

Pikes Peak Community College

Background

Pikes Peak Community College relies on Perkins funds for the following:

- To support students via career planning and advising.
- For secondary/postsecondary curriculum development for its Computer Information Systems program. This program gives students experience in software applications, computer programming, database management, web design, and system design as well as verbal and written business communication skills. The curriculum is continually updated to include the newest technologies.
- To advance the technology available at its Culinary Arts Kitchen. This program enables students to learn every aspect of working in a professional kitchen, including basic food preparation, sanitation, nutrition, supervision, purchasing, baking, catering, wines and spirits, garde manger (cold kitchen), and soups, sauces and consommés.
- To advance the technology available to its Pharmacy Tech program (e.g., the development of a Simulation Lab). This program provides hands-on training and clinical work experience that complements rigorous classroom learning. It provides students with well-rounded training that qualifies them to take the National Pharmacy Technician Certification Examination to become a Certified Pharmacy Technician (CPhT).
- To advance the technology available to its Emergency Medical Services program. Practical hands-on training is a major focus of this program. Students get access to anatomy labs, training ambulances, a video library, study guides, open labs and a large collection of modern EMS equipment, plus the opportunity to do an emergency department rotation, an ambulance 3rd ride and a community service rotation.

Key Innovation(s)

The College has fostered a culture where instructors are encouraged to be innovative and to try something new, without fear of failure.

The College has *achieved efficiencies via internal collaboration* among its programs. For example, the Pharmacy Tech handles procedural supplies for the Nursing program.

The College's CTE administrators have developed two spreadsheets for use by its faculty, deans, and directors. These were designed to not only gather necessary information, but to also streamline how they receive vital information from over 40 programs and departments. Prior to receiving the spreadsheets, there is guidance, discussion and agreement on how the College intends to proceed with the coming year.

Blank Narrative and One Year Plan Spreadsheet

Through a few short questions, users are asked to provide responses that assist the College's CTE administrators with formatting their One Year Plan. It also helps them with summarizing the current fiscal year end. The following are the two tabs in the spreadsheet:

Tab 1 - Blank Narrative

PPCC - Perkins Narrative for FY08-09

- a. Review FY08-09 One Year Strategic Plan
- b. Review FY08-09 Expenditures for your Division/Department
- c. Provide concise-bulleted responses. Submit one consolidated narrative per division.
- d. **Deadline for submission:**

1. Reviewing the One Year Strategic Plan and expenditures, what were you able to accomplish?

2. What were the Key Successes? Measureable outcomes?

3. What were the Key Learning Opportunities?

Tab 2 - One Year Plan

PPCC - Perkins Narrative for FY08-09

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Blank Funded Worksheet

Starting with a blank template, a worksheet is customized for each division or department. The first tab provides an example to assist the user through the process. The remaining tabs are for however many programs there are within a particular division. The Dean or designee is responsible for compiling all the information from their division and returning the completed spreadsheet to the College's Perkins Coordinator.

Tab 1 - Blank Funded Worksheet - general

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1. Reviewing the One Year Strategic Plan and expenditures, what were you able to accomplish?

2. What were the Key Successes? Measureable outcomes?

3. What were the Key Learning Opportunities?

Tab 2 - Blank Funded Worksheet by program or division

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- c. Provide concise-bulleted responses. Submit one consolidated narrative per division.
- d. **Deadline for submission:**

1. Reviewing the One Year Strategic Plan and expenditures, what were you able to accomplish?

2. What were the Key Successes? Measureable outcomes?

3. What were the Key Learning Opportunities?

The information received from the divisions and departments is then cut and pasted onto a ‘master’ spreadsheet where the College begins to identify similarities among program requests, missing information, or items that do not meet the goals as outlined in their One Year and Five Year plans. After several varied steps, they end up with a final product that greatly eases how they group their requests into projects and action steps for their state submission. The College reports that its Department Chairs, Deans, and Directors seem to appreciate the simplicity these forms achieve with their “just tell us what you want, how you want it, and when you want it” design.

Key Factors to Implementation

The College supports CTE teachers and CTE Program quality improvements via two important measures. First, progress/planning meetings are held six to seven times per year. Four of these meetings track the current year’s progress and the last two meetings are devoted to strategic planning for the next year. Finally, the College’s CTE faculty are strongly encouraged to attend workshops addressing areas where their programs need improvement. CTE faculty are required to provide a written report to their CTE administrators following these workshops.

The College ensures the quality of its online CTE courses through curriculum revision. Less purchasing for regular teaching materials has allowed for resources to be directed to larger impact projects/programs.

Other key factors to implementing the College’s CTE program include: getting faculty on board; managing a nursing staff shortage; facilitating credit transfers to 4-year postsecondary schools and sustaining adequate funding and space.

The College believes its “Velocity” Career Planning and Advising Center has helped students navigate and stay in College easier by providing planning, advising and job access at a one-stop center.

The Computer Information System department encourages referrals by inviting high school counselors to come onto the PPCC campus four times per year and learn about its programs.

Partnerships have greatly benefited the College’s CTE programs. For instance, the Women in Technology Program for military spouses is strengthened by its partnership with the Department of Labor and Workforce Development. Further, the Pharmacy Tech program’s partnership with Penrose Hospital (which also has a representative on its advisory council) not only provides learning opportunities for the program’s students, but ensures the curriculum sustains the utmost relevancy.

In sum, the College believes that without Perkins funding the enormous growth of all its CTE programs, especially culinary arts, EMS, and its Pharmacy Tech Simulation Lab, would not have been possible.

RESULTS

Perkins funded enhancements to the culinary arts program have encouraged the program to grow from an average of 30 to 40 students in 1992 to more than 600 currently, with 99% getting jobs in culinary arts. Perkins funded enhancements to the Pharmacy Tech program are also translating into significant program growth.

Program quality has enabled the Computer Information Systems program to establish nine articulation agreements.

Finally, 52 high schools have recognized the quality of the College’s programs by sustaining an Area Vocational Program (AVP) relationship with it.