to around 300 students. COVID also increased a reliance on hybrid and on-line students to maintain enrollment.

Total Fall Headcount Enrollment and Learning Mode Share

Pueblo Community College: Fremont Campus

SOURCE: Pueblo Community College and Facility Programming and Consulting



Total Percentage Point Change (2023-33)

■ Face-to-Face Only: -8.0% ■ Hybrid-Online: 8.0%

■ Projected Enrollment by Learning Mode (Hybrid-Online) Assumes the Average Annual Percentage Point Change of Students' from 2018-23 is Held Constant at 2.3% from 2023-33.

■ Face-to-Face Only Instruction is the difference between the Average of All Enrollment Projection Scenario's Total Enrollment and Projected Hybrid-Online.

■ Projected Enrollment Total is based on the Average of All Enrollment Scenarios.

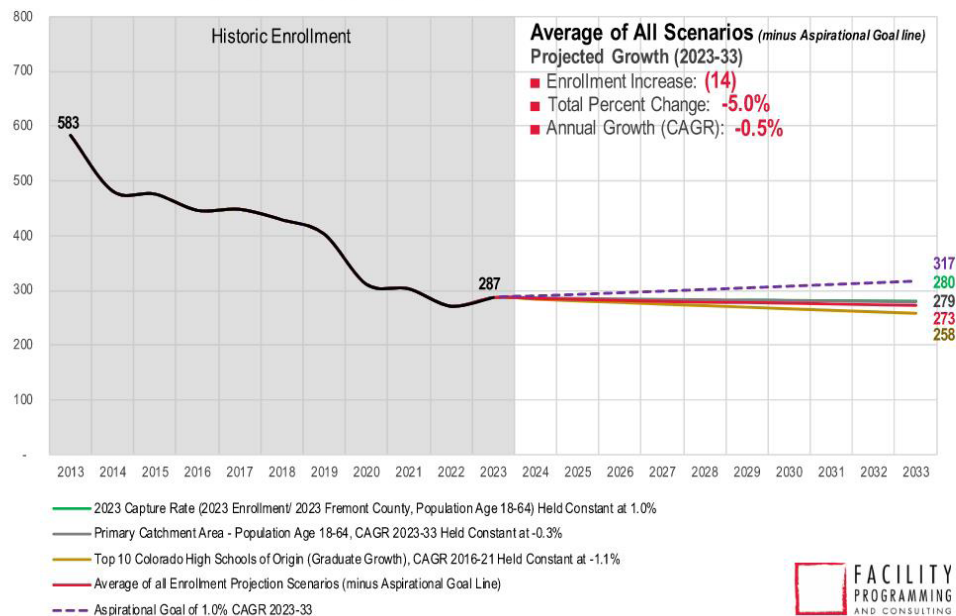


Program / Data Overview

Total Fall Headcount Enrollment

Pueblo Community College: Fremont Campus

SOURCE: Pueblo Community College and Facility Programming and Consulting



Enrollment projections based on the underlying growth in the area population and trends in graduation rates at the primary contributory high schools show modest growth over the projection period. The College has developed specific program initiatives to grow enrollment. Key enrollment observations are listed below:

- All campuses except Mancos show an increase in the proportion of hybrid students
- Pueblo and Fremont on campus enrollment was stabilizing before COVID (2019) followed by a decrease with in-person enrollment during COVID
- A realistic aspirational enrollment goal for Pueblo and Fremont is to return to pre-COVID, 2019 enrollment
- The average of enrollment projections for the Pueblo campus suggests a modest future increase in enrollment based on contributory populations – an aspirational goal of 2.5% compounded growth rate would increase enrollment to pre-COVID levels by 2033
- The average of enrollment projections for the Fremont campus suggests a modest future decrease in enrollment based on contributory populations – an aspirational goal of 1.0% compounded growth would stabilize enrollment

Program / Data Overview

II.H. INSTITUTIONAL ECONOMIC DATA - ROLE WITHIN LOCAL, REGIONAL, AND STATE ECONOMIES

Pueblo Community College (PCC) supports economic growth within local, regional, and state economies through workforce development, community engagement, partnerships, innovation, and educational access. PCC collaborates closely with business and industry to understand their workforce requirements and develop programs that align with those needs. PCC's Pueblo Corporate College offers non-credit educational opportunities through customized workforce training and professional development opportunities. Pueblo Corporate College provides educational opportunities to an average of 2,000 non-degree seeking students each year. These programs often serve as pipelines into PCC's academic degree and certificate programs. Partnerships with business and industry ensures that skills gaps are addressed and that graduates are equipped with the skills and knowledge necessary to fill available jobs, thereby reducing unemployment and strengthening the local labor market. By offering industry recognized credentials, certificates, and degrees in various fields such as healthcare, technology, manufacturing, and business, PCC helps to develop a skilled workforce that can contribute to the local economy.

PCC serves as a gateway to higher education for many individuals who may not have had access otherwise. One example of educational access is in PCC's Prison Education Programs. PCC offers degrees, certificates, and industry recognized credentials to incarcerated students in state, federal and youth facilities across the state. By providing affordable tuition, flexible scheduling, and supportive services, PCC helps to increase educational attainment levels within the community, which is critical for long-term economic success.

PCC partners with local businesses, government agencies, community organizations, and other educational institutions to foster innovation and entrepreneurship. PCC has been the host for the Southern Colorado Small Business Development Center for over 30 years. These collaborations lead to the creation of new businesses, products, and services that further contribute to economic development and diversification. Overall, Pueblo Community College serves as a cornerstone of economic development and prosperity locally, regionally, and statewide by providing education, training, and resources that empower individuals and drive economic growth.

Program / Data Overview

i. Organizations and employer partners of PCC

- 3 Rocks Engineering
- Amentum
- Archuleta County
- Arkansas Valley Correctional Facility
- Bal Seal Engineering
- Bechtel
- Bent County Correctional Facility
- Bona
- Boys and Girls Club of Pueblo
- Buena Vista Correctional Center
- BWD Construction
- CAE USA, Inc. - Doss Aviation
- Campus at Lookout Mountain
- Canon Construction Company
- Canon Minimum Centers
- CEMEX Lyons Cement Plant
- Centennial Correctional Facility
- City of Pueblo
- Collins Aerospace (Goodrich)
- Colorado Department of Corrections
- Colorado Department of Transportation
- Colorado Department of Youth Services
- Colorado Fire Sprinkler
- Colorado Territorial Correctional Facility
- Cooper & Turner
- CR Minerals
- Crowley County Correctional Facility
- CS Wind
- DeBourgh Manufacturing
- Delta Correctional Center
- Denver Women's Correctional Facility
- Department of Health and Human Services - Pueblo
- Division of Vocational Rehabilitation
- EVRAZ
- FCI Florence
- Federal Bureau of Prisons
- Fremont Correctional Facility
- Fomcore
- Fuel & Iron Food Hall
- GCC Rio Grande
- Grand Mesa Youth Services Center
- GRID Alternatives
- Gulfco Manufacturing
- Hirsh Finishes
- Hospital Cooperative Laundry
- Johnny's Boiler Shop
- Key Structures
- Habitat Construction
- Highside Garage
- Holcim Portland Cement
- La Vista Correctional Facility
- Limon Correctional Facility
- Lisbon Valley Mining Company
- ModStreet
- Montezuma Water Company
- Mount View Youth Services Center
- Mt. Carmel Veterans Services
- MxV Rail
- NeighborWorks Southern Colorado
- Newmont Mine
- Oliver Manufacturing
- Owens Corning Roofing
- Pagosa Springs Community Development Corporation
- pewag Traction Chain
- Platte Valley Youth Services Center
- Pueblo Bank and Trust
- Pueblo Water
- Pueblo Wireless Doctor
- Pueblo Workforce Center
- Real Property Management Steel City
- Region 9 Economic Development District
- Rifle Correctional Center
- Savage Services
- Silverback Consulting
- Ska Brewing
- Southern Colorado Economic Development District (SCEDD)
- Spring Creek Youth Services Center
- Sterling Correctional Facility
- TR Toppers
- Trane Technologies
- Trapper Mine
- Trinidad Correctional Facility
- Upper Arkansas Area Council of Governments
- Ute Mountain Ute Reservation
- Nortrak
- Youthful Offenders System
- Walter's Brewery
- Westwind Wood Specialties

3

EXISTING CONDITIONS ASSESSMENT / CONCLUSIONS

- III.A. Regional context
- III.B. Current land use map
- III.C. Building locations map
- III.D. Current space inventory
- III.E. Overview of current space utilization / space needs
- III.F. Facility conditions index by building map or narrative
- III.G. Topographic map
- III.H. Subsurface soil conditions
- III.I. 100-year flood map
- III.J. Circulation systems map
- III.K. Utility systems maps
- III.L. Stormwater management map or narrative
- III.M. Athletics / parks / recreational fields / open space map
- III.N. Assessment of current campus aesthetics

Existing Conditions / Conclusions

III. EXISTING CONDITIONS ASSESSMENT / CONCLUSIONS

III.A. REGIONAL CONTEXT

i. Location and Uniqueness

The Fremont Campus of Pueblo Community College is situated in Cañon City, Colorado, which serves as the county seat of Fremont County. Cañon City lies primarily on the north side of the Arkansas River, just east of the river's exit from Royal Gorge. The Fremont Campus is positioned along the western boundary of Cañon City, which boasts a population of approximately 17,363 residents within its city limits, with an additional 5,000 to 7,000 people residing in the surrounding areas of Fremont County. The city's climate is influenced by its unique geography and elevation of 5,300 feet, shielding it from severe weather conditions. The Cañon City Downtown Historic District is recognized as a historic area listed on the National Register of Historic Places since 1983.

Situated along the Arkansas River, the region benefits from fertile soil conducive to orchards, ranching, and farming. However, the economy has diversified over time, with a significant reliance on the presence of state and federal prisons, alongside thriving sectors such as tourism, education, manufacturing, and healthcare. Key employers in Cañon City include the Colorado Department of Corrections and the federal prison system. Tourism is also vital, with attractions like the Royal Gorge Route Railroad, Royal Gorge Bridge and Park, Red Canyon Park, The Abbey winery, and various other points of interest drawing visitors. Local employment is further supported by downtown shops, the TechSTART initiative catering to technology-based entrepreneurs, and Common Spirit, the entity overseeing St. Thomas More Hospital and the Progressive Care Center.



Existing Conditions / Conclusions

ii. Regional transportation / circulation

State and US Highways

The area is served by U.S. Highway 50, which is Royal Gorge Boulevard from 1st Street to 15th Street in downtown Cañon City, and State Highway 115, which connects the city to Florence and Penrose, and terminates in Colorado Springs.

Bus Routes

There is no municipal bus service in Canon City, and Bustang, the regional bus service offered by the Colorado Department of Transportation no longer has a stop in Canon City on the Bustang Outrider Alamosa-Pueblo route.

Railway

Rock and Rail LLC, established in 1998, commenced operations on the former Union Pacific track stretching from Cañon City to Parkdale. Additionally, it runs trains between Pueblo and Cañon City on lines acquired from the UP Railway. The tourist line Cañon City and Royal Gorge Railroad also utilizes the track managed by Rock and Rail LLC.

Air

The town is served by the Fremont County airport, a general aviation airport, and currently has no commercial scheduled passenger service. The Colorado Springs airport is the closest commercial airport with daily service by major airlines.

Existing Conditions / Conclusions

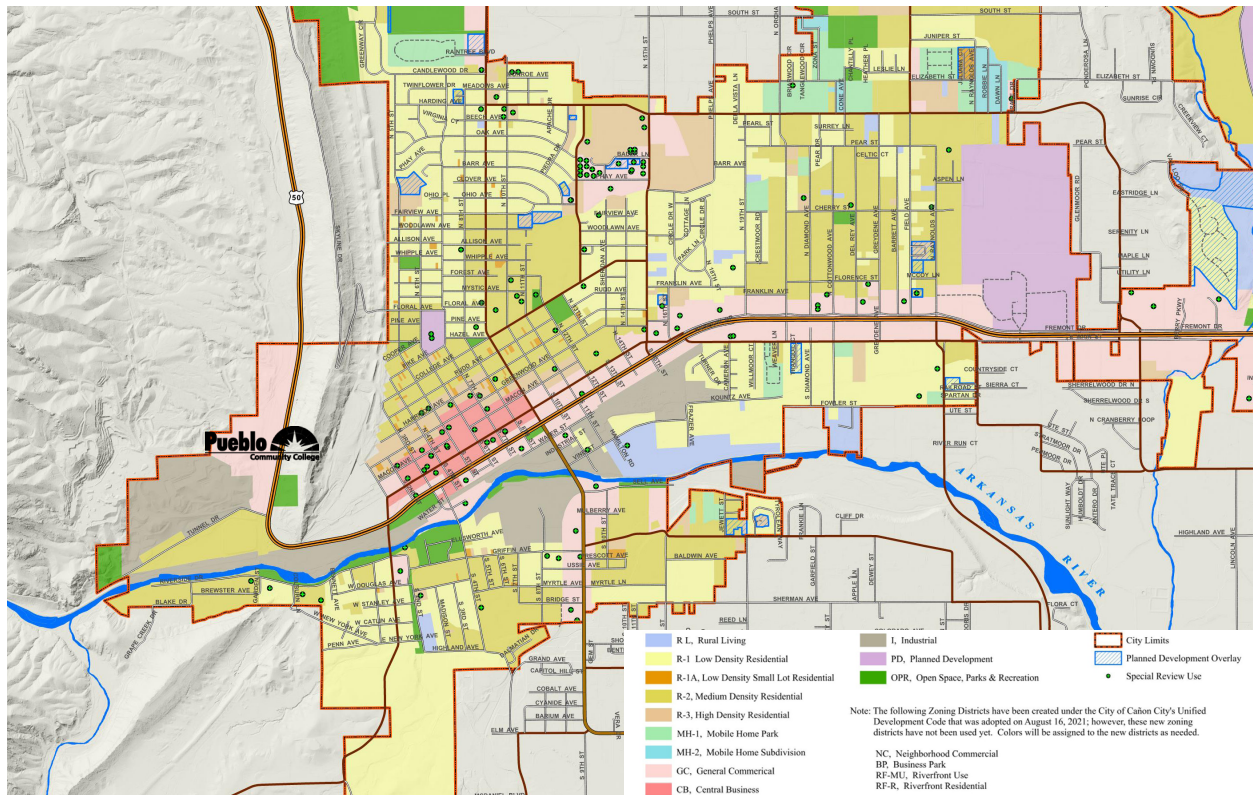
III.B. CURRENT LAND USE MAP

i. Campus building functions by locations

The Fremont Campus of Pueblo Community College is located at the western edge of Canon City, CO, within Fremont County. The academic facilities are comprised of approximately 55 acres and is accessed from US Highway 50. All the academic, administrative, and support functions are housed in the single Main Building on campus.

ii. Land uses adjacent to the campus

The Fremont County zoning map designates Pueblo Community College's Fremont Campus zoned as "GC", which is a General Commercial Zone use. The Fremont County zoning code defines this zone as follows, "The GC District is intended to provide and preserve areas along highly visible and accessible road corridors that provide for a broad range of auto-oriented retail, wholesale, and service uses. The scale and access requirements of uses in this district mean they shall not be compatibly integrated within the Neighborhood Commercial or Central Business Districts." The campus is bordered to the north, east, and west by undeveloped land owned by the State of Colorado, Canon City, or Holcim, which produces portland cement in the county. Neighboring lands also include "I" zoning, which includes Industrial uses, such as the Canon City Water Treatment facility to the south.

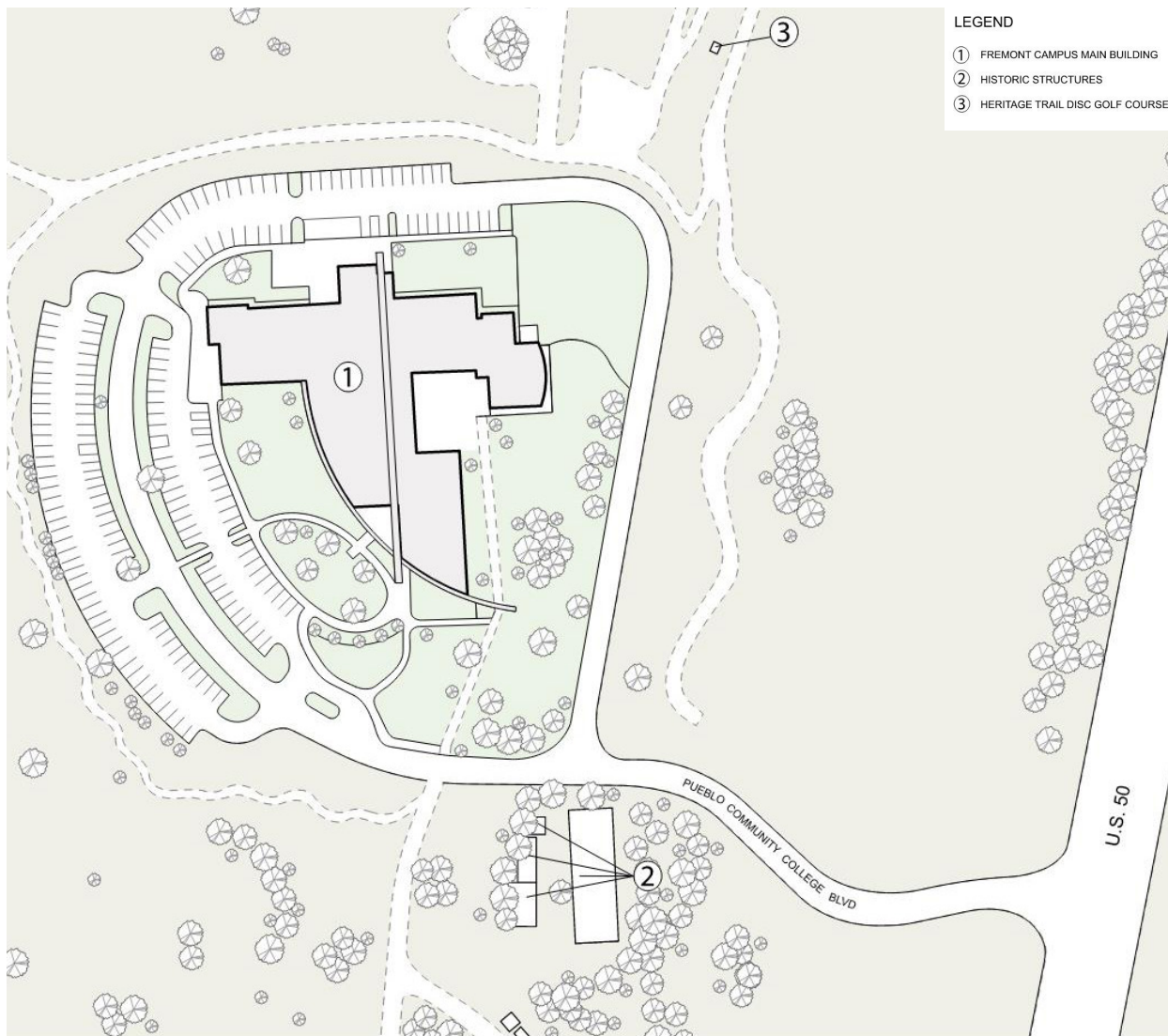


Existing Conditions / Conclusions

III.C. BUILDING LOCATIONS MAP

i. Current footprints

The Main Campus Building is a one story building and is approximately 32,607 gross square feet.



Existing Conditions / Conclusions

III.D. CURRENT SPACE INVENTORY

The Facility Inventory is a comprehensive list of interior Assignable Square Feet, or ASF, in a building. Based on the 2006 edition of the Postsecondary Facilities Inventory Classification Manual (FICM), published by the U.S. Department of Education Institute of Education Sciences (IES) National Center for Education Statistics, each room or area in the building is assigned a Space Use Code and Space Use. The Facility inventory also includes additional information on the Room Name, Department, College/Administrative Unit – see example below. The Refer to Appendix V.C. for the complete Facility Inventory of the PCC Fremont Campus.

FREMONT BUILDING - FACILITY INVENTORY

Level	Room Number	Space Use Code	Space Use	Name	Area	FMP-Department	FMP-College-Unit
1ST FLOOR	105	655	LOUNGE SERVICE	STORAGE	181 SF	STUDENT SERVICES	VP OF STUDENT SUCCESS
1ST FLOOR	107	630	FOOD FACILITY	SNACK AREA	373 SF	STUDENT SERVICES	VP OF STUDENT SUCCESS
1ST FLOOR	108	650	LOUNGE	COMMONS	1406 SF	STUDENT SERVICES	VP OF STUDENT SUCCESS
1ST FLOOR	A102	315	OFFICE SERVICE	WAITING	604 SF	ADMINISTRATION	VP OF ADMINISTRATION & FINANCE
1ST FLOOR	A103	310	OFFICE	WORK AREA	357 SF	ADMINISTRATION	VP OF ADMINISTRATION & FINANCE
1ST FLOOR	A104	315	OFFICE SERVICE	WORKROOM	281 SF	ADMINISTRATION	VP OF ADMINISTRATION & FINANCE
1ST FLOOR	A105	350	CONFERENCE ROOM	CONFERENCE	838 SF	ADMINISTRATION	VP OF ADMINISTRATION & FINANCE
1ST FLOOR	A106	310	OFFICE	OFFICE	110 SF	ADMINISTRATION	VP OF ADMINISTRATION & FINANCE
1ST FLOOR	A106	310	OFFICE	EXECUTIVE DIRECTOR	230 SF	ADMINISTRATION	VP OF ADMINISTRATION & FINANCE
1ST FLOOR	A107	310	OFFICE	SECRETARY	149 SF	ADMINISTRATION	VP OF ADMINISTRATION & FINANCE
1ST FLOOR	A108	215	CLASS LABORATORY SERVICE	STORAGE	21 SF		HEALTH PROFESSIONS
1ST FLOOR	A110	315	OFFICE SERVICE	WORK AREA	209 SF	ADMINISTRATION	VP OF ADMINISTRATION & FINANCE
1ST FLOOR	A110A	315	OFFICE SERVICE	LOUNGE / CONFERENCE	307 SF	ADMINISTRATION	VP OF ADMINISTRATION & FINANCE
1ST FLOOR	A111	310	OFFICE	OFFICE	122 SF	ADMINISTRATION	VP OF ADMINISTRATION & FINANCE
1ST FLOOR	A113	315	OFFICE SERVICE	STORAGE	497 SF	ADMINISTRATION	VP OF ADMINISTRATION & FINANCE
1ST FLOOR	A114	315	OFFICE SERVICE	STORAGE	104 SF	ADMINISTRATION	VP OF ADMINISTRATION & FINANCE
1ST FLOOR	C114	310	OFFICE	OFFICE	76 SF	ADMINISTRATION	VP OF ADMINISTRATION & FINANCE
1ST FLOOR	C123	110	CLASSROOM	COMPUTER LAB	556 SF		VP OF ACADEMIC SERVICES
1ST FLOOR	C124	110	CLASSROOM	COMPUTER LAB	561 SF		VP OF ACADEMIC SERVICES
1ST FLOOR	C125	210	CLASS LABORATORY	ART ROOM	1127 SF		VP OF ACADEMIC SERVICES
1ST FLOOR	C126	110	CLASSROOM	CLASSROOM	729 SF		VP OF ACADEMIC SERVICES
1ST FLOOR	C128	110	CLASSROOM	CLASSROOM	614 SF		VP OF ACADEMIC SERVICES
1ST FLOOR	C129a	110	CLASSROOM	CLASSROOM	722 SF		VP OF ACADEMIC SERVICES
1ST FLOOR	C129b	110	CLASSROOM	CLASSROOM	620 SF		VP OF ACADEMIC SERVICES
1ST FLOOR	C130	210	CLASS LABORATORY	E-SPORTS	600 SF		VP OF ACADEMIC SERVICES
1ST FLOOR	C131	110	CLASSROOM	CLASSROOM	877 SF		VP OF ACADEMIC SERVICES
1ST FLOOR	C133	215	CLASS LABORATORY SERVICE	STORAGE	195 SF		HEALTH PROFESSIONS
1ST FLOOR	C134	210	CLASS LABORATORY	NURSING LAB	1567 SF		HEALTH PROFESSIONS
1ST FLOOR	C134A	310	OFFICE	OFFICE	124 SF		HEALTH PROFESSIONS
1ST FLOOR	C137	210	CLASS LABORATORY	EMT	644 SF		HEALTH PROFESSIONS
1ST FLOOR	C138	210	CLASS LABORATORY	WET LAB	1227 SF		HEALTH PROFESSIONS
1ST FLOOR	C140	215	CLASS LABORATORY SERVICE	LAB SUPPORT	312 SF		HEALTH PROFESSIONS
1ST FLOOR	L101	430	OPEN-STACK STUDY ROOM	SELF-PACED MEDIATED LAB	2067 SF	LIBRARY	VP OF STUDENT SUCCESS
1ST FLOOR	L103	455	STUDY SERVICE	WORK ROOM	238 SF	LIBRARY	VP OF ACADEMIC SERVICES
1ST FLOOR	L104	310	OFFICE	LAB SUPPORT	163 SF	LIBRARY	VP OF ACADEMIC SERVICES
1ST FLOOR	L105	315	OFFICE SERVICE	CONTROL	93 SF	LIBRARY	VP OF ACADEMIC SERVICES
1ST FLOOR	L107	315	OFFICE SERVICE	WORK ROOM	133 SF	LIBRARY	VP OF ACADEMIC SERVICES

Existing Conditions / Conclusions

III.E. OVERVIEW OF CURRENT SPACE UTILIZATION / SPACE NEEDS

Utilization analysis requires detailed data on the physical distribution of students by time of day and instructional classroom or laboratory assignment. Much of the scheduling data for satellite campuses is recorded in aggregate. The data does not provide the specific information required to be able to calculate utilization of individual spaces. No utilization information is provided in this report for the Fremont campus.

Existing Conditions / Conclusions

III.F. FACILITY CONDITIONS INDEX BY BUILDING MAP OR NARRATIVE

i. Assessment Approach

The facility assessment and inventory process used evaluates architectural elements to the extent possible from visual observations and analysis. The facility assessment observations are utilized to inform our recommendations and cost projections for the facilities deferred maintenance program. The steps taken to assess the facilities were as follows:

Review facility condition information: First, the critical building data is reviewed and captured in a manner that reveals individual building and system-wide deficiencies as they exist today. We independently and objectively reviewed any existing building drawings, documents, and existing conditions prior to evaluating the existing conditions of the facilities with building related personnel. Our on-site investigations examined all major architectural elements within the facilities for both condition and suitability.

Identify current problems: Our team included experienced architects, each of whom brought a unique perspective to the existing condition's evaluation. The team first independently reviewed and tabulated the existing conditions of the site, building systems which revealed a list of attributes and deficiencies. After the initial assessment was compiled, the team then evaluated and prioritized deficiencies.

Evaluate and prioritize deficiencies: The facility assessment broke down the deficiencies into detailed individual items that could be evaluated for cost and scored based on specific criteria. Each deficiency item was given a score based on a mathematical calculation based on three levels of criteria:

- The first criteria (Level 1) included four different classifications used to identify the condition of the issue, which answers the following question: "When is the problem likely to occur?"
- The second criteria (Level 2) is the category of deficiency. Is this a life safety issue, or does the item create potential damage to the building, or create a building code issue? Level 2 includes 11 different conditions used to identify the issue, "What is the problem or concern?"
- The third criteria (Level 3) is the consequence to the building or inhabitants based on the current condition of the item. Level 3 includes eight different descriptions used to identify the seriousness of the issue, "What happens when failure occurs?"

Objectively outlining these three criteria provided a mathematical value for each item identified. The lower the number generated, the higher the priority should be to the owner. The higher numbers generated by the calculation are items that are not expected to fail as quickly or cause interruption of the use of facility.

Existing Conditions / Conclusions

An important aspect of evaluating the cost of correcting a conditional deficiency is understanding the entire scope of work that is required. For example, site paving could be cracked and deteriorated, but the underlying issue is most likely related to poor site grading, soil conditions, or storm drainage. These issues must be evaluated based on the data available and included to determine the total cost to repair any deficiencies

ii. Deficiency Categories

Through the assessment of over four million square feet of existing facilities in the last five years, RTA has developed a simplified method of grouping the scoring criteria to assist owners in assessing deferred maintenance priorities.

Each facility has a complete tabulation of each item identified. This allows for evaluation of each item associated with a specific facility. In addition, RTA has developed four general categories to simplify evaluation by the owner. The following categories correspond to the Final Ranking (column K) on the Condition Analysis Matrix:

0-25 Category, this category requires creation of an action plan to address these items within a short period of time, generally less than three years or as quickly as possible.

26-50 Category, this category does not require immediate attention, but an action plan to address these items in the next 5 years should be considered. These items have not failed and generally do not pose an immediate risk to the building or occupants,

51-100 Category, this category identifies long-term items, or items which may not affect building or program operation, but planning should occur to re-evaluate and address these items in the future. Typically, these items require attention within the next 6-10 years.

Over 100 Category, item scores over 100 typically identify other long-term items, or items which will not affect building or program operation, but have been identified by the assessment team or owner as general improvements or very long-term maintenance items.

iii. Cost Criteria

Estimated Construction Cost: The construction cost presented for each item was based on the estimated construction cost at the time of the assessment. RTA evaluated the general quantity of work and applied recent construction cost data from similar projects and scopes of work along with construction cost input from General Contractors and other industry resources such as RS MEANS construction cost data to determine the general estimated cost of construction.

Existing Conditions / Conclusions

Soft Cost Criteria: Other factors influence the estimated construction cost for a specific deficiency and need to be included in the estimation. For instance, each line item may require additional construction to allow the work to occur, and not all aspects of the construction cost can be anticipated without an in-depth investigation of hidden conditions within the building or site. Beyond the scope of construction, other costs will be incurred to complete the work including: permitting costs, construction testing, and design fees. In addition, the owner should have a construction contingency to address unanticipated construction conditions and changes in construction costs. The soft cost criteria should be modified depending on the complexity of the construction contemplated and the timing of construction work. We have set aside 20% of the direct construction cost for “Soft Costs” depending on the criteria considered. The logic behind this is that there would not be extra costs like tap fees, permitting fee, soils investigation and survey fees and we feel they would not be a significant factor. Normally on large scale new projects we estimate soft costs at around 35% during this type of preliminary stage.

Final Evaluation: Pueblo Community College must review the items and determine if they align with the organization’s expectations, goals, and aspirations. The assessment data provides a summary of the facility on a given day and time and may change based on operation and owner’s goals. This data can serve as current and future evaluation criteria, as well as a long-range planning tool to organize capital improvement strategies.

iv. Facilities Assessment Overview by Building

Deficiencies identified at each of the Pueblo Community College campus buildings include but are not limited to the items noted as follows.

Level 1	Assessment Rating
	1 Needs Immediate Action/Life Safety Issue
	2 Replace within 5 Years
	3 Replace within 6-10 Years
	4 Improvement Item
Level2	Category - What is the problem or concern?
	1 Life Safety - This is unsafe
	2 Potential for damage to the building
	3 Code Issues.
	4 Space characteristics / adequacies
	5 ADA Issues.
	6 A component of a system or an entire system needs to be added or replaced.
	7 A component of a site element or an entire site system needs to be replaced.
	8 The Association would prefer a different product, system or equipment.
	9 Input from facility users and administrators.
	10 Politically expedient.
	11 System has been checked and does not have a problem
Level3	Consequences - What happens when failure occurs?
	1 Failure may compromise building occupant safety & health
	2 When failure occurs, complete or partial closure of the facility is necessary.
	3 Failure will cause damage to other components or elements but closure is not necessary
	4 Component does not meet current building code or ADA as required.
	5 Programmatic - Existing space does not meet the goals of the association or site.
	6 Positive cost or benefit. Correction in conjunction with another project could save money.
	7 Minor consequences. Failure will only damage the specific system or element. Damage will be cosmetic in nature.
	8 No failure/consequences expected
Final Rank	The final rank gives you a score from the highest priority of 1 up to a maximum value of 352 which would indicate the lowest priority item in the list. Typically, you would start to address any deficiencies in the order from 1 to 352.
Example	Item - If the roof is leaking the ranking would be:
	1 Ranking - (1) Needs Immediate Action/Life Safety Issue (Red)
	X 2 Failure has potential to damage to the building
	X 3 Failure will cause damage to other components or elements but closure is not necessary
	= 6 Final Ranking calculated value

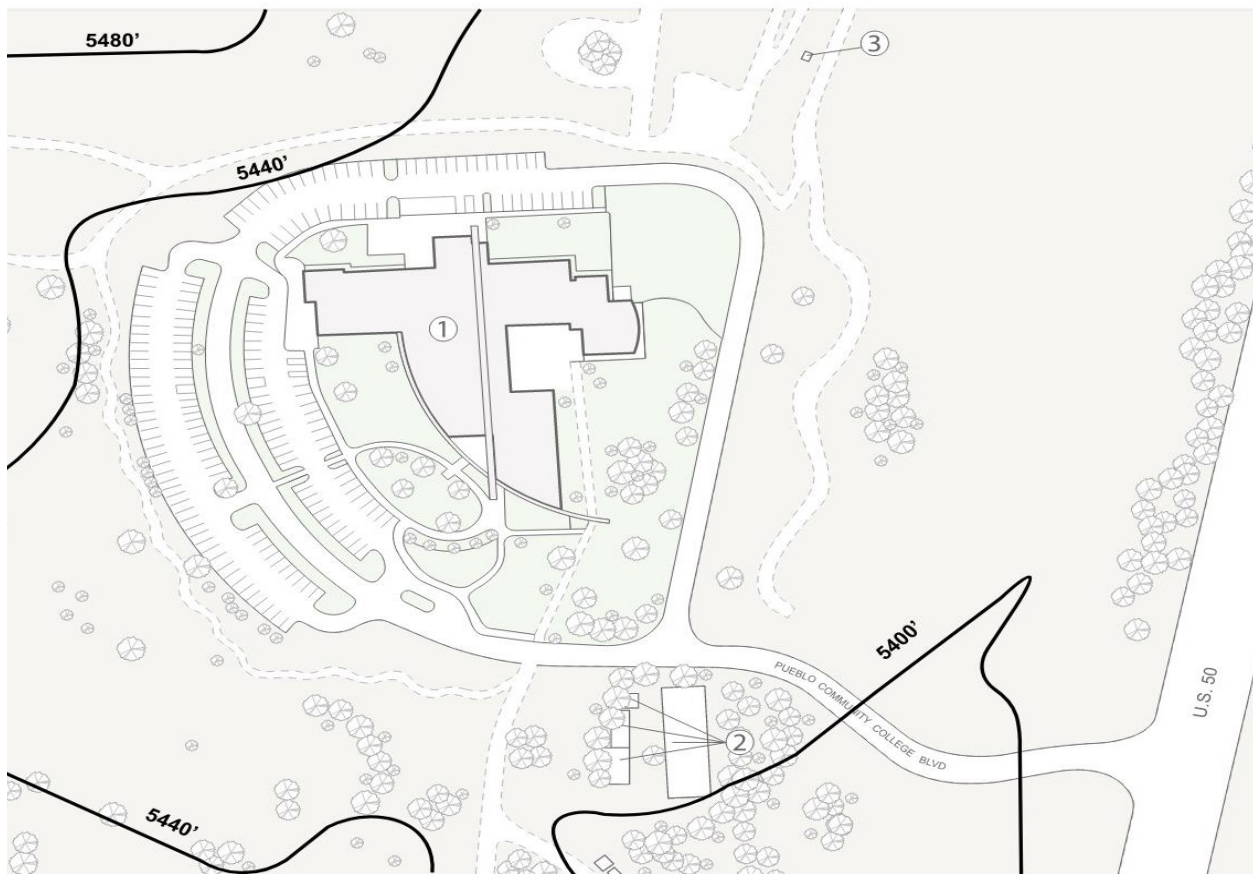
Existing Conditions / Conclusions

Fremont Building (FRE)

- Code / ADA – Site: North parking lot has 55 parking spaces. Per the ADA (208.2) the existing 55 parking spaces would require 3 accessible parking spaces, including 1 van space. Add 1 standard accessible parking space. Add 1 van accessible parking sign.
- Parking / Paving: North parking lot is beginning to develop potholes, cracking and alligating in spots. Parking lot should be seal-coated, crack-filled, and selective repair completed to correct potholes.
- Roofing: Existing roof was being recoated by Douglass Colony at time of field verification.
- Code / ADA - Men's and Women's Restrooms: Install vertical grab bars at accessible stalls.

III.G. TOPOGRAPHIC MAP

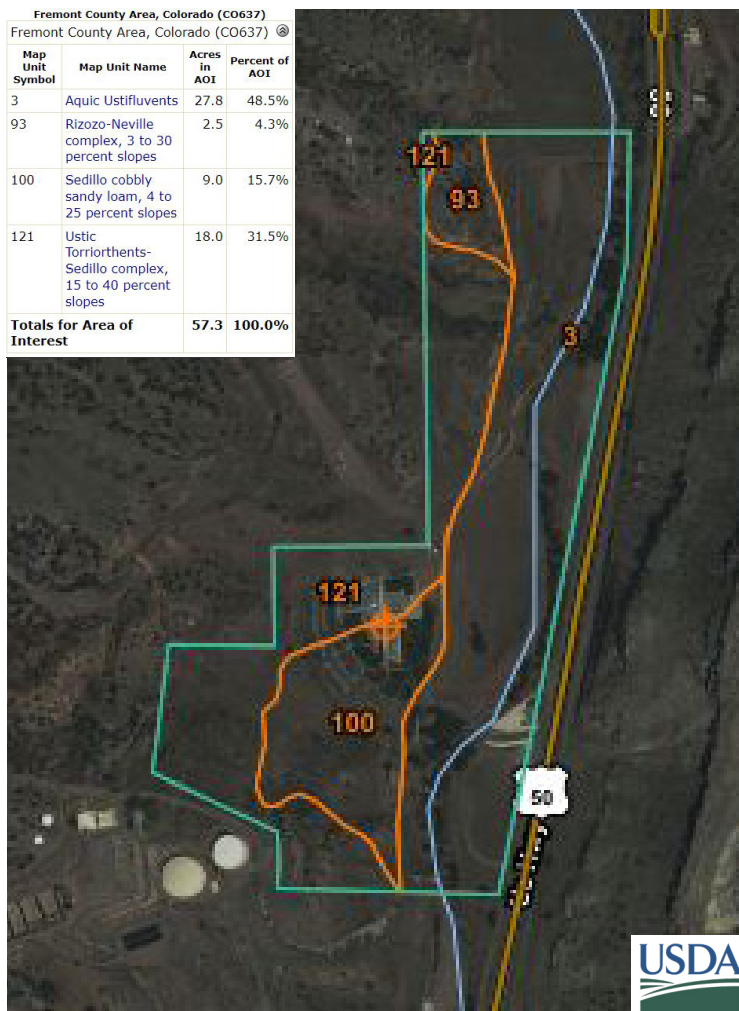
The topography for the Fremont Campus is shown in the site map below in 10' increment topography lines. The site approaching from US Hwy 50 to the east passes over Sand Creek, which is the lowest elevation of the campus. The site adjacent to the main building is relatively flat and forms a plateau before sloping abruptly up to the north and the west, sometimes at grades between 25% to 40%.



Existing Conditions / Conclusions

III.H. SUBSURFACE SOIL CONDITIONS MAP

Soil conditions were obtained from the Web Soil Survey mapping tool created by National Resources Conservation Service (NRCS) and the United States Department of Agriculture (USDA). Sedillo cobbly sandy loam, 4 to 25 percent slopes and Ustic Torriorthents-Sedillo complex, 15 to percent slopes, make up nearly half of the PCC's Fremont Campus area of interest along the western edge of the site. Along the area of Sand Creek at the eastern edge of the campus soils consist of Aquic Ustifluvents and make up just under half of the area of interest. A small area of interest at the Norwest corner of the campus that includes Rizo-Neville, complex, 3 to 30 percent slopes comprises the balance. Reference the Web Soil Survey Map provided below for context and additional information can be found at <https://websoilsurvey.nrcs.usda.gov/app/>



Existing Conditions / Conclusions

III.I. 100-YEAR FLOOD MAP

Flood data information for PCC was obtained from Flood Insurance Rate Map (FIRM) from FEMA, the Federal Emergency Management Agency (www.msc.fema.gov) The map number 08043C0609E was effective on September 9, 2007. Although Sand Creek runs through the site, the map designates the area of the main building of Pueblo Community College Fremont as Zone X. According to the FEMA Glossary, Zone X is "the area determined to be outside the 500 year flood and protected by levee from 100 year flood". Reference the Flood Insurance Rate Map provided below for context and additional information can be found at www.fema.gov.

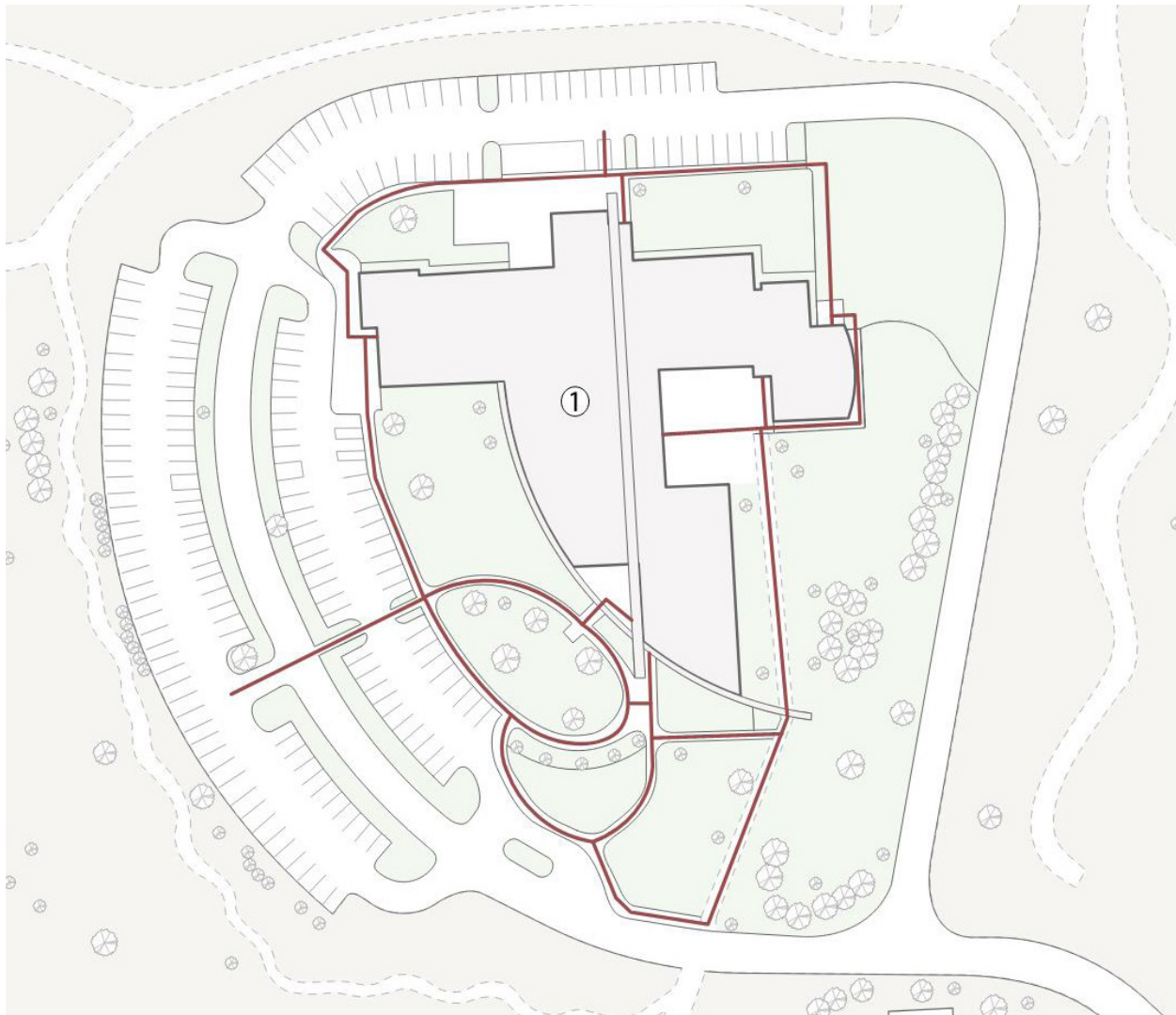


Existing Conditions / Conclusions

III.J. CIRCULATION SYSTEMS MAPS

i. Pedestrian circulation

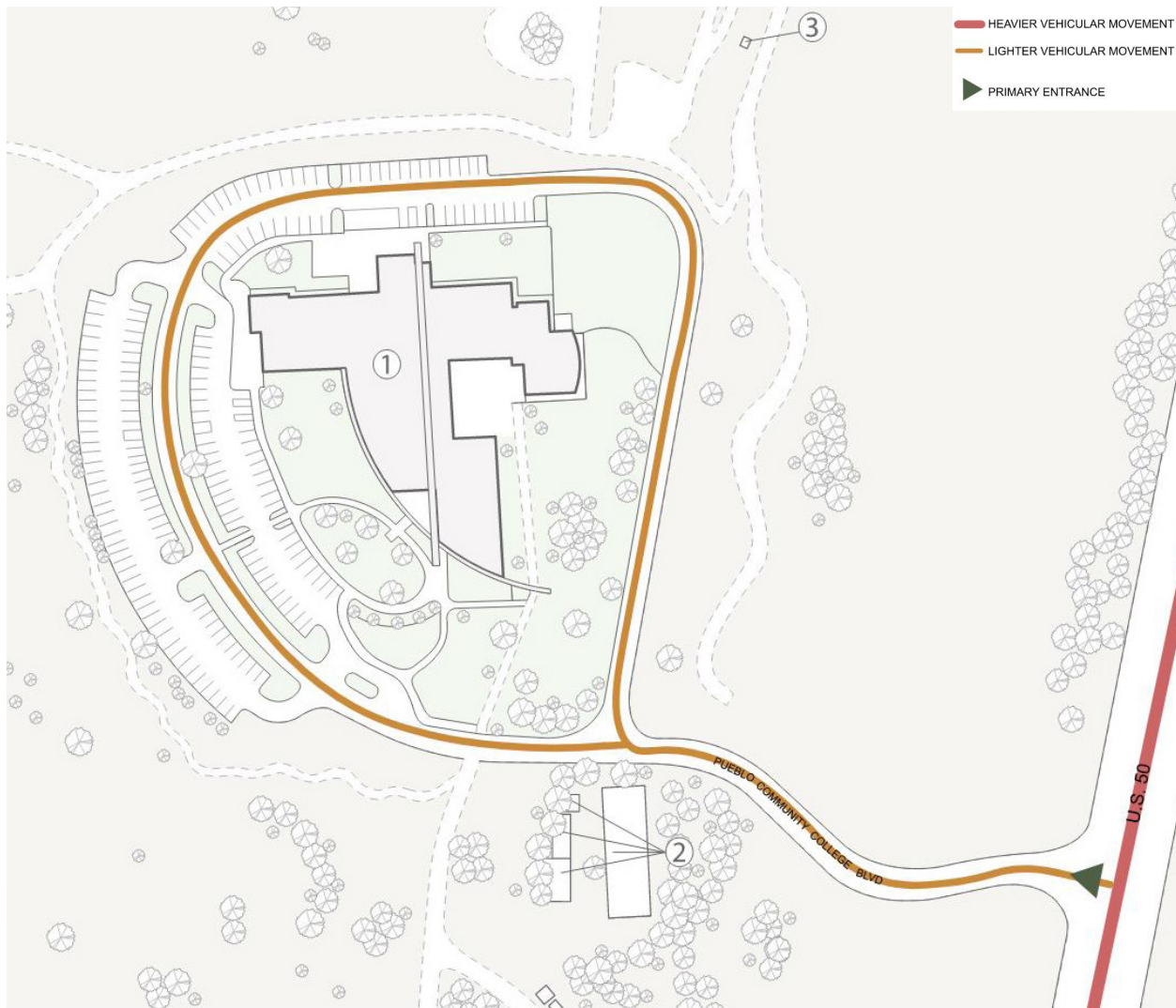
Dedicated pedestrian circulation on the Fremont campus is minimal and mainly consists of concrete sidewalks along the perimeter of the Main Building, and access to accessible parking areas to the north and west of the building. There are also “Breeze” landscaping walks along the eastern side of the building that lead to a courtyard. Reference the site plan below to see specific pedestrian pathways.



Existing Conditions / Conclusions

ii. Vehicular circulation

The PCC Fremont campus approaching from US Hwy 50 to the east has a small bridge that passes over Sand Creek. A perimeter access road encircles the main building and provides access to parking lots to the west and north. There is a loading area to the north of the building that has dedicated access to the facilities receiving area and overhead door. Reference the site plan below to see drive locations, traffic levels, and campus parking lot locations.

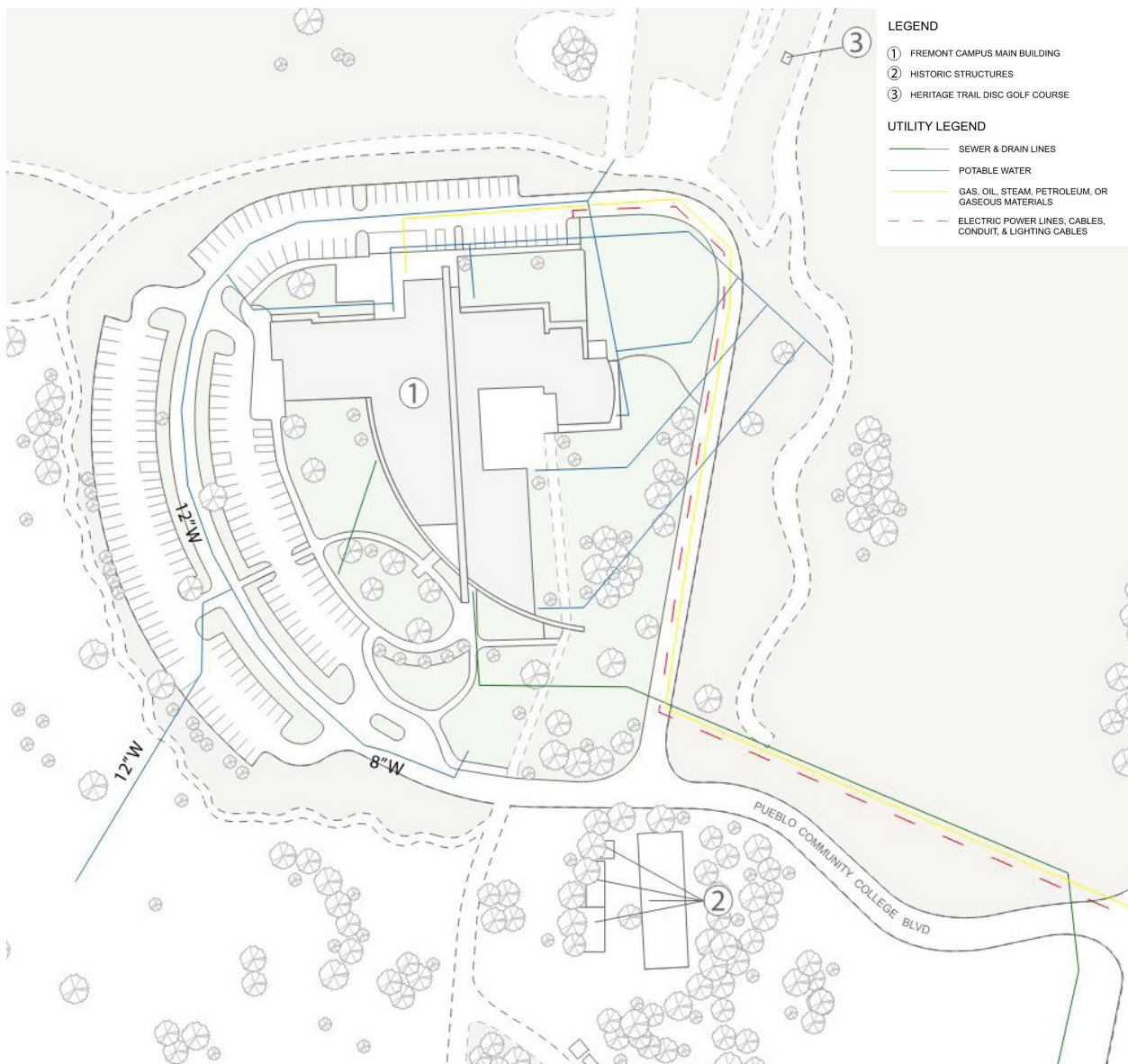


Existing Conditions / Conclusions

iii. Bicycle circulation

The PCC Fremont campus is in a fairly remote, rural location at the edge of Canon City, and does not readily allow for commuting to campus via bicycle on US Highway 50. However, the Arkansas Riverwalk Trail does extend south to Canon City from the main access drive, which does allow for dedicated bicycle access into Canon City.

III.K. UTILITY SYSTEMS MAPS



Existing Conditions / Conclusions

i. Water systems

Domestic water is supplied by the City of Cañon City Water Department (CCWD), which is responsible for the City's Water Supply from the point of diversion from the Arkansas River, until it is delivered to Cañon City homes and businesses. A 12" water service runs to the campus from the southwest. This line extends to the north of the campus where it enters that building and provides 2" Domestic and an 8" fire service and extends out to fire hydrants on the site as well. The building is provided with an automatic fire sprinkler system to enhance building and life safety for the campus. Wastewater service to the campus is provided by the Fremont Sanitation District, which is Title 32 Special District. A 4" Sanitary Sewer line extends out from the south side of the building and ties into the district line along US Highway 50.

ii. Heating systems

The main building is heated and cooled by three packaged rooftop heating and cooling units, along with associated VAV units within the building. Additionally, electrical wall and unit heaters are installed at vestibules and other areas with direct exterior access. There is also one gas-fired unit heater located in a mechanical area. Crawl space areas of the building are serviced by a series of electric unit heaters. Natural gas service is supplied to the campus by Atmos Energy.

iii. Electrical systems

Black Hills Energy provides electrical service for the PCC Fremont campus. Electrical service enters the site underground adjacent to the southeast entrance along US Highway 50. The electrical service is routed to the north side of the building where it enters a small service yard, which includes the main transformer, electrical gear, and a small generator. The electrical service is an 800 amp, 120/208V system.

Existing Conditions / Conclusions

iv. Technology infrastructure

CenturyLink provides telephone and internet service to the PCC Pueblo Campus. Per the Information Technology Master Plan for the Pueblo Community College, Central Administration and Local Administration services are provided to the campus as follows.

Central administrative computing is processed by the Colorado Community College System office in Denver. Some of the primary functions include the following:

- Installation and support of the Wide Area Network Infrastructure (WAN)
 - Production (Non-Guest Network) Firewalls, SPAM filters, antivirus, and Intrusion detection
 - Banner ERP supporting Finance, Financial Aid, Student Information, Payroll, and Human Resources
 - Student and Employee Email
 - Office 365 Oversight, configuration, storage, and etc.
 - Centralized Phone System Hardware and Software administration, management, and support.
 - Centralized licensing Contracts and procurement of consolidated application purchases

These areas each comprise multiple standards, which will be expanded as necessary to meet the needs of the business community. All other standards are governed within the Administration and Finance Division for PCC, which includes Local Administration.

Local Administration includes the following highlights:

- Local administrative and instructional computing designed, implemented, and supported by PCC Information Technology Services / information technology. The department is comprised of 9 FTE positions in support of four campus locations and the virtual campus.

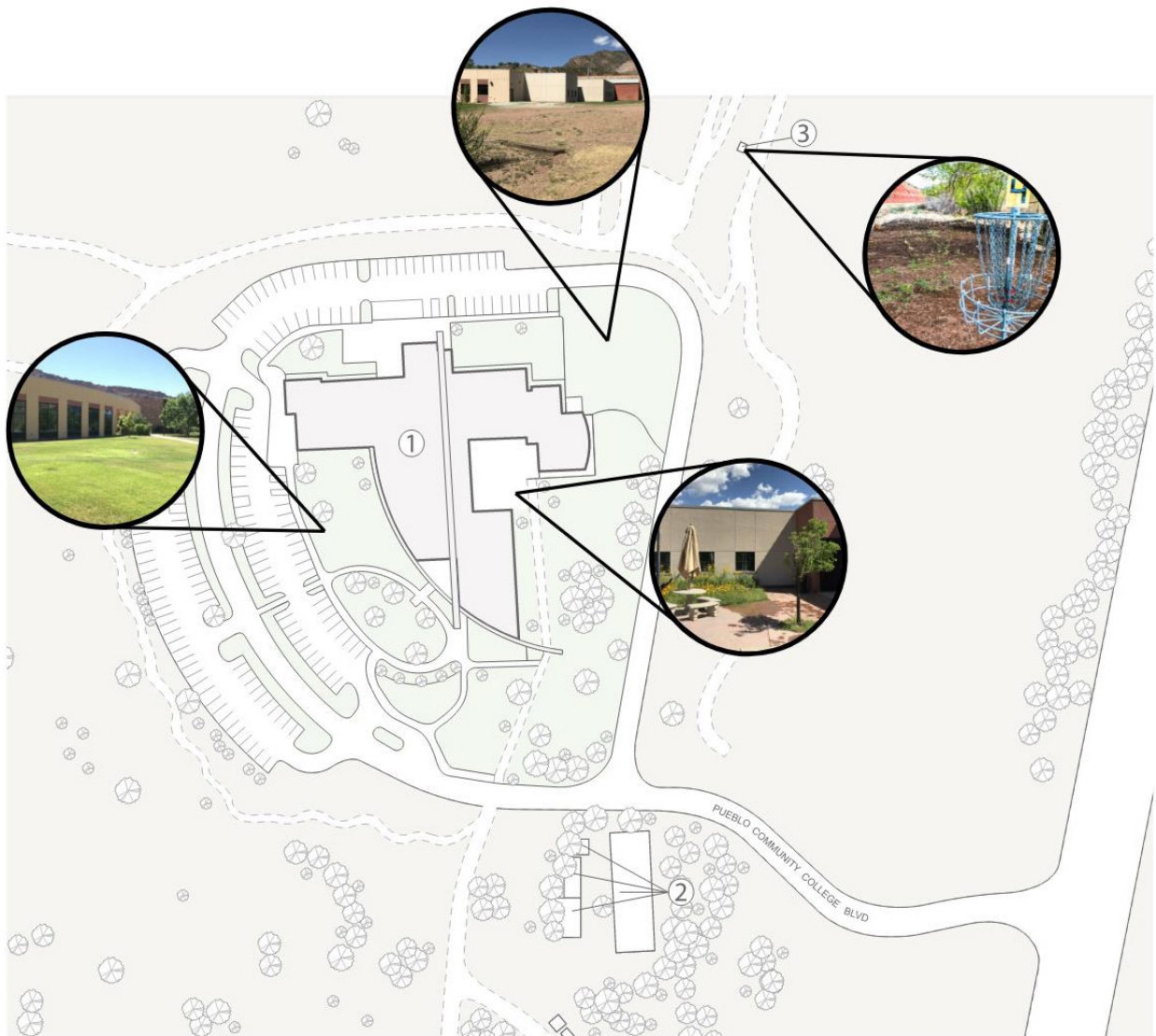
III.L. STORMWATER MANAGEMENT MAP OR NARRATIVE

There is no developed stormwater detention or water quality structures on the site. Generally, developed flows from the parking lots sheet flow to the east to the undeveloped area to the east between the building and US Highway 50. Most of the roof drains and the building perimeter drains are collected on the north and east sides of the building and piped to an 18" storm pipe/outlet which discharges to the undeveloped area to the east adjacent to Sand Creek.

Existing Conditions / Conclusions

III.M. ATHLETICS / PARKS / RECREATIONAL FIELDS / OPEN SPACE MAP

The 55-acre site of the PCC Fremont Campus does not have any developed parks or recreational fields. The site does have an improved gravel walking trail around the perimeter of the building site, and as noted above, a connection to the Arkansas Riverwalk Trail to the south. The site also provides two landscaped courtyards, one at the east side of the building and one at the west, which includes picnic tables. At one time the campus also had a disc golf course that has since been abandoned.

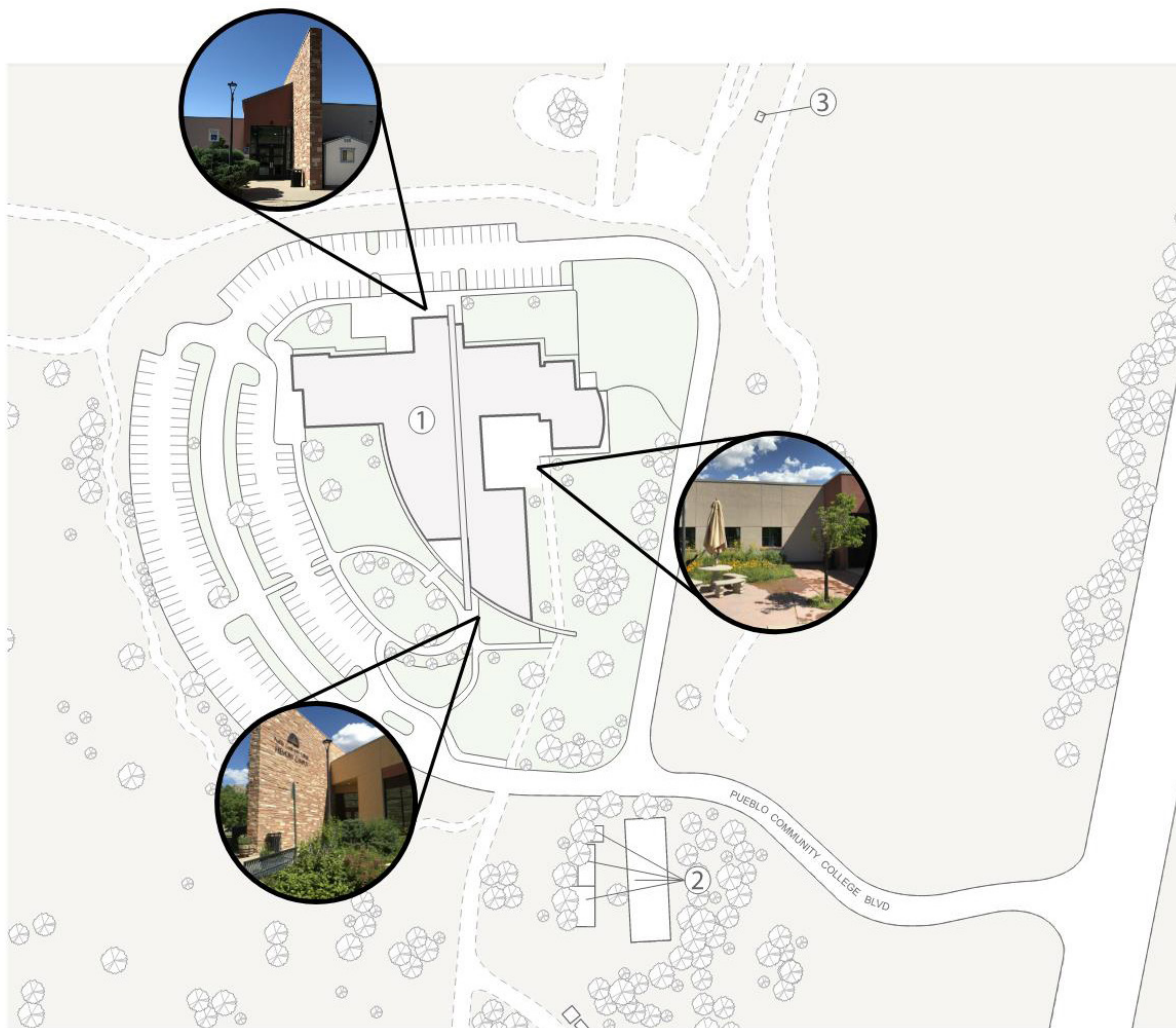


Existing Conditions / Conclusions

III.N. ASSESSMENT OF CURRENT CAMPUS AESTHETICS

i. Architecture

The PCC Fremont campus main building is comprised of four distinct wings that are organized by a sandstone feature wall that bisects the building from north to south. Beginning clockwise from the south, a stucco-clad curvilinear wall begins at the administrative wings and extends to the north to form the west wall of the library wing. The stucco-clad library wing is bordered to the north by the primary classroom wing, which then transitions to the classroom and commons wing at the northeast of building, which also has stucco facades. The stone feature wall runs the entire north/south length of building and the stone is exposed to the interior corridor that also runs the length of the building, which is capped with a sloped standing seam metal roof. Windows on the exterior of building are a combination of tall floor to ceiling windows at public areas and the library, and square punched windows at classrooms and office spaces. Overall, the building has a contemporary aesthetic that utilizes timeless materials such as stucco and sandstone.



Existing Conditions / Conclusions

ii. Scale

The scale of the building is varied and appealing. The sandstone feature wall of the building is monumental in scale and provides a pleasing contrast to the four stucco-clad wings of the building. Each of the four wings is varied in mass, color, and fenestration type to create a diverse but unified composition.



iii. Materials

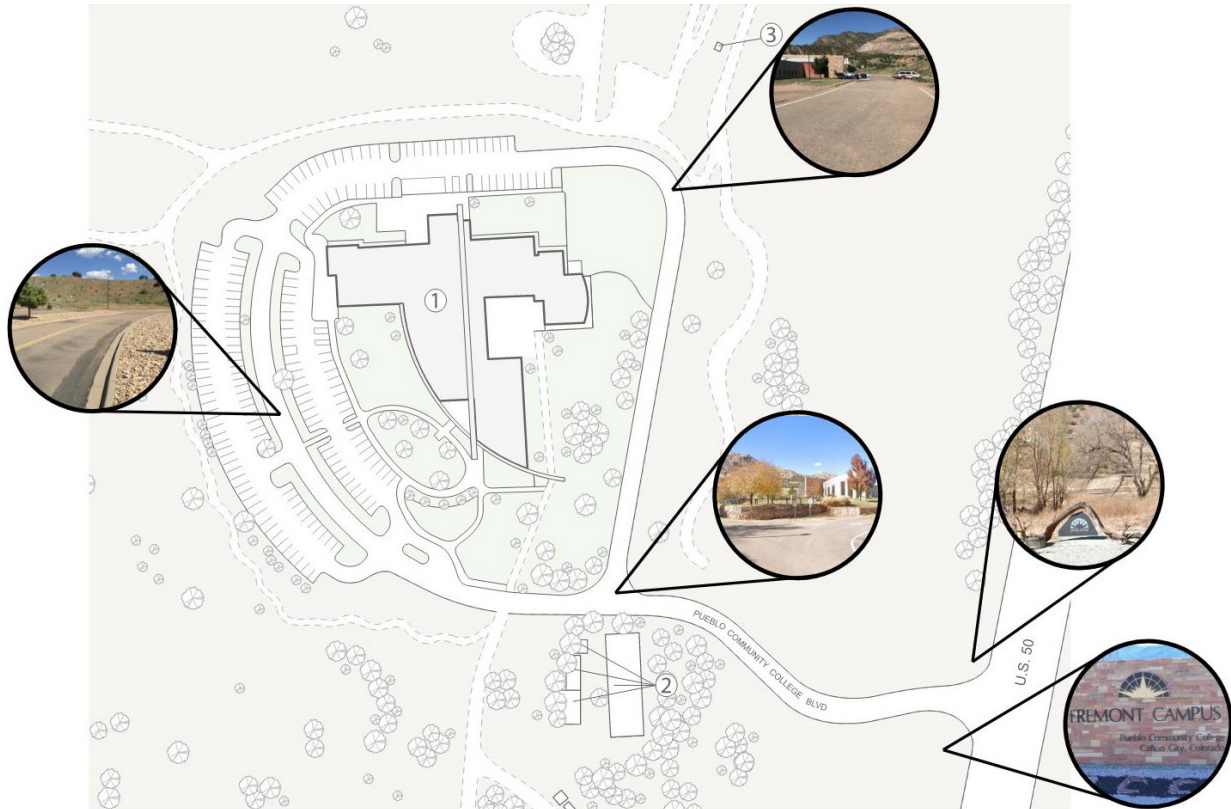
As mentioned above the primary materials for the building are Lyons Red Sandstone, and stucco in both buff and red sandstone hues, which blend seamlessly with the stone and native soils of the surrounding arid landscape.



Existing Conditions / Conclusions

iv. Urban design

The PCC Fremont campus is in a remote, rural location, and does not have characteristics that would traditionally be associated with Urban Design but does include courtyards and sandstone landscape walls that have a decidedly urban character.



Existing Conditions / Conclusions

v. Public art

Examples of public art on campus include a spiky stegosaurus, 26 feet long and 15 feet high, which was built by employees of the Colorado Department of Corrections in 1995 to commemorate several stegosaurus skeletons unearthed near Canon City and moved to the campus in 2014. The west courtyard of the building boasts a bronze sculpture of two eagles engaged in a dramatic airborne fight by artist David Nelson. In addition, there are numerous decorative “found” objects that have been integrated into the abundant landscaping surrounding the main building.



4

THE PLAN

- IV.A. Facility master plan principles
- IV.B. Facilities construction and renovation time schedule
- IV.C. Criteria for updating the plan

The Plan

IV. THE PLAN

The Facilities Master Plan process involved an extensive review of various factors including PCC demographics, facility conditions, and input from students, faculty, and staff. Based on this thorough evaluation, the Planning Team has made the following findings and identified two key areas of focus.

Given the current low enrollment and projected minimal increase in enrollment and the unavailability of Utilization data to generate Assignable Square Feet for the Fremont campus, the Planning Team does not have recommendations for addressing specific surplus or deficits in Classroom or Class Lab space. Instead, they have outlined two primary areas for attention.

First, the Planning Team recommends that PCC Fremont prioritize addressing facility deficiencies highlighted in the Facility Assessment. Second, they emphasize the importance of implementing the Master Plan Principles identified below moving forward.

IV.A. FACILITIES MASTER PLAN PRINCIPLES

The Master Plan Principles were developed to align with the criteria and goals enumerated in the PCC Destination 2027 Strategic Plan. The principles developed and their associated Strategic plan elements are as outlined below. Each of the principles includes a brief description and a list of associated priorities (in bullet points). Finally, each principle lists action items (highlighted in red) including strategies or projects that are outlined in greater detail in the presentation at the end of this Section. Each corresponding presentation category is underlined.

Master Plan Principle: Activate Campus

Bring students on campus and keep them on campus – “want to be here”; Create dynamic institution with student-centric, “fun” activities

- Commons and Lounges Refresh
- Access to support services

Strategic Plan Criteria

Criterion 1 / Goal Statement: Mission / Pueblo Community College will create an inclusive culture dedicated to continuous improvement, shared governance and a shared devotion to student learning and support. The metrics for this Goal include Increase student retention / Increase usage of student support services.

Activate Campus: Undertake a Commons and Lounges Refresh to create amenities, such as Student Flex Spaces, which will provide a more inclusive, dynamic and comfortable learning experience that will lead to improved student success and retention.

Activate Campus: Take steps to Make Campus All Inclusive by integrating universal design strategies, all-gender restrooms, and wellness and mother’s rooms, which become part of student support services.

The Plan

Master Plan Principle: Educational Experience

Transform the student experience

- Teaching Environment
 - Active Learning
 - Integrate Technology
 - Hybrid Instruction

Strategic Plan Criteria

Criterion 1 / Goal Statement: Mission / Pueblo Community College will create an inclusive culture dedicated to continuous improvement, shared governance and a shared devotion to student learning and support. The metrics for this goal include expanding flexible and innovative modes of delivery and teaching methodologies.

Educational Experience: Implementation of Modern Learning Environment strategies will bring flexibility and inclusive modes of learning for students empowering them to strive to bypass any limitation.

Master Plan Principle: Enrollment Initiatives

Move beyond being a commuter college

- CTE - Career and Technical Education
- Adult Learners

Strategic Plan Criteria

Criterion 3 / Goal Statement: Teaching and Learning: Quality, Resources, Support / Goal Statement: PCC will implement bold initiatives that expand state-of-the-art teaching and learning resources, supporting equitable avenues for exceptional educational experiences to meet workforce needs. The metrics for this goal include adding CTE programs over time and increasing certificates/degrees for adult learners.

Enrollment Initiatives: Emphasize Career & Technical Education by adding and promoting programs available at the Fremont can solidify CTE as a cornerstone of the college's mission, and attract more Adult Learners seeking Career education as well.

The Plan

IV.B. FACILITIES CONSTRUCTION AND RENOVATION TIME SCHEDULE

Completion of work to address facility deficiencies identified in the Facility Assessment and implementation of the Master Plan Principles updates will be contingent on priorities established in the PCC strategic and academic plans.

IV.C. CRITERIA FOR UPDATING THE PLAN

Pueblo Community College will regularly review this document annually to remain informed about planning guidelines and policies that will influence planning decisions as academic needs arise. The review task group should align its assessment with the College's Academic and Strategic Plans, as well as the Colorado Community College Strategic Plan. After approval from the State Board of Community Colleges of Occupational Education and the Colorado Department of Higher Education, the College will develop program plans for proposed projects and seek necessary approvals and funding.

ACTIVATE CAMPUS

**EDUCATIONAL
EXPERIENCE**

**ENROLLMENT
INITIATIVES**

ACTIVATE CAMPUS

**EDUCATIONAL
EXPERIENCE**

**ENROLLMENT
INITIATIVES**

Make Campus All Inclusive

Creating an all-inclusive campus necessitates integrating universal design strategies to ensure accessibility and equity for all students and staff. Implementing appropriate door hardware throughout all rooms ensures ease of access for individuals with varying physical abilities. Furthermore, offering all-gender restroom options in every facility promotes inclusivity and accommodates diverse gender identities. Additionally, incorporating wellness and mothers' rooms in each building provides essential spaces for relaxation, privacy, and childcare support, fostering a supportive environment for all members of the campus community. Through these measures, the campus can truly embody inclusivity, accessibility, and equality for everyone.



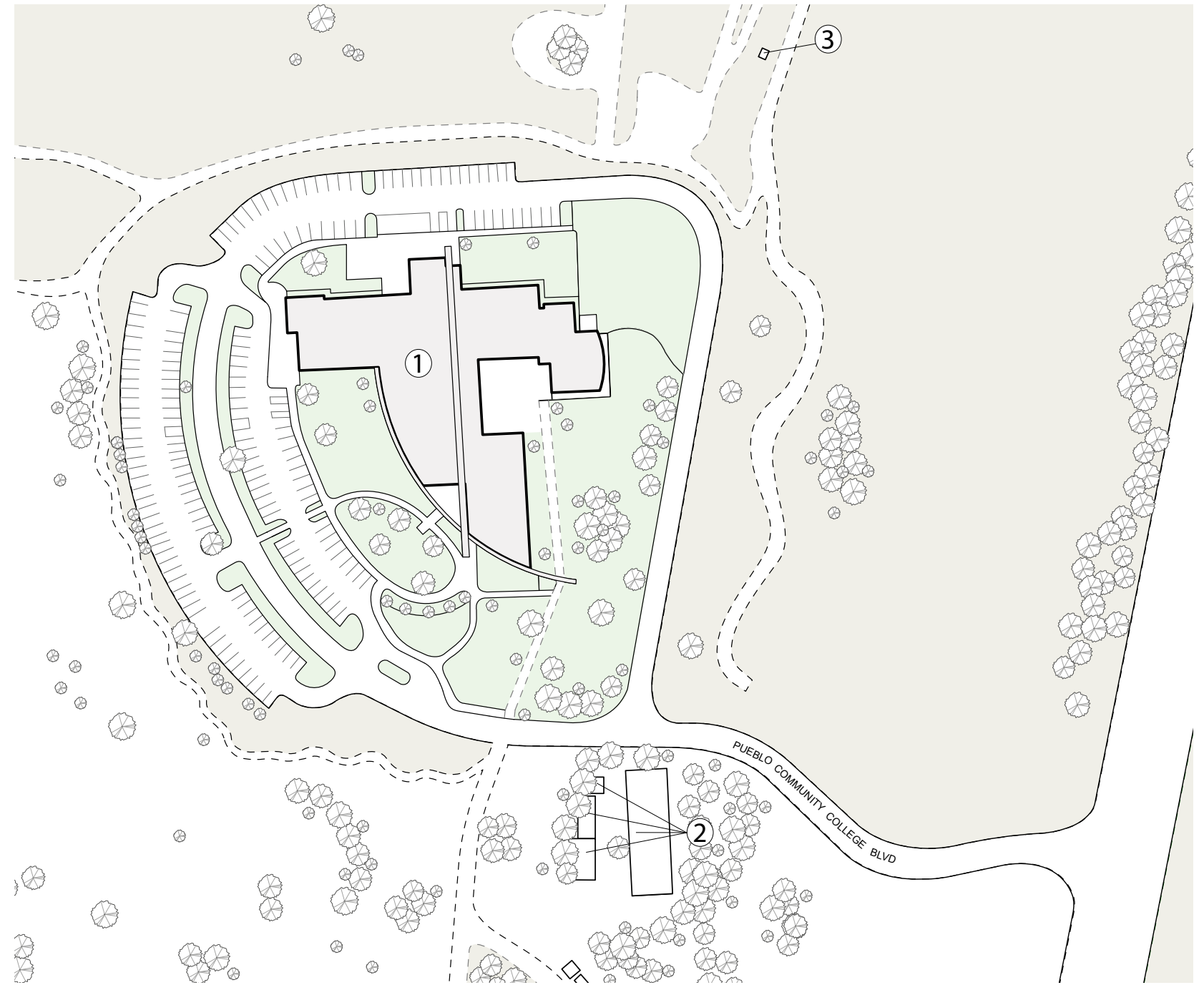
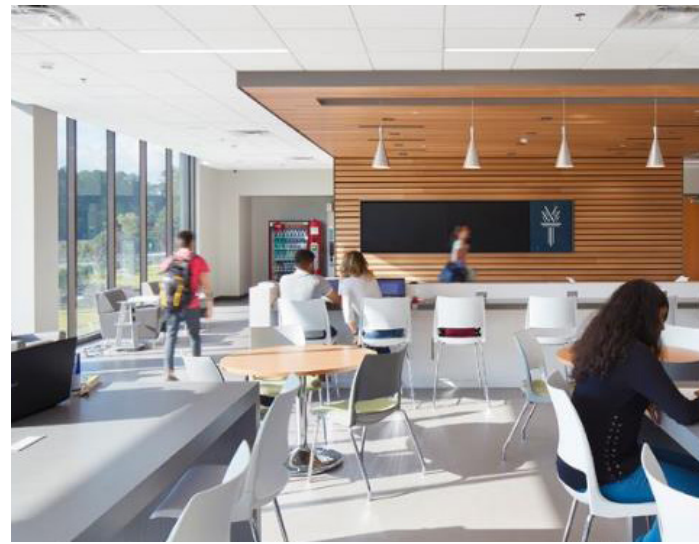
ACTIVATE CAMPUS

**EDUCATIONAL
EXPERIENCE**

**ENROLLMENT
INITIATIVES**

Student Flex Spaces

Integrating active learning via student flex spaces across campus, with a particular focus on academic buildings, is paramount for fostering dynamic educational experiences. These spaces should prioritize adaptability and inclusivity, offering a neurodiverse atmosphere where students can engage in various forms of studying and collaboration. By incorporating versatile environments that cater to diverse learning styles and needs, such as quiet study areas, collaborative zones, and technology-rich hubs, the campus supports both students and faculty in maximizing their potential. Embracing this multifaceted approach to learning environments ensures that every individual has the opportunity to thrive academically and creatively, promoting a culture of innovation and inclusivity throughout the campus community.

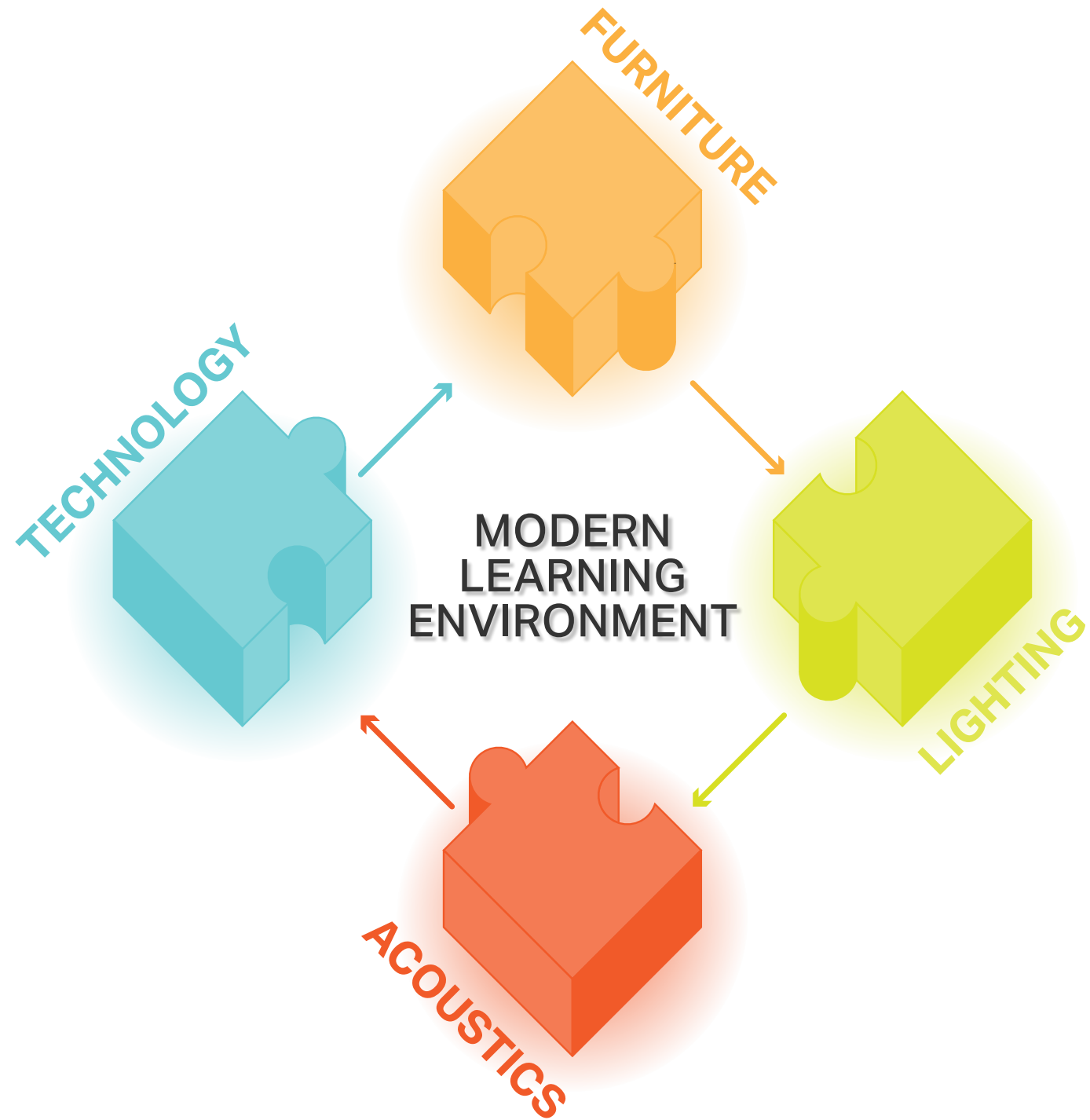


- ① FREMONT CAMPUS MAIN BUILDING
- ② HISTORIC STRUCTURES
- ③ HERITAGE TRAIL DISC GOLF COURSE



Modern Learning Environment

Pueblo Community College can significantly enhance its educational experience by prioritizing modern classroom strategies that cater to diverse learning needs. Incorporating proper lighting, including daylight where possible, creates a more conducive learning environment that fosters alertness and engagement among students. Adaptive furniture promotes comfort and flexibility, accommodating various learning styles and physical needs. Improved acoustics ensure clear communication and minimize distractions, enhancing the overall classroom experience. Embracing modern technology, such as sound reinforcement systems for the hearing impaired and listening devices for language translation, promotes language equity and accessibility for all students. By integrating these elements, the college creates inclusive and dynamic learning spaces that empower all students to thrive.



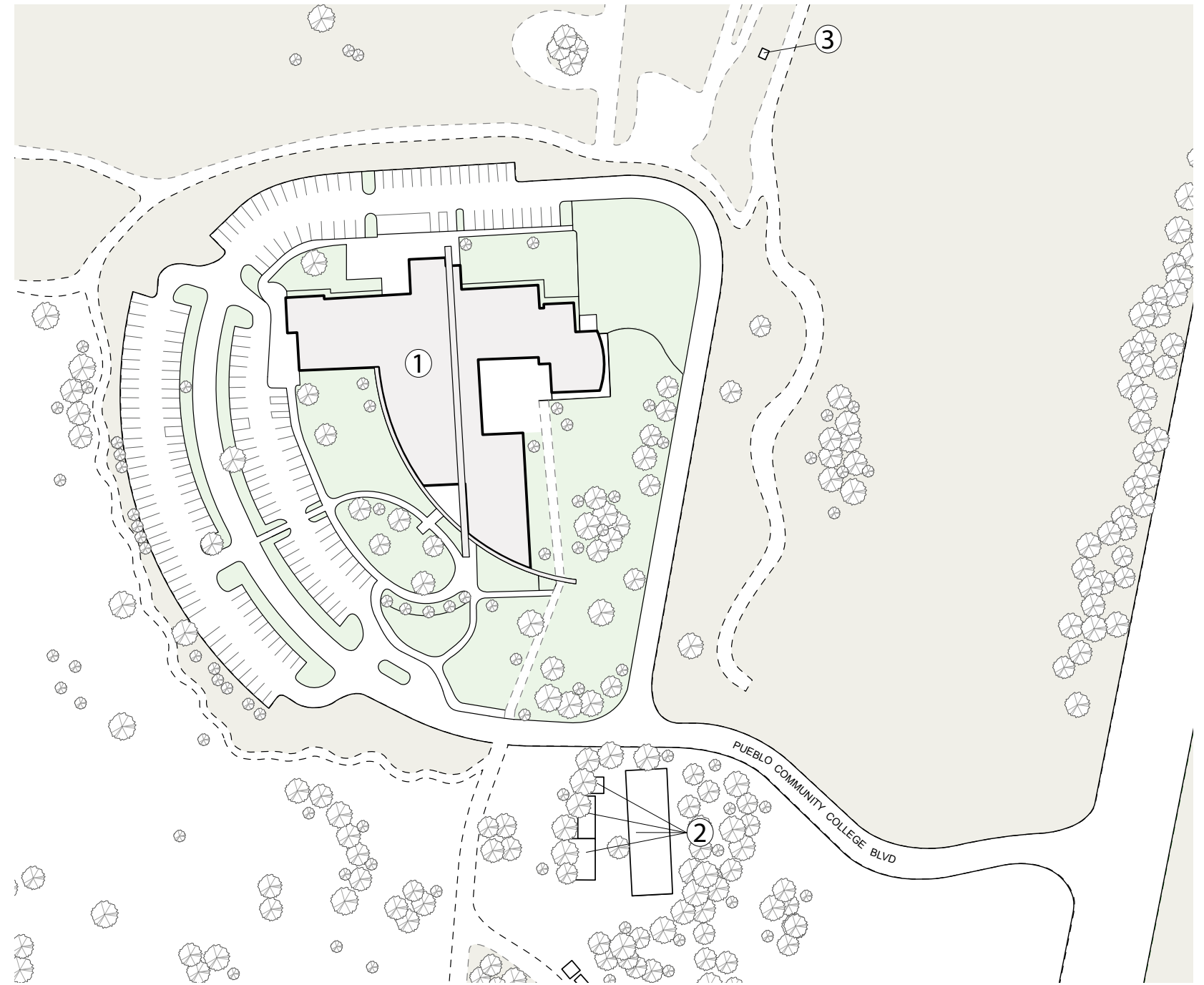
ACTIVATE CAMPUS

**EDUCATIONAL
EXPERIENCE**

**ENROLLMENT
INITIATIVES**

Emphasized Career & Technical Education

Pueblo Community College can elevate its focus on Career and Technical Education (CTE) by centralizing all programs into a single or multiple dedicated buildings on campus, solidifying CTE as a cornerstone of the college's mission. By consolidating these programs, the college enhances accessibility and visibility, reinforcing its commitment to providing high-quality vocational training. Moreover, reintegrating off-site programs onto campus fosters a cohesive learning environment and strengthens community engagement. This strategic approach not only streamlines resources but also bolsters the college's reputation as a hub for innovative CTE initiatives, preparing students for success in today's competitive workforce.



- ① FREMONT CAMPUS MAIN BUILDING
- ② HISTORIC STRUCTURES
- ③ HERITAGE TRAIL DISC GOLF COURSE



5

APPENDICES

- V.A. Student and Staff Discussion Results - RTA Architects
- V.B. Demographics Presentation - Facility Programming & Consulting
- V.C. Facility Inventory - RTA Architects
- V.D. Department Floor Plans - RTA Architects
- V.E. Facility Assessment Information - RTA Architects
- V.F. Academic Affairs Annual Report - Pueblo Community College
- V.G. Information Technology Master Plan - Pueblo Community College
- V.H. Strategic Planning: Destination 2027 Report - Pueblo Community College

STUDENT SENATE DISCUSSION

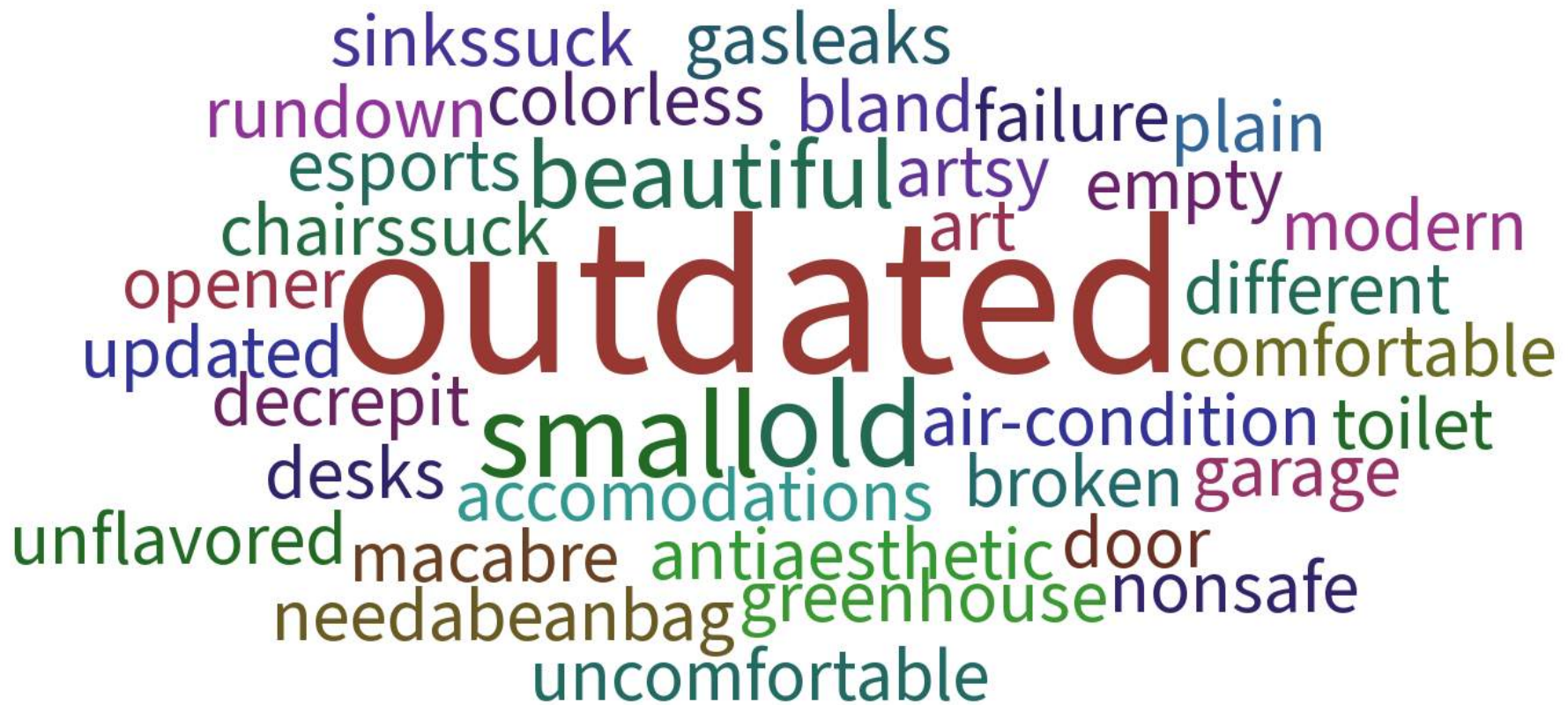
**PCC STUDENT SENATE MEMBERS:
POLL EVERYWHERE QUESTIONS AND
RESULTS**

APRIL 5TH, 2023

Describe the CAMPUS of PCC in a few words



Describe the FACILITIES of PCC in a few words



Describe the STUDENT CENTER of PCC in a few words.

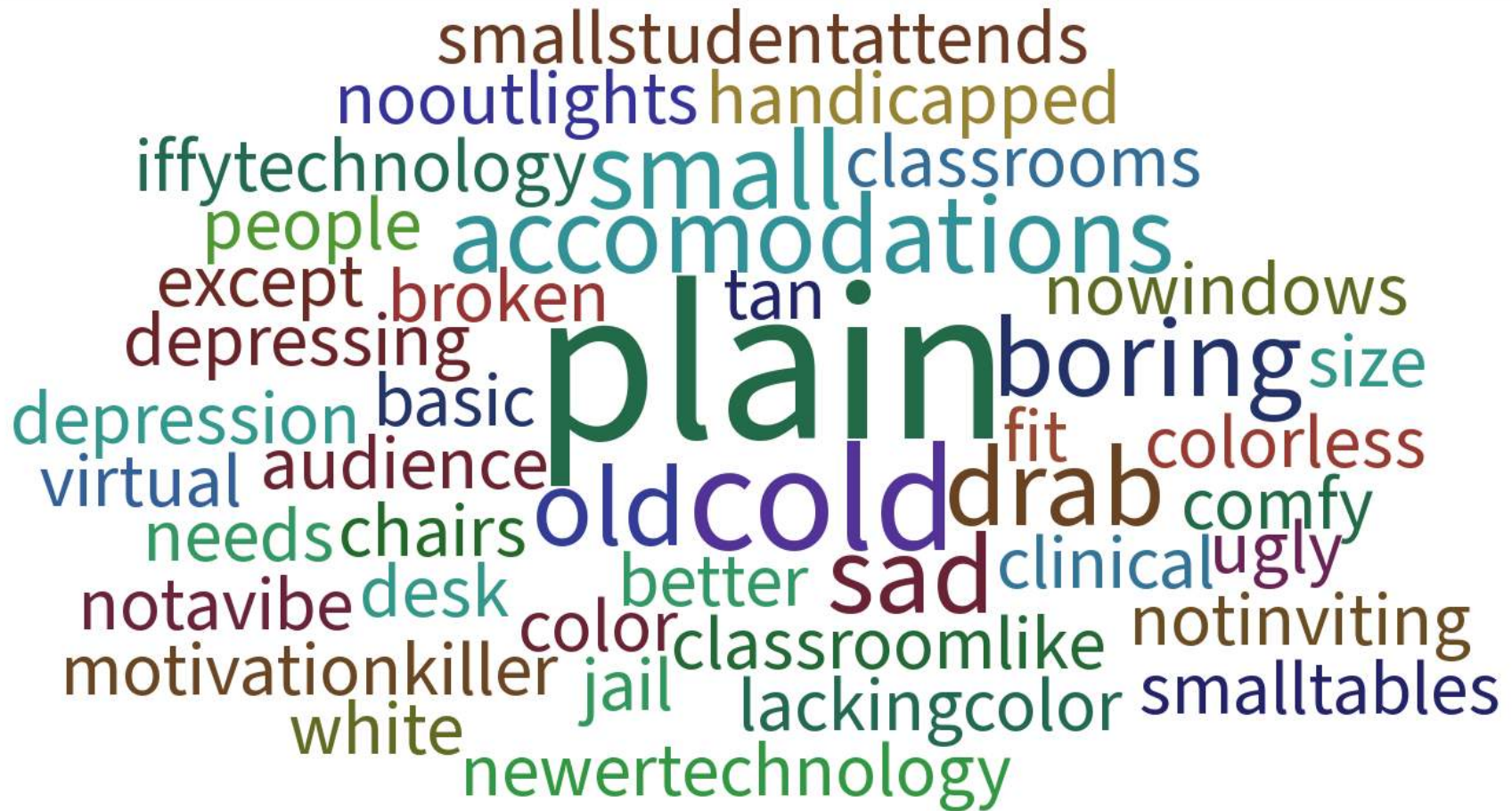


REPORT DISCUSSION

PCC ACADEMIC LEADERSHIP ADVISORY GROUP: POLL EVERYWHERE QUESTIONS AND RESULTS

JANUARY 22ND, 2024

Describe the GENERAL CLASSROOMS of PCC in a few words



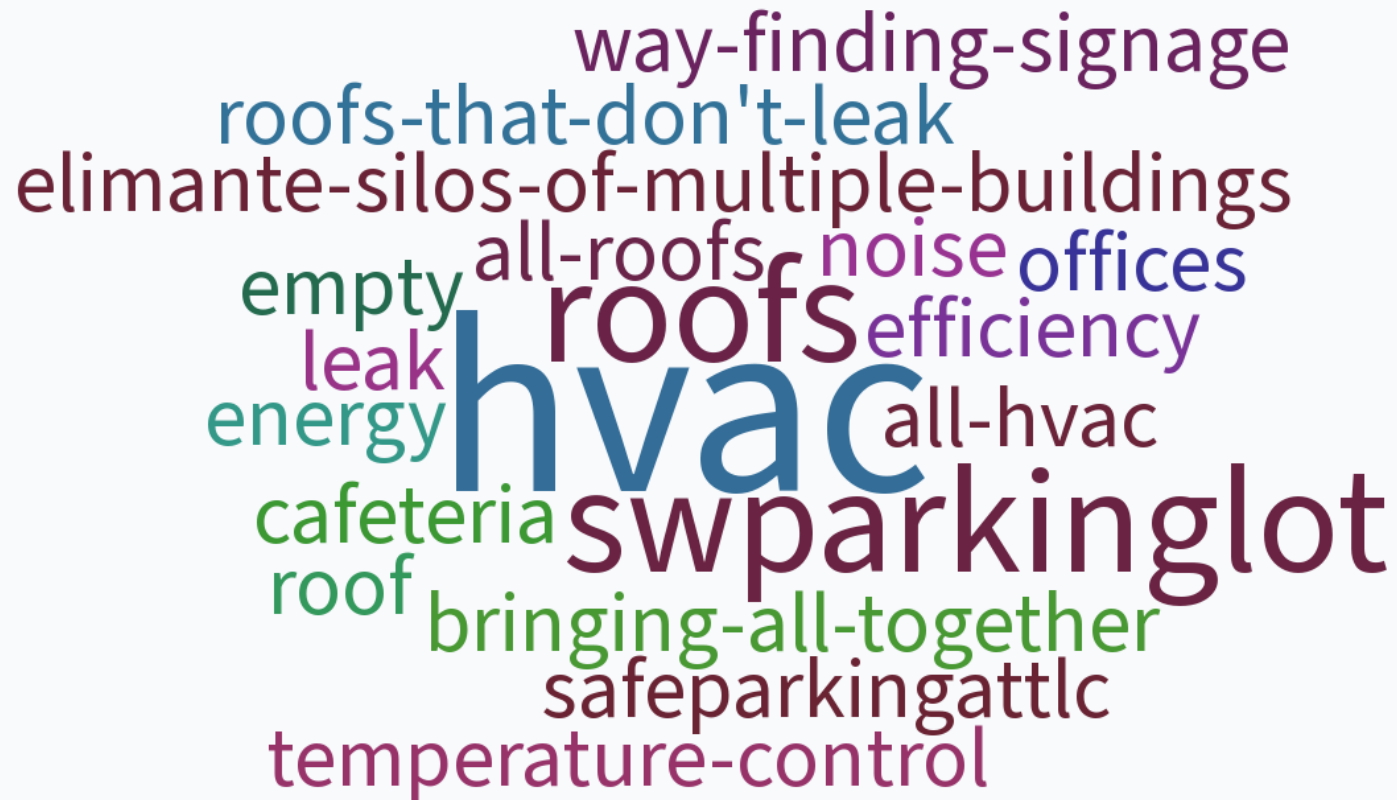
If we could add an impactful student life program what would it be?



Which building should be refreshed first?



What is the one big thing that the campus facility MP needs to address?



Rank the following "Activate Campus" items:

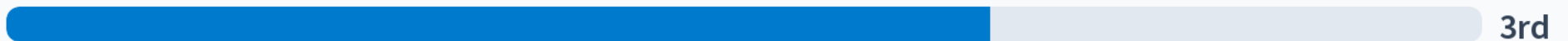
Food Options



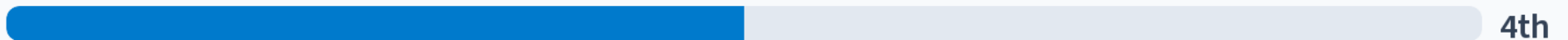
Affinity Groups



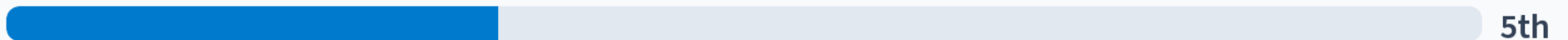
Student Center Refresh



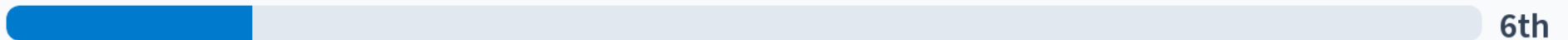
Community Engagement / Services / Partnerships



Housing



Intramural Sports



Rank the following "Educational Experience" items:

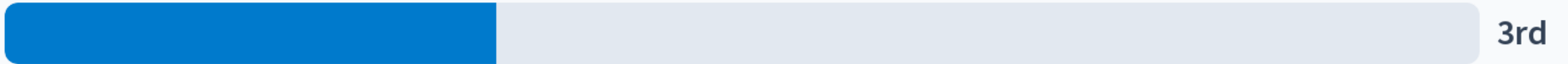
Teaching Environment



Teaching Excellence Academy



Library Update



Rank the following "Enrollment Initiative" items:

Completion / Retention



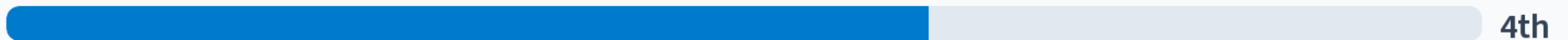
CTE - Career and Technical Education



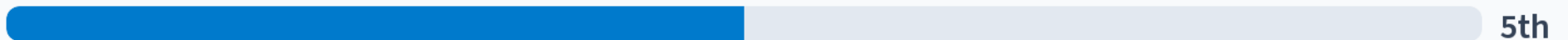
Adult Learners



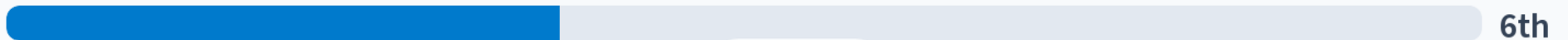
HSI - Hispanic Serving Institution



Concurrent Students



Bachelor's programs



SEE MORE 

More students would be drawn to the campus if (rank the following items)

Career and technology center prominently located on campus



Day care and preschool available on campus



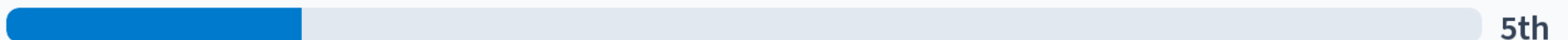
Modern and energetic student center with multiple food options



A large health and fitness center prominently located on campus



An "E Sports arena" prominently located on campus

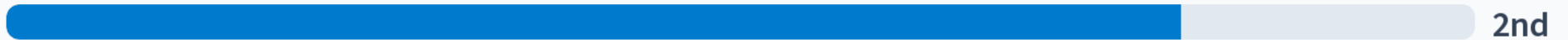


More students would linger on campus if the following spaces were available (rank the following items)

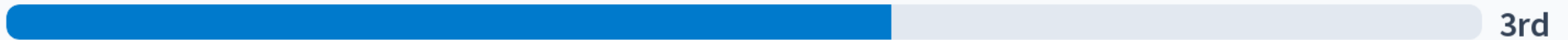
Student flex, study spaces, and collaboration spaces



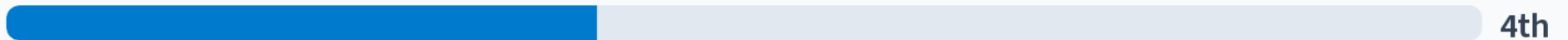
Affinity and club programs prominently located on campus



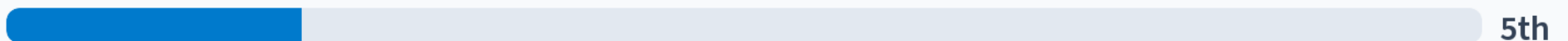
Modern library with fabrication / technology lab



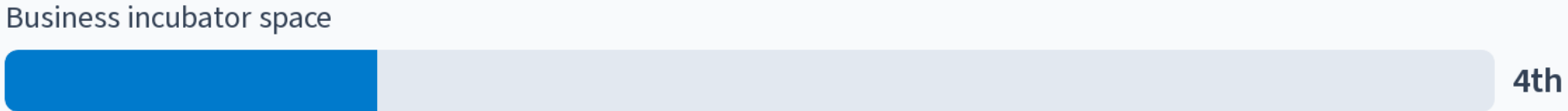
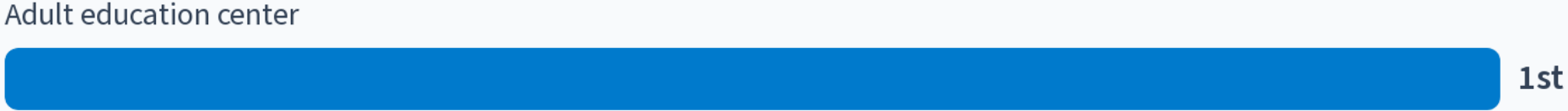
Short term business incubator office space "we work"



Health and fitness center



Which program would more successfully engage with the community? (rank the following items)



Pueblo Community College

Master Plan Support

November 2023

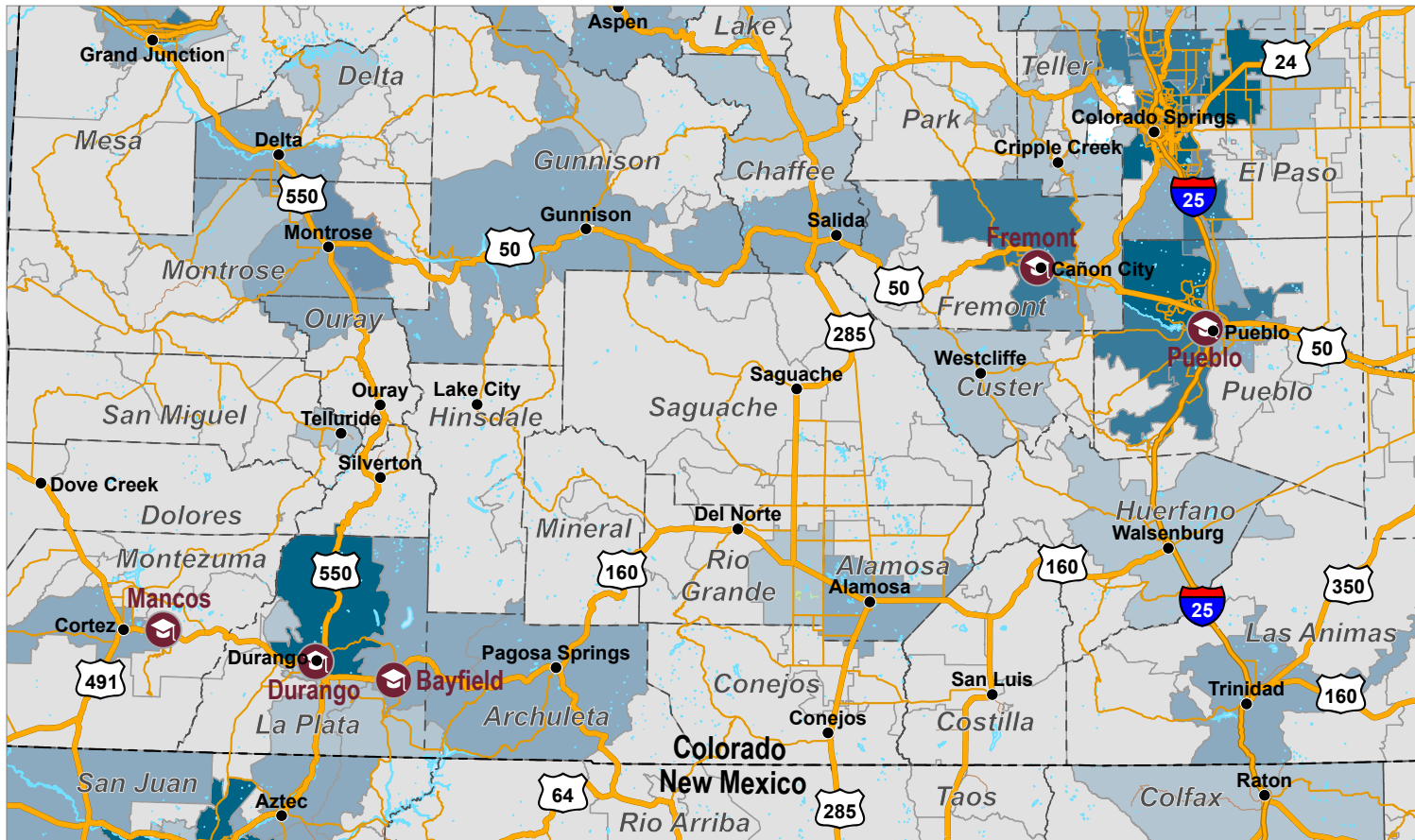
Pueblo Community College

Demographics

Population by Zip

Population Age 18-64 by ZIP Code, 2023

Pueblo Community Colleges, Colorado



 Pueblo Community College

Population Age 18-64

Lightest Blue	≤2,500	Dark Blue	≤15,000
Light Blue	≤5,000	Medium Blue	≤20,000
Medium Blue	≤10,000	Darkest Blue	>20,000

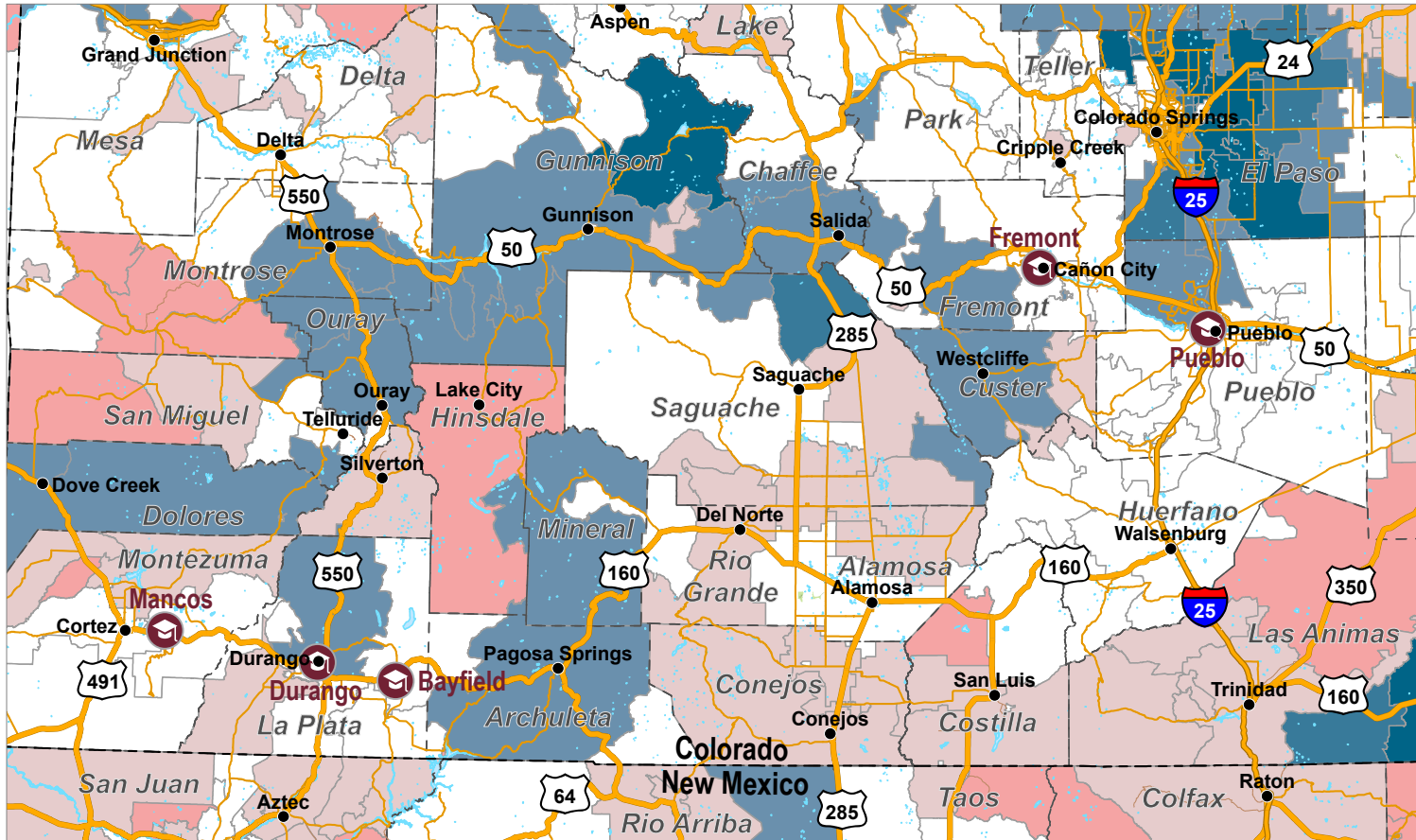


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Population Growth

Population Growth Age 18-64 by ZIP Code, CAGR 2023-33

Pueblo Community Colleges, Colorado



Population Growth Age 18-64

Lightest Blue	≤-2.0%	Light Blue	≤1.0%
Light Blue	≤-1.0%	Dark Blue	≤2.0%
White	≤0.0%	Darkest Blue	>2.0%

0 10 20 40 Miles
Source: ESRI and Facility Programming and Consulting

Pueblo Community College

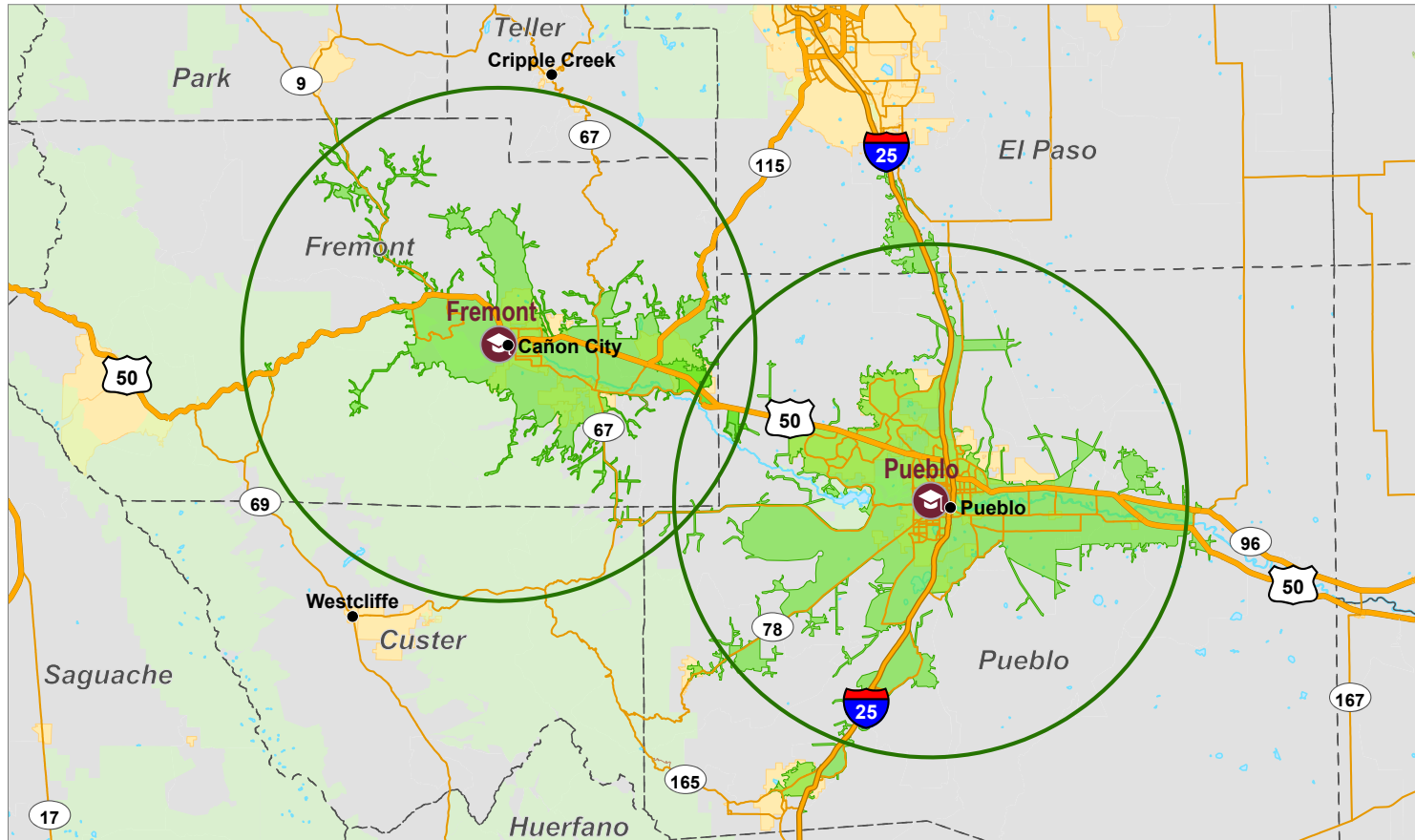
FACILITY PROGRAMMING AND CONSULTING

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Drive Time

Mile Radii Distances and Typical Drive-Times to Campus

Pueblo Community Colleges, Colorado



Mile Radii Drive-Times
○ 20 Miles ■ 30 Minutes

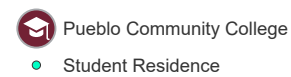
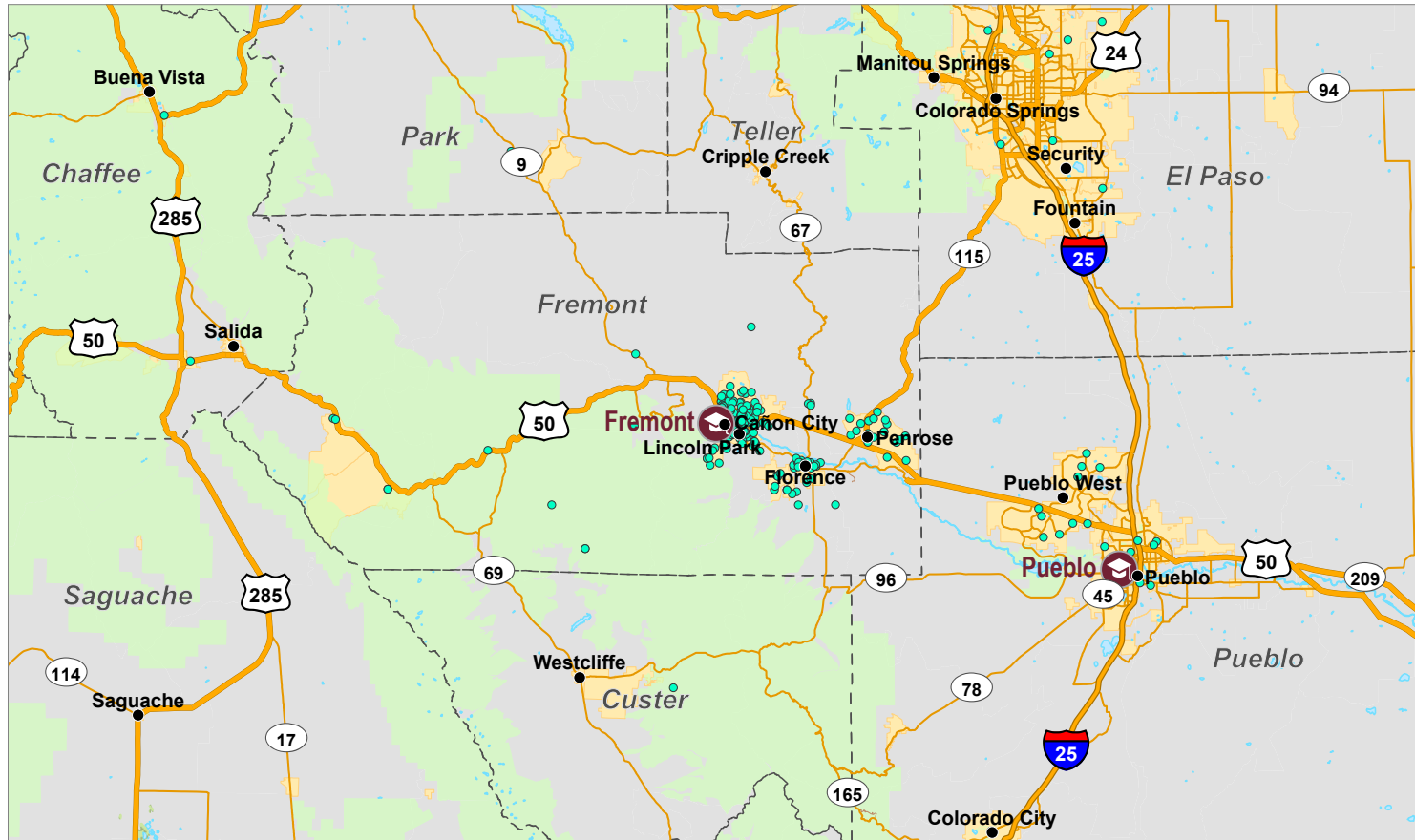


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Geocode - Fremont

Student Residence Density

Pueblo Community College, Colorado: Fremont Campus, Fall 2023



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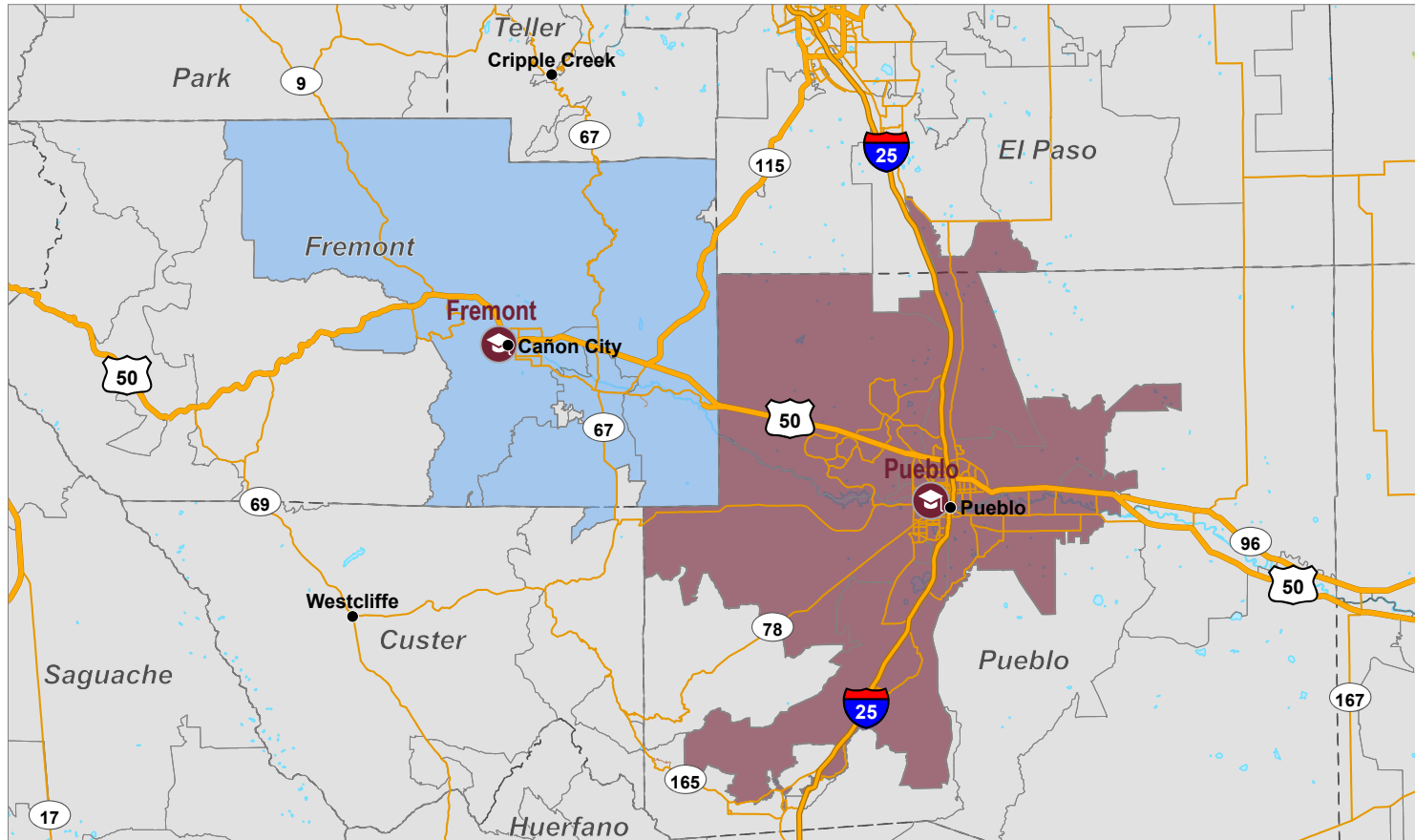
Catchment Areas

Each campus is analyzed to determine its primary service area or catchment area. A catchment area is a distinct geographic zone that contains the majority of the students that are served by a given campus. The primary catchment area, as suggested by drive-time and geocode analysis, includes zip codes that include 80% of the students attending a given campus location. Once a catchment area is established, capture rates (student enrollment as a percent of population) are analyzed by zip code.

Catchment Areas - Pueblo, Fremont

Catchment Areas, 2023

Pueblo Community Colleges, Colorado



Catchment Areas, CUMUL 80%
Fremont Pueblo



Information shown hereon is a graphical representation only and based upon available information. Facility Programming and Consulting cannot be responsible for consequences resulting from error or omission in the information and graphical representations made hereon.

Catchment Area - Fremont

Catchment Area: Student Residency by ZIP Code

Pueblo Community College: Fremont Campus, Fall 2023 Enrollment

SOURCE: Pueblo Community College, ESRI, and Facility Programming and Consulting

Catchment Area Divisions

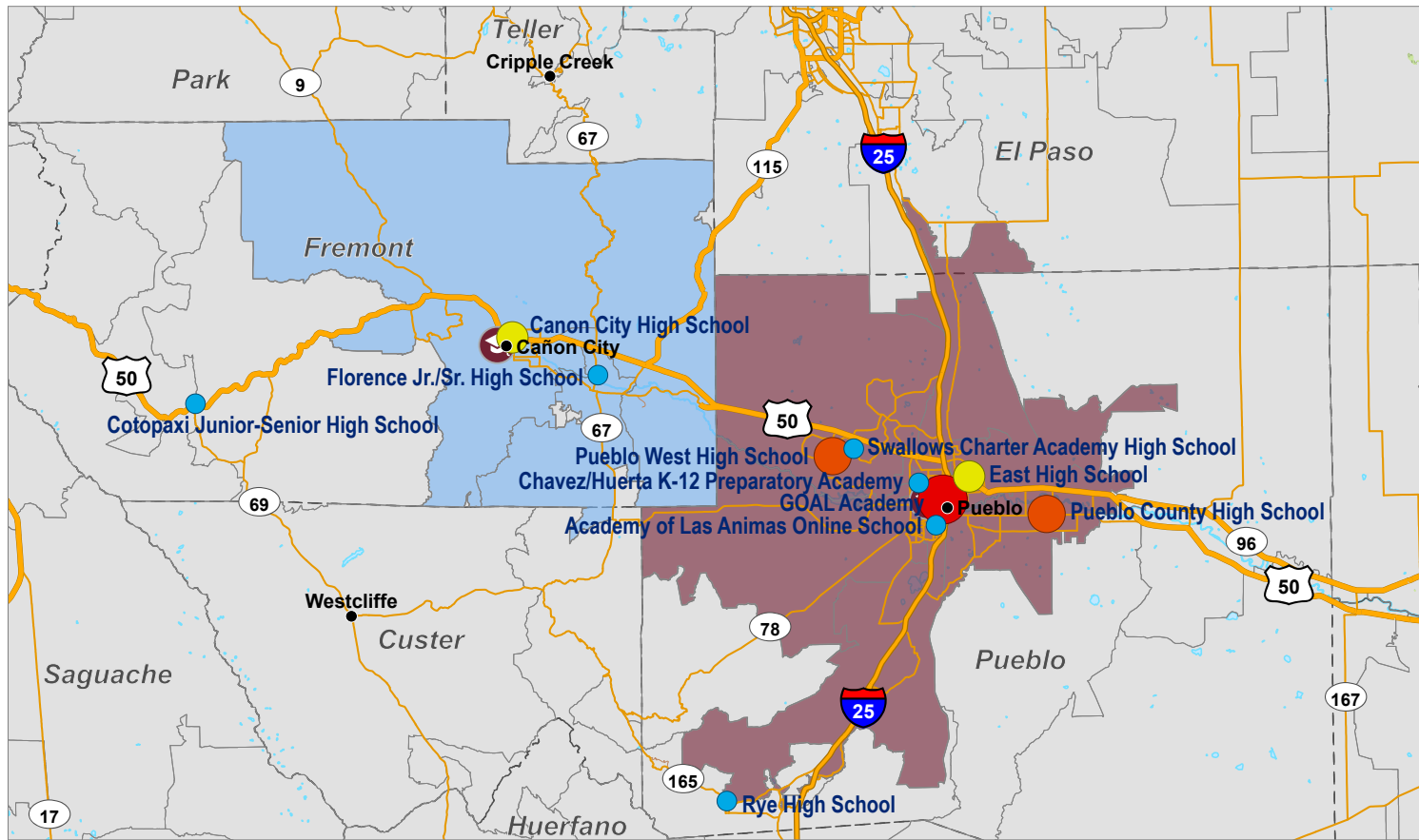
Primary

		Students (2022)	Percent of Total	Cumulative Percent	Population Age 18-64 (2023)	Capture Rate (2023)	Age 18-64 Growth Rate (CAGR 2023-33)
Grand Total		287	100.0%				
Primary Catchment Area		222	77.4%		26,800	0.81%	-0.3%
ZIP	Rank						
81212	1	167	58.2%	58.2%	19,100	0.88%	-0.1%
81226	2	30	10.5%	68.6%	5,200	0.58%	-0.9%
81240	3	25	8.7%	77.4%	2,500	0.99%	-0.5%

High School

2021 Graduates at Colorado Institutions Offering 9-12 Grades

Pueblo Community Colleges, Colorado: Top High Schools of Origin Fall 2023



Information shown hereon is a graphical representation only and based upon available information. Facility Programming and Consulting cannot be responsible for consequences resulting from error or omission in the information and graphical representations made hereon.



High School - Fremont

Graduates at Institutions Offering Grades 9-12

- Pueblo Community College, Fremont Campus 2023F
- Top 10 Colorado High Schools of Origin

Source: Colorado Department of Education and Facility Programming and Consulting

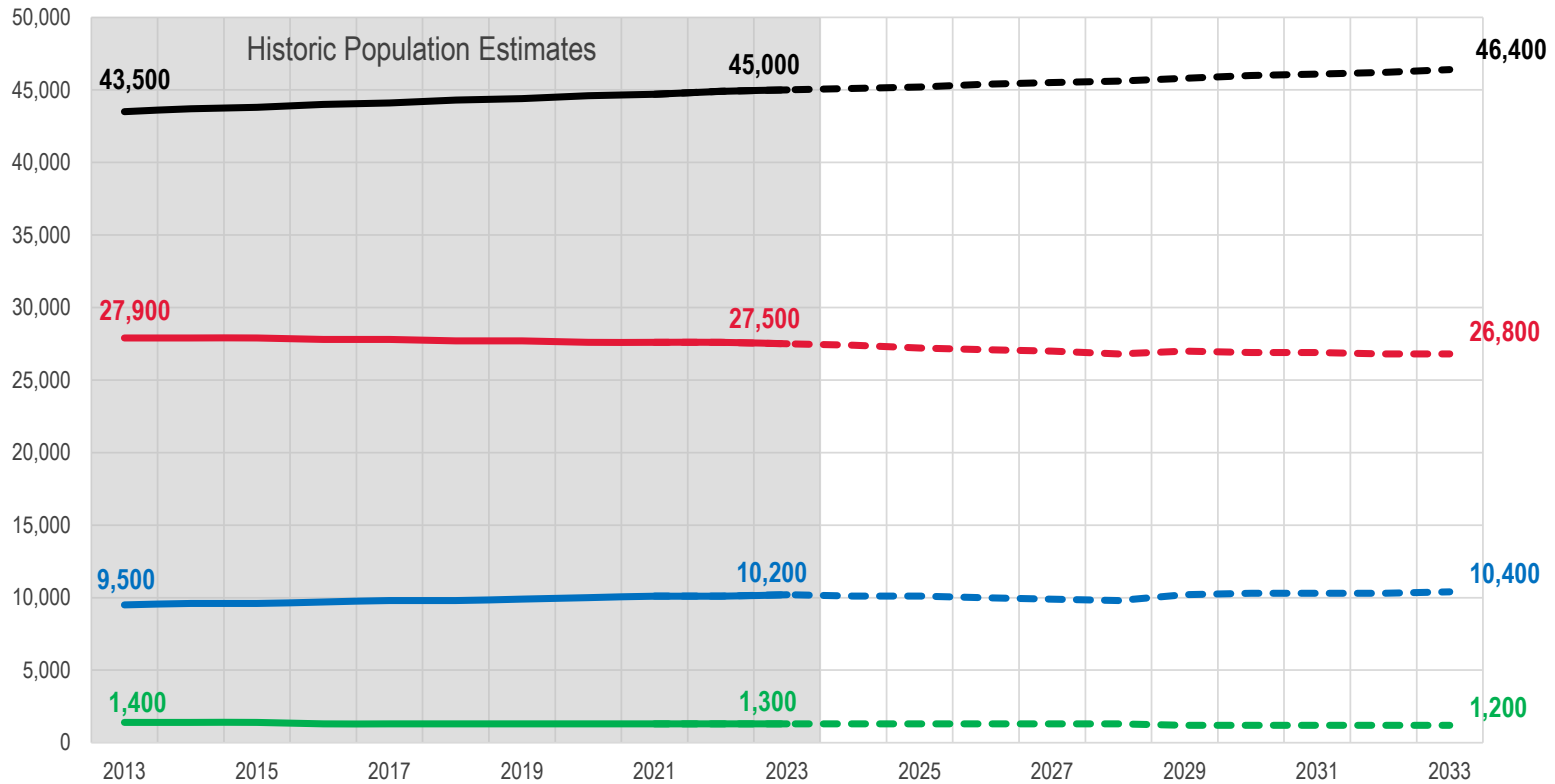
School	ZIP	2016	2021	5-Years		
				CN G RNK	2016-21 CNG	2016-21 CAGR
Total Graduates		1,625	1,541		(84)	-1.1%
Goal Academy	81003	709	698	7	(11)	-0.3%
Pueblo West	81007	271	280	4	9	0.7%
Pueblo County	81006	165	231	1	66	7.0%
Canon City Senior	81212	234	146	9	(88)	-9.0%
Bayfield	81122	73	65	6	(8)	-2.3%
Aim Global	81004	-	43	2	43	-
Swallows Charter Academy	81007	31	42	3	11	6.3%
Ignacio	81137	41	26	8	(15)	-8.7%
Cotopaxi Junior-Senior	81223	9	10	5	1	2.1%
Florence	81226	92	-	10	(92)	-100.0%

Population Projection - Fremont

Historic and Projected Population Estimates

Fremont Catchment Area, 2023F

SOURCE: ESRI and Facility Programming and Consulting



- 2012-22 Total Population CNG: 1,500, 3.5% or CAGR 0.3% || 2022-32 CNG: 1,400, 3.0% or CAGR 0.3%
- 2012-22 Age 18-64 CNG: -400, -1.5% or CAGR -0.2% || 2022-32 CNG: -800, -2.8% or CAGR -0.3%
- 2012-22 Age 18-34 CNG: 700, 7.3% or CAGR 0.7% || 2022-32 CNG: 200, 1.9% or CAGR 0.2%
- 2012-22 Age 15-17 CNG: -100, -9.0% or CAGR -0.9% || 2022-32 CNG: -100, -5.7% or CAGR -0.6%

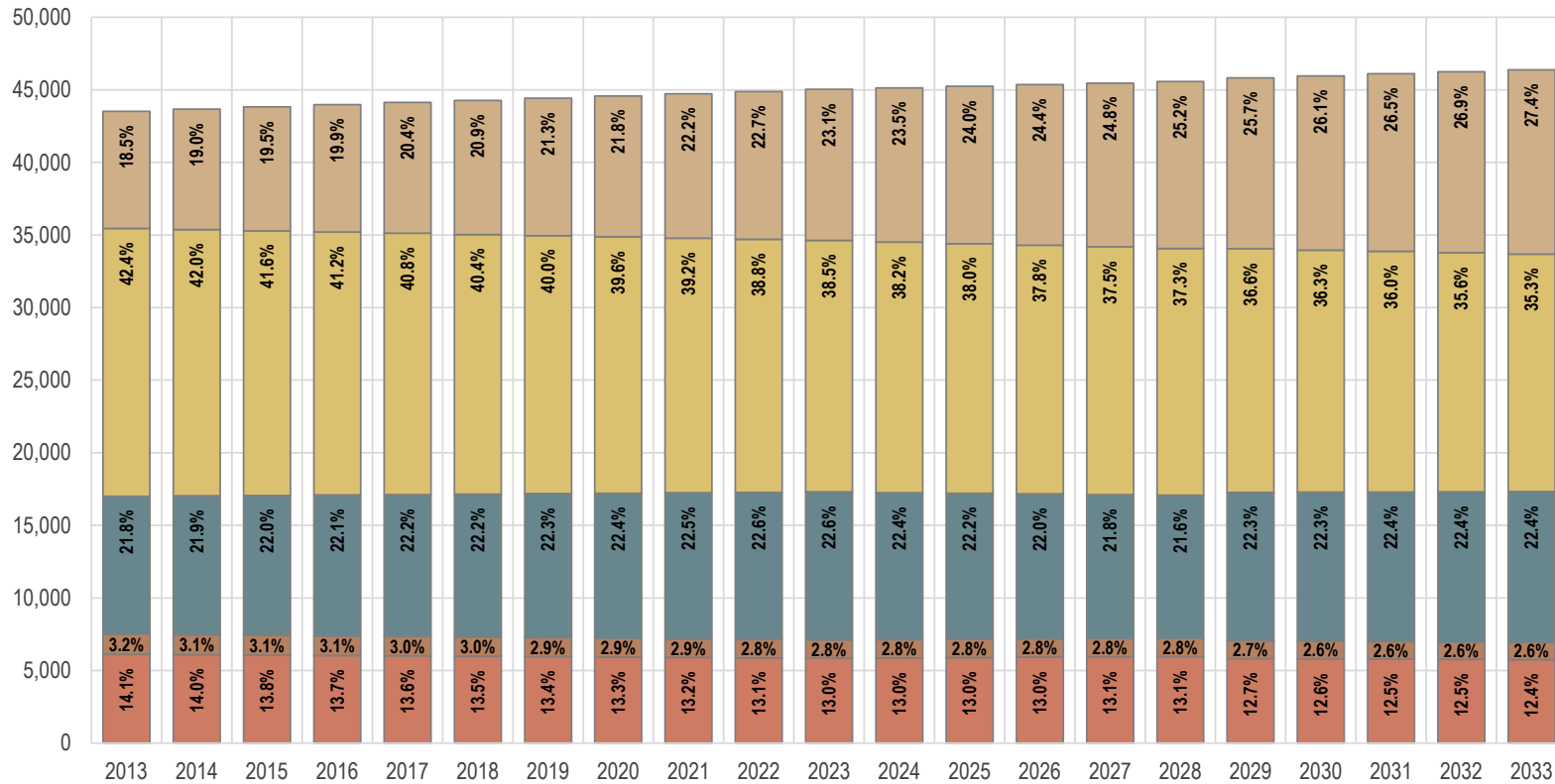


Age Cohorts - Fremont

Share of Population by Age Cohorts, 2013-33

Fremont Catchment Area, 2023F

SOURCE: ESRI and Facility Programming and Consulting



Percentage Point Change by Cohort and 10-Year Time Frames

- 2013-23 Age ≤14: -1.1% || 2023-33: -0.6%
- 2013-23 Age 15-17: -0.4% || 2023-33: -0.2%
- 2013-23 Age 18-34: 0.8% || 2023-33: -0.3%
- 2013-23 Age 35-64: -3.9% || 2023-33: -3.2%
- 2013-23 Age ≥65: 4.6% || 2023-33: 4.2%



Demographics **Observations**

The purpose of the demographic study is to provide a data-driven framework to assist in planning the Master Plan. Key observations of the analysis are listed below:

- Regional young adult population projected to provide very limited impact on enrollment – no demographic “tailwind”
- Age 18-34 Projected 10-yr CAGR in primary catchment areas
 - Pueblo 0.2%
 - Fremont 0.2%
 - Durango 0.1%
 - Mancos 0.1%
 - Bayfield 0.0%
- Older adults growing as share of population
- Proximity matters – students are concentrated in immediate area of campuses
- Primary catchment areas (80% of students) of Pueblo and Fremont do not overlap
- Only Pueblo enjoys historical growth in graduates from contributory high schools
- Durango, Mancos, and Bayfield operate as regional hubs
- Catchment areas of Durango and Bayfield overlap
- Low capture rate in primary catchment areas (enrollment as percent of adult population)
 - Pueblo 1.94%
 - Fremont 0.81%
 - Durango 0.24%
 - Mancos 0.43%
 - Bayfield 0.29%
- Low enrollment of SW Colorado campuses
 - Durango 100
 - Mancos 228
 - Bayfield 27

Pueblo Community College

Market Analysis

Market Summary - Fremont



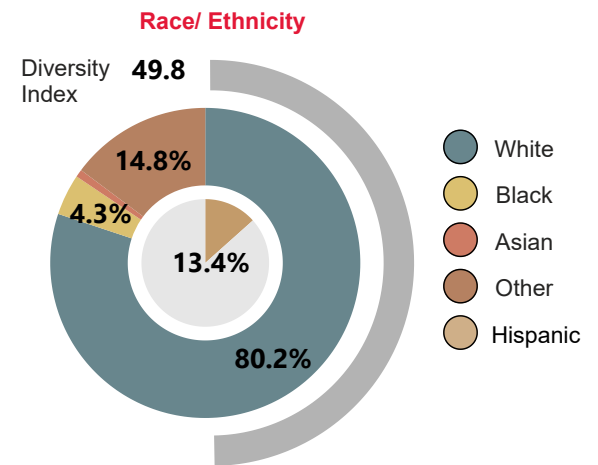
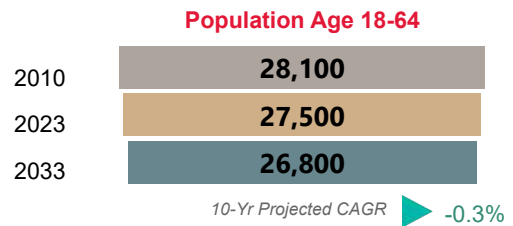
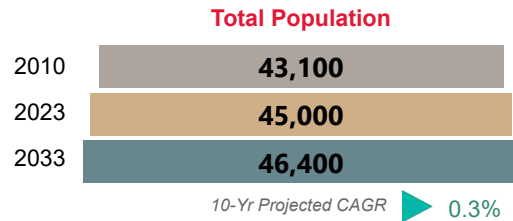
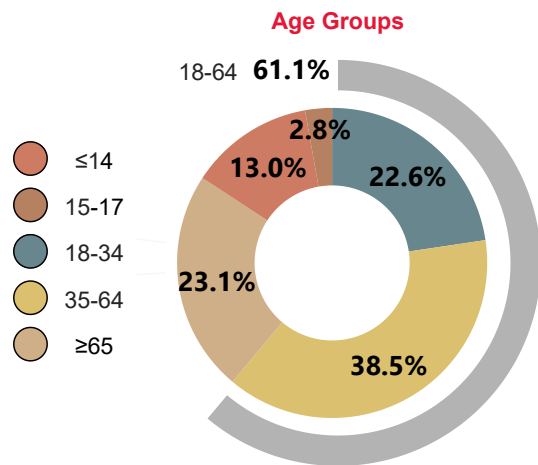
Market Summary

2023

Fremont Catchment Area, 2023F

SOURCE: ESRI

| Page 1 of 2

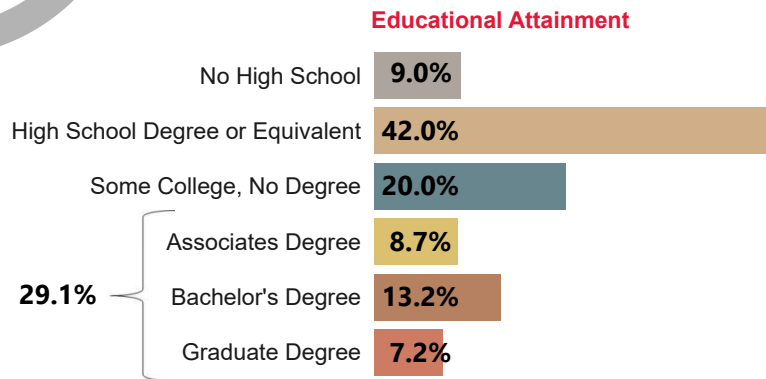


NOTE: Persons of Hispanic Origin may be of any race. | The Diversity Index measures the probability that two people from the same area will be from different race / ethnic groups. A Diversity Index increases from 0 to 100 as the population is evenly divided into two or more race / ethnic groups.

Households

16,300
Total

\$279,100
Median Home Value



Income

\$58,800
Median HH Income

\$29,900
Per Capita Income

Market Summary - Fremont



Market Summary

2023

Fremont Catchment Area, 2023F

SOURCE: ESRI

| Page 2 of 2

Businesses and Employment

- Businesses
- Employment

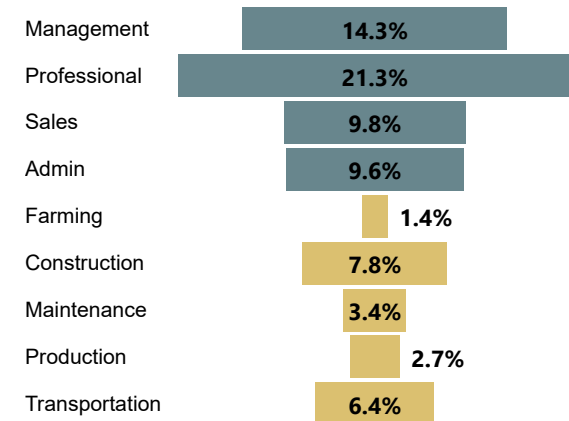
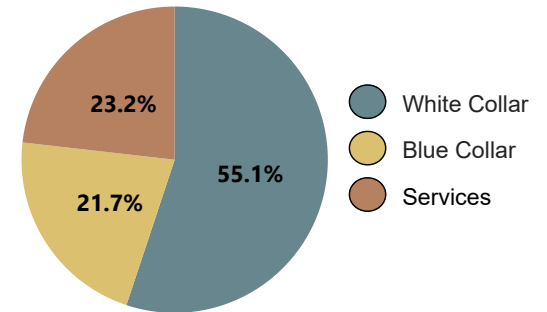
An estimated **1,430** businesses are located within the Market Area and they employed approximately **15,680** workers.

In terms of employment, the **Public Administration** sector was the largest in the *Market Area with approximately **4,150** workers. This sector accounted for an estimated **100** businesses.

Sector	PCT	Businesses	Employment	PCT
Government	6.8%	100	4,150	26.4%
Health Care	11.0%	160	2,960	18.9%
Retail	13.9%	200	1,920	12.3%
Accommodation	8.0%	110	1,480	9.4%
Education	2.3%	30	860	5.5%
Other Services	13.8%	200	740	4.7%
Professional	5.7%	80	440	2.8%
Construction	7.0%	100	430	2.7%
Entertainment	2.3%	30	430	2.8%
Finance	3.9%	60	350	2.2%
Wholesale	3.6%	50	320	2.1%
Real Estate	5.4%	80	290	1.8%
Manufacturing	2.8%	40	270	1.7%
Transportation	1.9%	30	240	1.5%
Information	2.0%	30	230	1.4%
Administrative	3.3%	50	200	1.3%
Unclassified	3.7%	50	170	1.1%
Agriculture	1.7%	30	100	0.6%
Mining	0.3%	10	60	0.4%
Utilities	0.5%	10	40	0.3%
Headquarters	0.1%	0	10	0.1%

* Market Area: Is the same as the region referenced in the YELLOW bar highlighted at the top of the page

Occupations



Market Summary - Fremont



Education Summary

2023 ▼ Fremont Catchment Area, 2023F ▼

SOURCE: ESRI, ACS

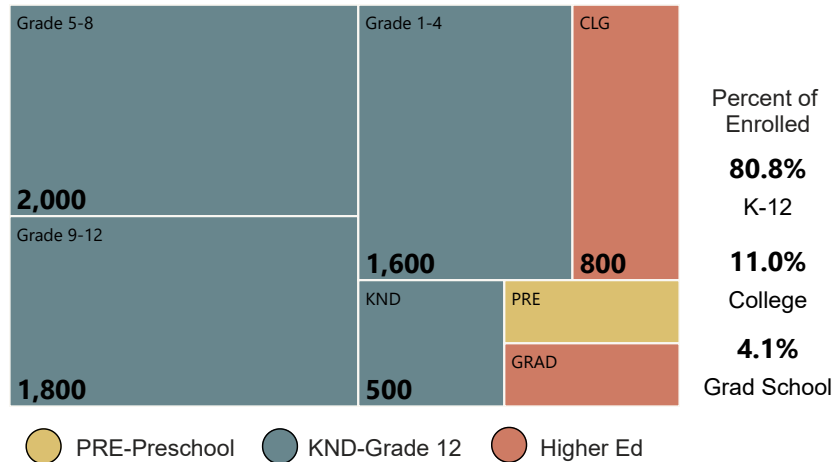
School Enrollment

Total Enrolled in School	7,300
Not Enrolled in School	36,200
Percent in/ Not in School	16.8% 83.2%

Household Expenditures on Education

Total Spending	\$19,722,200
Average/ Household	\$1,210
Index	67

School Enrollment by Grade Level



SOURCE: 2021 Pop American Community Survey

Spending Category	Total Expenditures	Average/ Household	Index
College Tuition	\$12,467,800	\$765	66
K-12 Tuition	\$2,973,600	\$182	66
Other School Supplies	\$1,003,500	\$62	76
Rental of Books/ Equipment	\$574,900	\$35	73
Supplies for College	\$385,000	\$24	70
Test Preparation/ Tutoring Services	\$283,500	\$17	62
Supplies for K-12 Schools	\$213,500	\$13	84
Tuition for Other Schools	\$204,300	\$13	77
Vocational Tuition	\$184,200	\$11	72
Supplies for Preschool	\$28,700	\$2	68
Supplies for Vocational Schools	\$6,400	\$0	61

NOTE: An index of 100 reflects the national average. An index of 120 suggests spending is 20 percent above the average.

Market Summary - Fremont



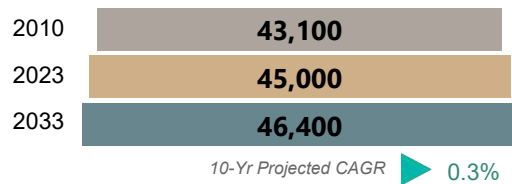
Comparative Market Summary: Population and Growth

2023 ▼ Fremont Catchment Area, 2023F ▼

SOURCE: ESRI

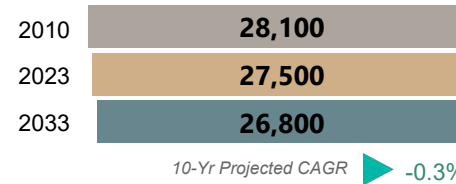
Total Population

Freemont

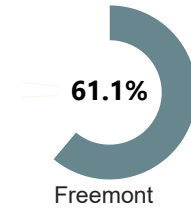


Population Age 18-64

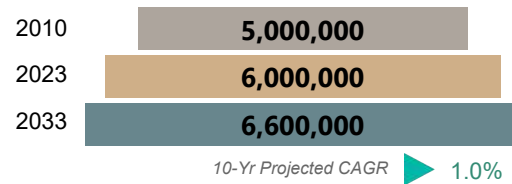
Freemont



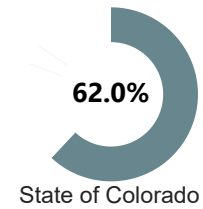
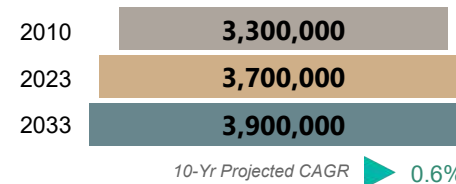
Percent of Population Age 18-64



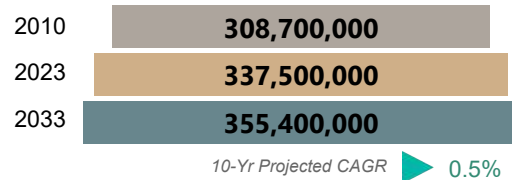
State of Colorado



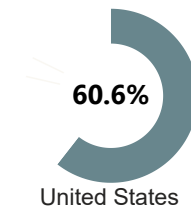
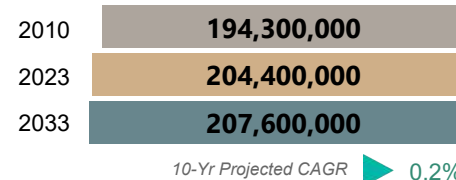
State of Colorado



United States



United States



Market Summary - Fremont

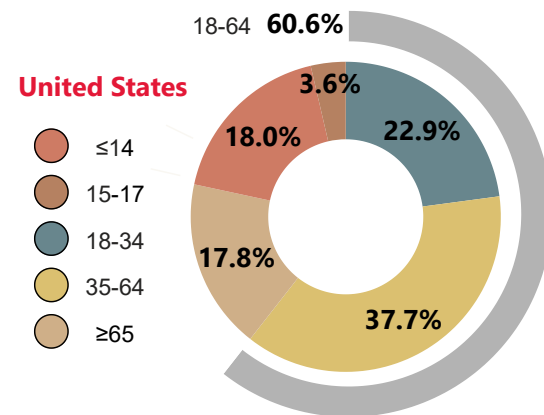
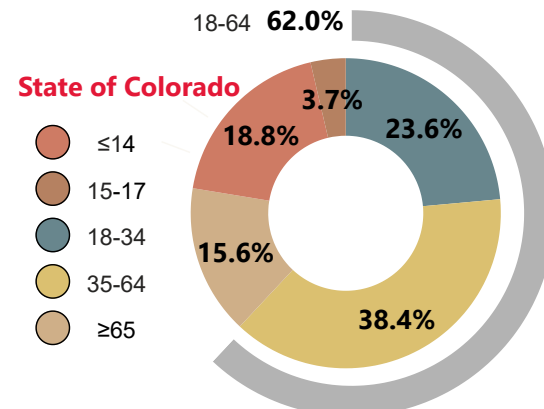
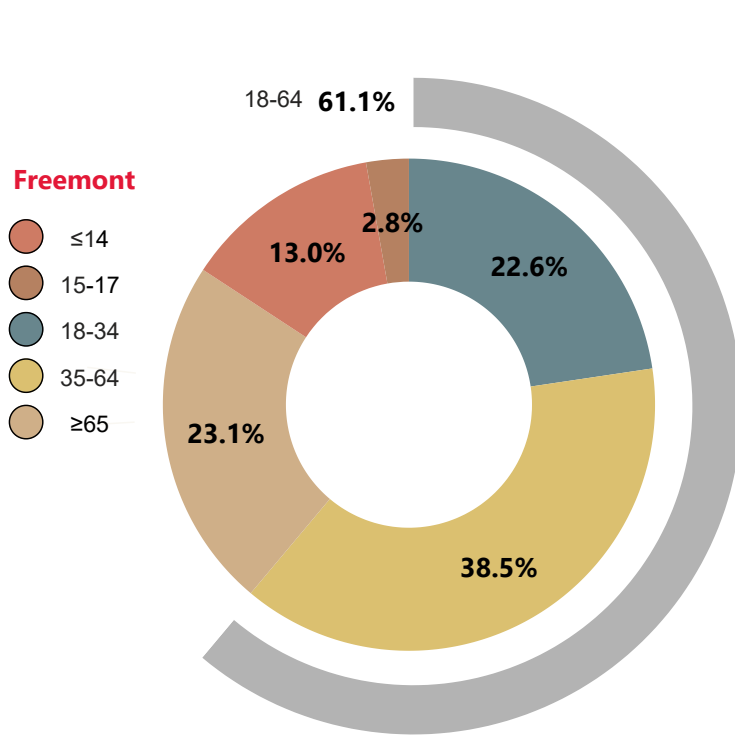


Comparative Market Summary: Age Cohorts

2023

Fremont Catchment Area, 2023F

SOURCE: ESRI



Market Summary - Fremont



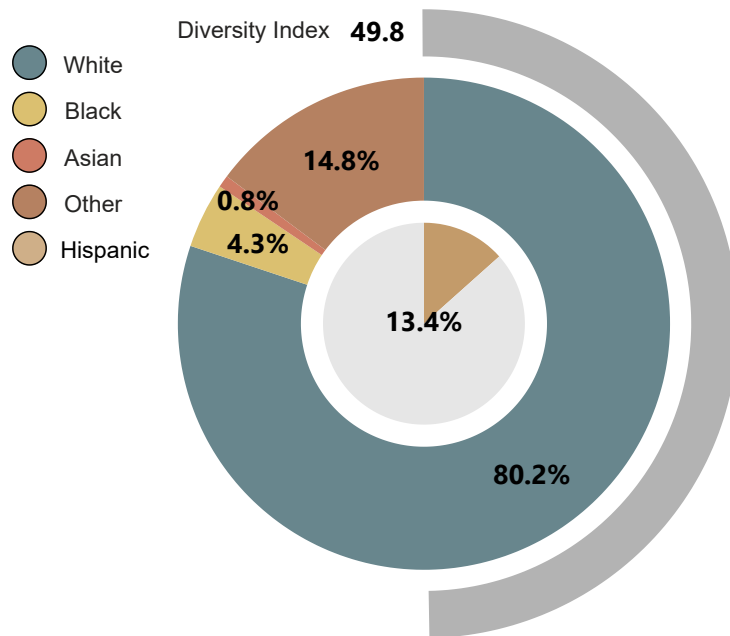
Comparative Market Summary: Race and Ethnicity

2023 ▼ Fremont Catchment Area, 2023F ▼

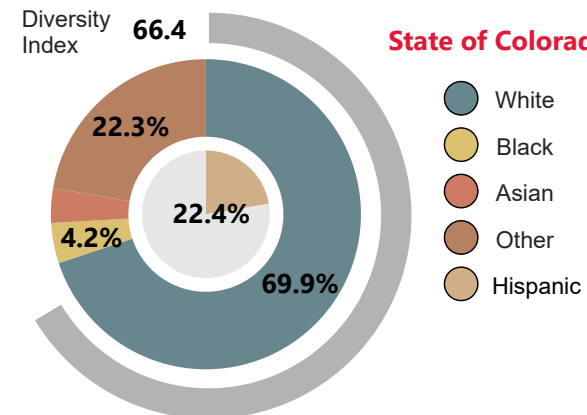
SOURCE: ESRI

| Page 3 of 7

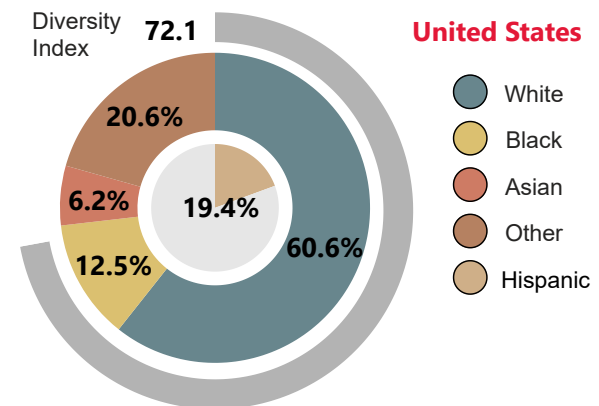
Fremont



State of Colorado



United States



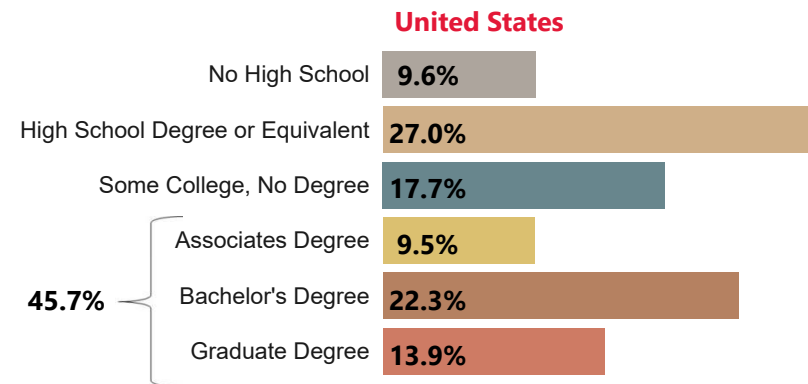
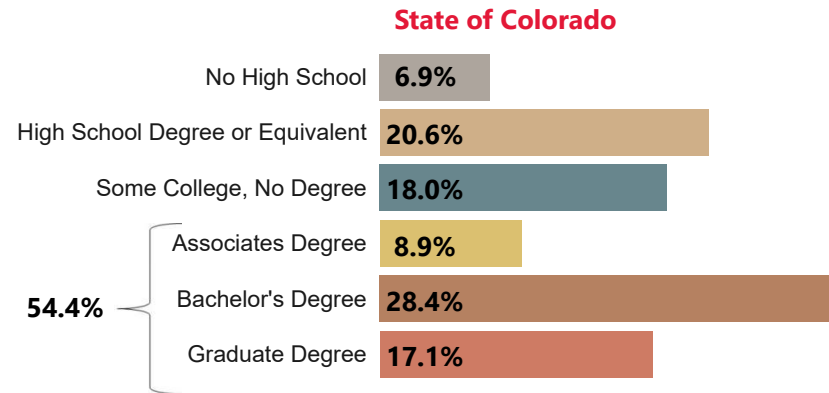
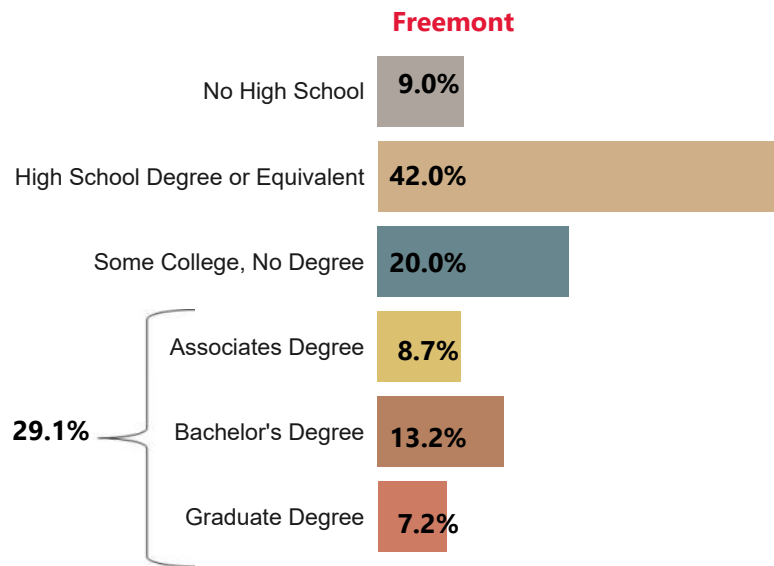
Market Summary - Fremont



Comparative Market Summary: Education Attainment

2023 ▼ Fremont Catchment Area, 2023F ▼

SOURCE: ESRI



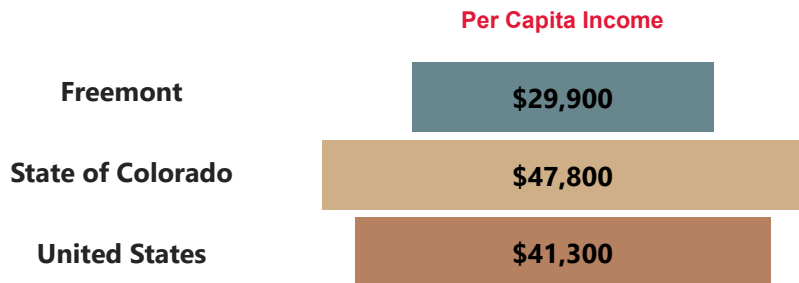
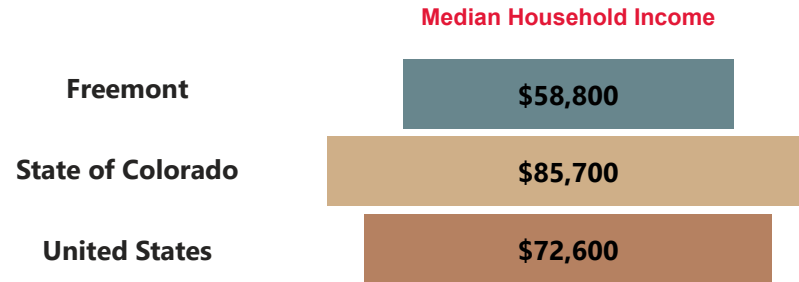
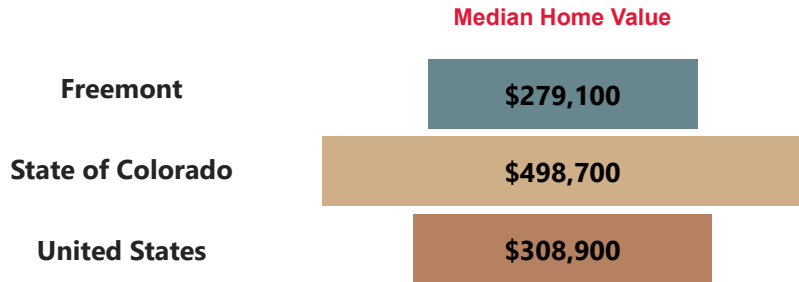
Market Summary - Fremont



Comparative Market Summary: Households and Income

2023 ▼ Fremont Catchment Area, 2023F ▼

SOURCE: ESRI



Home Valuation and Income Differences Between the *Market Area, Colorado, and United States

	Home Value	Median Income	Per Capita Inc
State of Colorado	\$219,600 56.5%	\$26,900 37.2%	\$17,900 46.1%
United States	\$29,800 10.1%	\$13,800 21.0%	\$11,400 32.0%

* Market Area: Is the same as the region referenced in the YELLOW bar highlighted at the top of the page

Market Summary - Fremont



Comparative Market Summary: Education Enrollment

2023

Fremont Catchment Area, 2023F

SOURCE: ESRI, ACS

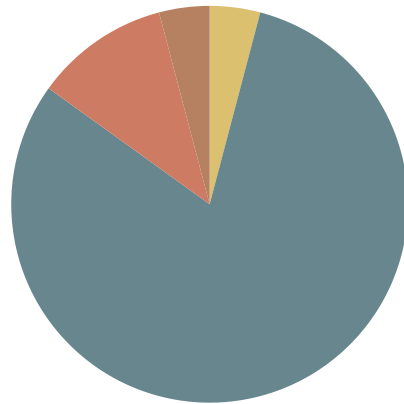
| Page 6 of 7

Freemont

Total Enrolled **7,300**
Percent in School **16.8%**

Percent of Enrolled

- PRE-Preschool **4.1%**
- KND-Grade 12 **80.8%**
- College **11.0%**
- Grad School **4.1%**



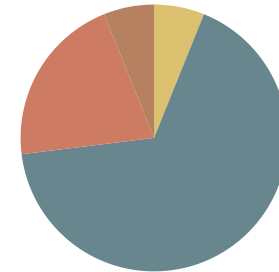
SOURCE: 2021 Pop American Community Survey

State of Colorado

Total Enrolled **1,392,700**
Percent in School **25.2%**

Percent of Enrolled

- PRE-Preschool **6.1%**
- KND-Grade 12 **66.9%**
- College **20.8%**
- Grad School **6.1%**

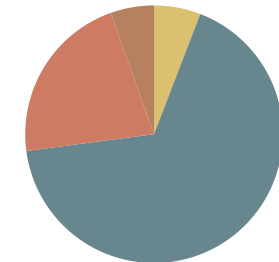


United States

Total Enrolled **81,076,800**
Percent in School **25.5%**

Percent of Enrolled

- PRE-Preschool **5.9%**
- KND-Grade 12 **67.1%**
- College **21.6%**
- Grad School **5.5%**



Market Analysis **Observations**

The purpose of the Market Analysis is to provide a data-driven framework to assist in planning the Master Plan. Key observations of the analysis are listed below:

- Pueblo race/ethnicity is much more diverse due to higher percentage of Hispanics
- Campus Race/Ethnicity Diversity Index
 - Pueblo 77.2
 - Fremont 49.8
 - Durango 47.5
 - Mancos 50.3
 - Bayfield 45.0
- Educational Attainment of Pueblo and Fremont well below State or National averages
- Percent of Adult Population attaining Associates degree or above (Colorado Avg. 54.4%)
 - Pueblo 38.2%
 - Fremont 29.1%
 - Durango 60.3%
 - Mancos 53.6%
 - Bayfield 46.9%
- Lower educational attainment reflected in lower household economic profile and funds available for education
- Median Household Income (Colorado Avg. \$85,700)
 - Pueblo \$57,000
 - Fremont \$58,800
 - Durango \$80,600
 - Mancos \$69,600
 - Bayfield \$86,100
- Occupations classified as White Collar majority in all campus catchment areas
- White Collar occupations generally require higher level of educational attainment
- Educational attainment poorly supports fastest growing occupations and local economy

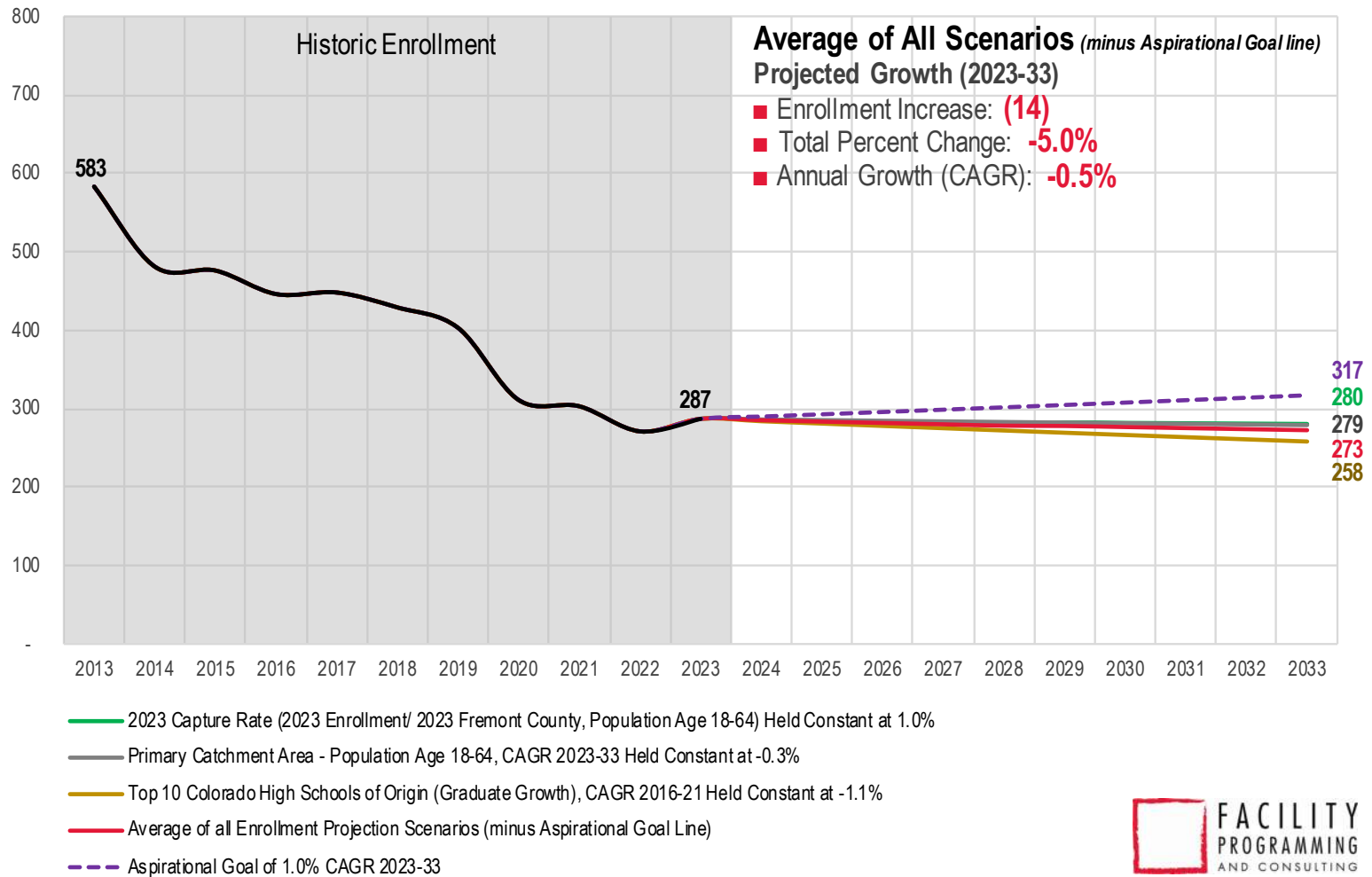
Pueblo Community College

Enrollment Projections

Enrollment Projection - Fremont

Total Fall Headcount Enrollment Pueblo Community College: Fremont Campus

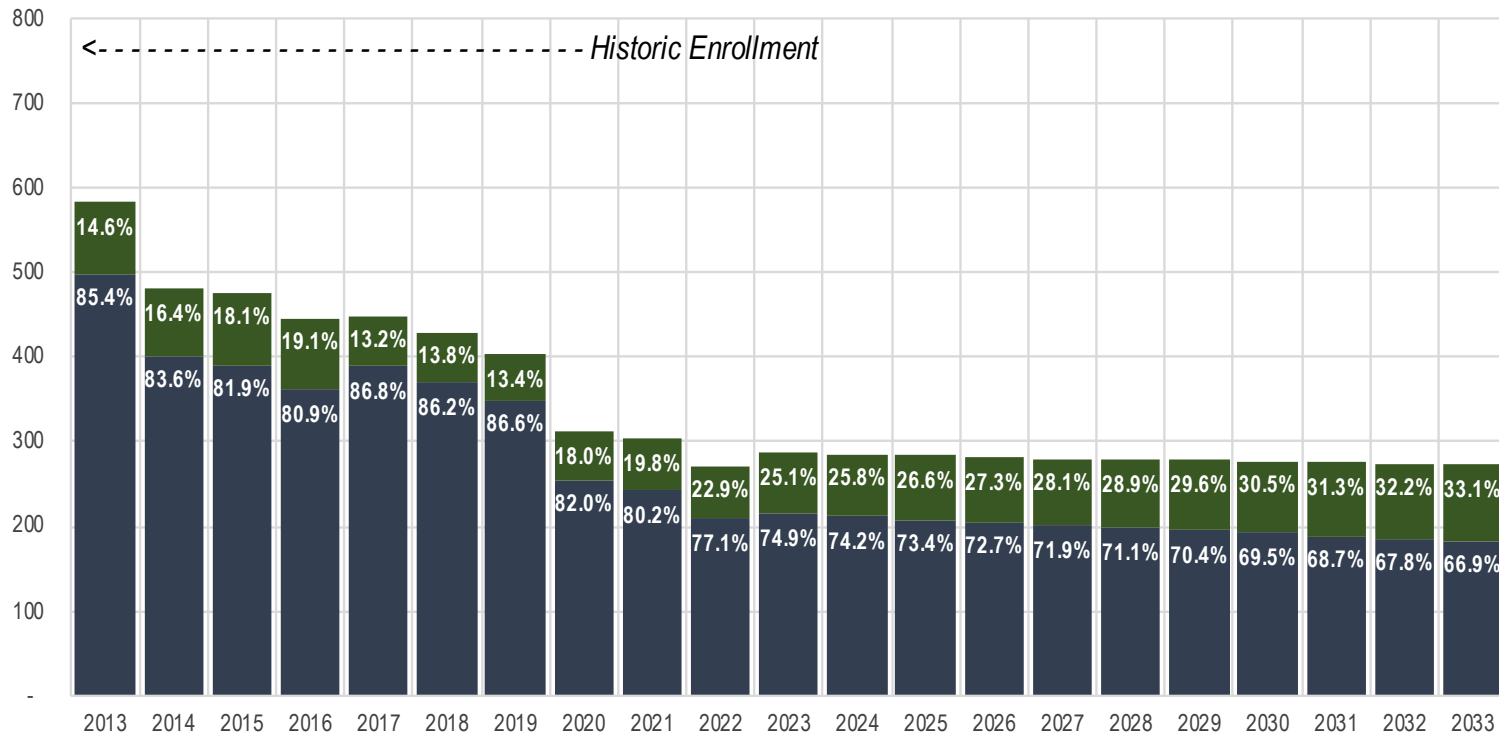
SOURCE: Pueblo Community College and Facility Programming and Consulting



Total Fall Headcount Enrollment and Learning Mode Share

Pueblo Community College: Fremont Campus

SOURCE: Pueblo Community College and Facility Programming and Consulting



Total Percentage Point Change (2023-33)

■ Face-to-Face Only: -8.0% ■ Hybrid-Online: 8.0%

- Projected Enrollment by Learning Mode (Hybrid-Online) Assumes the Average Annual Percentage Point Change of Students' from 2018-23 is Held Constant at 2.3% from 2023-33.
- Face-to-Face Only Instruction is the difference between the Average of All Enrollment Projection Scenario's Total Enrollment and Projected Hybrid-Online.
- Projected Enrollment Total is based on the Average of All Enrollment Scenarios.



Enrollment **Enrollment Projections**

The purpose of the Market Analysis is to provide a data-driven framework to assist in planning the Master Plan. Key enrollment observations of the analysis are listed below:

- While FTSE trends flat, there is a significant upward trend in online enrollment
- All campuses except Mancos show an increase in the proportionality of hybrid students
- Pueblo and Fremont on campus enrollment was stabilizing before Covid (2019), with a decrease with in-person enrollment during Covid — a realistic aspirational enrollment goal for Pueblo and Fremont is to return to pre-Covid, 2019 enrollment
- The average of enrollment projections for the Pueblo campus suggests a modest future increase in enrollment based on contributory populations – an aspirational goal of 2.5% compounded growth rate would increase enrollment to pre-Covid levels by 2033
- The average of enrollment projections for the Fremont campus suggests a modest future decrease in enrollment based on contributory populations – an aspirational goal of 1.0% compounded growth would stabilize enrollment
- At the current enrollment, the College should consider if an appropriate level of services and instruction can be provided at the Bayfield Campus

Enrollment **Strategic Framework**

Issues

Potential Denied Demand

- Welding
- Law Enforcement

Demographic/Market Opportunities

- Hispanic Population
- 65+ Population
- Allied Health Professions

Teaching Modality/Legislative Changes

- Distance Learning
- Hybrid Instruction

Current Program Initiatives

Response

Potential Denied Demand

- Welding – **Add Capacity**
- Law Enforcement - **?**

Demographic/Market Opportunities

- Hispanic Population – **Language Institute**
- 65+ Population – **Life Long Learning Program**
- Allied Health Professions – **New Programs**

Teaching Modality/Legislative Changes/Program Initiatives

- Distance Learning – **Curriculum Innovation Center**
- Hybrid Instruction – **Instructional Environment**

Current Program Initiatives

- Automotive
- Cosmetology
- Dental Hygiene

Building Code	Room ID	Space Use Code	Space Use	Room Name	Department	College/Administrative Unit	Office Station Count	Student-Specific Station Count	A	Comments
	3	W06	PUBLIC CORRIDOR	VESTIBULE		FREMONT CAMPUS			56	
	4	W06	PUBLIC CORRIDOR	CORRIDOR		FREMONT CAMPUS			1,423	
	20	W06	PUBLIC CORRIDOR	VESTIBULE		FREMONT CAMPUS			70	
	54	W06	PUBLIC CORRIDOR	VESTIBULE		FREMONT CAMPUS			109	
	55	W06	PUBLIC CORRIDOR	CORRIDOR		FREMONT CAMPUS			2,637	
	58	W06	PUBLIC CORRIDOR	VESTIBULE		FREMONT CAMPUS			91	
	101	W06	PUBLIC CORRIDOR	VESTIBULE		FREMONT CAMPUS			89	
	102	W06	PUBLIC CORRIDOR	CORRIDOR		FREMONT CAMPUS			122	
	103	X03	PUBLIC REST ROOM	WOMEN'S RR		FREMONT CAMPUS			135	
	104	X03	PUBLIC REST ROOM	MEN'S RR		FREMONT CAMPUS			98	
	105	655	LOUNGE SERVICE	STORAGE	STUDENT SERVICES - FREMONT	FREMONT CAMPUS			181	
	106	W06	PUBLIC CORRIDOR	VESTIBULE		FREMONT CAMPUS			50	
	108	650	LOUNGE	COMMONS	STUDENT SERVICES - FREMONT	FREMONT CAMPUS			1,406	
	109	630	FOOD FACILITY	SNACK AREA	STUDENT SERVICES - FREMONT	FREMONT CAMPUS			373	
	A102	315	OFFICE SERVICE	WAITING	OFFICE (ADMIN) - FREMONT	FREMONT CAMPUS			604	
	A103	310	OFFICE	WORK AREA	OFFICE (ADMIN) - FREMONT	FREMONT CAMPUS			357	
	A104	315	OFFICE SERVICE	WORKROOM	OFFICE (ADMIN) - FREMONT	FREMONT CAMPUS			281	
	A105	350	CONFERENCE ROOM	CONFERENCE	OFFICE (ADMIN) - FREMONT	FREMONT CAMPUS			836	
	A106	310	OFFICE	OFFICE	OFFICE (ADMIN) - FREMONT	FREMONT CAMPUS			110	
	A106	310	OFFICE	EXECUTIVE DIRECTOR	OFFICE (ADMIN) - FREMONT	FREMONT CAMPUS			230	
	A107	310	OFFICE	SECRETARY	OFFICE (ADMIN) - FREMONT	FREMONT CAMPUS			149	
	A108	215	CLASS LABORATORY SERVICE	STORAGE	INSTRUCTIONAL SPACE - FREMONT	FREMONT CAMPUS			21	
	A110	315	OFFICE SERVICE	WORK AREA	OFFICE (ADMIN) - FREMONT	FREMONT CAMPUS			209	
	A110A	315	OFFICE SERVICE	LOUNGE / CONFERENCE	OFFICE (ADMIN) - FREMONT	FREMONT CAMPUS			307	
	A111	310	OFFICE	OFFICE	OFFICE (ADMIN) - FREMONT	FREMONT CAMPUS			122	
	A113	315	OFFICE SERVICE	STORAGE	OFFICE (ADMIN) - FREMONT	FREMONT CAMPUS			497	
	A114	315	OFFICE SERVICE	STORAGE	OFFICE (ADMIN) - FREMONT	FREMONT CAMPUS			104	
	A115	X03	PUBLIC REST ROOM	MEN'S RR		FREMONT CAMPUS			191	
	A116	X03	PUBLIC REST ROOM	WOMEN'S RR		FREMONT CAMPUS			245	
	C114	310	OFFICE	OFFICE	OFFICE (ADMIN) - FREMONT	FREMONT CAMPUS			76	
	C118	X03	PUBLIC REST ROOM	WOMEN'S RR		FREMONT CAMPUS			217	
	C119	X03	PUBLIC REST ROOM	MEN'S RR		FREMONT CAMPUS			218	
	C120	X02	JANITOR ROOM	JANITORIAL		FREMONT CAMPUS			33	
	C123	110	CLASSROOM	COMPUTER LAB	INSTRUCTIONAL SPACE - FREMONT	FREMONT CAMPUS			556	
	C124	110	CLASSROOM	COMPUTER LAB	INSTRUCTIONAL SPACE - FREMONT	FREMONT CAMPUS			561	
	C125	210	CLASS LABORATORY	ART ROOM	INSTRUCTIONAL SPACE - FREMONT	FREMONT CAMPUS			1,127	
	C126	110	CLASSROOM	CLASSROOM	INSTRUCTIONAL SPACE - FREMONT	FREMONT CAMPUS			729	
	C128	110	CLASSROOM	CLASSROOM	INSTRUCTIONAL SPACE - FREMONT	FREMONT CAMPUS			614	
	C129a	110	CLASSROOM	CLASSROOM	INSTRUCTIONAL SPACE - FREMONT	FREMONT CAMPUS			722	
	C129b	110	CLASSROOM	CLASSROOM	INSTRUCTIONAL SPACE - FREMONT	FREMONT CAMPUS			620	
	C130	210	CLASS LABORATORY	E-SPORTS	INSTRUCTIONAL SPACE - FREMONT	FREMONT CAMPUS			600	
	C131	110	CLASSROOM	CLASSROOM	INSTRUCTIONAL SPACE - FREMONT	FREMONT CAMPUS			877	
	C133	215	CLASS LABORATORY SERVICE	STORAGE	INSTRUCTIONAL SPACE - FREMONT	FREMONT CAMPUS			195	
	C134	210	CLASS LABORATORY	NURSING LAB	INSTRUCTIONAL SPACE - FREMONT	FREMONT CAMPUS			1,567	
	C134A	310	OFFICE	OFFICE	OFFICE (ADMIN) - FREMONT	FREMONT CAMPUS			124	
	C137	210	CLASS LABORATORY	EMT	INSTRUCTIONAL SPACE - FREMONT	FREMONT CAMPUS			644	
	C138	210	CLASS LABORATORY	WET LAB	INSTRUCTIONAL SPACE - FREMONT	FREMONT CAMPUS			1,227	
	C140	215	CLASS LABORATORY SERVICE	LAB SUPPORT	INSTRUCTIONAL SPACE - FREMONT	FREMONT CAMPUS			312	
	C146	Y04	UTILITY/MECHANICAL SPACE	ELECTRICAL		FREMONT CAMPUS			186	
	L101	430	OPEN-STACK STUDY ROOM	SELF-PACED MEDIATED LAB	LIBRARY - FREMONT	FREMONT CAMPUS			2,067	
	L102	W06	PUBLIC CORRIDOR	CORRIDOR		FREMONT CAMPUS			610	
	L103	315	OFFICE SERVICE	WORK ROOM	OFFICE (ADMIN) - FREMONT	FREMONT CAMPUS			238	
	L104	310	OFFICE	LAB SUPPORT	OFFICE (ADMIN) - FREMONT	FREMONT CAMPUS			163	
	L105	310	OFFICE	CNTRL	OFFICE (ADMIN) - FREMONT	FREMONT CAMPUS			93	
	L107	315	OFFICE SERVICE	WORK ROOM	OFFICE (ADMIN) - FREMONT	FREMONT CAMPUS			133	
	L108	310	OFFICE	OFFICE	OFFICE (ADMIN) - FREMONT	FREMONT CAMPUS			125	
	L109	350	CONFERENCE ROOM	CLASSROOM / CONFERENCE	INSTRUCTIONAL SPACE - FREMONT	FREMONT CAMPUS			168	
	L110	310	OFFICE	OFFICE	OFFICE (ADMIN) - FREMONT	FREMONT CAMPUS			100	
	L111	410	STUDY ROOM	STUDY ROOM	LIBRARY - FREMONT	FREMONT CAMPUS			105	
	L112	310	OFFICE	FACULTY	OFFICE (ADMIN) - FREMONT	FREMONT CAMPUS			117	
	L113	650	LOUNGE	LOUNGE	STUDENT SERVICES - FREMONT	FREMONT CAMPUS			332	
	L115	710	CENTRAL COMPUTER OR TELECOMMUNICATIONS	COMMUNICATION	COMPUTER SERVICES - FREMONT	FREMONT CAMPUS			209	
	L117	650	LOUNGE	LOUNGE	STUDENT SERVICES - FREMONT	FREMONT CAMPUS			332	
	L118	420	STACK	LIBRARY	LIBRARY - FREMONT	FREMONT CAMPUS			2,437	
	L119	455	STUDY SERVICE	RESOURCE	LIBRARY - FREMONT	FREMONT CAMPUS			90	
	L120	115	CLASSROOM SERVICE	INSTRUCTION PREP	LIBRARY - FREMONT	FREMONT CAMPUS			87	
	L121	310	OFFICE	FACULTY	OFFICE (ADMIN) - FREMONT	FREMONT CAMPUS			87	

Building Code	Room ID	Space Use Code	Space Use	Room Name	Department	College/Administrative Unit	Office Station Count	Student-Specific Station Count	A	Comments
	L122	310	OFFICE	OFFICE SERVICES	OFFICE (ADMIN) - FREMONT	FREMONT CAMPUS			119	
	L123	310	OFFICE	COORDINATOR	OFFICE (ADMIN) - FREMONT	FREMONT CAMPUS			183	
	L124	310	OFFICE	FACULTY OFFICE	OFFICE (ADMIN) - FREMONT	FREMONT CAMPUS			134	
	L125	X03	PUBLIC REST ROOM	MEN'S RR		FREMONT CAMPUS			47	
	L125	410	STUDY ROOM	STUDY ROOM	LIBRARY - FREMONT	FREMONT CAMPUS			98	
	L126	410	STUDY ROOM	STUDY ROOM	LIBRARY - FREMONT	FREMONT CAMPUS			91	
	L127	315	OFFICE SERVICE	CORRIDOR		FREMONT CAMPUS			689	
	M144	720	SHOP	GROUNDS EQUIPMENT	FACILITIES SERVICES - FREMONT	FREMONT CAMPUS			1,007	

Fremont ASF Total									25,542	
Fremont Gross GSF Total									32,169	

	W06		PUBLIC CORRIDOR						5257	
	X03		PUBLIC REST ROOM						1151	
	655		LOUNGE SERVICE						181	
	650		LOUNGE						2070	
	630		FOOD FACILITY						373	
	315		OFFICE SERVICE						3062	
	310		OFFICE						2289	
	350		CONFERENCE ROOM						1004	
	215		CLASS LABORATORY SERVICE						528	
	X02		JANITOR ROOM						33	
	110		CLASSROOM						4679	
	210		CLASS LABORATORY						5165	
	Y04		UTILITY/MECHANICAL SPACE						186	
	430		OPEN-STACK STUDY ROOM						2067	
	410		STUDY ROOM						294	
	710		CENTRAL COMPUTER OR TELECOMMUNICATIONS						209	
	420		STACK						2437	
	455		STUDY SERVICE						90	
	115		CLASSROOM SERVICE						87	
	720		SHOP						1007	

Existing Conditions / Conclusions

Department floor plans

Academic Building - Lower Level



EDUCATIONAL DEPARTMENT LEGEND

- Administration
- Computer Lab / STEM
- Dining/Commons
- Instructional Areas
- Library
- Support



PROJECT: PCC Fremont Campus
 DATE: 6/20/2023

Summary of Assessment data:

Facility Compliance

Abbrev. Name Ranking of 0-25 indicates the item has failed or will fail within the next year or is not in code compliancy.

FRE	12	Fremont	\$	2,275
(Note: values above include soft costs, but no escalation)				
Total 0-25			\$	2,275
3 years of escalation @ 6%/yr			\$	2,710

Abbrev. Name Ranking of 26-50 indicates the item has failed but should be replaced in the next 5 years

FRE	12	Fremont	\$	-
(Note: values above include soft costs, but no escalation)				
Total 26-50			\$	-
4 years of escalation @ 6%/yr			\$	-

Abbrev. Name Ranking of 51-100 indicates that the item has failed but does not affect student achievement

FRE	12	Fremont	\$	22,679
(Note: values above include soft costs, but no escalation)				
Total 51-100			\$	22,679
5 years of escalation @ 6%/yr			\$	30,349

Abbrev. Name Ranking of greater than 100 indicates that the item has failed but is purely cosmetic

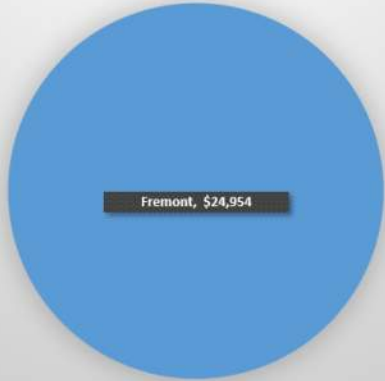
FRE	12	Fremont	\$	-
(Note: values above include soft costs, but no escalation)				
Total >100			\$	-
5 years of escalation @ 6%/yr			\$	-

Total for Each Facility (includes all ranks)

FRE	12	Fremont	\$	24,954
(Note: values above include soft costs, but no escalation)				
Total (All Ranks)			\$	24,954
4 years of escalation @ 6%/yr			\$	31,503

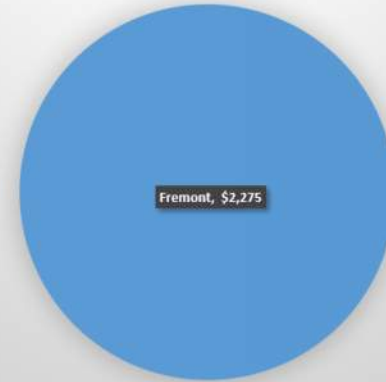
PCC Fremont Campus

Totals for each Facility



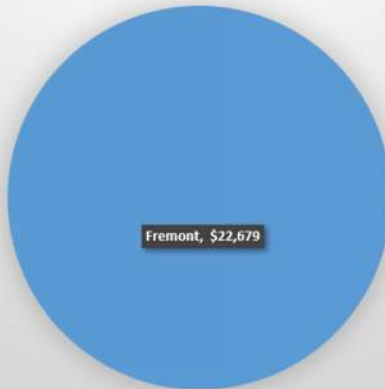
PCC Fremont Campus

Ranking 0-25 - Fail or Will Fail in the Next Year



PCC Fremont Campus

Ranking 51-100 - Items have failed but does not effect student achievement



Level 1	District 11 Assessment Rating	
	1	Needs Immediate Action/Life Safety Issue (Red)
	2	Replace within 5 Years (Orange)
	3	Replace within 6-10 Years (Yellow)
	4	Improvement Item (Green) - Also indicate remaining years of system life

Level2	Category - What is the problem or concern?	
	1	Life Safety - This is unsafe
	2	Potential for damage to the building
	3	Code Issues.
	4	Space characteristics / adequacies
	5	ADA Issue
	6	A component of a system or an entire system needs to be added or replaced.
	7	A component of a site element or an entire site system needs to be replaced.
	8	The Association would prefer a different product, system or equipment.
	9	Input from facility users and administrators.
	10	Politically expedient.
	11	Facility or Site item does not have any concerns

Level3	Consequences - What happens when failure occurs?	
	1	Failure may compromise building occupant safety & health
	2	When failure occurs, complete or partial closure of the facility is necessary.
	3	Failure will cause damage to other components or elements but closure is not necessary
	4	Component does not meet current building code or ADA as required.
	5	Programmatic - Existing space does not meet the goals of the association or site.
	6	Positive cost or benefit. Correction in conjunction with another project could save money.
	7	Minor consequences. Failure will only damage the specific system or element. Damage will be cosmetic in nature.
	8	No failure/consequences expected

Final Rank		
		The final rank gives you a score from the highest priority of 1 up to a maximum value of 352 which would indicate the lowest priority item in the list. Typically, you would start to address any deficiencies in the order from 1 to 352.

Example	Item - If the roof is leaking the ranking would be:	
	1	Ranking - (1) Needs Immediate Action/Life Safety Issue (Red)
x	2	Failure has potential to damage to the building
x	3	Failure will cause damage to other components or elements but closure is not necessary
=	6	Final Ranking calculated value

3.2 Condition Analysis Matrix

Project: PCC Fremont Campus
 Facility: Health Science
 Date: 6/20/2023
 Date of last addition: NA
 Year round start date:

Failure Timing Legend

1	Needs Immediate Action/Life Safety Issue (Red)
2	Replace within 5 Years (Orange)
3	Replace within 6-10 Years (Yellow)
4	Improvement Item (Green) - Also indicate remaining years of system life

(see scoring tab for details)

Contingency Amount	30.00%
Soft Cost	30.00%

Condition Matrix													
ITEM #	FACILITY	LOCATION	ITEM DESCRIPTION	AREA	ITEM CATEGORY	FAIL TIMING	CAT	CONSQ	FINAL RANK	REMAINING LIFE (YEARS)	COST (no soft costs)	TOTAL COST (w/ soft costs)	TOTAL COST (w/ contingency)
1		Fremont	North parking lot has 55 parking spaces. Per the ADA (208.2) the existing 55 parking spaces would require 3 accessible parking spaces, including 1 van space. Add 1 standard accessible parking space. Add 1 van accessible parking sign.		Code/ADA	1	5	4	20		\$ 300	\$ 390	\$ 507.00
2		Fremont	West parking lot (North) has 84 parking spaces. Per the ADA (208.2) the existing 84 parking spaces would require 4 accessible parking spaces, including 1 van space. Add 1 standard accessible parking space.		Code/ADA	1	5	4	20		\$ 150	\$ 195	\$ 253.50
4		Fremont	North parking lot is beginning to develop potholes, cracking and alligating in spots. Parking lot should be seal-coated, crack-filled, and selective repair completed to correct potholes.		Parking/Paving	2	7	6	84		\$ 6,310	\$ 8,203	\$ 10,663.90
5		Fremont	West parking lot (North) lot is beginning to develop potholes, cracking and alligating in spots. Parking lot should be seal-coated, crack-filled, and selective repair completed to correct potholes.		Parking/Paving	2	7	6	84		\$ 9,559	\$ 12,427	\$ 16,154.71
6		Fremont	West parking lot (South) lot is beginning to develop potholes, cracking and alligating in spots. Parking lot should be seal-coated, crack-filled, and selective repair completed to correct potholes.		Parking/Paving	2	7	6	84		\$ 1,576	\$ 2,049	\$ 2,663.44
7		Fremont	Existing roof was being recoated by Dogulass Colony at time of field verification.		Roofing						\$ -	\$ -	\$ -
8		Fremont	Men's Restroom (A115): Install vertical grab bar at accessible stall.		Code/ADA	1	5	4	20		\$ 250	\$ 325	\$ 422.50
9		Fremont	Women's Restroom (A116): Install vertical grab bar at accessible stall.		Code/ADA	1	5	4	20		\$ 250	\$ 325	\$ 422.50
10		Fremont	Corridor outside Men's (A115) & Women's (A116): Install cane detection at existing High-Low electric water cooler.		Code/ADA	1	5	4	20		\$ 300	\$ 390	\$ 507.00
13		Fremont	Women's Restroom (C118): Install vertical grab bar at accessible stall.		Code/ADA	1	5	4	20		\$ 250	\$ 325	\$ 422.50
14		Fremont	Men's Restroom (C119): Install vertical grab bar at accessible stall.		Code/ADA	1	5	4	20		\$ 250	\$ 325	\$ 422.50

Condition	Totals	Totals	Escalation Totals
0-25	\$ 1,750	\$ 2,275	\$ 2,958
26-50	\$ -	\$ -	\$ -
51-100	\$ 17,445	\$ 22,679	\$ 29,482
> 100	\$ -	\$ -	\$ -
Totals ->	\$ 19,195	\$ 24,954	\$ 32,440



Pueblo 
Community College
Office of Academic Affairs

OUR ROADMAP TO SUCCESS
Academic Year 2022-2023
Office of Academic Affairs Annual Report

Dr. Patricia Erjavec President
Dr. Quincy Rose-Sewell Vice President of Academic Services

A Message from:

Dr. Quincy A. Rose-Sewell,
Vice President of Academic Services/
Chief Academic Officer



Greetings Panther Family!

The 2022-2023 academic year has indeed been a year of transition for Pueblo Community College. We have assessed, reflected, remained resilient, hopeful and committed to the PCC vision, mission and values. While along this Pathway to Success we have also had some “Courageous Conversations”. As a team, we have done a great job of initiating the transformation of Pueblo Community College from an institution within Higher Education in the state of Colorado to one of the leading institutions within the nation!

Upon my arrival this year and after a period of listening, engaging in many conversations and assessing; I asked that we leave the past in the past and embrace what can be and what we can do to enhance a quality learning experience for our students by reimagining every aspect of our institution. Just as our learners are ever-evolving, so are institutions. Our PCC Faculty and Staff accepted the challenge and as you will see as you peruse our Academic Affairs/CCCS Comprehensive Academic Plan Annual report; together we rolled up our sleeves to prioritize, organize, collaborate and implement best practices with a focus on excellence that are evident in leading institutions from around the country!

Throughout this in-depth report, you will see evidence of growth and transformation in our divisions: academic achievements, academic priorities, connections with the PCC and CCCS strategic plans, updates to academic programs, our commitment to excellence along with our goals for the upcoming 2023-2024 academic year.

Pueblo Community College is well on its way to becoming a premier institution! Our first phase of assessing and creating a pathway to success for our students and institution is nearly complete. Our next phase, “*Moving PCC Forward with a Focus on Student Success*” will indeed take a village, it is a call to mobilize our entire community including our faculty and staff at our Pueblo, Saint Mary Corwin, Fremont and Southwest campuses, workforce partners, board members, advisory council members, PK-12 school districts, organizations and citizens throughout the country to join us in the heavy lift of not just increasing enrollment but of increasing enrollment with the expectation that we will intentionally recruit and support diverse learners and produce holistic, well rounded, critical thinkers and change agents equipped to meet the growing demand of workforce needs.

I leave you with the quote that I have shared in my initial assessment report and also in our town hall meetings:

“Education is for improving the lives of others and for leaving your community and world better than you found it” (Marian Wright Edelman)

In Service,



End of the Year Report / Comprehensive Academic Plan Report

Academic Affairs Accomplishments

(* The accomplishments reflected throughout this entire report are a sampling of our notable achievements*)

Our team was responsible for providing quality instruction and support to over 5,500 students covering four campus locations within a four-hundred-mile radius.

Initial Assessment Goals and Accomplishments:

1. Strengthen Communication~ according to end of the year faculty and staff survey communication from academic affairs had increased 67% compared to the year prior
 - a. Transparent and consistent communication via daily and weekly Keeping you in the Loops
 - b. Academic Leadership and Faculty, Instructors, Staff and Friends **Town Hall Chats** (2 Fall Semester/ 2 Spring Semester)
 - c. **Keeping you in the Loop Academic Affairs Newsletter**
 - d. **PCC, Academic Affairs** e-mail Tag to ensure all faculty and staff are receiving ongoing and accurate communication
 - e. Reimagined and led the modification of the Chief Academic Officer (**CAO**) **Suite** in the Academic Building **as the new Academic Services/ Support Suite**. Thus, relocating our CTE Coordinator (who was housed within the Tutoring Center in a distant office space) and our Scheduler (who was housed in the E-Learning Suite. The purpose was to provide access for all faculty and staff to these key team members in a central location, that was directly above The Library to provide effective collaboration between the two (now it also includes the Concurrent Enrollment Instructor Coordinator, who also works collaboratively with these two positions). As a result, **noticeably more communication and support to academics has increased.**
 - f. Leading the **PCC Faculty and Staff Community Calendar** to provide an opportunity to share and participate in upcoming campus activities and due dates

 2. Implement Faculty and Staff Recruitment and Retention Plan
 - a. Proposal submitted to PCC President and CCCS leadership: **Developing a Pipeline to increase diverse faculty and staff through a partnership with HBCU's, MSI's and HSI's institutions**
 - b. Development and advocating for reimbursement of **Faculty/ Staff Professional Organization Membership Fees**~ with an annual cap of \$200.00. This reimbursement removes out of pocket expenses/ barriers for employees who need to hold membership of professional organization(s) that they are required to be a part of to maintain their certification or to expand their knowledge base within their discipline.
 - c. Implementing a "lifelong learner"/ Professional Development plan for faculty and staff
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- d. Emphasized and advocated **Growth, Promotion and Succession Planning** as well as recommendation to revisit job titles to align with other institutions such as AEA to Assistant Dean
- 3. Review, Organize and Implement Effective Systems and Processes
 - a. Accreditation, Program review and Grants Management Organization
 - b. Updated Articulation Agreements
 - c. Modification of PCC Protocols to reflect the Office of the VPAS
- 4. Build and Strengthen Relationships
 - a. AEA, Department Chairs, Directors and Coordinators as well as/ Faculty and Staff **Town Hall Chat(s)** and **Summer Retreat/ Collaboration Week** with outcome of developing a Common Syllabi for the Institution, Master Course and Course accomplished and advanced to the Curriculum Committee for approval
 - b. **Academic Leadership Council (ALC)**~ developed, implemented and piloted this academic advisory group that includes representation from: the faculty, student services, academic deans, executive deans from the branch campuses and academic directors. This council provides an opportunity for all to have a seat at the table to provide suggestions, concerns, and feedback as it relates to all things academic and also provides a platform for us to recommend policy changes and collaborate on developing plans to enhance academic support, instruction while removing barriers for student success
 - c. Campus relationships and collaboration by developing and implementing the **Inaugural Institutional Effectiveness Day**

CCCS Strategic Plan and PCC Destination 27 Accomplishments:

- 1. Mission
 - a. Strategy 3
 - i. Development and implementation of the **Academic Leadership Council. Academic Leadership Council**~ in a pilot phase for the AY 22-23, provided an opportunity for greater faculty voice, shared governance and collaboration throughout the college to review student academic needs including: scheduling concerns, course delivery modalities, availability and flexibility of courses and more.
- 2. Integrity
 - a. Strategy 2
 - i. For the AY 22-23, Pueblo Community College has added the **first ever**, Black Female Vice President of Academic Services and Chief Academic Services, Dr. Quincy Rose-Sewell. PCC has also added the **first ever**, Indian Female Dean of Medical and Behavioral Health, Dr. Rajashree Pandit to the Academic Team and recently welcomed the **first ever**, Black Male Department Chair of Behavioral Health
- 3. Teaching and Learning: Quality, Resources and Support
 - a. Provided the vision and launched the **Academic Support Team Professional Development Criterion Correlation Document** with the feedback and support,

Angela Brubaker, CTE Coordinator and Dr. Cory Butts, Director of Institutional Research, they developed this document which serves as our tracker to document faculty and staff attendance at professional development, how is it funded, who approved the PD and what criterion is it directly related to. This, too, is a living document that will house all up to date and proposed PD by July 31, 2023 along with additional pages for each academic year. From this tracker, Cory will be able to use this info as KPI documentation and we as a team will also be able to track areas where we may be lacking in PD.

- b. The Carl Perkins Grant for the FY 22-23 was successfully submitted on time, with stakeholder feedback, and approved for the full funding amount in excess of \$1,000,000.00. This will fund over 13 projects for Career Technical Education (CTE) and services including but not limited to:
 - i. Expanding our Fire Science, Automotive, Welding, CIS and HIT Programs
 - ii. Providing Nursing Support Services
 - iii. Funds to support the development of the Community and Career Engagement Center

Office of the VPAS Accomplishments:

1. Leadership

- a. Developed and provided leadership over the **Academic Leadership Council** as well as the **Inaugural Institutional Effectiveness Day**.
- b. Serving as the **CCCS Vice President Champion** for both the **Construction Management** and **Cybersecurity emerging BAS programs**.
- c. Led efforts to **increase the amount of Friday classes by 10% to meet the needs of our adult learners/non-traditional students**.
- d. Provided leadership and support over the following grants: **(1350) Opportunity Now Regional Talent Funding for: Construction Management, Grow Your Own Educator Pipeline and the Emergent Campus** of which PCC serves as a partner
- e. Providing leadership over the transition to **CoOnline** and **RCC** as well as over the **PCC Task Force** to ensure the success of both

2. Collaboration

- a. collaboration with the **IDEA Committee to host a Neurodiversity Webinar**
- b. collaboration with **Office of Finance to ensure streamline processes for grant organization and compliance as well as to ensure up to date course fees and pass thru fees**, to name a few.
- c. collaboration with the **Office of Human Resources for FLAC Training, updating PCC Protocols and the development of the Deans Summer Institute**

3. Excellence

- a. Led the development of the **Academic Affairs Accreditation/ Program Annual Report/ Grant Management Tracker** to ensure efficiency that will allow us to

glance at grants and other funding opportunities that may be lacking to help us focus on securing additional resources.

The tracker also ensures college and program accreditation(s), include opportunities addressed within this assessment by developing a timeline for implementation and meeting with the President's Cabinet for feedback and support

- b. **Proposal submitted to PCC President and CCCS leadership: Developing a Pipeline to increase diverse faculty and staff through a partnership with HBCU's, MSI's and HSI's institutions~ *recommended for presentation at the Western Alliance of Community College Academic Leaders 2023 Alliance Annual Meeting, October 4-6, 2023 in Tacoma, WA.***
- c. Participation in numerous conferences and professional development including: the CACTE Conference in Breckenridge, CO, (July 2022), the Western Interstate Alliance of Community College Academic Leaders Annual Meeting in Broomfield, CO, (October 2022), the CCCS Excellence in Education Conference in Arvada, CO (October 2022), the Rural College Consortium Summit and the AACC Future President's Institute in Washington, DC. (May 2023).



Pueblo Community College Teaching and Learning Center at St. Mary-Corwin Grand Opening~ L to R: Deans Kim (A &S), Sherman (B&T), VPAS Sewell, Deans Pandit (M&BH) and Miller (HP &PS)

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Moving PCC Forward with a focus on Student/ Learner Success!



End of the Year Report / Comprehensive Academic Plan Report: **Arts and Sciences**

I. The Year in Review ~ Summary of Current Academic Year Achievements

a. Deans/ Academic Directors- A&S Enrollment (FTE)

Fall 2021 (1602.6) vs Fall 2022 (1741.1) - 10.86% Increased

Spring 2022 (730.6) vs Spring 2023 (814.2) - 10.99% Increased

Recruitment and Retention efforts

- Panther Fest and Youth Futures Fair- held booths and tables
- Spring Fling and Fall Fest- recruited many students
- Met with the District 60 Superintendent, District 70 Superintendent, and High School Principals.

b. Achievements that correlate with Destination 2027

- Participated in CCCS Career Fair (Criterion 4 Strategy 1).
- STEM Center was awarded a 5-Million-Dollar grant for the next 5 years! (Criterion 4 Strategy 1).
- Psychology of Death & Dying did a panel on religious beliefs (LDS, Catholic, Pagan, Atheist, and Buddhist) on the afterlife and processes (Criterion 1 Strategy 1).
- Held booths at East Hight School, Pueblo West High School, and South High School during lunches. Had the opportunity to engage in diversity in our community (Criterion 1 Strategy 1).
- Rich Keilholtz and the Criminal Justice Program held a Prison Re- Entry simulation (Criterion 3 Strategy 1).
- IDEA Bootcamp profession Development offered (Criterion 3 Strategy 2).
- Active Learning Institute- Professional Development by CCCS (Criterion 3 Strategy 2).
- HyFlex Masterclass by Jamie Patti (Criterion 3 Strategy 2).
- The Science department is working on developing College Undergraduate Research Experiences (CURE) lab assignments (Criterion 4 Strategy 1).

- Dustin Dunaway presented at the Southern Colorado Health Information Management Association (SCHIMA Fall 2022 Meeting) assignments (Criterion 4 Strategy 1).

c. Academic Support Team (All)

1. Program News

- Shawna Shoaf successful completed a Full Program review- Media Communications
- Rich Keilholtz has successfully partnered with Pueblo West High School to offer Criminal Justice courses with over 60 students registered. He is also in the process of approving a CRJ CTE program.
- Nadine Donoho and Dustin Dunaway have a COM certificate in the works!

2. New Developed Trainings

- Rich Keiholtz, Charles Bonfadini, Adam Zaleski, Brad Bowers, Tracy Williams, and Dr. Tanya Chavez attended the various sessions provided by CTEAL. These were well-received!

3. Grants Secured

- Nadine Donoho, Tracy Williams, and Dustin Dunaway were awarded \$26,500 for the OER grant. Great work team.
- Joey Mathews in the STEM Center was awarded a \$10,000 grant from Excel Energy. Efforts of thanks to Linda and the Foundation.
- Joey Mathews in the STEM Center was awarded the \$15,000 for Space Grant.
- STEM Center was awarded a 5-Million-Dollar Grant (STEM EDGE) for the next 5 years! Thanks to your efforts Joey Mathews, Shanda Vidmar, Dr. Nick Alfonso, Jeffrey Wingham, Dr. Kim Kushner, and Terri Erickson.
- Kari Lee and Johanna Parkhurst's TE Grant proposal was approved by the state for \$87,000. They have been asked by Landon Pirius to revise upward for the full \$150,000.
- TE Grant was utilized.
- Teaching Excellence Grant submitted.
- Rise Grant Master Class Program.
- Several mini-grants are being submitted for undergraduate research equipment that will be utilized in GEY 1111 and BIO 1112.

4. Committees That You or Your Team Served On

- CCCS FLAC Processors' Committee, CCCS FLAC Manual Committee, Search and Screen Committees, IDEA Committee, Mentoring Committee, Evaluation Committee, Assessment Committee, Curriculum & Academic Standards Committee, CTEAL Committee, Communication 2:2, and Faculty Council.
- Women's of Manufacturing event at Water Tower Place.
- Shanda Vidmar completed ESCALA training in collaboration with the OPTIKA Grant.
- Jamie Patti served on the committee for the Vivian Rich Award.

4. Highlight New Faculty and Staff or Other F/S Highlights

- Nadine Donoho, Communication Faculty
- Chris LaRose, Outreach Coordinator for the SW Campus
- Jacob Farmer, Math Faculty.
- Tracy Williams, Psychology Faculty
- Dr. Tanya Chavez, ECE/EDU Faculty and Coordinator
- Natalie Lujan, Classified Administrative Assistant III
- Cassandra Aubuchon, STEM EDGE Coordinator
- Coral Laski, (Communication Part-Time Instructor) will publish a chapter in the book "The Badass Within Stories of Strength, Hope, and Courage"
- Chip Nava, Department Chair, will retire from the MATH Department after 31 years of service.
- Charles Bonfadini, Assistant Department Chair, retired from the Psychology Department after 12 years of service.
- Celebrate our team Awards! Johanna Parkhurst Faculty of the Year
Tim Brotherton, Part-Time Instructor of the Year.

II. 2023-2024 Division Goals and Objectives ~Upcoming Academic Year Strategic

Priorities

- Assisting with PTIO (total of 44 instructors; 21 A&S, 11 B&AT, 11 HP&PS, and 1 M&BH)
- Natalie Lujan successful Processed FLACs for Pueblo, Fremont, and Southwest Campuses
 - Student Access and Success
 - Parker Banas, Outreach Coordinator Pueblo/Fremont campus. He is developing 3D printing workshops for the fall and a tinker cad workshop for the Xcel energy/STEM EDGE grant and coming up with workshop ideas for fall- Soldering, Wire repair, Robotic design, 3D printing, Drones, Environmental Conservation, and Sustainability.

- Parker Banas is also working on the STEM EDGE newsletter for our STEM website.
- Charles Bonfadini worked with PEAK Event Services for the Psychology Expo.

ii. Continuous improvement ideas

- Melissa Watters is doing mid-year planning with students, conducting a Learning to Learn in STEM series work-shop
- Joey Mathews met with Julie Jimenez on how to use FormStack to develop approved forms. She is in the process of developing an application for mini-grants for faculty.

iii. Innovation ideas

- Graphic Design Learning Lab for Multi-Media Graphic Design (MGD)
- Jacob Farmer arranged for Hannah Moody-Goo to co-teach a lesson on doing research in Math for Liberal Arts. Students will apply what they learn from Hannah Moody to the research paper in Math for Liberal Arts

iv. Partner collaborations

- President Dr. Patty Erjavec and Dr. Young Kim visited officials from Kunsan National University to discuss partnership with CS Wind.
- Joey Mathews, Dr. Nick Alfonso, Dr. Tanya Chavez, and Dr. Young Kim contacted UCCS-Engineering and Education to finalize the articulation agreements.
- Administrators including the President of Kunsan National University and the Chairman of CS Wind visited Pueblo Community College.
- Rich Keilholtz and Chase Watts met with Pueblo West High School to lay the foundation for a partnership with their new Law Academy for Fall 2023.
- The Engineering Concurrent Enrollment agreement between PCC & UCCS was confirmed!

III. Connecting Back to the Statewide Master Plan – How does the college academic plan address the four strategic goals outlined by CCHE?

a. Improve student success and Conferences attended

- The Science Department is working on developing College Undergraduate Research Experiences (CURE) lab assignments.
- Johanna Parkhurst attended CCCS Education Excellence Conference in Arvada, CO.
- Johanna Parkhurst attended a High Impact Practices conference with Dr. Shakti Butler
- Kari Lee and Travis Parkhurst attended the first ALC meeting
- Shawna Shoaf began to map and align ISLOs, PSLOs, and CSLOs in eLumen

- Shawna Shoaf hosted a Copyright for artist’s workshop
 - Adam Zaleski brought back PS Cares
 - Dr. Nick Alfonso, Joey Mathews, Shanda Vidmar, Jeffrey Wingham, and Jacob Farmer attended a STEM Conference in Washington, DC. The STEM Team that visited Washington DC, attended the AAC&U's Conference, and STEM Back to Broken gained valuable information.
 - Prepared/attended Virtual Career Fair for the CCCS system.
 - Travis Parkhurst attended the “CEILO: Reimagining Global Experiential Learning to Center Diversity, Equity & Inclusion” workshop.
- b. Invest in affordability and innovation
- Tracy Williams worked with Dustin Dunaway on uses for new Chat GPT technology in the classroom
 - Joey Mathews, in the STEM Center has offered the ACE position to four people since 2022, and still unsuccessful in hiring.
- c. Erase Equity Gaps
- Parker Banas is planning a visit from Fountain International School. They currently have five instructors taking part in the day. Joey plans to lead a rotation, walk students from the area to area and keep things organized depending on the need.
 - Parker Banas: Organizer and student mover or drone demo. He also is planning an event with EVA BACA Elementary that will take place on November 17th, where he will do a rocket demo.



Department Chair, Dustin Dunaway (A&S) presenting at the **Academic Leadership Collaboration Week/Retreat**

IV. Connecting Back to the CCCS Strategic Plan – How does the college academic plan address the four bold solutions outlined by SBCCOE?

- a. Define our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence.
- Plan, prepare, and attend PTIO (Part-time Instructor Orientation)
 - Kari Lee and Johanna Parkhurst presented at the CCCS Institute Friday
 - The department is excited to report that they are working on restructuring all of their 1000 and 2000 level majors’ courses to reflect the College Undergraduate Research Experiences (CURE).
 - Jacob Farmer attended the first session of the Active Learning Institute with Tracy Williams.
 - Rick Espinoza Gallery Opening Friday, February 3 @ 5 pm, San Juan Gallery

b. Transform the Student Experience

- Constitution Days
- Charles Bonfadini's PSY 2440 Human Growth and Development class did a Play-Doh activity where students were given examples of a "teacher-directed" activity vs. an open activity where students' only direction is to be creative.
- Digital Bootcamp for Digital and Computer Literacy Basics.
- Joey Mathews developed a mini-grant flyer and e-mail to make faculty aware of the application process for funds needed for undergraduate research and attended the Science department meeting to answer any questions about the grant funding.
- Created and planned our first hybrid synchronizes CHE 1101 with the Mancos campus. I applaud the work of Amanda Mayes, Melissa Watters, and Joey Mathews.

c. Transform our own workforce experience:

- Chip Nava recorded a video clip on Instructions for Linking My Labs in MyCourses and sent it to all Math faculty/instructors
- Dr. Kim Kushner has successfully defended her dissertation! Congratulations to Dr. Kushner.
- Natalie Lujan successfully submitted FLAC for A&S!
 - Jacob Farmer volunteered for the Learning Design Academy for Trig, a state level group
 - Amanda Mayes has begun her doctoral journey. We, as a department, will be cheering her along!
 - Captured Squirrels, squirreling around in the AB Building

d. Create education without barriers though transformational partnerships.

- The department is developing three new online courses; BIO 1111, 2104, and 2106
- STEM hosted 76 Kindergarteners to PCC from Fountain International. These students were put in small groups and toured different areas on campus. Many staff and faculty helped with the event, including Andrew Nunn from E-Sports, Gabe Lucero from Upward Bound Math and Science, myself from the STEM Center, Lindsey Jaquez from the science lab, and Toni Skilling and James Vernon.

V. Updates to Academic Programming

i. New Programs

- Parker Banas has three workshops in mind for students that include 1) Soldering, 2) Drones, and 3) Rocket class.
- Online course development for MGD core (1002, 1011).

ii. Preparation for Colorado Online

- Our Division successfully planned, prepared, and executed several Colorado Online courses.

iii. New Tech

- As you know, we are thrilled and extremely grateful that Dr. Patty Erjavec will help us identify funds to continue renovating our soon-to-be research lab AB 262. This lab will continue to serve as instructional space for PHY/AST/GEY.
- Jacob Farmer collaborated with Shanda Vidmar and Peter Green to pilot the use of a Surface Tablet for in-class use and video tutorials

iii. Program adjustments

- Travis Parkhurst, Kari Lee, Johanna Parkhurst, and Dustin Dunaway worked on a new upgrading model to beta test this semester.
- Dr. Tanya Chavez worked with the others to develop online templates for the ECE 101 and 103 courses that will be consistent across all campuses.
- Jamie facilitated All-PCC Reads Discussion #1.
- Rich Keilholtz working towards new AS Degree in Criminal Justice
- Physical and Biological Sciences- uses new lab kits- Science Interactive, which provides college educators with supplemental digital labs and hands-on experience. We are excited to pilot this new product for our online Spring A & P courses

iv. New software implementation

- Jimmie Romero has been working on a scavenger hunt for the STEM EDGE orientation that will take place on campus. He has been testing an app called Turfhunt that will be used for the scavenger hunt. Jimmie is also training on Handshake, the software application that PCC will be implementing to help students find jobs after graduation.

v. How are using data to guide decision making

- Started analyzing data for DFW vs Pass rates in math classes at PCC over the last five years. Comparisons are being made between full-time faculty and part-time instructors, online classes vs in-person classes, 'gateway' courses vs. non-gateway, and more.
- CHE 1011: Piloting student-guided notes for the class.

VI. Commitment to Inclusive Excellence ~ examples of how diversity, equity and inclusion are infused in your work

- Brad Bowers met with Toni Skilling of ASG about using their movie license to show a film based on Damon Runyon’s work at PCC in October
 - Celebrate Hispanic Serving Institution by showcasing local artist, Mathias Valdez in the San Juan Gallery.
 - Travis Parkhurst attended the “CEILO: Reimagining Global Experiential Learning to Center Diversity, Equity & Inclusion” workshop
 - Guest Gallery Artist Matthias Valdez to give Artist talk in October
 - Dustin Dunaway created a modified self-paced version of the Teaching Excellence Grant’s Diversity, Equity, and Inclusion boot camp
- a. Increase knowledge and awareness of DEI.
- Sara Cox, Art Club sponsor, and Art Club members will celebrate our Hispanic Heritage Month with Pinata making activities and informative history.
 - Ann Oreskovich set up and hosted local artist to celebrate Hispanic Heritage celebration.
 - Tracy also set up the Dia de Los Muertos display in the library this week.
 - Jamie collaborated with a student to promote “Blindness Awareness Month.”
 - Connected with campus clubs and the IDEA committee to coordinate and assist in the February Black History Month Celebration Event. The clubs will hold an informational booth to introduce the history of music and soul food in our community.
 - Celebrating diversity and inclusion for February

VII. Service to College

i. Community Service highlights for this AY22

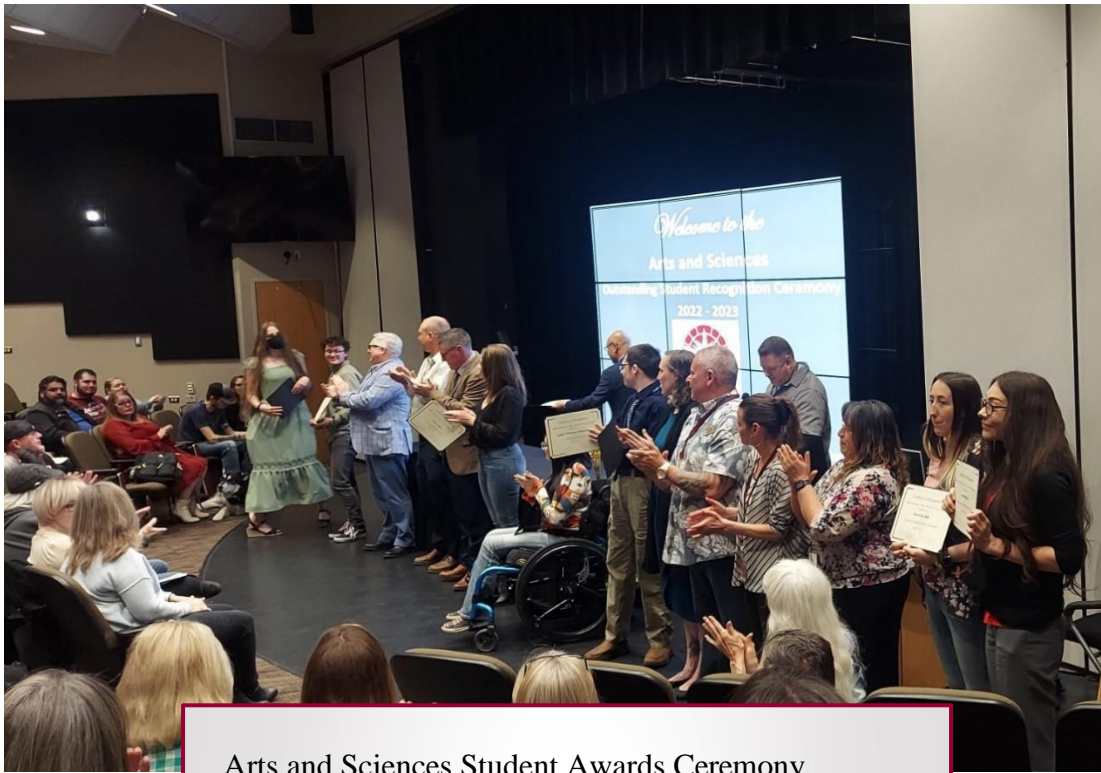
- During her summer program with the Ute Indian tribe, Melissa Watters engaged 14 students ages 11-15, in which she did a STEM presentation and a marble roller coaster activity.
- Coordinated the process and contribution of the 2022 Thanksgiving Food Basket
- Breast Cancer Awareness Walk (10/27)



Arts & Sciences~ STEM Center impact, Art Gallery Showcase and travel to South Korea



President Erjavec and President of Kunsan National University and the Chairman of CS Wind along with team members visited Pueblo Community College



Arts and Sciences Student Awards Ceremony



CCCS Chancellor Garcia and President Erjavec recognizing our **Faculty of the Year: Johanna Parkhurst**, **Part-time Instructor of the Year: Tim Brotherton** and **APT Member of the Year: Alejandra de Anda** also recognized: **Classified Member of the Year: Kari Monack**

End of the Year Report / Comprehensive Academic Plan Report:
Business and Advanced Technology

The Year in Review ~ Summary of Current Academic Year Achievements

Enrollment - division enrollment was up this year. Fall 2022 +4%, Spring 2023 +15%

source full occupancy report

Recruitment and Retention efforts – the division staff partnered with the PCC Recruitment team to host several successful visits, tours and demonstrations throughout the year. There was a focus on student engagement and activities instead of just passive tours and presentations. We received great feedback from participants, counselors, teachers and internal team members. Some key efforts include:

- E-sport tournaments and open house
- Skills USA participation by PCC student clubs
- Phi Beta Lambda Business Club students attended Billionaire Bootcamp
- The division hosted the ‘Outstanding Student and Graduate’ event recognizing 36 students
- National Cyber League team competed in the spring and fall tournaments
- Departments executed retention strategies submitting alerts reaching out to students personally leveraging campus support
- Departments hosted industry professionals as guest speakers and coordinated tours to expose student the work environment and to see their fields in action.



L to R: Host, President Erjavec, Perry Pepper, SW Academic Director, VPAS Sewell, Dean Sherman (B&AT) welcoming the Skills USA Participants to Pueblo Community College

Achievements

- The Second Chance Pell Experiment was implemented and students were served starting Spring 23. PCC has applied to be an approved partner with the department of education as the experiment closes and we work toward a transition period.
- The business department partnered with Amentum to offer a new certificate to employees who will soon be displaced due to the closure of the PCAPP project. Two cohorts of students completed the program. We also attended a college and job fair in Summer 2022 to help affected workers seek training and upskilling.
- The Machining department launched two classes at East HS in manufacturing in Spring 2022. Our new faculty member taught the classes and created a recruitment pipeline and planning for the new advanced manufacturing lab at the new high school which will open Fall 2023.

- For the second year in a row, B&AT adopted two Eva Baca 4th grade classes to share college and career options with local youth. We coordinated monthly visits to Eva Baca with presentations from our departments (also the STEM Center and Dental Hygiene). We also hosted the 4th grade students for field trip to the college to demonstrate, tour and feature various



Eva Baca Students proudly wearing their PCC t-shirts

departments in our division. The students were able to receive treats and souvenirs throughout the year, including PCC t-shirts which they wear proudly!



PCC Welding Department Team under the leadership of Catlin Davis, Department Chair, proudly supporting the Skills USA Competition

- Skills USA! Several PCC departments were involved with preparation and execution of a successful 2023 conference. It was a new location for CCCS, and department chairs, deans, AEAs and Administrative Assistants worked diligently with other system and PCC staff to ensure the classrooms, labs and competitions were successful. The automotive and welding teams went WAY above and beyond to support the event well beyond their own program areas.

- SPARC funding allowed the automotive and solar disciplines to

advanced their curriculum and labs to move forward in clean energy pathways. Our EV lab was built with new vehicles, chargers and key supplies and instructional materials, and course curriculum was built. In solar, we also added to our lab equipment and offered another cohort of solar training in a micro-pathway format in partnership with Education Design Lab.

- Apprenticeship work in the division was significantly expanded in medical coding and HIT. We had two new cohorts of students begin apprenticeship and successfully recruited new employers. A key milestone was officially being recognized and approved as a registered apprenticeship sponsor with Department of Labor. HIT faculty carried the effort in between vacancy of the apprenticeship coordinator positions.
- The computer information systems department lost significant staffing in summer 2022. The department chair role was filled voluntarily and the chair successfully recruited and hired a new team of faculty.
- The PCC National Cyber League team placed in the top 10% of all competitors nationally! This co-curricular event helps students apply their knowledge in a fun and competitive manner.
- The machining department implemented the Perkins Innovation grant for \$250,000 to redesign and modernize the curriculum and add new robotics and 3-D printers to their lab. They will present on the project at summer CACTE.



The **Inaugural Federation for Advanced Manufacturing Education (FAME)** graduating class with their mentors

- The Industrial Maintenance Technology program graduated the inaugural class of FAME students. They were recognized with PCC staff and their employer sponsors at a graduation ceremony.

chairs and coordinators participated in a divisional chair retreat in Canon City during Summer 2022.

- The B&AT

New programs and coursework

- The Bachelors of Applied Science Degree in Health Information Management was approved by the State Board in December 2022. We are awaiting final HLC approval.
- Welding submitted a unique new course in Non-Destructive Testing, which will go before SFCC for approval in the fall.



Department Chair Davis with our Welding Students

- Welding and Machining collaborated with the Math department to develop assessments to measure industry-standard math competencies.
- Automotive submitted a degree revision that incorporates the new electric/hybrid vehicle course which was added to CCNS in fall 2022.
- The Agriculture Department added multiple certificates in Drone Technology, Horticulture, and Greenhouse Management. They were

delayed due to HLC approvals and CIP realignment.

- A new AAS degree in Construction Technology was approved by curriculum committee. We are awaiting HLC approval. The Bachelors of Applied Science degree is being developed.
- Business expanded Entrepreneurship offerings and revised degrees and certificates to replace 4 credit introductory Accounting courses with 3 credit courses to align with Colorado universities.

- The solar program offered a micro credential in spring 2023 in partnership with the Education Design Lab.
- CIS is working with the state discipline team to offer a new Bachelors of Applied Science degree in Cyber Defense.



Dean Sherman (B&AT) and Patricia Potter accepting the **US Solar** donation

Grant acquisition and management were a major part of the landscape for the B&AT team in 2023.

- New grants secured were the Strengthening Community Colleges DOL grant in partnership with ACC and CCD, the NSF Electric Vehicle consortia grant with Central Oregon CC, and the Perkins Innovation grant.
- Continued grant work includes COTECH, COHELPS, NSF Puente, SPARC, HB 21-1264 (CTE grant), CIS COSI Back to Work, EDL Micro Pathway, and TaxHelp Colorado.
- The division staff also partnered on new applications and additional funding streams to include the NSF Project Vision grant, Watts and Gorsich funds (Foundation), Opportunity Now applications and support of spending the SB 22-192 funds.
- B&AT partnered with the grants management staff to manage the submission and spending of the \$1 M Perkins award for PCC.

Committee work included positions on all the faculty standing committees throughout the year. Additionally, team members served on committees and task force teams: Pueblo Workforce group, deans council, Neighbor Works board, Packard grant team, community health center board, university boards, regional agriculture committees, high school advisory boards, and more!

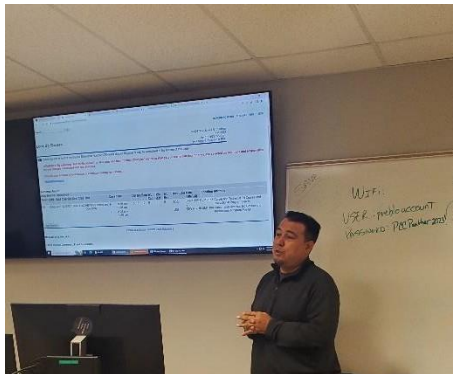
Faculty and Staff Highlights

- New faculty and staff – the division was thrilled to fill vacant positions including Veronica Gallegos and Adam Pottorff, CIS faculty, Kristie Harshbarger, Business Department Chair, and Joel Sturtevant, machining faculty. Additionally, we were able to hire Logan Vineyard at Fremont as part of the CIS/HIT COSI grant. Morgan Smith also joined us as an Administrative Assistant II. We were also able to bring on strong talent in our part-time instructor team with multiple new hires!

Professional Development – the B&AT team had the opportunity for professional growth throughout the year, both internal and external. The Perkins, NSF, and COSI funding allowed for conference and travel expenses. Some highlights include:

- Two B&AT faculty and the dean were able to attend the Higher Learning Commission Conference in Chicago, March 2023
- The machining department chair attended the regional HTEC conference in Gillette, WY October 2022.
- The industrial maintenance faculty member attended two FAME trainings/conferences: MCE training in Kentucky, December 2023, National Conference, Cincinnati, OH, October 2022.
- The dean attended the Second Chance Pell sites and partners convening, Washington DC, July 2022.

- The automotive team attended the Rocky Mountain Automotive Teacher Society conference and training in Greeley, October 2022.



Automotive Department Chair, James Cordova preparing students for a great year!

- Faculty and staff from automotive attended the CACTE conference in Breckenridge, July 2022.
- The dean and the Prison Education Director attended the Colorado Association for Career and Tech Ed Administrators conference in Loveland, February 2023.
- The CIS department chair and faculty attended various conferences to include: Denver Cyber Summit, May 2023; Mountain West Cyber, April 2023; CAE Ncyte conference in Washington December 2022; CAE faculty development conference, San Antonio, May 2023.

- HIT faculty attended regional professional association meetings and the Closing the Skills Gap convening in Washington DC, March 2023.
- The business department chair attended the Chair Academy leadership conference in Arizona, November 2022.
- A team of B&AT staff attended the Adult Learner summit in Denver, June 2023.
- Faculty were selected to participate in the Active Learning institute.
- The dean and two staff participated in a Diversity, Equity and Inclusion training “Latino/a Students Design Identity Conscious, Asset-Based & Culturally Relevant Initiatives that Validate, Engage & Support Their Success”

2023-2024 Division Goals and Objectives ~Upcoming Academic Year Strategic Priorities

Transform the Student Experience

- Actively participate in the “pilot to full implementation” of Colorado Online
- Launch and grow Construction Trades and Agriculture Programs
- Develop a Competency Based Welding Certificate
- Launch the fully online BAS in Health Information Management
- Develop micro-pathways through the year to career project in healthcare and IT

Create Education Without Barriers Through Transformational Partnerships

- Transition from the PCC Second Chance Pell Experiment to the Approved Educational Program Model and expand coursework for justice involved students
- Partner with community organizations and non-profits to expand manufacturing pathways to “Uniquely Abled” students (adult learners) in machining
- Develop new relationships with employers to serve as apprenticeship and internship hosts

Redefine Our Value Proposition

- Pursue the development and addition of BAS in Construction, Cybersecurity
- Study and plan for collaboration within the Rural College Consortium

Updates to Academic Programming – planned adjustments and updates to curriculum will occur in every department.

Some examples include:

- Expanding offerings in renewable energy pathways such as solar and EV
- Launching redeveloped courses in Automated Precision Manufacturing
- Securing funding for updated lab equipment in Industrial Maintenance
- Realigning curriculum in the BAS Secure Software Development, collaboratively with other CCCS colleges
- Reviewing course shells and materials for Colorado Online sections as introduced in coming semesters
- Expansion of NDT coursework in welding, and launch of the first NDT class



SW Academic Director, Perry Pepper collaborating with our **Construction Workforce Partners** at the Skills USA Competition

Commitment to Inclusive Excellence – Faculty members were encouraged to have annual goal priorities related to DEI. All employees completed Microaggressions training, and the following training was promoted heavily throughout the year: Education Excellence Conference (includes Equity University), IDEA Bootcamp Spring 2023, Equity by Design Book club series, Culturally Relevant Career Coaching.

- Service to College & Community – the divisions primary community service work was related to the adoption of the 4th grade classes at Eva Baca elementary, however, individual departments volunteered to help various community agencies, professional organizations and industry partners. Some examples include the welding departments creation of an electric critter for the zoo, and a bench for a family to memorialize their loved one. The business department hosted a free tax prep site, TaxHelp Colorado, and worked to prepare refunds totaling \$68,000 to the local community. Departments also devoted a great deal of time to support student organization and clubs, and the SkillsUSA competition.

Gateway to College and GED

Gateway to College received the Program Excellence Award for exceeding all four key benchmarks measured by the network: first term success, one and two-year persistence, and graduation with continued growth overtime. Gateway documented a 90% one year persistence rate, and an 82% two year persistence rate. They served 109 students across all campuses in Gateway, and had 37 GED students. Next year, one goal will be to start Fremont GED Preparation classes, and to work toward increasing supplemental funding opportunities.

Pueblo Corporate College

Pueblo Corporate College successfully delivered on its workforce solution mission and had a strong community impact in 2022-23. They served 2,356 students (duplicate headcount) and provided customized workforce training programs for 30 organizations. They served unique student audiences such as incumbent workers, under-employed and unemployed participants, justice involved students, skill builders and adult learners.

Some key highlights include:

- Generated \$1.4 million in revenue through customized corporate training projects.
- Awarded \$21,595 in scholarships to non-degree seeking students to take non-credit skills building courses

- Secured \$265,481 for 8 employers to provide customized workforce training opportunities for their existing employees
- Developed and piloted Entry Level Driver Training (ELDT) and Heavy Equipment Operation coursework
- Launched Behavioral Health classes at 2 facilities during spring semester supporting the Second Chance Pell Pilot program
- Awarded a Skill Advance Colorado Mobile Learning Lab Grant to build a CDL and Heavy Equipment Operator Mobile Learning Lab
- Successfully completed the EDA Regional Innovation Strategies grant supporting the Southern Colorado Innovation Link (SCIL) project, coming in under budget while meeting or exceeding all program benchmarks



Executive Director Corum and the **Small Business Development Center (SBDC)** and **Southern Colorado Innovation Link (SCIL)** teams welcoming and providing a tour to VPAS Sewell



Southern Colorado SBDC Executive Director, Brian Estrada accepting the **EDIE Award** from the **Economic Development Council of Colorado**

End of the Year Report / Comprehensive Academic Plan Report:

Health Professions and Public Safety

I. The Year in Review~ Summary of Current Academic Year Achievements



Experiential Learning opportunity with the Health Professions students

a. Enrollment
Fall 2022

- HP&PS overall increase +58.2 FTE (+13%)
- Biggest increases:
 - Law Enforcement Academy +15.7 FTE (+29%)
 - Fire Science +12.4 FTE (+87%)
 - Health Professions +12.0 FTE (+23%)
 - Cosmetology +8.5 FTE (+33%)

Spring 2023

- HP&PS overall increase of +35 FTE (+16%)
- Largest increases:
 - Emergency Medical Services +17.0 FTE (+44%)
 - Law Enforcement Academy +7.4 FTE (+43%)
 - Health Professions +5.1 FTE (+22%)
 - Respiratory Care +4.5 FTE (+30%)

Summer 2023

- HP&PS overall increase +4%
 - Biggest Increases:
 - Medical Imaging Technologies +2.3 FTE (+21%)



PCC Cosmetology has experienced record growth this year! Michele Edwards serves as the Department Chair

- Cosmetology +1.8 FTE (+100%)
- Recruitment and Retention efforts
- Visited Eva Baca Elementary
- Panther events – Panther Fest and Youth Futures Fair
- TRIO Summer Program
- Recruiting/Implementing Tutoring Services
- Delta Dental Coaches
- Conference Vendors – RCA and EMS
- High School Recruitment events – GOAL Thrive night, HS visits, Career fair, concurrent enrollment events.

- Partnering with Sheriffs Office and Pueblo Police Department
- Student Representative with the Occupational Therapy Association of Colorado
- Channel 9 Health Fair

Achievements that correlate with Destination 2027

- Participated with local Fire departments training. (Criterion 4 Strategy 2)
- Joint participation with LEA in 9/11 stair climb (Criterion 4 Strategy 1)
- Care and Share Mobile Food Pantry Volunteering (Criterion 4, Strategy 1)
- Style wigs for Dorcy Cancer Center (Criterion 4, Strategy 1)
- Fundraiser for Breast Cancer Awareness (Criterion4, Strategy 1)
- Fundraiser for Domestic Violence Awareness (Criterion 4, Strategy 1)
- Provided a self-care day for children and their families under House Bill 1451 – Collaborative Management Program. (Criterion 4, Strategy 1)
- Colorado State Society for Respiratory Care - implement enhancements of industry standards for quality patients to curricula and student learning outcomes (Criterion 2, strategy 2)
- Clinical Rotation evaluation rubric creation and implementation (Criterion 4, strategy 1)
- Online application and advising process through navigate (Criterion 4, Strategy 3)
- High-impact educational experiences - massage therapy and ergonomics, Behavioral Management of Pain and Anxiety, and Test anxiety Prep, Child Abuse and Neglect and Family Violence (Criterion 4, Strategy 1)
- Increasing clinical site visits and adding clinical sites (Criterion 3,

strategy 1)

- Collaborative activities to allow students to work with other departments and disciplines in the health care team (Criterion 4, Strategy 1)
- Colorado POST will be hosting a EDMUS (Ethical Decision Making Under Stress) in June (Criterion 4, Strategy 2)
- Implementation of new equipment into labs (Criterion 4, Strategy 1)
- Updated Syllabi and completion of self-study (Criterion 4, Strategies 3 & 4)

b. Highlights



PCC Health Professions students volunteer for the **Care and Share Mobile Food Pantry**

- Successful CoAEMSP accreditation site visit in March - EMS
- Care and Share Mobile Food Pantry Volunteering
- RCA - Presented at CSRC conference on “Clinical Instructor Guidelines”
- 9/11 stair climb – FST and LEA
- Partner with Pueblo Rural Fire Department with a Fire Science internship
- Partner with City of Pueblo Fire with a CPAT certification program
- Establishing partnerships with rural colleges to expand access to students
- EMT National Registry pass rate from 63% to 75%.
- Paramedic pass rate is 100%.

- Grants secured
 - Adult Learner Mini-Grant – Intentional Recruitment, Retention, and completion - \$40,000
 - Care forward Colorado - \$750,000 scholarships
 - SB22-192 Stackable Credentials - \$250,000
 - Parkview Health Systems RCA support - \$88,000
- Committees
 - Shawna Tracy serves as Vice-President of the CSRC
 - Carter Smith and Dawn Mathis have served on the State Emergency Medical and Trauma Advisory Council to advise the CDPHE on EMS and Trauma matters.
- Highlight new faculty and staff or other F/S Highlights
 - AEA – Bonnie Housh Retirement (31 years of Service)

- AEA- Jenny Dunnington
- LEA Director – Leroy Mora
- Health Professions Department Chair – Brandi Halvorson
- DEH Faculty – Liza Reyes

II. 2023-2024 Division Goals and Objectives ~Upcoming Academic Year Strategic Priorities

- Being Set Summer 2023
- Successful accreditation site visits 2023/24 – OTA and DEH
- Collaboration with Rural College Consortium and rural partners
- Implementation of new technologies throughout curriculum – VR implementation – EMS and LEA

III. Updates to Academic Programming

- New programs
 - New Fire Science Friday High School Program
 - Barbering
 - Working with ACC and PSC to develop a plan for the BAS in Advanced Paramedic Practice
- Program adjustments
 - DEH students are trained in dental laser therapy; Cavity Free at Three providers
 - LEA updating 50+ lesson plans per POST requirements
- New software implementation
 - For session 2023-Fall of the LEA the VR Simulator will be in full operation and will be integrated into the cadet’s training.
 - BWC (Body Worn Cameras) will also be added to the cadet training in the fall session of the academy.

- New online application processes

IV. Commitment to Inclusive Excellence ~ examples of how diversity, equity and inclusion are infused in your work

- Partnering with Sheriffs Office and Pueblo Police Department: Collaborating with law enforcement agencies demonstrates a commitment to diversity and inclusion by fostering relationships with diverse communities and promoting equitable practices in law enforcement.

- Care and Share Mobile Food Pantry

Volunteering: Participating in community service initiatives such as the Care and Share Mobile Food Pantry



Our Public Safety Team partners: Sheriff’s Office and Pueblo Police Department

demonstrates a commitment to addressing food insecurity and supporting individuals from diverse backgrounds who may be experiencing economic challenges.

- Increasing clinical site visits and adding clinical sites: By expanding the range of clinical site visits and adding new clinical sites, the HP&PS team is actively working to ensure diverse and inclusive educational experiences for students. This allows students to gain exposure to different healthcare settings and interact with patients from diverse backgrounds, fostering cultural competence and equitable healthcare practices.
- Grants secured for scholarships and stackable credentials: Securing grants such as the Adult Learner Mini-Grant, Care forward Colorado, SB22-192 Stackable Credentials, and Parkview Health Systems RCA support demonstrates a commitment to promoting diversity, equity, and inclusion in education. These grants provide financial support and resources to students from various backgrounds, enabling access to education and enhancing their career prospects, ultimately fostering equitable opportunities for success.
- Partnering with rural colleges to expand access to students: By establishing partnerships with rural colleges, the HP&PS team is actively working to expand access to education for students in underserved and rural communities. This collaboration promotes diversity by creating opportunities for students from diverse geographic and socio-economic backgrounds to access higher education and gain valuable skills.



Health Professions Instructor Halvorson teaching learners from diverse backgrounds. The REACH Adult Learner grant provides this and many other opportunities for diverse learners.

V. Service to College

- Community Service highlights for this AY22
 - Care and Share Mobile Food Pantry – Served over 700 families

- Skills USA – FST, COS, LEA, EMS
- Breast Cancer awareness walk
- Breast Cancer and domestic violence awareness fundraising over \$500 – COS



SUCCESS! Our PCC Students are prepared by our faculty who are experts in their fields with relevant and up to date best practices; positioning them to succeed!



End of the Year Report / Comprehensive Academic Plan Report:
Medical and Behavioral Health

Breast Cancer Awareness Walk Oct 2022



President Erjavec, the PCC Team and SMC partner to increase **Breast Cancer Awareness** by hosting a Breast Cancer Walk

- Breast cancer walk was organized and attended by faculty and students of the Medical and Behavioral health division; SMC staff also joined us.
- The walk around the SMC hospital had about 150 participants. Besides the walkers' enthusiasm the event received media coverage with interviews and presentation on Fox News.
- Another walk was held on the Orman campus which was led by the leadership team including the rest of the Deans.
- This event helped increase awareness for early diagnosis of breast cancer and was the first of its kind in the area.



Our **Breast Cancer Awareness Walk** spanned throughout Colorado including our Fremont Campus!



Black History Month

- SMC celebrated Black History month; the Deans office distributed pamphlets describing the accomplishments of prominent Black women scientists. Dr. Ruth Smith Lloyd and Alice Ball were the two scientists that were highlighted.
- The Nurse Aide department put out a beautiful standee with the help of Marketing where a pioneer black nurse was celebrated. Students and staff really appreciated the presentations and learned more about black history
- There was a wonderful performance of a dance crew and jazz band which was organized on campus.

Our Programs like BEH were promoted and advertized in community settings like Pueblo reads by the main library and Wellstart high school job fair. Pamphlets and brochures were distributed and we answered questions from attendees about our programs.



Medical and Behavioral Health Dean Pandit, collaborates with our Director of Library Services, Chris McGrath

- Our team presented our programs at Baca elementary school where a lot of interest was generated in front of fourth graders.
- Our AEA regularly participates in High School and DEI events including board of education meetings. This helps foster a good relationship between our division/PCC and the High Schools in the area which contributes to increased concurrent enrollment.
- More than 300 CTE students graduated with a PCC diploma and this was mentioned during the graduation ceremony.

Nursing aka NUR

- The Pueblo nursing site moved in August 2022 to the Teaching Learning Center at Saint Mary Corwin Hospital. New classrooms, labs and Simulation Center have been used by students throughout this year.
- We participated in the TLC Grand Opening which was attended by numerous leaders and county officials. The ribbon-cutting ceremony was phenomenal and the CCCS Chancellor attended.
- The department supported multiple tours for the community and stakeholders. These tours showcased student activities, education resources, new lab rooms, classrooms, conference rooms and simulation rooms.
- A new Director of Nursing Programs was recruited and is already providing new direction to the department.
- The graduation ceremony was attended by Nursing students from Pueblo and Fremont at the event center in the State Fairgrounds. The Southwest had their own ceremony. There were various pinning ceremonies also attended by families and friends and generated excitement and emotion as the new graduates stepped into their professional world.
- The Department and advising team hired a nursing department student success coach with funds provided by Parkview Health System. Although the position was hired toward the end of the semester, he was able to help student with course specific tutoring and support.

Nursing Details

- The Department of nursing has had 303 full-time students this academic year.
- The Pueblo campus moved in August 2022 to the Teaching Learning Center at SMC Hospital. New classrooms, labs and Simulation Center have been used by students throughout this year.
- In October of 2022, an on-site accreditation site visit was conducted for the bachelors of nursing program. The accreditation company, Collegiate Commission on Nursing Education met with a variety of support personnel from throughout the college including administration, student services, online support, faculty, students and members of the advisory committee. The site visitors were complementary of the program and the services provided to the students. The final decision for approved accreditation for our BSN program was granted May 2023.

Nursing Accomplishments

- Student graduation- 153 students obtained degrees/certificates this year
- December 2022
- Paramedic to Associates degree – 18 students
- LPN to Associates degree- 18 students
- Associate degree- 11 students

- Practical Nursing in Mancos- 11 students
- Bachelor’s degree – 5 students
- May 2023 graduation:
- Pueblo campus program graduated 37 students
- Fremont campus program graduated 26 students
- SW/Mancos campus program graduated 27 students

Co-curricular activities

- The department hosted the Radiology students in skills activities this year. Nursing and Radiology faculty provided instruction on intravenous therapy in the lab at SMC/TLC . Faculty taught students the basic concepts of IV therapy, placement and monitoring.
- Nursing and simulation coordinators also contributed to radiology simulations for trauma and complicated patient scenarios. They also provided instruction on vital sign measurement for OTA students. The patient rooms, manikins and equipment in simulation and the nursing lab have been invaluable to nursing students but also other health programs.
- In October of 2022, an on-site accreditation site visit was conducted for the bachelors of nursing program.
- October 2022, first year nursing students assisted with the health fair for Pueblo city employees, helping to take blood pressure, basic vital sign measurements, and health history.
- November 2022, hosted lab skills for Sangre de Cristo Hospice employees in the Nursing SMC/TLC lab.
- May 2023, first year student joined in the walk for Multiple Sclerosis and hosted a table for bp measurements.
- In April 2023, the SW/Mancos campus hosted a seminar “Indigenous Perspectives in Healthcare” with two healthcare professionals from the Navajo Nation
- SW faculty conducted a guest lecture with the Emergency Manager of Montezuma County and participated in a career fair at Mercy Regional Medical Center to promote RN-BSN program.
- SW Faculty member participated in the CCCS Active Learning Institute.

Simulation

The simulation center director conducted guest lectures to the OTA students on Interprofessional Relationships in Healthcare and Emergency Procedures and medical treatment in the Dental office for the Dental Hygiene students.

- The simulation house at SMC has been used by Law Enforcement Academy, Fire Science, and Colorado CBI for simulation experiences.

Community activities

- October 2022, first year nursing students assisted with the health fair for Pueblo city employees, helping take blood pressure, basic vital sign measurements, and health history.
- November 2022, hosted lab skills for Sangre de Cristo Hospice employees in the Nursing SMC/TLC lab.
- May 2023, first year student joined in the walk for Multiple Sclerosis and hosted a table for bp measurements.
- In April 2023, the SW/Mancos campus hosted a seminar “Indigenous Perspectives in Healthcare” with two healthcare professionals from the Navajo Nation
- SW faculty conducted a guest lecture with the Emergency Manager of Montezuma County and participated in a career fair at Mercy Regional Medical Center to promote RN-BSN program.

Behavioral Health

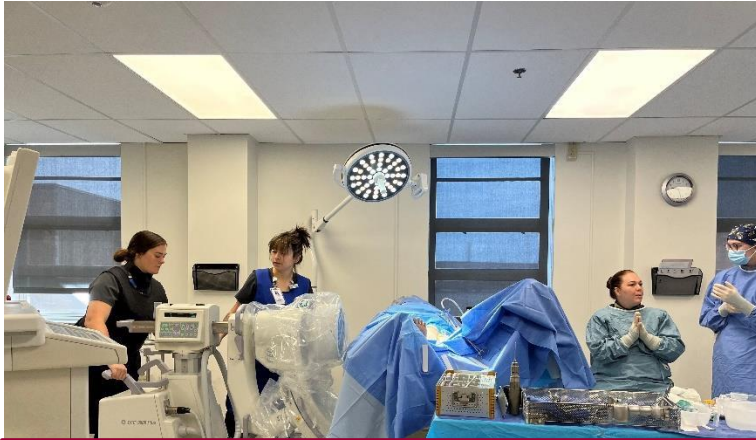
- A new department was created. Starting with the job description of a Department Chair, Coordinator and Student Success coach, we identified office space on the 4th floor in the academic section. We have recruited a new Department Chair, who will be able to give new guidance and direction.
- Several grants related to student scholarships and programmatic and personnel expenses have been awarded to BEH.
- DOC has started courses in the behavioral health pathway where PCC instructors are teaching remotely.
- Various entities like industry partners, other CCS schools, systems’ office etc. are deeply involved in our behavioral health pathways.

Medical Assistant aka MA

- A new Apprenticeship program was started after years of planning. Our partners like Parkview and Centura Health have been training these Apprentices in various locations and we have received outstanding feedback.
- The curriculum of the regular program was shortened to graduate students in just two semesters, in keeping with employers’ requests
- Students in the MA program benefitted from the ARPA grant

Surgical Technology aka STE

- New faculty were recruited.
- The new space in the second floor is outstanding and even attractive to the tour attendees.



Experiential Learning with our Surgical
Technology students



VPAS Sewell visits a Surgical Technology class to hear from the students about their thoughts on the effectiveness of the program, the instructors and the **state-of-the-art facilities at the PCC Teaching and Learning Center**. Diana Montoya serves as the Department Chair.

Student Engagement Project

2022-2023

- 09/13/2022 Nicole Brazil, STE Graduate - Special Guest Speaker, 1st year students
- 09/20/2022 Student “Cook-off”, 1st year students
- 09/23/2022 Sourcing Eagle Center for Autism - STE Department Tour
- 09/28/2022 Eric Pelletier, RN Centura Health, St Mary Corwin Medical Center - Special Guest Speaker, 1st year students
- 10/05/2022 OR Orientation at St Mary Corwin Medical Center, 1st year students
- 10/12/2022 Brandi Halvorson, PCC HALC, Special Guest Speaker, 1st year students
- 10/26/2022 Craniotomy Dissection Lab in the HALC, Lynne Ross, Director of HALC and Gil Hedley, Consultant for Cadaveric Dissection
- 11/10/2022 Brian Cotter, Pueblo County Coroner – Special Guest Speaker, 1st year students
- 11/10/2022 Tour of the Morgue, Brian Cotter, Pueblo County Coroner, Centura Health, St. Mary Corwin Medical Center Morgue
- 11/07/2022 Chair Academy, Diana Montoya, Department Chair – Attendee
- 11/28/2022 STE Program Advisory Meeting
- 12/02/2022 Parkview Recruitment Presentation, Rachel Morris, Director of Talent Acquisition, Parkview Health System, 2nd year students
- 01/26/2023 PCC Ribbon Cutting Ceremony, Teaching & Learning Center, Tours of STE
- 01/27/2023 Ron Archuletta, RN Centura Health, St. Mary Corwin Medical Center – Special Guest Speaker, 1st year students
- 02/24/2023 Aida Bayonakis, CRNA Centura Health, St. Mary Corwin Medical Center – Special Guest Speaker. 1st year students
- 02/27/2023 DaVinci Training Workshop, Travis Kennedy, Representative – Special Guest Speaker, 1st year students
- 02/28/2023 Cruzita Tafoya, Success Coach – Special Guest Speaker, 1st year students
- 02/28/2023 Bonnie Clark, Disability Resources – Special Guest Speaker, 1st year students
- 03/03/2023 Raj Pandit, Dean of M&BH Division – Special Guest Speaker, 2nd year students

03/17/2023 Craig Cornichuk, Ethicon Representative – Special Guest Speaker, 2nd year students

03/17/2023 UCHealth Recruitment Event, Matt Collins, Sr. Recruiter & Katie Lescanic, OR Specialty Coordinator, 2nd year students

04/06/2023 Craig Cornichuk, Ethicon Representative – Special Guest Speaker, 1st year students

04/06/2023 Co-Curricular Lab with Radiologic Technology Program, 1st year students

04/11/2023 STE Family & Friends Open House – first year students, 1st & 2nd year students

04/13/2023 Co-Curricular Lab with Radiologic Technology Program, 1st year students

04/14/2023 Mako Total Knee Workshop, Kevin Wilson, Representative, 1st year students

04/14/2023 Dr. Matthew Simonich, Surgeon, Centura Health, St. Mary Corwin Medical Center – Special Guest Speaker, 1st year students

04/20/2023 Arthrex Workshop, Chris Garcia – Special Guest Speaker, 1st year students

04/27/2023 Kortney Davis, STE Graduate – Special Guest Speaker, 1st year students

04/28/2023 Laminectomy in the HALC, Lynne Ross, Director of HALC, Brandi Halvorson and Dr. Madhav Gramke, 1st year students

05/02/2023 Trauma Lab, Co-curricular Lab with Radiologic Technology, 1st and 2nd year students

05/04/2023 Trauma Lab, Co-curricular Lab with Radiologic Technology, 1st and 2nd year students

05/04/2023 LapSim Training, Becky Larson, Surgical Science Representative

Nurse Aide aka NUA

The Nurse Aide department, over 4 locations-Pueblo, Fremont, Bayfield, and Mancos plus Centennial HS in Pueblo and Canon City HS, have had 148 students from 1/22 to 12/22. We moved from the main campus Health Sciences Building to the Teaching and Learning Center at Saint Mary Corwin Hospital in January of 2023.

- Students who received certificates in the NUA program walked for the first time in the graduation ceremony.
- Students who were in the CNA pathway were awarded funds from the ARPA grant.

Accomplishments

- A new department chair and several instructors were hired and began their PCC career in the fall of 2022.
- Curriculum moved to online/hybrid for lecture portion of program beginning January of 2023.
- One-hundred seventy-eight Nurse Aide students January 2023 through June 2023

- The new lab space on the second floor was a commendable move from the HS building on the Orman campus. It was approved by the Board of Nurse Aide without a problem.
- Electronic student files for NUA students has been started.

Co-Curricular Activities

- Diana Montoya, STE Department Chair, conducted a tour the Surgery Tech for Nurse Aide students.
- Medical Assisting offers help and equipment as needed.

Community Activities

- The department participated in High School events
- Various guest speakers
 - Parkview Hospital
 - The Center at Park West
 - Maxim Home Health
 - Sharmar Village Senior Care
 - Pueblo District 70, - explained school nurse roles

End of the Year Report / Comprehensive Academic Plan Report:
Academic Support Services



Assessment of Student Learning

The Year in Review

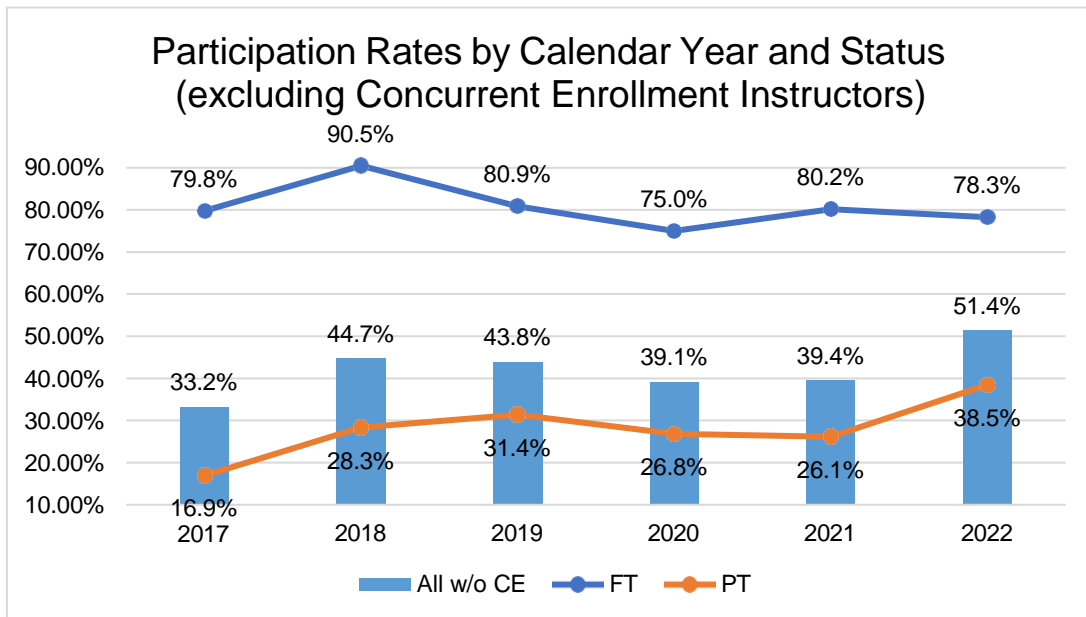
Destination 2027 Achievements

The Assessment of Student Learning Committee developed the new Social Consciousness ISLO rubric in support of a renewed focus on Diversity, Equity, and Inclusion as part of the college’s new Strategic Plan. This rubric was presented at PCC’s Institutional Effectiveness Day and at the CORAC conference at Red Rocks Community College in the Spring of 2023. The rubric for [Social Consciousness](#) and the newly revised rubrics can be found on our Assessment @PCC Blog. The collaborative creation of this new DEI-specific institutional learning outcome also fulfilled the goal set in the new Destination 2027 Strategic Plan, specifically Criterion 4, Strategy 4, KPI 4: “Add 1 DEI-specific Institutional Student Learning Outcome that promotes a shared cultural understanding across the student body.” Moreover, this goal was surpassed, in that we not only added the ISLO, but we also developed a new college-wide rubric corresponding to this new ISLO for Social Consciousness.

New Training: D2L/eLumen LTI Integration

We continued to offer regular workshops on a wide range of assessment-related topics, including one very exciting training on D2L/eLumen LTI Integration that was developed and offered this year. This workshop reviews how to embed eLumen assessments directly into D2L to eliminate the extra step of logging into a separate system in order to complete the expected assessments. This feature has particular promise for increasing part-time instructor participation, and we have been working with Department Chairs on the logistics of setting up embedded assessments on behalf of their instructors to make the process of completing assessments even easier and more fluid. This effort seems to be proving fruitful, as we saw a noticeable increase (+12.3%) in part-time instructor participation from last year (see 2022 Annual Assessment Report Fig. 4.2, p. 31).

Figure 4.2 Participation Rates by Calendar Year and Status



New Process: Co-Curricular Assessment

The Director of Assessment of Student Learning partnered with the Vice President of Student Services to begin identifying opportunities for assessing student learning through our various co-curricular programs and student service offices. After initial discussions, we identified a total of 18 potential areas that would be well-suited to assessing student learning with a particular focus on student learning outcomes rather than program or office outcomes. Through collaborative, hands-on working sessions with the directors of each area, including training and guidelines for developing Student Services Learning Outcomes (SSLOs) and their corresponding assessment rubrics, in total, 28 SSLOs and 8 rubrics have now been developed in the following student services areas: Dean of Students, Disability Resources Center, Financial Aid (Student Loans and VA rubrics), Library, Return-to Earn, Student Life, and TRIO Upward Bound. Initial data has started to be collected in spring 2023, and we have plans to continue expanding co-curricular assessment activities and processes in the coming year.

HLC Conference Team

As assessment of student learning is a key topic of the annual Higher Learning Commission conference, the Director of Assessment was sent to Chicago to attend again this year, along with a key team of representatives from across the college, including (pictured below, left to right): Marianne Horvath (Health Information Technology Coordinator), Cory Butts (Director of Institutional Research), Liz Medendorp (Director of Assessment of Student Learning), Dr. Jennifer Sherman (Dean of Business & Advanced Technology), John Sinks (Welding Faculty), and Dr. Young Kim (Dean of Arts & Sciences).



Our PCC Higher Learning Commission (HLC) Conference Attendees making sure that we are up to date with valuable information

2023 Higher Learning Commission Conference Attendees

As a follow-up to this valuable professional development opportunity, the Director of Assessment coordinated with the entire conference attendee team to compile a [2023 HLC Conference Attendee Takeaways](#) document. The overwhelming consensus was a sense of

encouragement and confirmation that PCC is on the right track, if not a bit ahead of the curve, when it comes to our assessment of student learning practices.

2023-2024 Goals and Objectives

Partner Collaborations: Concurrent Enrollment, Department of Corrections

The Director of Assessment has been establishing communication with the new Concurrent Enrollment Coordinator and our partners in the Department of Corrections system. In both cases, the instructors providing instruction on behalf of PCC are not our direct employees, and therefore their participation in assessment of student learning activities has historically been difficult to secure. It is still essential that these PCC courses are evaluated to the same level of rigor as our traditional course offerings, and it is therefore an important goal for the 2023-2024 year to develop these partnerships more fully to establish more open lines of communication, readily available training for CE and DoC instructors, and clearer participation expectations for these instructors.

Updates to Programming – Using Data to Inform Decision Making

Annual Report Recommendations

The 2022 Annual Assessment Report reviews assessment data in great depth, analyzing key trends and findings, identifying areas of opportunity, and providing concrete recommendations for next steps based on the data. See below for an excerpt from the conclusion of the full report (Fig. 6.1, pp. 47-49), containing an overview of these accomplishments, opportunities, and recommendations:

Figure 6.1 College-Wide Accomplishments, Recommendations & Next Steps

Conclusions	Accomplishments	Opportunities	Recommendations & Next Steps
Faculty Participation	<ul style="list-style-type: none"> • Faculty and instructor participation in assessment increased overall (39.4% to 51.4%). • We saw a particularly impressive growth in part-time instructor participation (26.1% to 38.5%). 	<ul style="list-style-type: none"> • A small but significant decrease in full-time faculty participation in assessment (80.2% to 78.3%) brought us to our lowest full-time participation rate in the past 7 years. • As part of the 5-Year Plan for Assessment of Student Learning, our primary goal for the 2023 calendar year is to reevaluate participation expectations and implement modified or scaled requirements. 	<ul style="list-style-type: none"> • Continue open forum discussions (following initial session held on 03/10/23) about reasonable and appropriate expectations for participation in assessment. • Revise faculty contract to clarify what exactly the essential function of participation in assessment of student learning entails. • Revise instructor contract to include essential function of participation in assessment and what that entails.

Conclusions	Accomplishments	Opportunities	Recommendations & Next Steps
Student Performance	<ul style="list-style-type: none"> Students reached the performance target on all ISLOs overall (71.8%). The performance target was met for 4 out of 6 ISLOs, and those that were below the 70% target were still within 1% of that goal. 	<ul style="list-style-type: none"> Student performance decreased overall by 4.4% from 2021. The lowest-scoring of our original 5 ISLOs¹ was Literacy (69.9%). Performance on Quantitative Reasoning declined the most (-7.3%) 	<ul style="list-style-type: none"> Review the distribution of ISLOs being assessed in different disciplines to determine whether the most relevant skills are being sufficiently assessed. Identify relevant departments and faculty to discuss possible reasons for decrease in Quantitative Reasoning performance.
Sample Sizes	<ul style="list-style-type: none"> The distribution of scores collected across our 5 preexisting ISLOs has equalized—the most scores were collected for Critical Thinking (23.0%), and the smallest sample² was for Quantitative Reasoning (13.9%), but this distribution is reflective of our course offerings and their most relevant learning outcomes. The total scores collected overall increased by 3.6% (31,890 to 33,039). 	<ul style="list-style-type: none"> There was very limited sampling for Social Consciousness (only 2,118 scores, or 6.41% of all scores collected), but this is due to the newness of the ISLO and corresponding assessment rubric. Data collected for summer classes continues to be very limited (only 19.9% of courses offered, as opposed to 33.3% in Summer 2021). New reports are being developed for additional key metrics, especially performance by student demographic. 	<ul style="list-style-type: none"> Implement a communications plan to promote assessment of the Social Consciousness ISLO with the newly developed corresponding college-wide rubric, as a top priority for 2023. In partnership with Institutional Research, identify possible attributes to build into the eLumen Data Load process for additional relevant metrics (e.g. campus, adult learners, demographic elements beyond gender, race, and Pell/first-gen). Phase out the PCC Flex Self-Assessment as course offerings in that format are reduced.

¹ Technically the new Social Consciousness ISLO scored lowest at 69.1%, but this is likely due to limited data collection and thus this figure is not yet wholly reliable until we reach a statistically significant sample size to establish a baseline.

² Technically the new Social Consciousness ISLO had the smallest sample size (6.41% of all scores collected), but this was expected given that the new ISLO rubric was only implemented over the course of one pilot semester.

Conclusions	Accomplishments	Opportunities	Recommendations & Next Steps
Workshops & Training	<p>We continued to offer regular workshops on a wide range of topics, including but not limited to:</p> <ul style="list-style-type: none"> • eLumen Basic Training/Refresher, • D2L/eLumen LTI Integration, • Running Reports, • Improvement Planning, • Rubric Development, • Open Scoring, • as well as numerous individual/small group workshops. 	<ul style="list-style-type: none"> • Attendance at formally scheduled workshops was fairly limited; there continues to be a greater interest in one-on-one, impromptu, or small-group sessions. • The most popular topics were: Improvement Planning D2L/eLumen LTI integration, Running Reports (especially for Department Chairs). • Only one individual is familiar with many essential tasks related to managing the eLumen platform and reporting processes. 	<ul style="list-style-type: none"> • Continue holding annual (at a minimum) check-ins with each Department Chair, to include more focused training on relevant features in eLumen, especially running reports. • Provide regular Division Lead training and guidance through monthly (at a minimum) meetings with the Assessment Chair and Director. • Make use of newly purchased eLumen Service Credits to schedule training for alternate Data Stewards.
Co-Curricular Assessment	<p>Initial efforts to establish co-curricular assessment practices have begun:</p> <ul style="list-style-type: none"> • 19 offices identified as candidates for assessment of student learning; 14 of which have created Student Services Learning Outcomes (SSLOs). • 28 SSLOs were created and mapped to PCC's ISLOs. • 8 SSLO rubrics were developed, 4 of which are built into eLumen. 	<ul style="list-style-type: none"> • Data collection for co-curricular/student services/non-academic assessment of student learning has been very minimal thus far. • Only one service area (the PCC Library) has collected assessment data and entered it into eLumen. • 3 other service areas have a process in place for collecting data, but have not yet submitted any to be imported into eLumen. 	<ul style="list-style-type: none"> • Continue working with student services to develop further SSLOs and rubrics to assess student learning that occurs through engagement with their offices and events. • Develop a process that includes timelines and a system of accountability to more consistently collect assessment data on student learning that occurs through our co-curricular and non-academic services.

Service to College

Events: Assessment Showcase

The Assessment of Student Learning Committee is very excited to propose the revival of the Assessment Showcase, an event originally held in fall 2017 as an opportunity for PCC's programs and offices to highlight recent projects and accomplishments that led to improvement of student learning. This initiative has proven to have multiple benefits, including celebrating good work, highlighting assessment of student learning at the forefront of what we do, and

providing physical evidence of continuous improvement in the form of professional posters that can be saved, posted across campus, and shared with key internal and external stakeholders.

More details about the fall 2017 Showcase, including PDF versions of the posters highlighted at that event, can be found on the [Assessment @PCC Blog here](#). Our goal is to have at least one professional poster from each academic department, and student services and academic support offices are also welcome and encouraged to submit posters on recent accomplishments, as well. Poster submissions opened in April 2023 and will be accepted through summer and fall 2023, and posters will be displayed at our Spring 2024 Kickoff event.

CTE Coordinator

I. The Year in Review ~ Summary of Current Academic Year Achievements

1. **Credentialing Highlights** : For the 2022 school year, the CTE Coordinator issued:

- 3 professional CTE credentials
- 57 initial CTE credentials
- 28 renewal credentials
- 1 Status change credentials
- 4 Early College credentials

As of December, 2022, a total of 234 faculty/instructors were credentialed and teaching CTE courses:

- 64 full-time
- 170 part-time

Non-CTE Credentialing: In 2022, 138 *non*-CTE (Gen. Education) faculty/instructors were approved to teach in their discipline

Early College/Concurrent Enrollment Credentialing: In 2022 -125 *Early* College/Concurrent enrollment instructors *taught in the high schools* and were approved to teach GT or Non-GT pathway courses, or they held the appropriate CTE credentials.

- 116 high school instructors
- 9 PCC instructors.

2. **New Developed Trainings/Courses**

- Updating all of the EDU Credentialing courses. During updating the EDU courses, I updated the curriculum to adhere to CCCS credentialing standards. I made the courses more interactive and allowed more transparency in the delivery of the courses. We are all lifelong learners. To capture the success of this goal, I added a survey/self-reflection paper as their final assignment to gather qualitative information gathering of the success. The data is housed in the D2L shell and on the S: Drive for easy access.
- I implemented HLC 2022 Requirements such as DEI in program reviews and credential transparency. To achieve the DEI in program reviews, I collaborated with the IR Director to standardize the data and ensure the DEI contributions are within the data request,

program reviews, and the annual report. This assists with introducing the DEI data to the chairs, coordinators, and leadership and understanding what type of students we are currently serving. This data will be reflected in our annual reports as well. For credential transparency, I have created a CTE Manual that houses all the information on requirements for each credentialing.

- Additional developed trainings were:
 - Creating, and streamlining Academic Compliance documentation and protocol
 - Developed Academic Accreditation Tracker
 - Developed and Implemented Summer Scheduling
 - Developed and Implemented PD Tracker for Criterion and KPI
 - Overseen the CIP Code/Title Change Alignment
 - Developed and Implemented Academic Weekly Report Submission
 - Developed and Implemented CE Onboarding Process to adhere to HLC Compliance
 - Developed and Trained Best Practice Data & File Saving on Drives Protocol
 - SARA Compliance was successfully completed for FY 2022-2024

3. Grants Secured

- RISE Grant: Overseen and managed the grant for Rural Consortium Colleges.

4. Committees That You or Your Team Served On

- Created the foundational By-Laws for Staff Council.
- Served on Daniel Funds Ethics Initiative for Southern Colorado College.
- Served on the HiPAC Committee.

E-Learning and Instructional Design



Figure 1 Robin Leach

PCC's Director of E-Learning, Robin Leach and Instructional Designer, Justin Brown, make sure that we are providing support to our students and faculty while also preparing us for a successful year with **Colorado Online** and the **Rural College Consortium**



Figure 2 Justin Brown

Achievements that Correlate with Destination 2027

Criterion 5 KPI 2: Add Desire2Learn course delivery orientation to all courses before students can access any first-semester material.

- An extensive D2L orientation course has been developed to familiarize students with the various tools and functionalities of the D2L learning management system. The D2L orientation course covers a comprehensive range of topics, including an overview of all D2L tools, navigation within the system, and hands-on practice opportunities for students to become proficient with the tools. In addition, the orientation course provides essential resources such as technical support, access to PCC resources, and instructions for utilizing other tools like YuJa, WebEx, and Office 365.
- Given the extensive nature of the D2L orientation course, it has been organized as a separate course outside of the regular semester offerings. All students enrolled in the Spring 2023 semester are automatically enrolled in the D2L orientation course. This ensures that every student has access to the necessary training and resources before commencing their semester courses. Students will gain access to the D2L orientation course 30 days before they can access their semester materials. This timeline allows ample time for students to familiarize themselves with the D2L system and its tools, ensuring a smooth transition into the upcoming semester. Email notifications will be sent to students, informing them about the availability of the orientation course and the importance of completing it before the semester begins.

New developed trainings

Transitioning from the old D2L to the new MyCourses D2L

- To ensure consistency across all schools, the D2L branding underwent a change to MyCourses. The decision regarding this rebranding was made by the Learning Technology Committee after careful consideration. To keep everyone informed about the progress of the Portal changes and to provide necessary guidance, we regularly shared updates and announcements through campus emails and within the MyCourses D2L platform. In addition, training materials were developed to assist users in adapting to the changes, and these materials were made accessible through various channels, including emails and announcements within the MyCourses D2L platform.
- The D2L email tool had different operational methods across all the colleges. To address this, we conducted presentations for faculty, instructors, and students, discussing the various options available with the D2L email tool. In addition, we developed new training materials specifically designed for instructors and students. These materials were then incorporated into the tutorials and resources available within D2L. Furthermore, we made sure to distribute the training materials through D2L announcements to ensure everyone had access to the updated information.
- The MyCourses D2L home page, course home pages, and navigation bars had distinct differences compared to the previous PCC D2L system. To facilitate a smooth transition, we held workshops and created comprehensive training materials and videos specifically designed to help instructors and students navigate the new system. These resources were

carefully integrated into the tutorials and resources available within D2L. To ensure maximum visibility and accessibility, we also distributed these materials through D2L announcements. In addition to the system navigation, we made updates to all D2L student Content template pages. This was done to align the content with the new D2L interface and to provide a consistent and cohesive experience for students across all courses.

- PCC and three other system colleges utilized the ReadSpeaker accessibility tool within D2L. To promote the importance of accessibility, we conducted a presentation to the Colorado Online technology subcommittee. Through our presentation, we successfully convinced the subcommittee of the significance of this tool and advocated for its availability in MyCourses D2L across all colleges. To facilitate the implementation and usage of the tool, Robin Leach collaborated with the vendor to develop training materials specifically designed for students. These training materials were incorporated into the Student D2L orientation course within MyCourses D2L, as well as the Student Tutorials and Resources page under the Help menu. Additionally, the materials were also added to the Instructor Tutorials and Resources page to cater to the needs of instructors. To further streamline the process for instructors, we integrated the ReadSpeaker tutorials into the Content templates. This allows instructors to easily incorporate the lessons into their course modules, ensuring accessibility is promoted throughout the learning environment.
- The "PCC Web Accessibility Resources and Training" course has undergone recent updates. Specifically, in module 3, a new tutorial page titled "YuJa Captions and Transcripts" has been added. This page contains a video guide on utilizing YuJa and making edits to captions. Additionally, module 2 has been enhanced with updated pages featuring new resource links. It's important to note that all employees have access to this course, and it is highly recommended that they review the materials to stay informed and up to date on web accessibility practices. Furthermore, Robin has been actively engaging with multiple faculty members to conduct accessibility reviews of their respective D2L courses. In these interactions, Robin has provided valuable training on how to ensure accessibility in course design and content.
- Robin has diligently carried out updates to all the student tutorial pages available within the HTML templates of the Content tool in D2L. These tutorial pages serve as a valuable resource for students, offering clear instructions on how to effectively use the D2L tools.
- Some students have encountered difficulties installing the YuJa recorder on their devices. To address this issue, many instructors have recommended using the free recording tool called Screencast-O-Matic as an alternative. After assisting several students in the use of Screencast-O-Matic, Robin recognized the need for comprehensive instructions. In response, Robin took the initiative to create training materials specifically tailored for using Screencast-O-Matic. These materials include step-by-step guidance and were made accessible through the "Student Tutorials and Resources" page within D2L.

Other training

- This year, PCC made a transition from the previous computer-installed based service to the cloud-based SoftChalk Cloud service. This cloud service provides the convenience of developing and editing SoftChalk lessons online without the need for any installations.

SoftChalk also offers short webinars on a weekly basis, serving as an excellent starting point for instructors who are new to the platform. To provide further support and training, Robin collaborated with the SoftChalk vendor to offer and record two training courses specifically designed for faculty and instructors. Working with CTEAL, Robin determined the best dates and times for these training sessions, considering the convenience of the faculty and instructors. Alerts regarding these workshops were communicated through emails and MyCourses announcements. These training sessions were recorded and are now available within the "D2L Orientation for Instructors," providing instructors with the opportunity to access the sessions at their convenience.

- To provide comprehensive D2L support and resources for instructors, Robin made several additions and updates within D2L:
 - D2L Orientation for Instructors": Robin created a dedicated section called "D2L Orientation for Instructors" and added it to the "Instructor Tutorials and Resources" page in D2L. This section aims to provide instructors with valuable guidance and information.
 - New Instructor D2L Orientation Website: Robin also developed a new Instructor D2L Orientation website within D2L. This website can be found under the Help menu on the D2L home page. The orientation provides a comprehensive overview of the basic D2L tools and offers additional resources on tools like WebEx, YuJa, and SoftChalk.
- Justin developed and created new Online instructor Training and a new Online Course Design Training. This was done in order to better serve our new online instructors who only needed to be trained in online delivery, whereas the old Online instructor training was focus heavily on course development. So, Justin split the courses, creating one course that focuses solely on content delivery in an online environment and a second course that focuses on online content creation. Justin additionally added the Colorado Online @ Health Course Checklist training into each of the new courses, preparing our online instructors to meet the quality standards set by CCCS. So far over 30 instructors have taken and passed the Online Teaching Certification course and four have taken and passed the Online Course Design Certification course.
- Justin developed and created a new first-time online student orientation. Though many instructors already have their own new online student orientation, some of our newer online instructors may not. Therefore, Justin created a Softchalk lesson that all who wish to can use to prepare their students to optimally perform in an online environment. This orientation will be made available to all instructors via the D2L announcement tool.

New Processes Developed

- Robin collaborated with the CCCS LMS administrators' group to establish clear procedures for creating and managing non-Banner courses within the MyCourses (D2L) system. The group then developed comprehensive processes for creating non-Banner courses. These processes required courses to be named in a manner that clearly indicated their associated college. Moreover, the courses were organized under the corresponding college's designated organization within the system. Furthermore, the administrators

devised procedures for creating user accounts that would be associated with specific colleges. This association allowed users to possess the necessary permissions within the system, aligning their access and privileges with their respective colleges.

- During the spring 2022 semester, the MyCourses D2L system was set up and prepared for course transfers. Robin Leach, responsible for the task, generated data reports within D2L to identify both credit and non-credit courses that needed to be transferred. He successfully moved all the courses scheduled from 2021 to the summer 2022 semester over to MyCourses D2L. This process took approximately four weeks to complete. However, it's important to note that non-semester courses were not included in the transfer. To determine which non-semester courses should be moved to MyCourses, the course owners were required to inform Robin Leach directly. To facilitate this, Robin created a Course Transfer Request form. He then disseminated announcements and sent emails to provide instructions on how to utilize the form for requesting course transfers. As a result of this effort, more than two thousand courses were requested and successfully transferred. This course transfer process will continue until the PCC D2L server is shut down in September 2023. Regular reminders will be sent out to ensure all relevant courses are moved before the server's shutdown date.
- In the MyCourses (D2L) Robin Leach created a widget (informational text box) about tutoring services available for students. He placed this widget on the home page of every D2L course. The widget contains information about PCC tutoring and NetTutor services. The widget also contains contact information and links to the tutoring services. The widget was added to D2L on July 29th, 2022.
- With moving to a single D2L instance, the CO@ Technology subcommittee created a process that brings a baseline level of checks before a product is integrated with the MyCourses D2L. The scope of the process starts when someone submits a request to their eLearning department to integrate (via LTI) an external learning tool (ELT) with the MyCourses D2L. The process ends when the learning tool is integrated or not.
- In the PCC D2L system, it was possible to merge multiple D2L courses into a single course, and this functionality continues in the MyCourses D2L system. However, a new process has been implemented to enable the combination of courses from different colleges to be added into a unified D2L course. This opens up opportunities for collaborative teaching partnerships between programs across all the colleges.
- We needed to create a new process for the MyCourses D2L that would allow students and PCC employees to self-enroll in select training and orientation courses and receive announcements about the available courses. Robin worked with the CCCS technical group to develop a process for creating the courses and a signup form for gaining access to them. The forms were made available at the beginning of the fall 2022 semester. Robin added all the student orientations to the self-sign up and provided announcements in MyCourses that included instructions for signing up.
- Justin developed a new course map which streamlined the course building process. The new course map also follows the QM+ (Quality Matters plus) standards found in the HCC (Healthy Course Checklist). Now all new courses created at PCC will follow and implement the strategies suggested in the HCC.

- Justin developed a process by which to track and respond to changes within the pooled sections of the CO Online @ framework. With Tamara's help, Justin tracks enrollment data in the Z sections where students are pooled, which helps him estimate the number of sections needed for each course being offered. Throughout this process, Justin is in conversation with the chairs and coordinators responsible for populating courses with instructors, making sure that there are enough instructors for the number of sections being projected. Additionally, at this time Justin also ensures that the correct course materials are being used for the classes being taught.

Committees that you or your team serve on

- CO@ Technology Committee
- CO@ Learning Designer Committee
- Learning Technology Council
- LMS Administrators Committee
- Video Capturing Solution RFP Committee
- CTEAL
- IDEA

Commitment to Inclusive Excellence - examples of how diversity, equity and inclusion are infused in your work

- Continuous quality improvement is an integral part of our work, and we consistently analyze and improve processes to make them more efficient and effective for instructors and students. We have reviewed all the online eLearning documents for accessibility, made modifications to shorten instructions, and included videos to accommodate different learning styles. We apply universal design strategies to improve our training materials, making sure they are accessible and understandable to all.
- eLearning has partnered with CTEAL and the Library to renovate room 210L, creating a profession development area which has the potential to benefit folks from every part of the school.
- Justin serves on the IDEA committee, whose entire focus is on diversity, equity, and inclusion.

Pueblo Community College Library
2022 – 2023 Academic Year in Review

New Program: Embedded Librarian in ENG 1021 - English Composition I: Hannah Moody-Goo was the embedded librarian in three different ENG 1021 courses this academic year, creating and presenting mini-lessons on forming research topics, research in libraries and the broader community, validity and reliability of sources (including an introduction to the CRAAP Test), bias in information, and citation systems.

New Training is plentiful with the implementation of Colorado Online and the shared online CCCS library. We are learning the ins and outs of all the new databases. This year, work studies received training in microaggressions, new book processing, and soft skills. We model a professional work place for our work studies, providing training and setting work expectations that align with such an environment.

New Processes were developed to check out new graphing calculators for pre-engineering students. In keeping with Continuous Quality Improvement, our opening and closing procedures were amended to help address PCC Housekeeping staffing disparities, with the message that “we’re all in this together.” Also, our Book a Librarian appointments became easier for students to schedule with the use of Navigate.

Grants Secured: \$5,500.00 award from State Grants for Libraries, and \$10,000.00 in Perkins funds.

Committees & Group Work: Chris McGrath served on the Library Technician Advisory Committee, PCC’s I.D.E.A. Committee, Pueblo City County Library District All Pueblo Reads Committee, Colorado Online Strategic Leadership Committee, Colorado Online Library Collection Development Committee, and Colorado Online Library Implementation Committee. Chris also met with the El Movimiento Sigue group to increase awareness of the exhibit and discuss training new programming presenters in the group. Hannah Moody-Goo served on the TRIO Student Support Services Advisory Committee, HIPAC, Colorado Online Library Instruction Team, and was accepted into the CCCS Leadership Academy. Both Chris and Hannah participated in a co-curricular focus group for the Teaching Excellence Grant.

Professional Development: All library staff attended the Colorado Library Consortium’s (CLiC) virtual workshops and the CLiC & Connect Rural Meetup. Hannah attended the annual ACRL Conference as well as a plethora of free internal and external PD opportunities covering topics such as misinformation and disinformation, microaggressions, preserving Southwest History, and multiple DEI topics. Chris and Dawn also took advantage of PD opportunities offered through the CCC System and library-related organizations.

Student Access and Success:

Info!Zone – Established in 2010 and managed by the library director, Info!Zone helps new students navigate the first days of college by showing them how to read their schedule, find their way to class, learn how campus is laid out and where various support services are located.

Info!Zone Served 737 students in Fall 2022. Another 408 students were served in Spring 2023.

Day	7:30-8am	8-9am	9-10am	10-11am	11am-12pm	12-1pm	1-2pm	2-3pm	3-4pm	4-5pm	5-5:30	Students Served
Mon 8/22/2022	30	16	45	35	35	35	37	11	18	5	16	283
Tue 8/23	24	24	31	21	20	16	15	9	10	7	3	180
Wed 8/24	2	6	7	11	7	15	12	10	7	3	6	86
Thur 8/25	6	15	14	9	14	8	7	1	2	2	0	78
Fri 8/26	10	3	4	11	17							45
Mon 8/29	20	12										32
Tues 8/30	20	13										33
TOTALS	112	64	101	87	93	74	71	31	37	17	25	737

Information Literacy – Awareness and instruction of information literacy is a critical component in academic success. PCC librarians provide classroom orientations, subject and program specific workshops, and one-on-one research assistance. Information literacy statistics for the 2022-2023 Academic Year are:

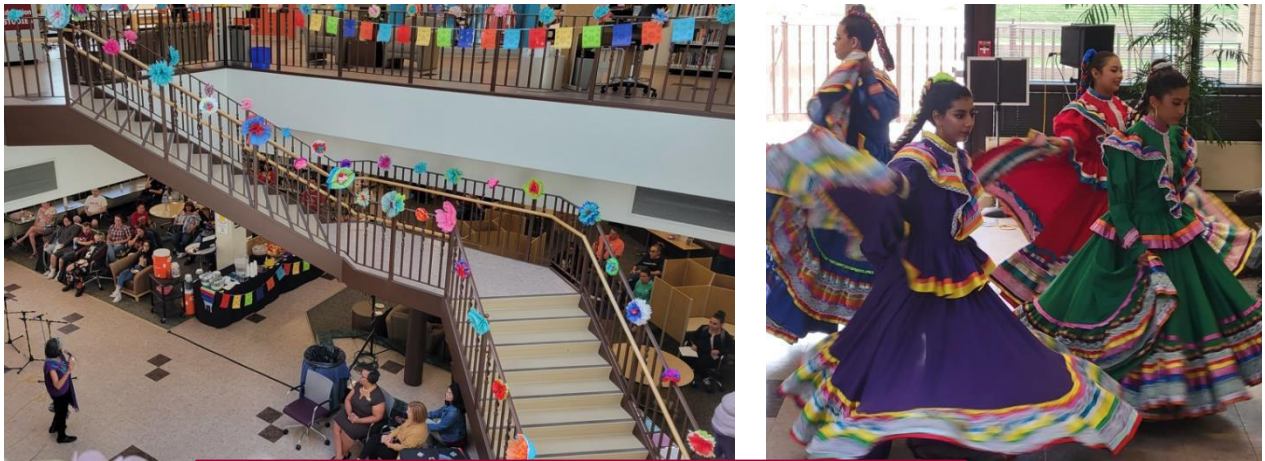
Book a Librarian Sessions (one-on-on research assistance)	172
Classroom Orientations	118
Classroom Orientation Attendance	1,732
Virtual Presentations	21
Virtual Presentations Attendance	210

Hannah also provided embedded librarian services to three English Composition I (ENG 1021) classes with two different faculty. Students reported feeling supported in their understanding of research in general and in the use of PCC Library resources. Program-specific and other workshops held were held for STEM, TRIO Student Support Services, Student Success Week, and Copyright for Artists.

Book a Librarian – As evidenced above, one-on-one research assistance is a popular service provided by PCC librarians. This year, we worked with Student Services to include Book a Librarian in the appointment function in Navigate. Syncing Navigate with Chris and Hannah’s calendars was a game changer and a far more efficient way for students to book those appointments. We’re so appreciative of Student Services!

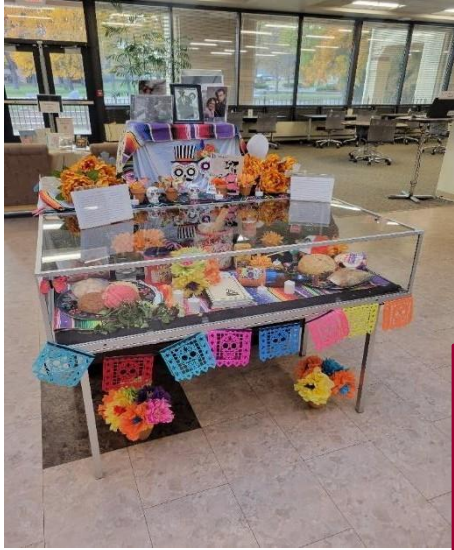


Co-Curricular – Research supports the concept that student participation in co-curricular activities can positively impact academic success. This year the library collaborated with the I.D.E.A. Committee to provide a robust celebration of Hispanic Heritage week by coupling the occasion with promoting the El Movimiento Exhibit on the second floor of the library.

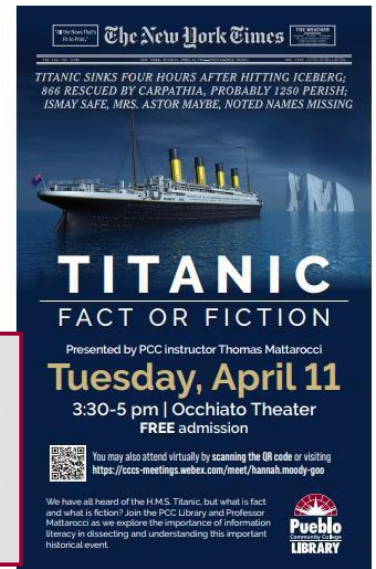


Hispanic Heritage Week Celebrations at the Library

For Banned Books Week, we provided a virtual speaker, James LaRue, whose “Shut Up! Censorship as Common Cause” was well attended. We also partnered with the Pueblo City County Library District to provide events connected to their All Pueblo Reads (APR) program. This included Chautauqua events for Black History Month and Women’s History Month. Another APR event we sponsored was a play focused on suicide and mental health performed by the Pueblo County High School Arts Academy in Hoag Theater. Students in PSY 2222, Psychology of Death and Dying, created altars in the library for Dia de los Muertos. Art students were tasked with adorning the windows of the library with painted on winter scenes and snowflakes. Library Shelfie Day was celebrated in January and lots of book lovers at PCC came to the library to have their shelfie taken. A virtual presentation was provided in the spring semester when author and professor Justin McBryer spoke on the topic of “Misinformation in the Marketplace.” “Titanic, Fact or Fiction” was an event including a presentation by Prof. Thomas Mattarocci which focused on reporting about the catastrophic shipwreck in the context of information literacy.



Co-curricular activities hosted by the Library including President Erjavec participating in “Shelfie Day”



Assessment - The PCC Library desired an assessment of our services at the end of this academic year. With the help of PCC Institutional Research, we sent out a brief survey and received truly positive results and comments. A couple of areas for improvement were noted and are addressed in our 2023–2024 Goals and Objectives below.

Total Surveys Completed (5/9/2023-5/18/2023)	110
Do the hours of operation, 8:00 – 5:00, Monday through Friday, accommodate your needs?	
Yes	79.09%
No	19.09%
No response	1.82%
Regardless of the campus you attend, are you aware of Pueblo Public Library services that are available through the PCC Library?	
Yes	83.64%
No	16.36%
I have found academic value in programming and events provided by the PCC Library.	
Strongly Agree	66.36%
Somewhat Agree	14.55%
Neutral	18.18%
Somewhat Disagree	0.91%
What have you found to be the most valuable service provided by the PCC Library? (Choose up to 3)	Percent
WiFi Hot Spots	37%
Quiet Study in the Library	34%
Laptops	33%
Library Study Rooms	40%
Events and Programming	25%
Book a Librarian service	52%
Classroom Library Orientation	39%

Pueblo Community College Library 2023 – 2024 Academic Year Goals and Objectives

Student Access and Success:

Based on the comments left in our survey, the library intends to target market online and branch campus students to ensure they are aware of all the academic support available to them through the PCC Library. Equitable service to all students has always been our objective, yet communicating this intent seems to have fallen short. This will be remedied in AY 2023-2024

The PCC Library intends to pilot extended hours during mid-terms and finals, providing enrollment and staffing permit. This is also in response to comments in our year-end survey.

Continuous Quality Improvement:

With CQI at top of mind, we have again worked with Student Services to provide students with a QR Code that takes them right to the Navigate Appointment page, saving students even more time when scheduling Book a Librarian appointments. This new approach to providing research assistance will roll out in the Summer 2023 semester with new bookmarks and signage printed with the QR Code and readily available in the library and in classroom orientations.

New Training:

Learning how all the new online databases function and what they offer is just the beginning of the new work tasks created by Colorado Online. Many, many hours in the coming year will be spent learning the new Springshare software and moving our current documentation over to it. Springshare includes LibGuides, which will replace all of our previously “created from scratch” resource guides; nearly 50 guides will need to be recreated in LibGuides and there are plans for new guides in the works as well. LibCal will take the place of students emailing us to book study rooms. It will work a lot like the Navigate appointment function, but is for scheduling study rooms. LibChat is the 24-hour Chat service that all the staffed libraries will share in the responsibility of managing. FAQs and best practices are currently being created for LibChat. LibWizard is used for forms and tutorials, probably not something the PCC Library will need to learn initially.

Partner Collaborations:



The Pueblo City County Library District is our best collaborative partner. Work on the 2023 All Pueblo Reads program is already underway; Hannah is on their APR Committee and brainstorming how PCC can participate to the benefit our students. PCCLD marketing is also going to provide signage with their new logo made for the PCC Library’s front door and for the PCCLD collection inside the library.

We will continue to partner with the El Movimiento Sigue group, reaching out when guided tours are requested in the El Movimiento Exhibit, and as artifacts are added.



Memberships will continue at the El Pueblo, Pueblo Heritage, Rosemount, Steelworks, and Weisbrod museums, as well as the Sangre de Cristo Arts Center and Pueblo Zoo. These memberships and family passes can be renewed with funds from our State Grants for Libraries award each year. The State Parks Pass is provided free through a collaboration between the Colorado State Library and Colorado Parks & Wildlife. Each year we explore new extracurricular options and this year will be no exception as our Circulation Services Library Technician, Dawn Reitz, is looking into options for our branch campus students.

Internally, we will continue working with TRIO Upward Bound to keep their collection current and helpful to their students. The Welding Department will continue to bring their students in to utilize the American Welding Society collection which we house. We will also continue to partner with faculty to keep Course Reserves current and relevant for their students and encourage the use of our many discipline and subject-specific collections.

The PCC Library is a highly collaborative unit and is always looking to work with partners, internally and externally, to enhance the academic experiences of our students.

CCCS Strategic Plan Alignment

Everything the PCC Library does in the name of student achievement, aligns with the four bold solutions outlined in the CCC System's Strategic Plan. Through our numerous co-curricular and extracurricular offerings, we seek to "transform the student experience." By teaching the essential life skill of information literacy, we have the opportunity to "transform our own workforce experience," and help to graduate students who are ready for the workplace. The many partnerships that have been born and nourished at the PCC Library, indeed serve to "create education without barriers." The "value proposition" of libraries is undeniable and is as old as education itself. "Accessibility, affordability, quality, accountability, resource development, and operational excellence" are at the core of everything libraries and librarians stand for. Diversity, equity and inclusion are basic tenets of librarianship, and libraries have long carried those values into every aspect of service to our diverse patrons. Looking ahead to AY 2023-2024, we remain committed to these values.

Scheduling and FLAC

- I. The year in review
 - a. Academic Support Team
 - i. Began implementation of ad astra (Strategy 3, KPI 1)
 - ii. Developing training and best practices for usage
 - iii. Colorado Online @ set-up



- II. 2023-24 division goals
 - a. Utilize ad astra to provide additional clarity in scheduling
- III. Updates to academic programming
 - a. Colorado online @
 - b. Ad astra implementation



Additional Highlights



Fremont Campus Executive Dean, Dr. Mike Verderaime, leading discussions about ways that we can provide student friendly resources to ensure student success at the **Academic Leadership Collaboration Week**





Building Relationships~ Top: SW Executive Dean, Dr. Lisa Snyder and VPAS Sewell celebrating the SW Graduates.

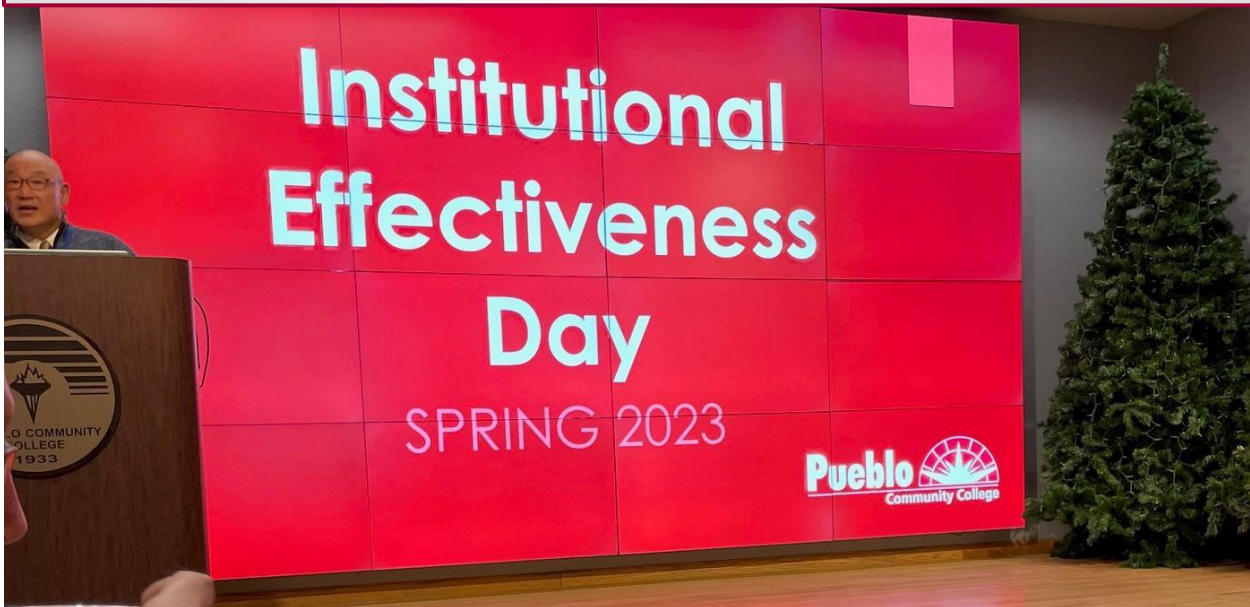
Bottom: Tanzania Delegation visitors meeting with PCC to discuss opportunities for collaboration.





Advocating and Collaborating for the success of Pueblo Community College! Top: *Dr. Cory Butts, Director of Institutional Research, Dr. Heather Speed, Vice President of Student Services* and VPAS Sewell representing PCC at the Legislative BBQ at the Colorado State Fair.

Bottom: Dean Kim (A&S), providing the purpose of our **Inaugural Institutional Effectiveness Day** to the entire campus community



Dean of Students, Vernon James at our Celebration Walk reminding us of our Panther Pride and our commitment to **Moving PCC Forward with a Focus on Student Success!**



**Information Technology Master Plan
January 2024 – December 2025
For
Pueblo Community College
Developed
by
Information Technology Services
2024**

DRAFT

TABLE OF CONTENTS

Introduction:

With the rapid changes in technology, this document should be viewed as a working document that will undergo constant changes but will never deviate from its mission.

The thrust of this plan is to increase the methods of instructional delivery in the classroom across all locations and to ensure that administrative systems meet the needs of the college.

Executive Summary:

Due to the dynamic makeup of PCC and the charge put forth demanding current state-of-the-art training for the workforce, it is imperative that PCC has an established Technology Plan that is a living document. Considering the rapid technological advances, this plan parallels what industry is demanding today.

This Technology Plan will complement the directives of the instructional and administrative aspects of PCC. This plan is designed to ensure that PCC will be aligned with the demands of the workforce as well as keep the College current with the transferability of instructional coursework to other institutions of higher education. In addition, this plan should be specifically used in conjunction with the facility and academic plans for the College.

This Technology Plan is written to specifically address expansion of the College's infrastructure supporting the use and capabilities of technology for students, faculty, and staff. The plan incorporates PCC's vision, values, and mission in direct support of PCC's strategic plan.

The major information technology objectives included in this plan are:

1. One College
 - a. We will ensure that our visions and decisions are driven by shared common vision and governance across all PCC Campus / Site Locations. Individual campus needs will be met, however overall technology improvements will be applied to the college as an entity across all locations.
2. Students First
 - a. We will place students first with access to academic excellence to ensure that the needs of the students are met.
3. Faculty, Staff, and Culture
 - a. We will develop and implement technologies to create and deliver a high performance culture driven by common principles of excellence.

4. Outreach and Collaboration
 - a. We will increase the capabilities in support of outreach and collaboration through technologies.
5. Operational and Financial Soundness
 - a. We will continue to maintain and establish a flexible and transparent operational infrastructure to contribute to the financial soundness of Pueblo Community College
 - b. We will continue to work and manage renewal and replacement plans to ensure that the college maintains operational systems to meet all college needs.

Mission Statement:

Pueblo Community College transforms lives of students, enriches communities, and strengthens regional economies. We empower individual achievement by providing inclusive, personalized support and innovative educational opportunities

Within the mission of PCC the Information Technology Services Department provides instructional and administrative support to each department / division within the College as it relates to networking, management information systems, e-mail, video-conferencing, application development, tools, communication lines, software licensing, support desk information, training, classroom management and consultation, and etc. Providing these services involves steady communication and coordination with students, faculty, staff, and supporting vendors.

Information Technology Services serves as a resource to every division and department that needs assistance in any of the areas mentioned in this document.

Design:

The design of this document allows modifications to be made to specific areas without impacting the document in whole.

Current Revision Status:

Plan 2024, Revision 1 – Draft

IT Overview:

Central Administration:

Central administrative computing is processed the Colorado Community College System office in Denver. Primary functions include

1. Installation and support of the Wide Area Network Infrastructure (WAN)
 - a. Production (Non-Guest Network) Firewalls, SPAM filters, antivirus, and Intrusion detection
 - b. Banner ERP supporting Finance, Financial Aid, Student Information, Payroll, and Human Resources
 - c. Student and Employee Email
 - d. Office 365 Oversight, configuration, storage, and etc.
 - e. Centralized Phone System Hardware and Software administration, management and support.
 - f. Centralized licensing Contracts and procurement of consolidated application purchases

2. Technology Standards

PCC adheres to the technology standards developed within the structured plan for the implementation and support of the standards, including language for any required changes in existing policy or new policy. The governing procedure of record being CCCS Board Policies (BP) and system Procedures (SP)

The actual review and development of standards co-exists with the CCCS Information Technology Committee (ITC) for system wide standards and within PCC for standards that are not considered at the system level.

CCCS Systems Standards typically cover the following areas:

- WAN Infrastructure
- E-mail (Employee / Student)
- Banner Systems / Applications
- Voice Over Internet Protocol (VOIP) and associated systems
- Student and Financial Information Systems
- Office 365 and associated Infrastructures

These areas each comprise multiple standards, which will be expanded as necessary to meet the needs of the business community.

All other standards are governed within the Administration and Finance Division for PCC

Local Administration:

1. Local administrative and instructional computing designed, implemented, and supported by PCC Information Technology Services / information technology. The department is comprised of 9 FTE positions in support of four campus locations and the virtual campus.
2. PCC IT provides a technology support desk to provide and track needs and issues for students, faculty, and staff in office locations, classrooms and common areas. To facilitate support within the support desk; an established Web site, help line and email account for logging support requests are available for help desk contact and logging of requests.
3. The administrative and instructional networks are physically and logically segregated with communication servers providing crossover between the network based on security and access needs. This is done to provide high security and functional interoperability.
4. All purchases for computer components and software requests are managed by Information Technology Services and finalized in purchasing.
5. All computer security access and termination requests for central or PCC computing access are routed through PCC/IT for configuration and setup. All requests are tracked for auditing purposes.
6. Initiatives to conform with supportable standards

PCC/IT works to ensure that new college initiatives take into account the following:

- a. Security – new technologies should meet applicable College and system security requirements.
- b. Accessibility – systems should continue to be reasonably inclusive and accessible for all users.
- c. Compatibility – assure interoperability and integration with the existing environment.
- d. Sustainability – utilize existing technology before new technologies are considered.
- e. Scalability – determine ability for expansion and vendor and technology reliability.
- f. Funding – determine funding source and understand total cost of ownership.

IT Staffing Strategy:

All Information Technology strategies are driven by the benefits and needs that technology services and support will have on the students, faculty and

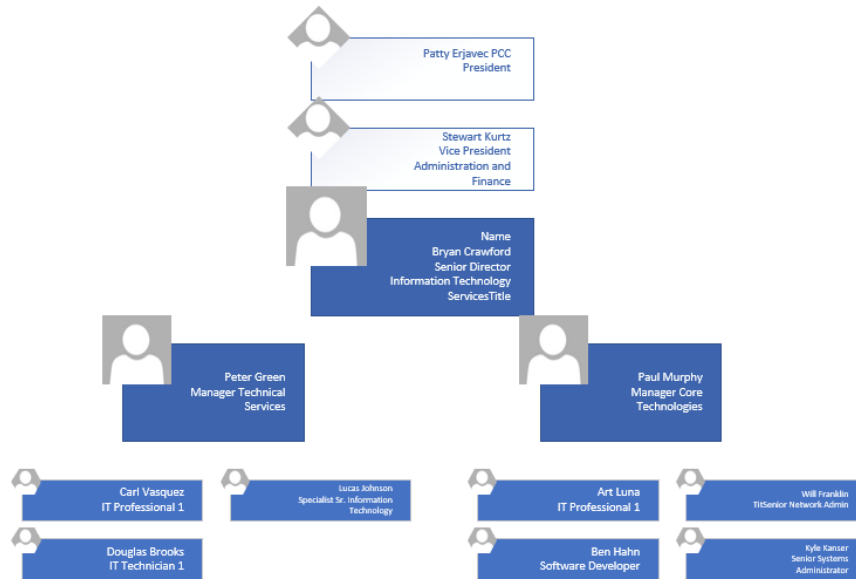
staff. All initiatives should tie to PCC’s strategic plan before they are considered for implementation.

Every effort will be made to maximize our resources. Efforts may include but are not limited to: partnering with major vendors, consolidating purchasing of software and hardware, standardizing of systems, training methodologies and utilizing common platforms.

PCC-IT currently uses several staffing charts and survey tools to determine appropriate staffing levels in conjunction with student FTE by location. PCC currently (February 1st 2024) has 10 full time positions with 2 work study positions at .5 FTE. These team members have over 150 years combined experience and typically have over 20 projects currently in progress at any point in time!

PCC has been and will continue to automate as much as possible to keep the need for increased staffing in check.

The PCC IT organization chart is included below.



Total Cost of Ownership:

PCC has established a budget account to help in the procurement of necessary IT infrastructure components that directly support the students. This account is funded by student fees and the dollars that enter this account assist in maintaining and replacing technology that directly

supports students and when these technologies become obsolete or becomes more expensive to maintain than replace.

In order to maintain and upgrade the existing inventory of technology (hardware / software) for operation, maintenance, and procurement; PCC invests an average of 1 million per year in operational expenses from the general fund to ensure that systems and software are standardized and kept current for PCC and meet requirements for standardization across the Colorado Community College system. The majority of this investment is loaded from general fund and / or the student tech fee mentioned above.

The following statistics represent the scope of support required for IT readiness for PCC that are supported by the above funding.

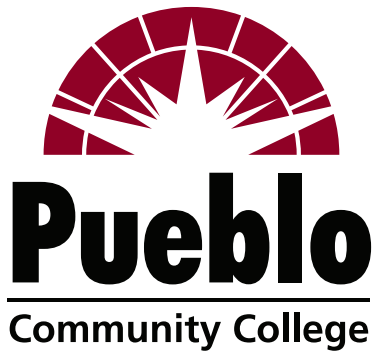
- 1115 computers on the administrative and instructional networks
- Up to 50 Servers Physical / Virtual providing various functions
- Multiple networks spanning 5 campus' in and between Pueblo, Canon City, Durango, Mancos, and Bayfield
- Support approximately 300 concurrent connections to our guest wireless network at any given time daily from students and visitors.
- IT supports and average of 340 IT work orders per month (Logged) via email, phone, or "since you're here" requests for technical support.
- We provide Over 200 office moves per year requiring relocation of computer equipment, phones, and/or printers/faxes per year
- 175 wireless access points to provision PCC's wireless network ensuring that wireless networking is available for all students
- We manage over 320 security surveillance endpoints, providing for campus security. In addition to the support for automated door lock systems
- Over 134 separate software applications (not counting common applications like MS Office 365 on the WEB) are also supported.

Exhibit #1 – Required Replacement Funding for Capital Infrastructure

Capital Funding					
Category	Qty	Cost	Ext. Cost	Years before replacement	Est. Cost
Data Center AC	1	\$100,000.00	\$100,000.00	3	100,000
Cisco Switches, Routers, Phones, Servers	300		\$0.00	0	300,000
				NOTE CCCS may require this year per standardization project to force all phones to Microsoft	
Generator	1	\$45,000.00	\$45,000.00	1	45,000
Network Printers Administrative	15	\$275.00	\$4,125.00	1	4,125
Data Center UPS / Power Systems	1	\$55,000.00	\$55,000.00	2	55,000
Branch Campus UPS / Power systems	3	\$25,000.00	\$75,000.00	3	75,000
IDF Closet UPS	30	\$3,500.00	\$105,000.00	1	105,000
College / Campus Security Door System			\$0.00	6	
College / Campus Security Camera(s) Need to replace 25 percent per year over next 4 years	350	\$700.00	\$245,000.00	1	61,000
Data Center Backup Solutions			\$200,00.00	0	200,000
Video Conferencing EndPoints					
Bayfield	3	\$2,300.00	\$6,900.00	5	6,900
Fremont	12	\$2,300.00	\$27,600.00	5	27,600
SCCC West	26	\$2,300.00	\$59,800.00	5	59,800
Durango	3	\$2,300.00	\$6,900.00	5	6,900
Pueblo	112	\$2,300.00	\$257,600.00	5	257,600
Server Technologies			\$0.00		0
If use FL460c Gen9 Server HP Option Can also do annual Lease	4	\$408,397 or lease at		0	408,397
If use VXRail from Dell options	4	360k to 443k		0	400,000
If Use Dell option storage ext. can get discounts for multiyear option Can also do annual lease					
Cisco Network Switches w/ 3 year support	2		100,000	0	200,000
Total Cost					

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	PCC	PCC	PCC	Years to k	Cost	Cost	Notes
Category	Qty	Cost	Ext. Cost	before repl	for Disaster Recovery	In Renewal & Replacement	
Data Center AC	1	\$100,000	\$100,000	12	\$8,333	\$8,333	
Cisco (Switches, Routers, Phones, V	1	\$2,300,000	\$2,300,000	7	\$278,571	\$278,571	
Generator	3	\$45,000	\$135,000	15	\$8,000	\$8,000	
Network printers (Administrative)	133	\$1,100	\$146,300	6	\$24,383	\$24,383	
Network printers (instructional)	81	\$1,100	\$89,100	7	\$12,729	\$12,729	
PC's, laptops, Macs	1402	\$650	\$911,300	4	\$227,825	\$227,825	
Notebooks	846	\$1,200	\$1,015,200	4	\$253,800	\$253,800	
Monitors	1950	\$220	\$429,000	7	\$61,286	\$61,286	
Projectors	120	\$900	\$108,000	6	\$18,000	\$18,000	
RACS	50	\$1,500	\$75,000	20	\$3,750	\$3,750	
SAN	2	\$140,000	\$280,000	6	\$46,667	\$46,667	
Scanners	12	\$1,800	\$21,600	7	\$3,086	\$3,086	
Security	1	\$555,000	\$555,000	7	\$79,286	\$79,286	
Servers	58	\$5,000	\$290,000	5	\$58,000	\$58,000	
Smart Boards	60	\$1,700	\$102,000	7	\$14,571	\$14,571	
Tape Backup	1	\$140,000	\$140,000	5	\$28,000	\$28,000	
Tapes	300	\$40	\$12,000	2	\$6,000	\$6,000	
TV Monitors	45	\$1,200	\$54,000	7	\$7,714	\$7,714	
Data Center UPS / Power Systems	1	\$50,000	\$50,000	10	\$5,000	\$5,000	
IDF Closet UPS	12	\$3,500	\$42,000	7	\$6,000	\$6,000	
VC endpoint	12	\$18,500	\$222,000	7	\$31,714	\$31,714	
VC Bridge / Gateways	1	\$40,000	\$40,000	7	\$5,714	\$5,714	
Recording / Streaming Systems	1	\$145,000	\$145,000	5	\$29,000	\$29,000	
Total			\$6,897,500		\$1,217,430	\$1,217,430	
Sub-Total Annual Cost to Maintain Current Structure for Hardware, Software Maintenance, - Cable Plant						\$1,217,430	
Sub-Total Software	1	\$428,000	\$428,000	0.18	\$85,600	\$85,600	18% Maintenance
Total Costs						\$1,303,030	



ACKNOWLEDGEMENTS

Dr. Patty Erjavec PCC President

“When high-performing individuals work together with a genuine commitment to student success, anything is possible, even when faced with unprecedented challenges.

While Destination 2022 exemplified outstanding college-wide efforts, the next installment, Destination 2027, is sure to lead Pueblo Community College forward to address modern learners – students who are poised to bring with them a new set of demands for educational options personalized to their wants and needs.

I am humbled to have witnessed the leadership of faculty member Shawna Shoaf and student success coach RaeAnn Gutierrez, who led their colleagues through the development of Destination 2027. They did so with an admirable sense of transparency and clarity, as well as a genuine commitment to academic and student excellence. The President’s Cabinet, President’s Advisory Council, GOLD Panel, and individuals representing the various functional groups of the college joined Shawna and RaeAnn to construct the goals, strategies, and key performance indicators set forth in this publication. All stakeholders were mindful of the direction set forth by the Colorado Community College System, the Colorado Department of Higher Education, the Higher Learning Commission, and the institution’s internal diversity, equity, and inclusion framework.

The best is yet to come from Pueblo Community College as we work to expand opportunities for our students over the next five years!”

RaeAnn Gutierrez Co-chair

“Collaborating with various campus constituents on Destination 2027 has been an invaluable experience and is evidence of Pueblo Community College’s endless commitment to student success. I would like to thank Shawna for her partnership in leading this effort, and President Erjavec for her mentorship and for placing her confidence in us. It has been an absolute pleasure.”

Shawna Shoaf Co-chair

“Pueblo Community College strives to be the heartbeat of our community and the energy put forth in our strategic plan attests to the commitment of our administration, faculty, and staff. I am honored to have been a guide to the meaningful engagement of the diverse voices representing the college and our community. I am grateful to all constituents who joined this important conversation. There have been countless hours and devotion put into this important work. I look forward to being witness to the unfolding and progress of our plan.”

Vision:

- **Pueblo Community College is the choice for personal and community success.**

Mission:

- **Pueblo Community College transforms lives of students, enriches communities, and strengthens regional economies. We empower individual achievement by providing inclusive, personalized support and innovative educational opportunities.**

Values:

- **Achievement:**

We engage a diverse student body and support all individuals in attaining high-quality learning outcomes to meet the demands of a global economy.

- **Excellence:**

We foster continuous quality improvement and innovation by responding to the needs of the communities we serve.

- **Integrity:**

We advance our mission ethically and equitably, through a culture of shared governance that demands accountability and excellence.

- **Respect:**

We foster an open and inclusive environment that welcomes diverse backgrounds and opinions, recognizes individual talents, encourages personal and professional growth, and celebrates accomplishments.

- **Inclusive Teaching & Learning:**

We value the exchange of knowledge and encourage lifelong learning for students, faculty, and staff.

- **Leadership & Teamwork:**

We create collaborative opportunities to advance the communities we serve through innovative actions, strategic partnerships, and informed planning.

Guiding Principles:

- **Innovation:**

Encourage divergent thinking and intentional execution to drive continuous improvement.

- **Access:**

Create educational opportunities for everyone.

- **Valuing People:**

Cultivate growth opportunities so individuals can meet their full potential.

- **Diversity, Equity, and Inclusion:**

Sustain a community respectful of cultures, backgrounds, and ideas.

- **Safety:**

Commit to the safety and well-being of others.

- **Quality:**

Add value and relevance through environmental scanning.

CRITERIA AND STRATEGIC IMPERATIVE CROSSWALK

X indicates where previous Destination 2022 strategic imperatives intersect with the new Destination 2027 criteria.

Strategic Imperatives from Destination 2022

Criteria for Destination 2027		I. Student Success and Meeting Stakeholder Needs	II. High Performance Workforce Resource Stewardship and Operational Excellence	III. Systemic & Sustainable Leadership	IV. Empowering College Culture
	1. Mission				X
	2. Integrity			X	
	3. Teaching & Learning: Quality, Resources, Support		X		
	4. Teaching & Learning: Evaluation, Improvement	X			
	5. Institutional Effectiveness & Resource Planning		X		



Priorities to Consider:

- Colorado Community College System (CCCS) 2015-2025 Strategic Plan.
- Colorado Department of Higher Education (CDHE) Master Plan.
- Pueblo Community College Strategic Framework: Diversity, Equity, & Inclusion (DEI).
- Higher Learning Commission (HLC) Guiding Values.

CCCS 2015-2025 Strategic Plan

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

CDHE Master Plan:

- Increase credential completion.
- Erase equity gaps.
- Improve student success.
- Invest in affordability and innovation.

PCC DEI Strategic Framework

- Increase knowledge and awareness of DEI.
- Build capacity for faculty involvement and leadership in DEI initiatives.
- Increase student engagement and awareness in DEI.
- Build capacity for institutional support and administrative leadership in DEI.

HLC Guiding Values

- Focus on student learning
- Education for a diverse, technological, globally connected world.
- A culture of continuous improvement.
- Evidence-based institutional learning and self-presentation.
- Integrity, transparency, and ethical behavior or practice.
- Governance for the well-being of the institution.
- Planning & management of resources to ensure institutional sustainability.
- Mission-centered evaluation.
- Accreditation through peer review.

Strategy vs KPI Definitions

- **Strategy:** A careful plan or method for achieving a particular goal.
- **Key Performance Indicator (KPI):** Quantifiable measures used to track or compare performance in meeting the strategies.

CRITERION 1 STRATEGIES & KPIS

Mission

Goal Statement: Pueblo Community College will create an inclusive culture dedicated to continuous improvement, shared governance and a shared devotion to student learning and support.

Strategy 1: Provide greater opportunities for social and economic mobility by addressing equity gaps and increasing opportunities for credential completions.

- **KPI 1:** Increase the credentials awarded to our underrepresented students by 1% annually.
- **KPI 2:** Increase overall student success by 1% annually per race/ethnicity and first-generation status.

Strategy 2: Prepare students to live, work, and succeed in a pluralistic society of unique perspective beyond their personal experience.

- **KPI 1:** Increase student retention by 2% annually per race/ethnicity and first-generation status.
- **KPI 2:** Increase overall pass rates by 1% annually per race/ethnicity and first-generation status.

Strategy 3: Expand flexible and innovative modes of delivery and teaching methodologies to support our diverse student needs by removing the barriers of time, space, and distance.

- **KPI 1:** Increase fall-to-fall retention of both full-time and part-time students by 1% annually.
- **KPI 2:** Increase enrollment intensity by 3 credit hours per degree-seeking student per year.

Strategy 4: Expand awareness of program offerings and support services available through personal, direct channels of communications.

- **KPI 1:** Increase usage of tutoring, pantry, medical, and behavioral health support services by 2% annually.
- **KPI 2:** Increase the number of unique student enrollments with a holistic advising appointment by 1% per semester.

CRITERION 2 STRATEGIES & KPIS

Integrity

Goal Statement: Pueblo Community College ensures faculty, staff, and students adhere to fair and ethical behavior in the pursuit of academic freedom, intellectual inquiry, and operational excellence.

Strategy 1: Purposefully grow an inclusive institution by engaging in diversity at all levels of employees, curriculum, policies, and communities.

- **KPI 1:** Increase total percentage of underrepresented employee applicants by 1% annually.
- **KPI 2:** Increase underrepresented employee representation by 1% annually.
- **KPI 3:** Increase underrepresented student applicant yield by 1% annually.

Strategy 2: Respectfully engage stakeholders in open dialogue opportunities and intentional communication through expanded shared governance efforts.

- **KPI 1:** Provide one college-wide cultural competency training for all employees each year with 75% engagement and successful completion of each experience.
- **KPI 2:** Add one student representative to shared governance committees at the decision-making level.
- **KPI 3:** Provide quarterly updates on the budget and use of resources at a college-wide forum.

Strategy 3: Routinely evaluate the effectiveness of college processes by assessing the student experience.

- **KPI 1:** Administer an annual survey of the PCC Promise to all internal stakeholders with a goal of achieving 80% positive responses.
- **KPI 2:** Administer the Community College Survey of Student Engagement every two years to all students.

CRITERION 3 STRATEGIES & KPIS

Teaching and Learning: Quality, Resources, Support

Goal Statement: PCC will implement bold initiatives that expand state-of-the-art teaching and learning resources, supporting equitable avenues for exceptional educational experiences to meet workforce needs.

Strategy 1: Strengthen community connections and improve resources to develop essential traits, industry preparedness, and professional competencies for students transitioning into the workforce or transferring to a four-year university.

- **KPI 1:** Establish an Office of Career and Community Connection.
- **KPI 2:** Offer one campus outreach event per academic division per semester for students to engage in experiential learning opportunities.

Strategy 2: Develop a Teaching Excellence Academy for faculty-driven personal and professional development that provides all faculty and instructors on all campuses with multiple and varied opportunities to engage in professional development that can be tailored to meet program-specific needs.

- **KPI 1:** Align initiatives and outcomes from the Title V grant to fund faculty and instructor professional development opportunities.
- **KPI 2:** Identify and implement funding from Perkins grant to support professional development for Career and Technical Education (CTE) faculty and instructors.

Strategy 3: Develop competency-based programs with multiple entry points throughout a semester for greater ease and value-added educational opportunities.

- **KPI 1:** Pilot/add one CTE program and one General Education program per year.
- **KPI 2:** Add and assess two 5-week course success rates over a rolling 3-semester period.

Strategy 4: Increase credentialing of adult learners through accelerated pathways.

- **KPI 1:** Increase the enrollment in course offerings available on weekends and/or evenings by 1% annually.
- **KPI 2:** Increase certificates/degrees awarded in adult learner population.

CRITERION 4 STRATEGIES & KPIS

Teaching & Learning: Evaluation, Improvement

Goal Statement: Pueblo Community College creates a culture of innovation and support to ensure students will acquire the knowledge, skills, and experience necessary for advanced education, successful careers, and personal growth.

Strategy 1: Offer high-impact educational experiences to prepare students to thrive in a diverse society.

- **KPI 1:** Offer at least one co-curricular, social, cultural or recreational experience or activity each semester per division/campus or program, for student enrichment through engagement with different cultures, perspectives, and people.

Strategy 2: Partner with regional and national educational and industry partners using remote technology/delivery to offer high-quality education not currently available in PCC's service area that will differentiate our institution.

- **KPI 1:** Engage 5 guest lecturers for Place for Enrichment and Academic Knowledge (PEAK) events per year.

Strategy 3: Provide a holistic enrollment process that minimizes student obstacles and assists students in determining the appropriate course delivery that will maximize student success.

- **KPI 1:** Increase student utilization of Navigate for enrollment by 5% per year.
- **KPI 2:** Develop and embed an assessment tool into Navigate that will help advise students into the course delivery that will yield the most academic success.
- **KPI 3:** Increase staff and faculty utilization of Navigate for enrollment by 5% per year.
- **KPI 4:** Student success coaches and faculty meet a minimum of twice a year, and at department meetings as necessary, to discuss and collaborate on best practices for student retention, persistence, and program completion.

Strategy 4: Expand institutional learning objectives to include diversity, world-mindedness, and inclusion.

- **KPI 1:** Develop a new 5-year plan for assessment of student learning that is driven by faculty.
- **KPI 2:** Add 1 DEI-related Program Student Learning Outcome to every program.
- **KPI 3:** Increase faculty and instructor participation in assessment of student learning by 5% annually.
- **KPI 4:** Add 1 DEI-specific Institutional Student Learning Outcome that promotes a shared cultural understanding across the student body.

Strategy 5: Enhance the Coordinated Care Model to improve student success.

- **KPI 1:** Establish a student success committee comprising faculty, staff, and students to align retention efforts.
- **KPI 2:** Introduce 1-2 cohort-based programs per academic year.

Institutional Effectiveness, Resources and Planning

Goal Statement: PCC's leadership facilitates a transparent environment to evaluate operational effectiveness and stewardship in providing the framework for continuous improvement.

Strategy 1: Engage students in technology support throughout the college.

- **KPI 1:** Identify and train one student cohort per year to staff a help desk.
- **KPI 2:** Add Desire 2 Learn course delivery orientation to all courses before students can access any first-semester material.
- **KPI 3:** Add technology competency to all courses so that students enhance their technical skills in collaboration with faculty.

Strategy 2: Develop a structure for staff professional development that provides all APT and Classified personnel with multiple and varied opportunities to engage in professional and program specific development.

- **KPI 1:** Increase cross-departmental and inter-professional education awareness of operational developments and processes by adding one departmental announcement to the President's weekly update.
- **KPI 2:** Add "innovation of the semester" award requiring presentation of PRINs and contributions to the campus effectiveness.
- **KPI 3:** Add professional development as a required discussion topic to the performance evaluation process.

Strategy 3: Align financial resources to allow for Destination 2027 strategies and related initiatives to foster further innovation and responsiveness.

- **KPI 1:** Hold a budget summit at the end of each semester to provide the college with financial impacts of enrollment and legislative support and to welcome stakeholder dialogue and input on future allocation of the college's financial resources.
- **KPI 2:** Identify three key strategic priorities per year using stakeholder input, business intelligence (peer, national, regional and state institutions measures of operational effectiveness) and predictive analytics.
- **KPI 3:** Seek one non-general funded resource and grant opportunity per division annually.
- **KPI 4:** Engage in one Hispanic Association of Colleges and Universities initiative per year in pursuit of financial resources for Hispanic-serving institutions.

Strategy 4: Explore the opportunity to provide student transcripts that bear record of credit, non-credit, and competency-based course completion and Continuing Education Units (CEUs).

- **KPI 1:** Explore a national partnership, such as with Education Advisory Board, to develop a model to transcript credit, non-credit, and competency-based programs (digital badges).