Pueblo Community College

FACILITIES MASTER PLAN

VOLUME 1: PUEBLO CAMPUS

Pueblo, Colorado

FINAL

March 25, 2024

RTA ARCHITECTS

FACILITY PROGRAMMING AND CONSULTING

PREFACE

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

Volume 1: Pueblo Campus

Volume 2: Fremont Campus

Volume 3: Mancos Campus

ACKNOWLEDGMENTS

RTA Architects and Facility Programming & Consulting wish to the acknowledge the leadership of Pueblo Community College for their invaluable assistance in developing the Facilities Master Plan.

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EXECUTIVE SUMMARY

The Facilities Master Plan process for the Pueblo Community College (PCC) Pueblo 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 Hispanics and older adults present opportunities for enrollment growth.

Enrollment: Despite fluctuations, enrollment had stabilized at around 3,000 students before the impact of COVID-19, with a decline during the pandemic followed by a subsequent increase in 2023 to around 2,340 students. The goal is to return to pre-COVID enrollment levels by 2033, with a modest future increase projected based on contributory populations.

Utilization: A utilization study of existing instructional space indicates fragmented scheduling practices but significant available instructional capacity currently. However, as enrollment grows or facilities deteriorate, the need for integrated campus-wide scheduling will become more critical.

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 trends and utilization levels, the Planning Team does not recommend specific adjustments to classroom or class lab space. Instead, the focus should be on addressing facility deficiencies identified in the assessment and implementing the Master Plan Principles, which include activating the campus, enhancing the educational experience, and implementing enrollment initiatives applicable to all campuses.

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INTRODUCTION & PLANNING PROCESS

I.A. Facility master plan authors
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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 4,000 students in 2013, enrollment stabilized around 3,000 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 2,340 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.

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

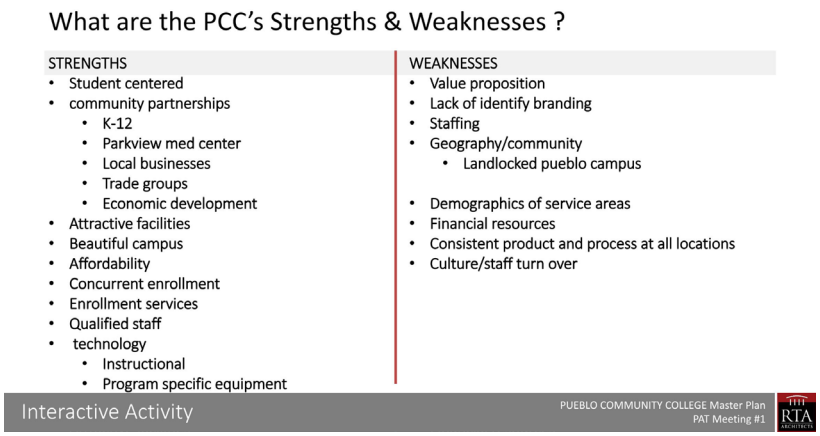
7. Describe the instructional labs of Pueblo Community College in a few words:
    - 40 responses
    - Top Answers: High-tech, Decent, Outdated, Small, We don't have a Lab
8. What amenities would you like to see provided, improved, or enhanced?
    - 39 responses
    - Top Answers: Food Options / Vending 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

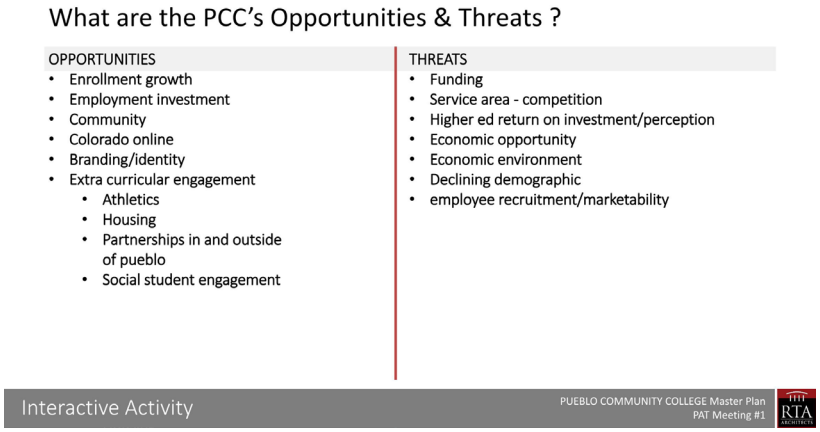
During RTA's meeting with the Pueblo Community College Staff members on January 22nd, 2024, Polling questions were conducted to gauge staff opinions of current campus conditions and their beliefs on where campus renovations should occur. The list of polling questions asked and the most common answers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

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. SWOT Analysis





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 and utilization, 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 Pueblo Campus catchment area market analysis illustrates the challenges and opportunities to growing enrollment as well as the strong need for the education opportunity provided 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. These segments include Hispanics and older adults.

Enrollment: After declining from almost 4,000 students in 2013, enrollment stabilized around 3,000 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. COVID also increased reliance on hybrid and on-line students to maintain enrollment. 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.

Utilization

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 national recognized space use standards provided by the Association for Learning Environments, formerly the Council of Educational Facility Planners International.

Scheduling: Scheduling at PCC is fragmented with scheduling managed in several locations by type of instruction and without a centralized comprehensive scheduling system. Operationally, this is less of an issue because the campus currently has significant available instructional capacity making "tight" and efficient space management less critical to day-to-day operations. However, as enrollment grows or capacity is reduced by the removal of instructional spaces or facilities in poor condition, the need for campus-wide integrated scheduling will increase.

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

Classrooms

- The analysis demonstrates for the semester (Fall 2022) general purpose classrooms were utilized well below the targets for both class fill and hours of weekly instruction.
- Analysis indicates peak period demand for classrooms uses approximately half of available rooms - Monday and Wednesday mornings between 8 am and 1 pm.
- There is a surplus of 17 small and medium classrooms at the planning goal.
- The utilization analysis suggests there is ample opportunity to repurpose classroom space for other institutional objectives or accommodated growth.

Class Labs

- The analysis suggests overall class laboratories are utilized well below the benchmarks for both class fill and hours of weekly instruction.
- Analysis also indicates peak period demand for class labs is well under existing capacity.
- As labs have unique capabilities and are not generally interchangeable, labs must be evaluated individually by capability as well as utilization.
- Identify and investigate labs over 75% for review to determine action is required.
    - UGC 208 – Law Enforcement Academy
    - USJ 130 - Welding
- Former Culinary space in Student Center provides opportunities for repurposing.

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 Pueblo campus grounds and buildings are outlined in Section III. Refer to the Facility Assessment in Appendix V.F. for the complete scope of work.

The Plan

Given the current low enrollment and projected minimal increase in enrollment, and the low Utilization of Classroom and Class Lab space at the Pueblo 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 Pueblo 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

II.A. Institution vision, mission, and values
II.B. History
II.C. General overview of programs or program types
II.D. Overview of current policies affecting facilities
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
II.F. Campus location maps
II.G. Enrollment size and distribution data
II.H. Institutional economic data

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

II.C. GENERAL OVERVIEW OF PROGRAMS OR PROGRAM TYPES

Pueblo Community offers a range of program and degrees. There are 162 programs of study, ranging from Accounting to Cosmetology, Cybersecurity to Welding. PCC offers 18 Associate of Arts, 35 Associate of Applied Science, 7 Associate of Science degrees, and 2 Associate of General Studies. PCC also offers 7 Bachelor of Applied Science and a Bachelor of Science in Nursing. Pueblo Community college boasts of a variety of certificates and min-certificates, 52 certificates and 40 mini certificates respectively.

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 Pueblo Campus is a GED Testing Examination Site and has GED Prep Classes available

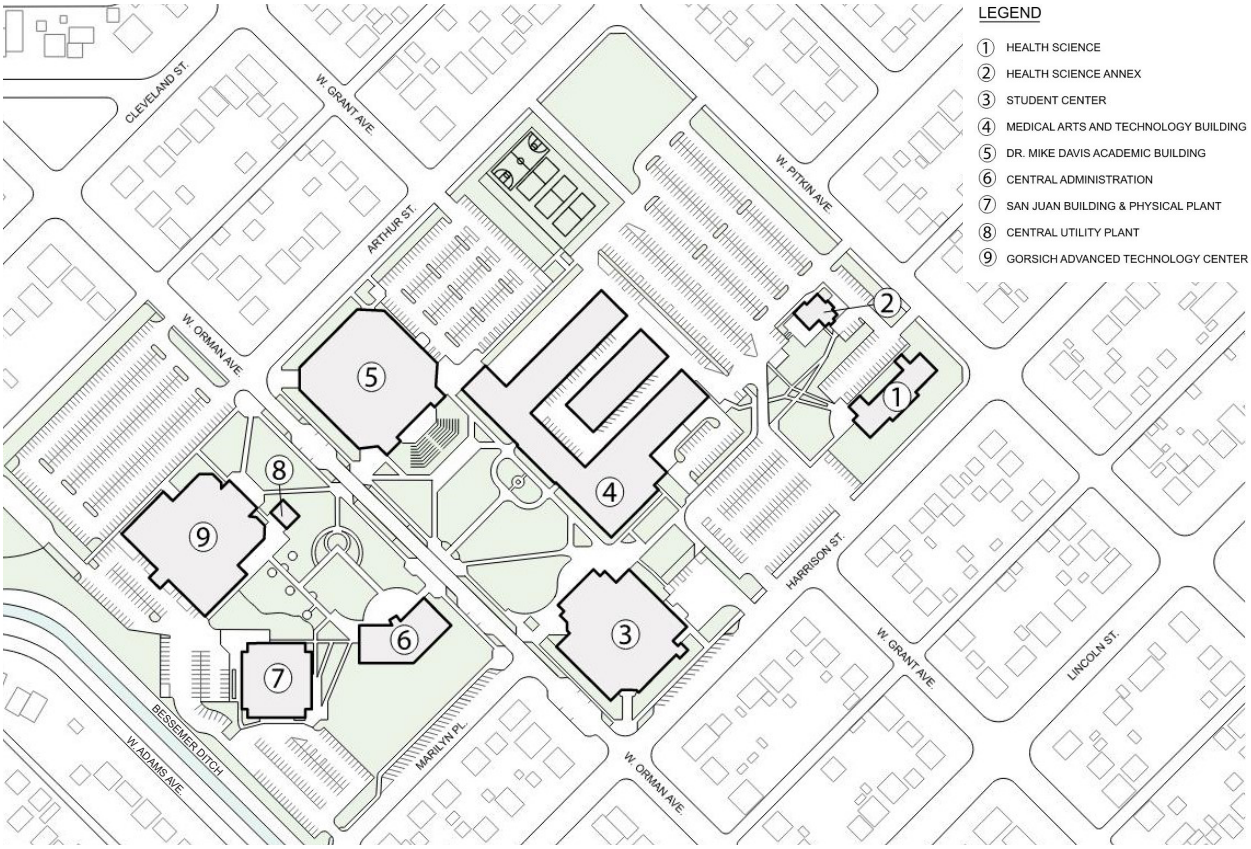
GTC (Gateway to College)

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.

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.

iii. Student services

Student Support Services listed on the Pueblo Community College website include: The Learning Center, Tutoring Services, Referral Services, TRIO Student Support, TRIO Upward Bound, Veterans Upward Bound, PCC Library, STEM Center, and Disability Resources. The Community College also provides Career Services, Health and Wellness Center, Testing Centers, Children First Program, and Food Pantries for students and staff.

Hispanic-Serving Institution (HSI): Pueblo Community College has been a Hispanic-Serving Institution for more than 30 years. To be designated an HSI, at least 25% of a college's student body must be Hispanic. Thirty-three percent of PCC students identify as Hispanic. Throughout the past three decades, PCC has been the recipient of federal Title III and Title V grants to expand its ability to better serve its Hispanic student population. Additionally, PCC is honored to be the permanent site of El Movimiento: The Chicano Movement in Colorado and Pueblo. The exhibit occupies the upper level of the PCC Library on the Pueblo campus and is a valuable resource for our instructors, students and community.

iv. Campus parking

Parking lots on the Pueblo campus grounds are dispersed throughout the campus and include a total of seven designated lots (See Campus Parking diagram below) There are two dedicated parking areas behind the Gorsich Building and the San Juan Building for staff (Lot 7). The remaining parking lots are open to students and staff. There is also one parking designated as 'Student Center Handicapped Parking and Deliveries Only' (Located in Lot 5). The remainder of the lots are for students and staff to utilize. These lots consist of The Health Science and Health Science Annex Parking (Lot 1), The Medical Arts and Technology Parking (Lot 2), The Student Center and Medical Arts and Technology Parking (Lots 3, 4 & 6), The Mike Davis Academic Building Parking (Lot 5), the Central Administration Parking (Lot 7 and on-street parking along Marilyn Pl), and the Gorsich Advanced Technology Center Parking (Lot 8).

Lot 1 has parking for Health Sciences and the Health Sciences Annex. The Health Science Building has 33 existing spots with 2 accessible parking spaces, including 1 van accessible space. The Health Sciences Annex has 14 existing parking spaces with 1 van accessible space.

Lot 2 provides 324 parking spaces for the Medical Arts and Technology Building. This would require 8 accessible parking spaces, including 2 van spaces. 2 standard accessible parking spaces and 2 van accessible parking spaces are needed.

Lot 3 provides 119 parking spaces for the Medical Arts and Technology Building. This would require 5 accessible parking spaces, including 1 van space. 5 standard accessible spaces and 2 van accessible spaces are provided.

Program / Data Overview

The Medical Arts and Technology Building also has 42 parking spaces in the parking lot in the interior courtyard areas of the building. This would require 2 accessible parking spaces, including 1 van space. 1 van accessible space is provided.

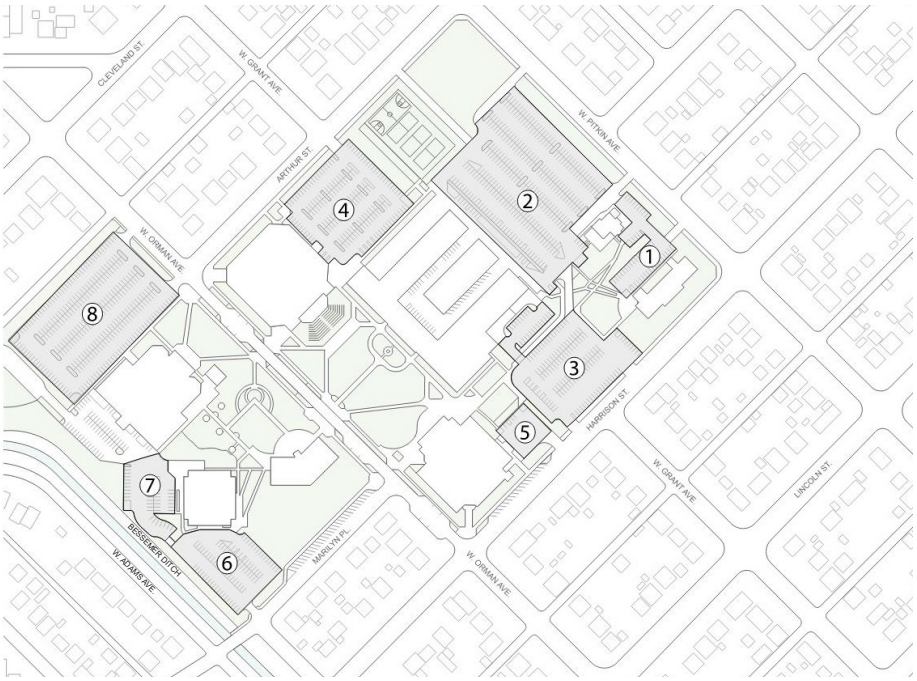
Lot 4 provides 165 parking spaces for the Dr. Mike Davis Academic Building. This would require 5 standard accessible spaces and one van accessible space. 6 standard accessible spaces and one van accessible space are provided

Lot 5 provides 8 off-street parking spaces for the Student Center. This would require 1 van accessible space. 2 standard accessible spaces and 1 van accessible space are provided. There are also 15 angled street parking spaces to the east for the Student Center

Lots 6 and 7 provide 120 parking spaces for the San Juan Building. This would require 4 accessible parking spaces, including 1 van space. 4 standard accessible spaces and 1 van accessible spaces are provided.

Lot 8 provides parking for the Gorsich Advanced Technology Center. 296 parking spaces are in the parking lot west of the building. This would require 7 accessible parking spaces, including 1 van accessible space. Currently, 6 accessible spaces, including 1 van accessible space, are provided.

The Central Administration building is adjacent to 27 angled street parking spaces off of Marilyn Pl. This would require 2 accessible parking spaces, including 1 van accessible space. Currently, only 1 accessible space is provided.



v. Athletics

Pueblo Community College does not have athletic teams, but PCC has various intramurals and group exercise classes through the Wellness and Recreation Center at the Student Center on the Pueblo Campus. According to the PCC Rec Center Events & Activities Website, these group classes and events are currently paused due to a staffing vacancy.

vi. Libraries

The Pueblo Campus has a two-story library in the Academic 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 Academic Building Library; books, other physical materials, laptops, computer accessories, calculators, and digital voice recorders are available for checkout. The Pueblo Campus Library offers study rooms and open study spaces in a comfortable environment. Black and white printing / scanning options are available as well.

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 Facility Services department, which is part of the Administration & Finance Division, is responsible for managing buildings on campus, and general operations and maintenance. Facility Services has its offices in the San Juan building (SJ) and utilizes parking in the SJ parking lots. The Grounds, Housekeeping, and Maintenance department, which is part of the Administration & Finance Division, is responsible for maintaining campus grounds, housekeeping services, and general building maintenance. Grounds has its offices in the San Juan building (SJ) and utilizes parking in the SJ parking lots.

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

- 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.G. 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.

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.H. for the full Information Technology Master Plan

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

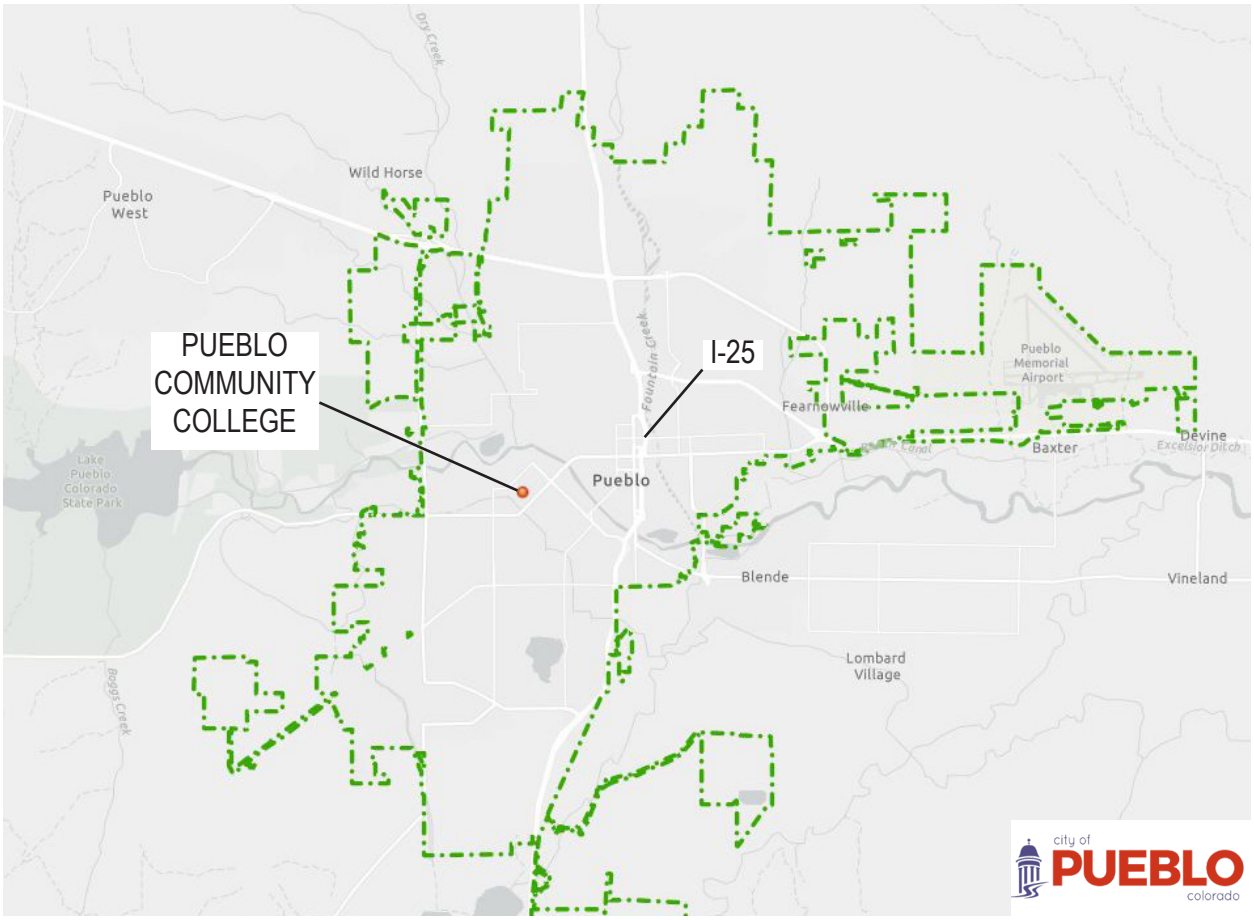
- Mission: Pueblo Community College will create an inclusive culture dedicated to continuous improvement, shared governance and a shared devotion to student learning and support.
- Integrity: Pueblo Community College ensures faculty, staff, and students adhere to fair and ethical behavior in the pursuit 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.I. for the full Strategic Planning: Destination 2027 Report

II.F. CAMPUS LOCATION MAPS

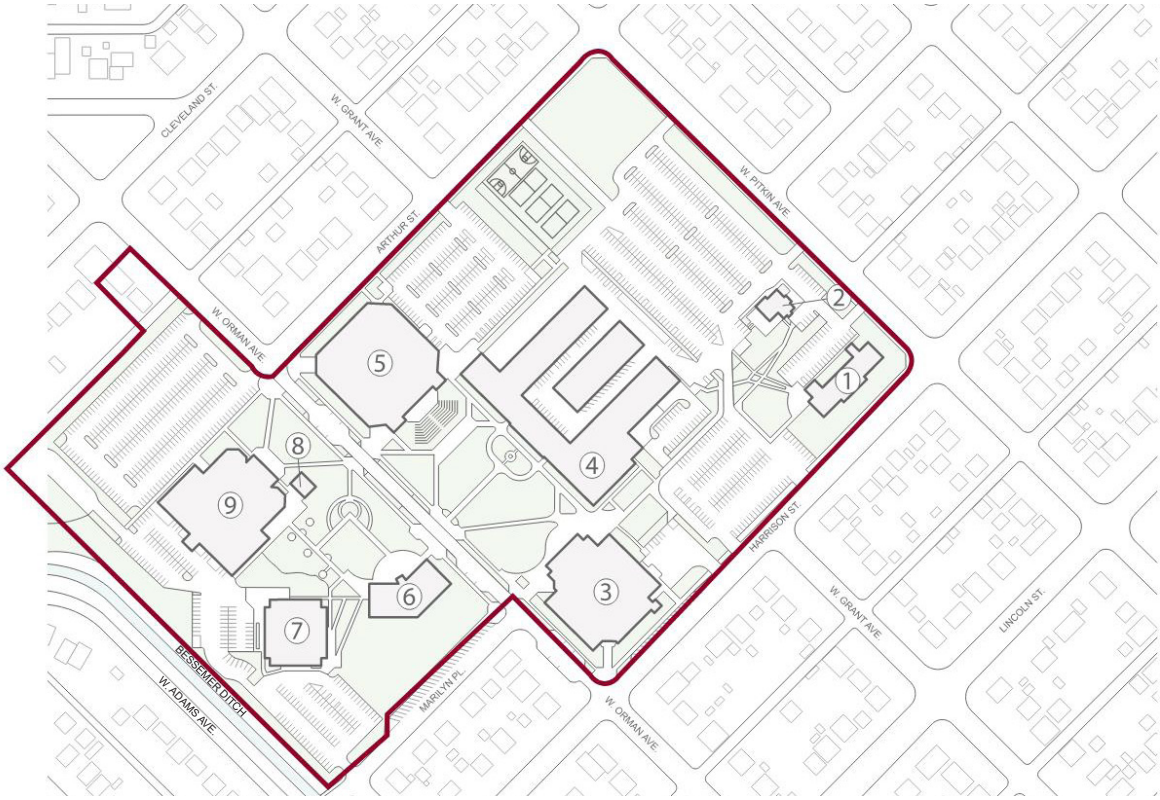
i. Map showing the campus location in a regional context

Pueblo Community College's main address for the Pueblo location is 900 W Orman Ave, Pueblo, CO 81004. Pueblo Community College can be accessed by taking exit 99A (6th Street) on I-25. The campus is on the western side of Pueblo city limits.



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

The Pueblo Campus of Pueblo Community College is west of downtown Pueblo and the Arkansas River and is surrounded by residential areas. The campus is bounded on the northeast by Pitkin Avenue, on the southwest by Adams Avenue, on the northwest by Arthur Avenue, on the southeast by Harrison Street and Marilyn Place, and on the southwest by the Bessemer Ditch and W Adams Ave. The Campus is mainly accessed by Lincoln Street / Highway 96.



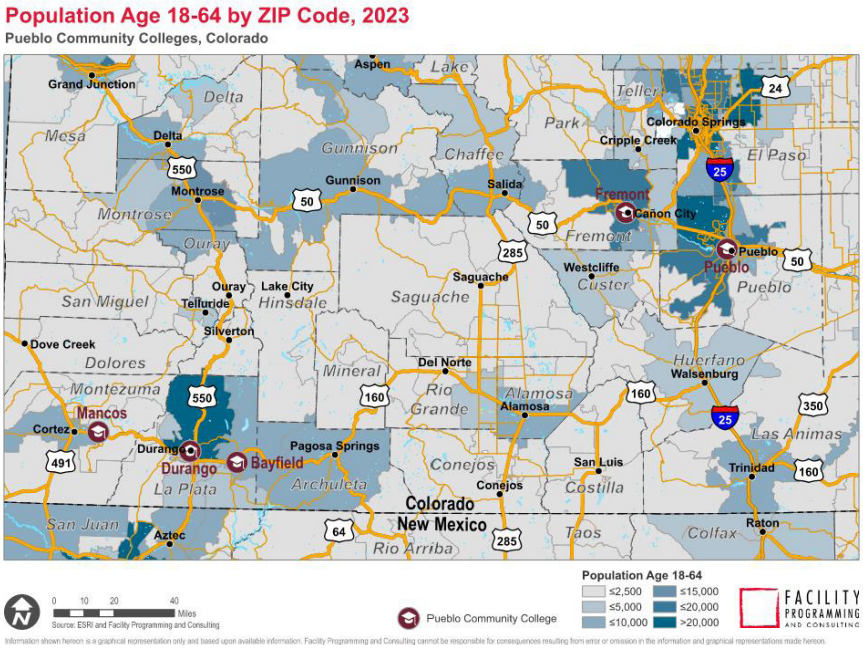
II.G. ENROLLMENT SIZE AND DISTRIBUTION DATA (CURRENT AND PHASED GROWTH)

i. Demographics

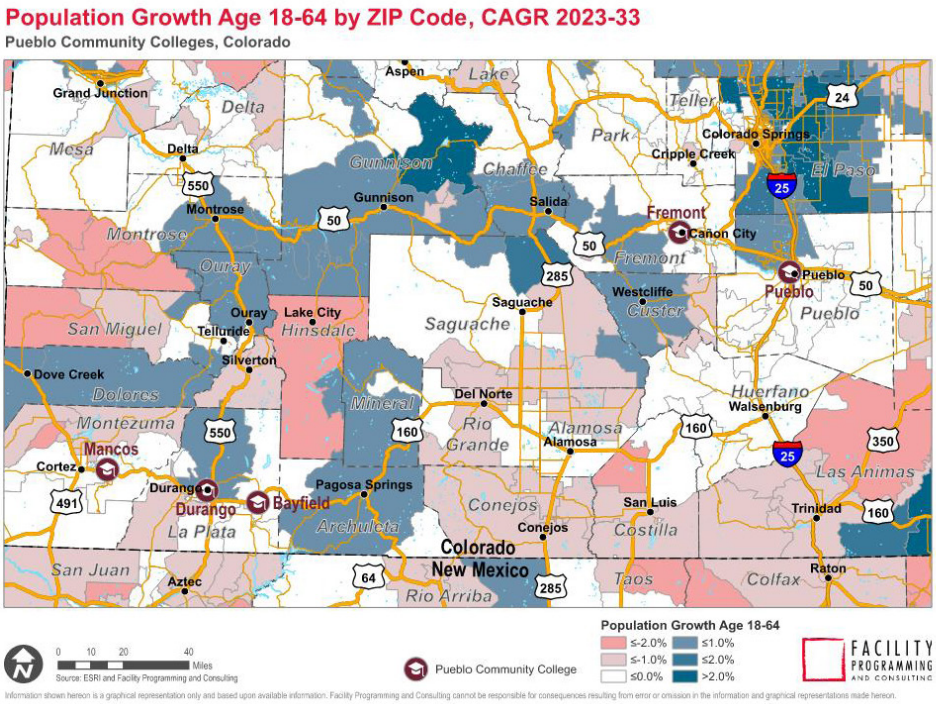
To better understand how demographic data provides a basis for strategic decisions and are likely to impact future campus facility requirements for Pueblo Community College, analysis was prepared combining demographic and enrollment data. Areas of focus for the data gathering and analysis include historical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

ii. 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.



Program / Data Overview



iii. Geocode & Residence Density

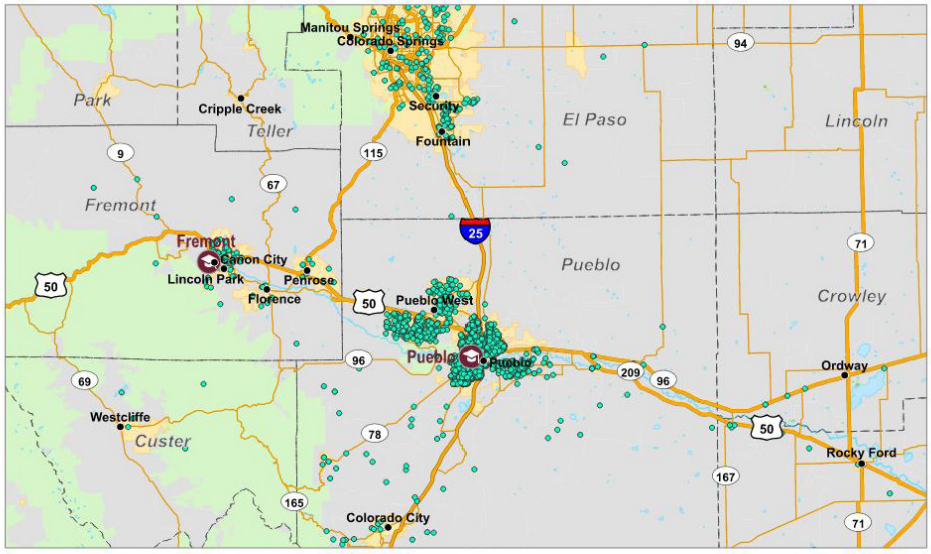
Geocoding, a subset of Geographic Information System (GIS) spatial analysis, is the computational process of transforming a postal address description into a geographic location. In the illustration, the address of residence for each student taking classes on campus Fall 2022 is represented as a dot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

Student Residence Density

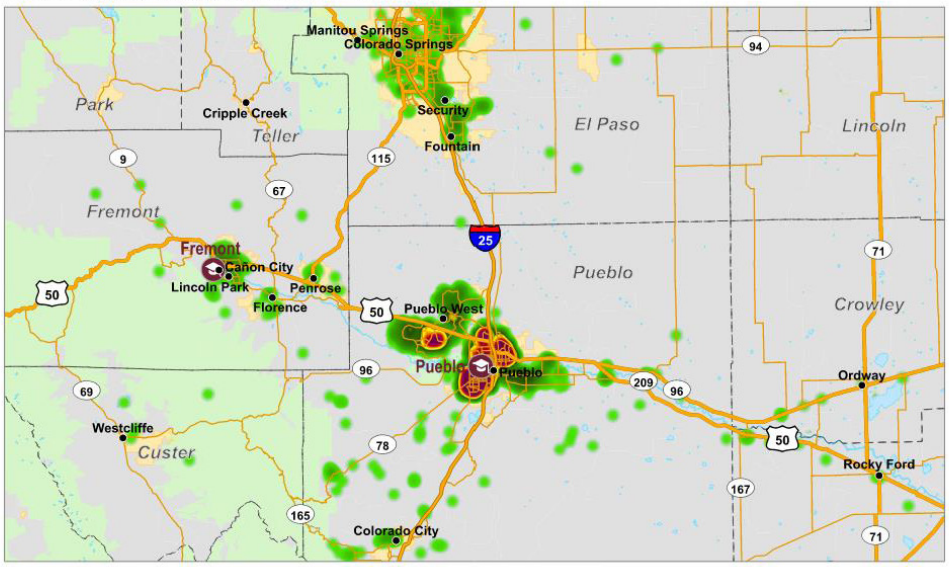
Pueblo Community College, Colorado: Pueblo Campus, Fall 2023



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.

Student Residence Density

Pueblo Community College, Colorado: Pueblo Campus, Fall 2023



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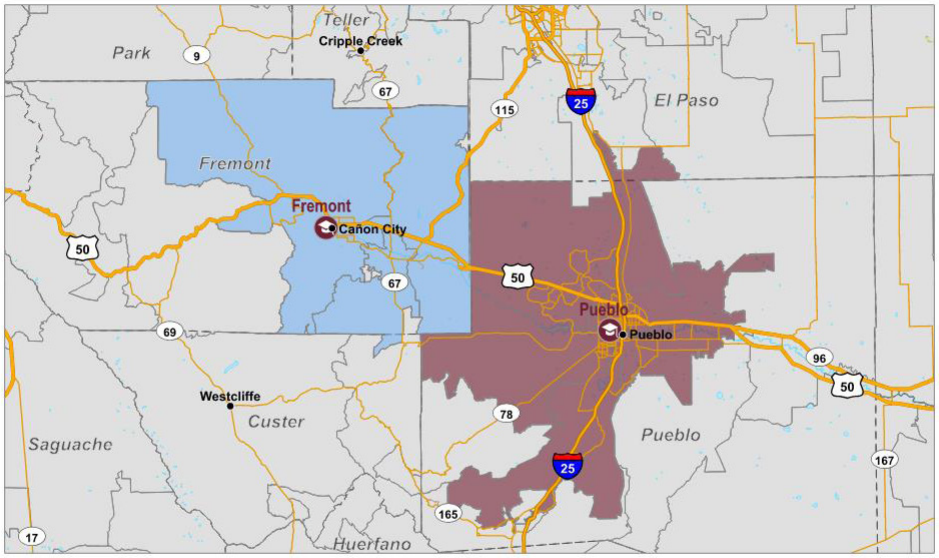
iv. Catchment Area

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



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.

FACILITY PROGRAMMING AND CONSULTING

Catchment Area: Student Residency by ZIP Code

Pueblo Community College: Pueblo 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		**2,347**	**100.0%**				
Primary Catchment Area		**1,827**	**77.8%**		**94,600**	**1.94%**	**0.1%**
ZIP	Rank						
81005	1	407	17.3%	17.3%	17,100	2.38%	-0.1%
81007	2	397	16.9%	34.3%	22,400	1.77%	0.8%
81001	3	325	13.8%	48.1%	17,100	1.90%	-0.3%
81004	4	299	12.7%	60.8%	14,900	2.01%	-0.3%
81003	5	141	6.0%	66.9%	8,900	1.58%	-0.4%
81008	6	139	5.9%	72.8%	7,700	1.79%	1.0%
81006	7	119	5.1%	77.8%	6,400	1.86%	-0.7%

FACILITY PROGRAMMING AND CONSULTING

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%

v. Regional Demographic / Catchment Observation

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:

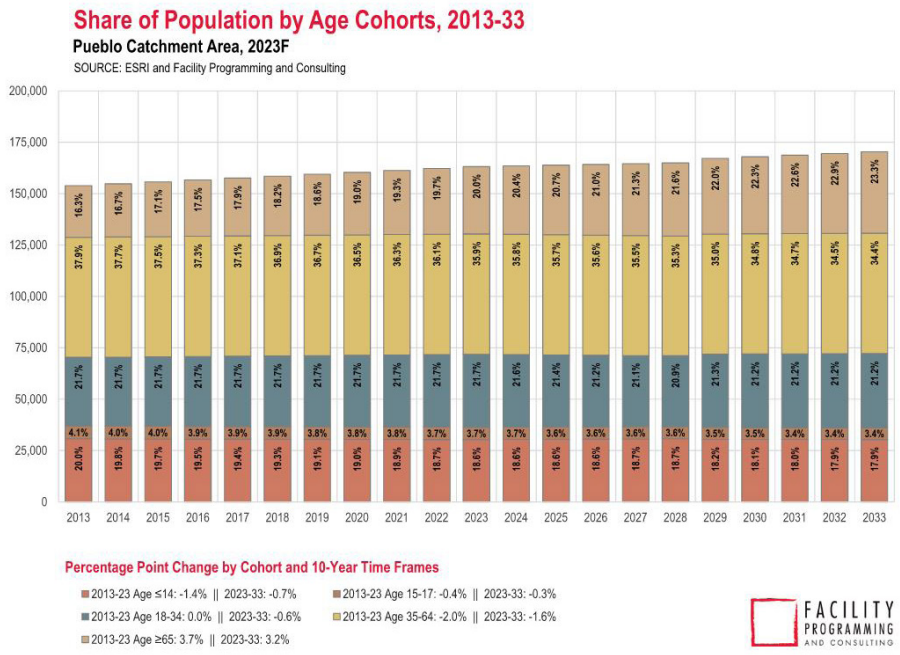
- Regional adult population changes over the next decade are projected to provide very limited impact on enrollment – no demographic "tailwind"
- Age 18-64 Projected 10-yr CAGR in primary catchment areas
  - Pueblo 0.1%
  - Fremont -0.3%
- Proximity matters – students are concentrated in immediate area 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. Pueblo Campus Catchment Observations

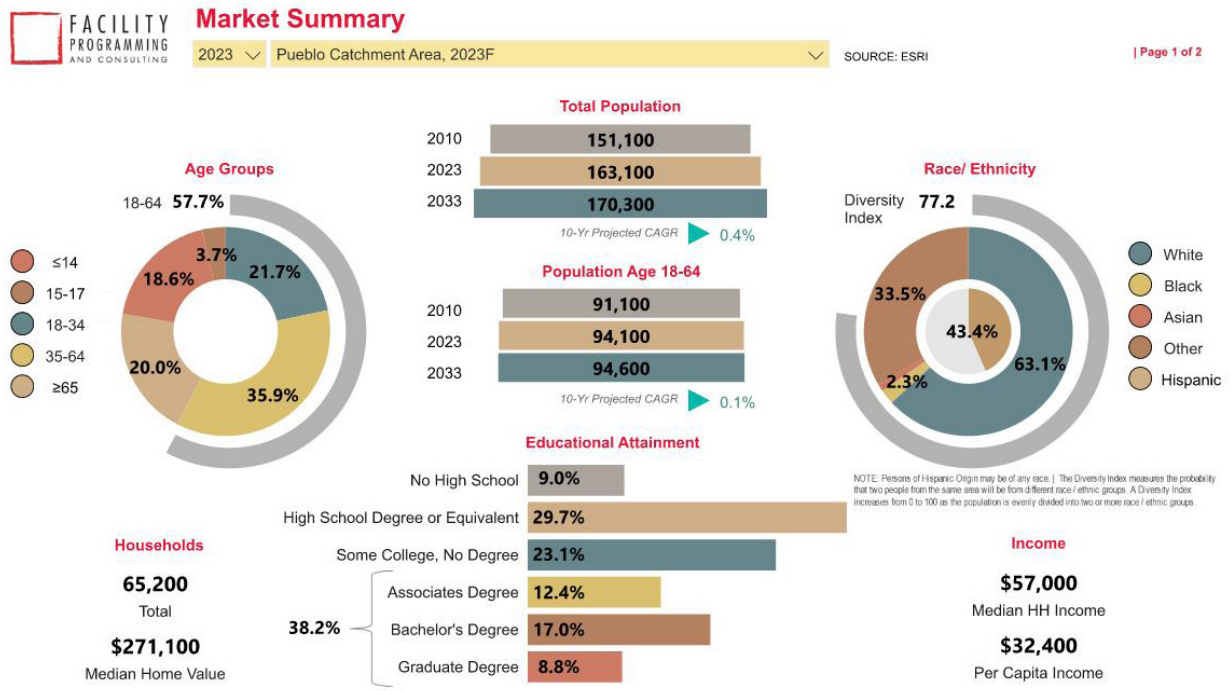
The Pueblo Campus catchment area market analysis illustrates the challenges and opportunities to growing enrollment as well as the strong need for the education opportunity provide by the college. The greatest demographic challenge is the limited projected adult population growth. Population growth in 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. These segments include Hispanics and older adults.

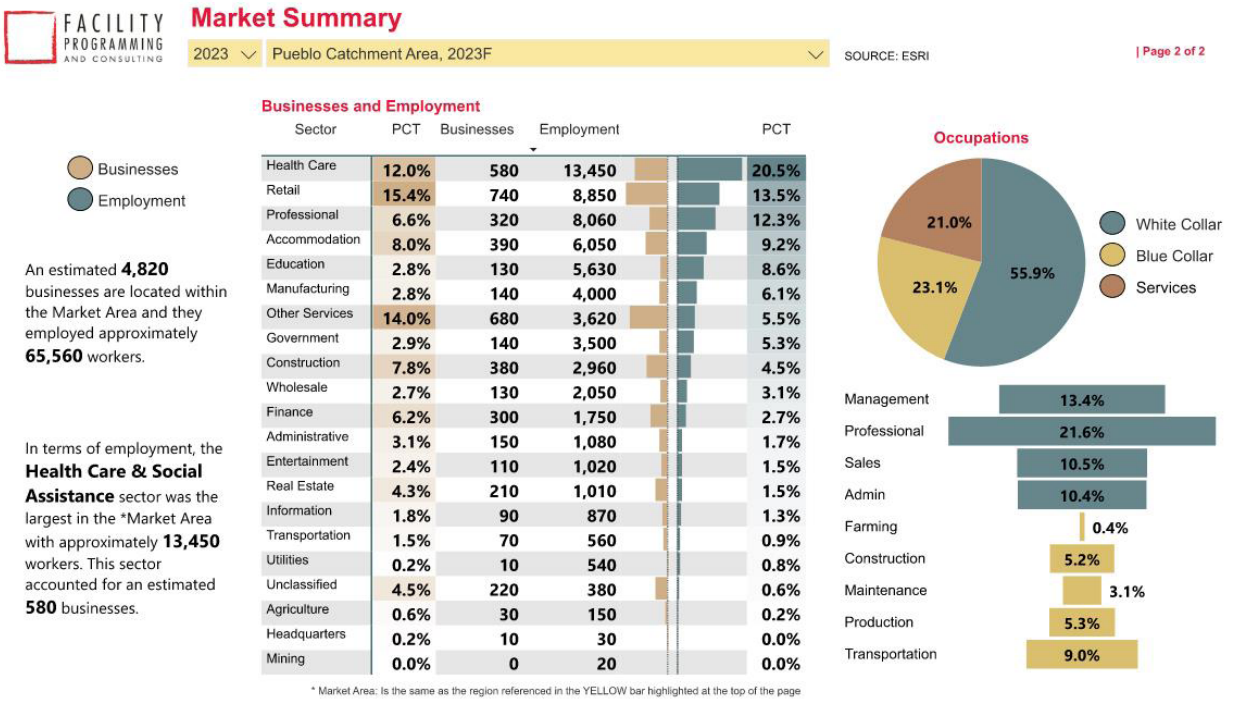
Comparative market data from the Pueblo Campus catchment area illustrates the need for higher education opportunities and the importance of PCC. Less than 40% of the adult population have successfully completed an Associates, Bachelor's, or Graduate degree, well below the average educational attainment of Colorado (54.4%) or the United States (45.7%). Approaching half of the adult population are high school graduates (29.9%) or have "no high school" (9.0%) education.

Lower education attainment correlates with economic outcomes. In 2023, Pueblo Campus catchment area household annual income was $57,000, 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 71% of the national average. Over half of occupations (55.9%) 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.



Program / Data Overview



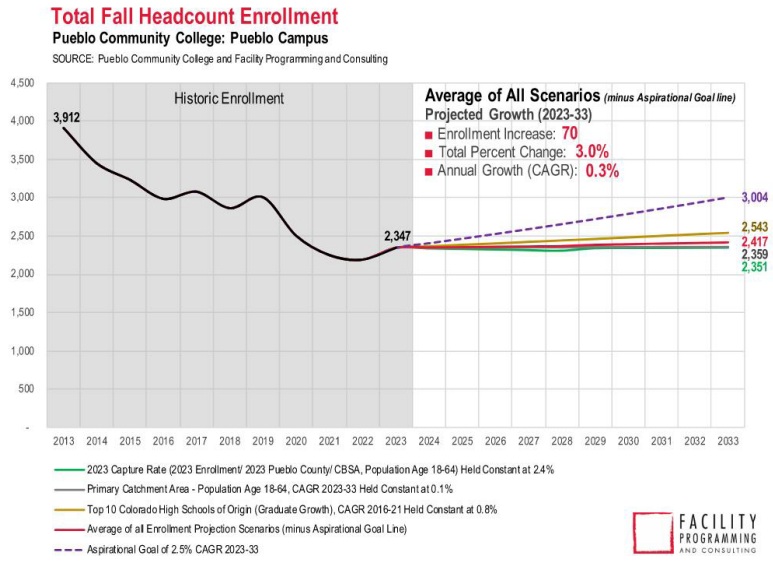


Key observations of the Pueblo Campus Catchment Area analysis are listed below:

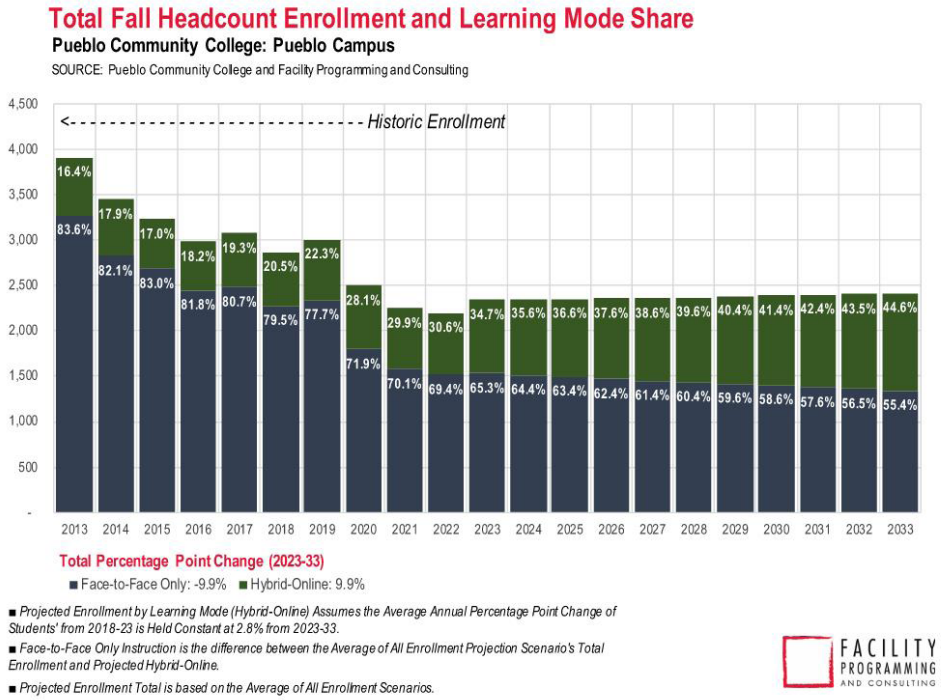
- Older adults growing as share of population
- Pueblo Campus catchment area is more diverse than Colorado or US due to higher percentage of Hispanics – 43.4% identify as Hispanic
- Educational Attainment of Pueblo and Fremont well below State or National averages
- Percent of Pueblo Campus catchment adult population attaining associate degree or above 38.2% 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 $57,000 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 Observations

After declining from almost 4,000 students in 2013, enrollment stabilized around 3,000 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. COVID also increased a reliance on hybrid and on-line students to maintain enrollment.



Program / Data Overview



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

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

III. EXISTING CONDITIONS ASSESSMENT / CONCLUSIONS

III.A. REGIONAL CONTEXT

i. Location and uniqueness

The Pueblo Campus of Pueblo Community College is located in Pueblo, Colorado, which is the county seat of Pueblo County. Also known as the “Home of Heroes”, the city with a semi-arid desert landscape and geography is around 56 square miles and has an elevation of 4,692’. The southwest culture and heritage of Pueblo can be traced back to the city’s location on the Arkansas River, which was once an international border between the United States and Mexico. The trading post “El Pueblo”, the westward expansion of the railroad, and the growth of the steel industry are all attributed to the economic success of the city. Home to the Colorado State Fair and the world-famous “Pueblo Chile”, Pueblo is one of the most diverse cities in the state of Colorado.

ii. Regional transportation / circulation

Interstate 25 (I-25)

Interstate 25 runs through the center of Pueblo and is a main source of transportation to and from the city. In 2000, Federal Highway Administration (FHWA) and Colorado Department of Transportation (CDOT) started a review of I-25 through Pueblo, Colorado. This major planning effort is called The New Pueblo Freeway project. The project is aimed at addressing deteriorating roadways/bridges and improving local and regional movement through the city to meet existing and future travel demands.

Existing Conditions / Conclusions

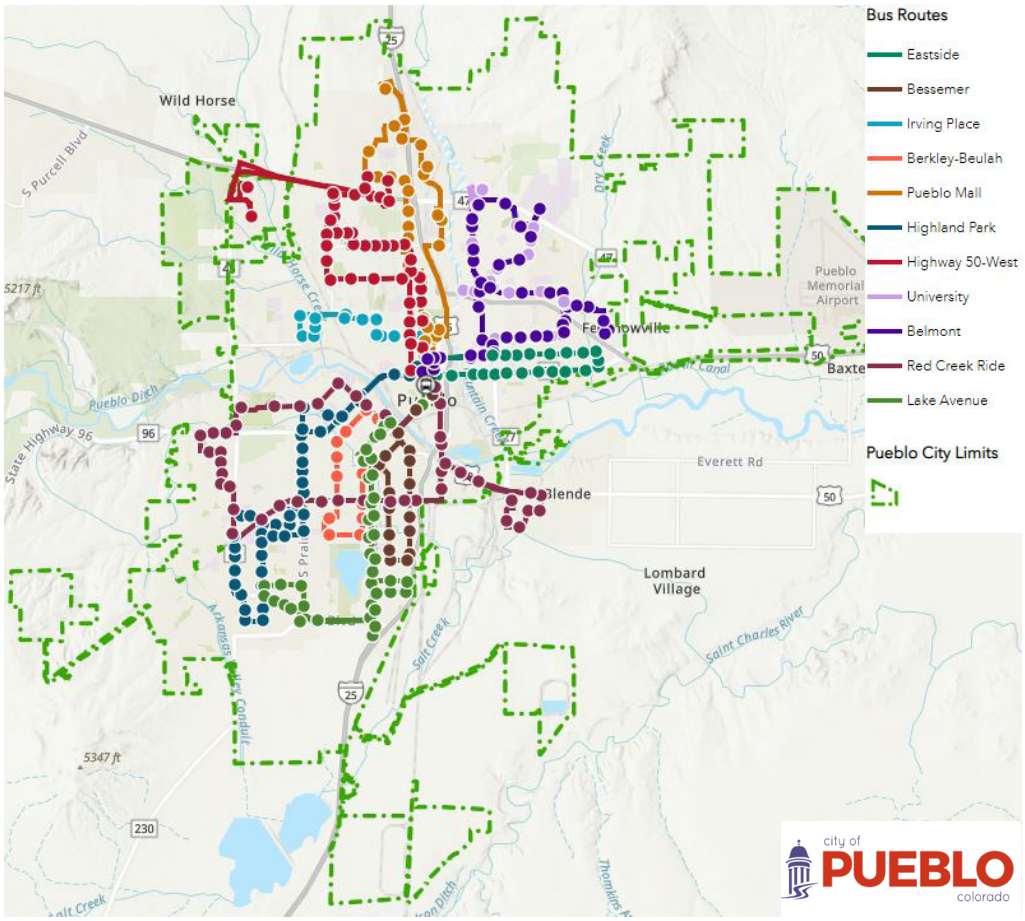
Bus Routes

Pueblo has 11 different bus routes throughout the city. Routes 7 and 11 are in the vicinity of the campus. Route 7 (Highland Park) utilizes Orman Ave through campus and has a bus stop located at the northwest corner of Orman Ave and Marilyn Pl.

Other bus operations include the Bustang bus and Citi-Lift. Colorado Department of Transportation Bustang bus which has two bus routes with service to/from Pueblo. Citi-Lift is a complementary ADA para-transit service provided for individuals who, because of their disability, are unable to use the fixed route bus service. Citi-Lift provides comparable service to the regular fixed route.

Pueblo Transit received an award from the Colorado Association of Transit Agencies (CASTA) for the Zero Fare for Better Air initiative. This is a continuation of the Ozone Season Transit Grant Program with the Colorado Energy Office which began in August of 2022, and now has been expanded to include the summer months of June, July and August in 2023. The free fare for the summer months includes Pueblo Transit and Citi-Lift.

Refer to the City of Pueblo's Bus Route Map shown below for more information.



Railway

Pueblo's Union Depot, a grand relic of the railroad era, has transformed into a vibrant event space serving the community. While passenger trains no longer use the depot, there are proposed plans envision a modern station rising beside the historic icon. The project aims to connect Pueblo to both the Front Range Rail and Amtrak's Southwest Chief line. This potential extension could bridge La Junta, Pueblo, and Colorado Springs.

The Federal Railroad Administration's (FRA) Transportation Technology Center (TTC) is also in Pueblo, Colorado.

Air

Pueblo Memorial Airport serves as a vital link for both general aviation and commercial travelers. Located just six miles east of the city, this public airport boasts over 100 based aircraft and witnesses 170,000 aircraft operations annually.

III.B. CURRENT LAND USE MAP

i. Campus building functions by locations

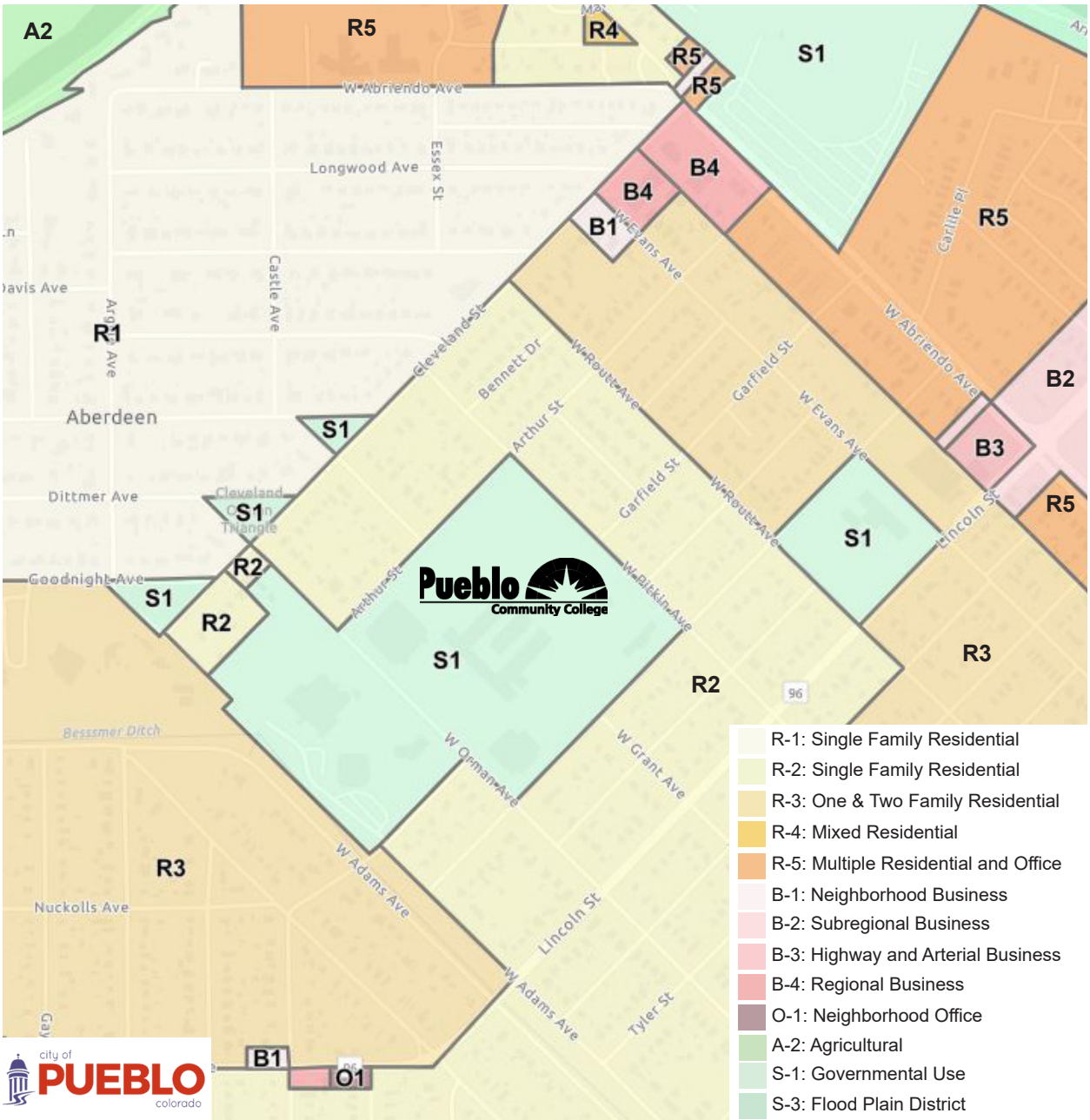
The Pueblo Campus of Pueblo Community College is west of I-25 and southwest of Downtown Pueblo and the Arkansas River. The academic facilities utilize two blocks on each side of West Orman Avenue and the campus is surrounded by residential areas on all four sides

Pueblo Community College has two other campus locations in Canon City, CO and Mancos, CO. The College also offers remote learning for students in various areas. PCC's off-site locations include The Teaching & Learning Center at St. Mary Corwin Hospital in Pueblo, Colorado, The Customer Solutions Center at the Downtown Studio in Pueblo, Colorado. The Durango Site in Durango, Colorado and Bayfield Site, in Bayfield, Colorado.

ii. Land uses adjacent to the campus

The city's zoning map designates Pueblo Community College's Pueblo Campus zoned as "S1" which is Governmental use. The campus is surrounded on all four sides by "R2 and R3" which is Single Family Residential and One & Two Family Residential respectively. Downtown Pueblo and the Arkansas River are northwest of the campus and have zoned areas including Residential, Business, and Governmental use.

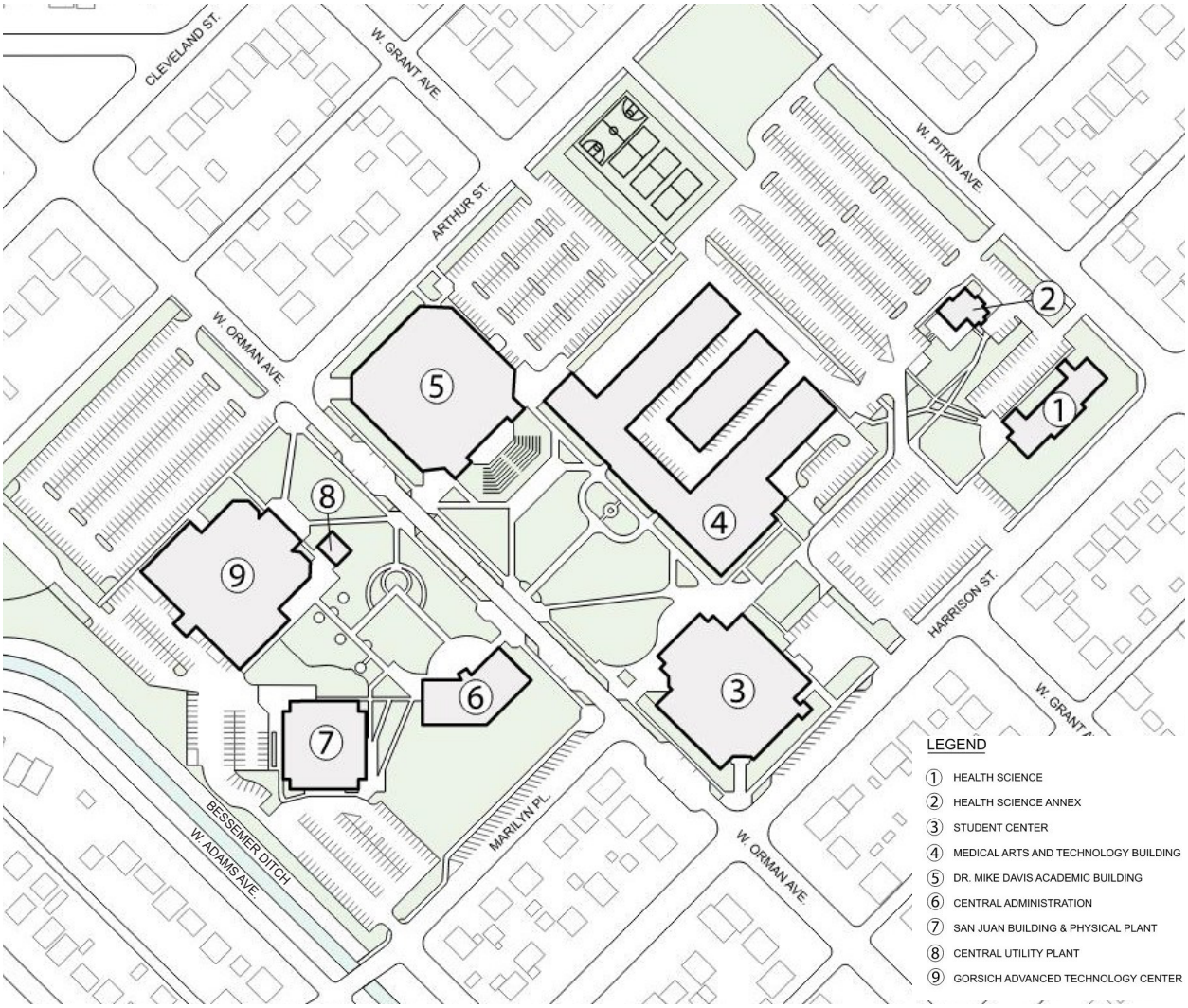
See the Zoning Map of the City of Pueblo below for more information.



III.C. BUILDING LOCATIONS MAP

i. Current footprints

The Health Science Building is a two story building with a basement and is approximately 23,060 gross square feet. The Health Science Annex is a one story building and is approximately 3,014 gross square feet. The Student Center is a two story building and is approximately 54,639 gross square feet. The Medical Arts and Technology Building is a one story building and is 66,492 gross square feet. The Dr. Mike Davis Academic Building is a two story building with a basement and is approximately 109,880 gross square feet. The Central Administration Building is a two story building with a basement and is approximately 26,253 gross square feet. The San Juan Building is a two story building and is approximately 31,746 gross square feet. The Gorsich Advanced Technology Center is a two story building and is approximately 55,710 gross square feet.



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. Refer to Appendix V.D for the complete Facility Inventory of the PCC Pueblo Campus.

AB BUILDING - FACILITY INVENTORY

Level	Building Code	Room Number	Space Use Code	Space Use	Name	Area	FMP-Department	FMP-College-Unit
LOWER LEVEL								
LOWER LEVEL	UAB	010	610	ASSEMBLY	HOAG THEATRE	2041 SF	FINE ARTS & HUMANITIES	ARTS & SCIENCES
LOWER LEVEL	UAB	010a	615	ASSEMBLY SERVICE	STORAGE	50 SF	FINE ARTS & HUMANITIES	ARTS & SCIENCES
LOWER LEVEL	UAB	012	730	CENTRAL STORAGE	STORAGE	487 SF	FACILITY SERVICES	VP OF ADMINISTRATION & FINANCE
LOWER LEVEL	UAB	013	610	ASSEMBLY	CLASSROOM	2334 SF	GENERAL CLASSROOMS	ARTS & SCIENCES
LOWER LEVEL	UAB	014	110	CLASSROOM	CLASSROOM	637 SF	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES
LOWER LEVEL	UAB	014a	115	CLASSROOM SERVICE	STORAGE	47 SF	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES
LOWER LEVEL	UAB	015	630	FOOD FACILITY	STUDENT PANTRY	466 SF	FOOD SERVICE	VP OF STUDENT SERVICES
LOWER LEVEL	UAB	015a	615	ASSEMBLY SERVICE	CLOTHING	56 SF	FOOD SERVICE	VP OF STUDENT SERVICES
LOWER LEVEL	UAB	015b	615	ASSEMBLY SERVICE	CLOTHING	57 SF	FOOD SERVICE	VP OF STUDENT SERVICES
LOWER LEVEL	UAB	015c	635	FOOD FACILITY SERVICE	RESTROOM	54 SF	FOOD SERVICE	VP OF STUDENT SERVICES
LOWER LEVEL	UAB	022	110	CLASSROOM	CLASSROOM	652 SF	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES
LOWER LEVEL	UAB	022a	115	CLASSROOM SERVICE	STORAGE	42 SF	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES
LOWER LEVEL	UAB	024a	115	CLASSROOM SERVICE	STORAGE	45 SF	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES
LOWER LEVEL	UAB	025	110	CLASSROOM	CLASSROOM	722 SF	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES
LOWER LEVEL	UAB	025a	115	CLASSROOM SERVICE	STORAGE	33 SF	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES
LOWER LEVEL	UAB	026a	215	CLASS LABORATORY SERVICE	STORAGE	48 SF	ENGLISH	ARTS & SCIENCES
LOWER LEVEL	UAB	028	210	CLASS LABORATORY	CLASS LABORATORY	704 SF	ENGLISH	ARTS & SCIENCES
LOWER LEVEL	UAB	028a	215	CLASS LABORATORY SERVICE	STORAGE	53 SF	ENGLISH	ARTS & SCIENCES
LOWER LEVEL	UAB	029	110	CLASSROOM	CLASSROOM	802 SF	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES
LOWER LEVEL	UAB	029a	115	CLASSROOM SERVICE	STORAGE	65 SF	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES
LOWER LEVEL	UAB	036	730	CENTRAL STORAGE	STORAGE	232 SF	FACILITY SERVICES	VP OF ADMINISTRATION & FINANCE
LOWER LEVEL	UAB	038	110	CLASSROOM	CLASSROOM	328 SF	GENERAL CLASSROOMS	VP OF STUDENT SUCCESS
LOWER LEVEL	UAB	040	110	CLASSROOM	CLASSROOM	325 SF	GENERAL CLASSROOMS	VP OF STUDENT SUCCESS
LOWER LEVEL	UAB	042	220	OPEN LABORATORY	LEARNING CENTER	3960 SF	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS
LOWER LEVEL	UAB	042a	650	LOUNGE	STUDY / STAIRS	2272 SF	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS
LOWER LEVEL	UAB	043	310	OFFICE	DIRECTOR'S OFFICE	206 SF	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS
LOWER LEVEL	UAB	044	110	CLASSROOM	SMALL TUTOR	193 SF	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS
LOWER LEVEL	UAB	045	315	OFFICE SERVICE	BREAK	260 SF	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS
LOWER LEVEL	UAB	046	110	CLASSROOM	MATH TUTOR	866 SF	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS
LOWER LEVEL	UAB	047	315	OFFICE SERVICE	ARCHIVAL STORAGE	237 SF	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS
LOWER LEVEL	UAB	049	225	OPEN LABORATORY SERVICE	TUTOR MEDIA	164 SF	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS
LOWER LEVEL	UAB	049A	655	LOUNGE SERVICE	STORAGE	137 SF	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS
LOWER LEVEL	UAB	050	225	OPEN LABORATORY SERVICE	DATA	150 SF	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS
LOWER LEVEL	UAB	051	110	CLASSROOM	CLASSROOM	390 SF	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS
LOWER LEVEL	UAB	052	110	CLASSROOM	SCIENCE TUTOR	704 SF	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS
LOWER LEVEL	UAB	053	225	OPEN LABORATORY SERVICE	STORAGE	48 SF	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS
LOWER LEVEL	UAB	054	110	CLASSROOM	ENGLISH TUTOR	438 SF	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS

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

i. Introduction

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 national recognized space use standards provided by the Association for Learning Environments, formerly the Council of Educational Facility Planners International. Each instructional space is individually analyzed using Fall 2022 data provided by the institution. The following report illustrates Fall 2022 utilization and identifies potential opportunities to improve facility utilization or repurpose space while maintaining instructional capabilities and accommodating growth.

ii. Building Space Use Codes

The National Center for Educational Statistics, Facilities Inventory and Classification Manual (FICM) provides Space Use Codes to allow for consistent measurement and benchmarking across colleges and universities. This analysis focuses exclusively on educational space and the initial critical designation is the proper identification of classrooms (code 110) versus instructional laboratories (code 210), as the analysis recognizes different goals for utilization of classrooms and laboratories are appropriate.

Classrooms are defined as: “A room or space used primarily for instructional classes and that is not tied to a specific subject or discipline by equipment in the room or the configuration of the space.” The critical point is Classrooms are general purpose spaces that can be used by many disciplines. Because of this inherent flexibility, Classrooms are expected to be heavily scheduled.

Classrooms (code 110) also have a separate space code (code 115) for associated service and support spaces that serve the instructional space as an extension of the activity. These spaces must be designated separately or the utilization measure risks double counting the instructional rooms available for scheduling.

Class Laboratories are defined as: “A space used primarily for formally or regularly scheduled instruction that require special purpose equipment or a specific space configuration for student participation, experimentation, observation, or practice in an academic discipline.” The critical point being Class Laboratories are specific to a discipline, not inherently flexible, and therefore are not expected to be as heavily scheduled. Although laboratories are commonly associated with science or engineering,

Class Laboratories include areas such as music rooms, art studios, and allied health spaces, if the space is equipped to support a particular discipline and regularly scheduled.

Similar to Classrooms, Class Laboratories have space codes (code 215) for associated service space that serve the instructional space as an extension of the activity which must be designated separately. In addition, separate designations, such as Special Class Laboratory (code 220) and Individual Study Laboratory (code 230), recognize instructional spaces may be limited to a specific group of students or disciplines and therefore are not available to be regularly scheduled.

Failure to distinguish between Classrooms and Class Laboratories versus associated service and limited-use discipline specific spaces not available to be regularly scheduled can significantly distort utilization measurements.

iii. Space Use Goals

Utilization measures the extent of the current practical use of the existing instructional facilities in conformance with nationally recognized space standards. The analysis measures three variables: Percent Fill (the average number of seats occupied when the room is in use); Average Hours (an hourly measure of the actual average weekly hours of scheduled instruction); and Overall Utilization (a calculated Percent Fill at the Hours per Week Target)

iv. Targets

Classroom - 110 code
Classroom Fill Target: 65%
Classroom Average Hours per Week Target: 38 hours

Class Lab - 210 code
Class Lab Fill Target: 77%
Class Lab Average Hours per Week Target: 25 hours

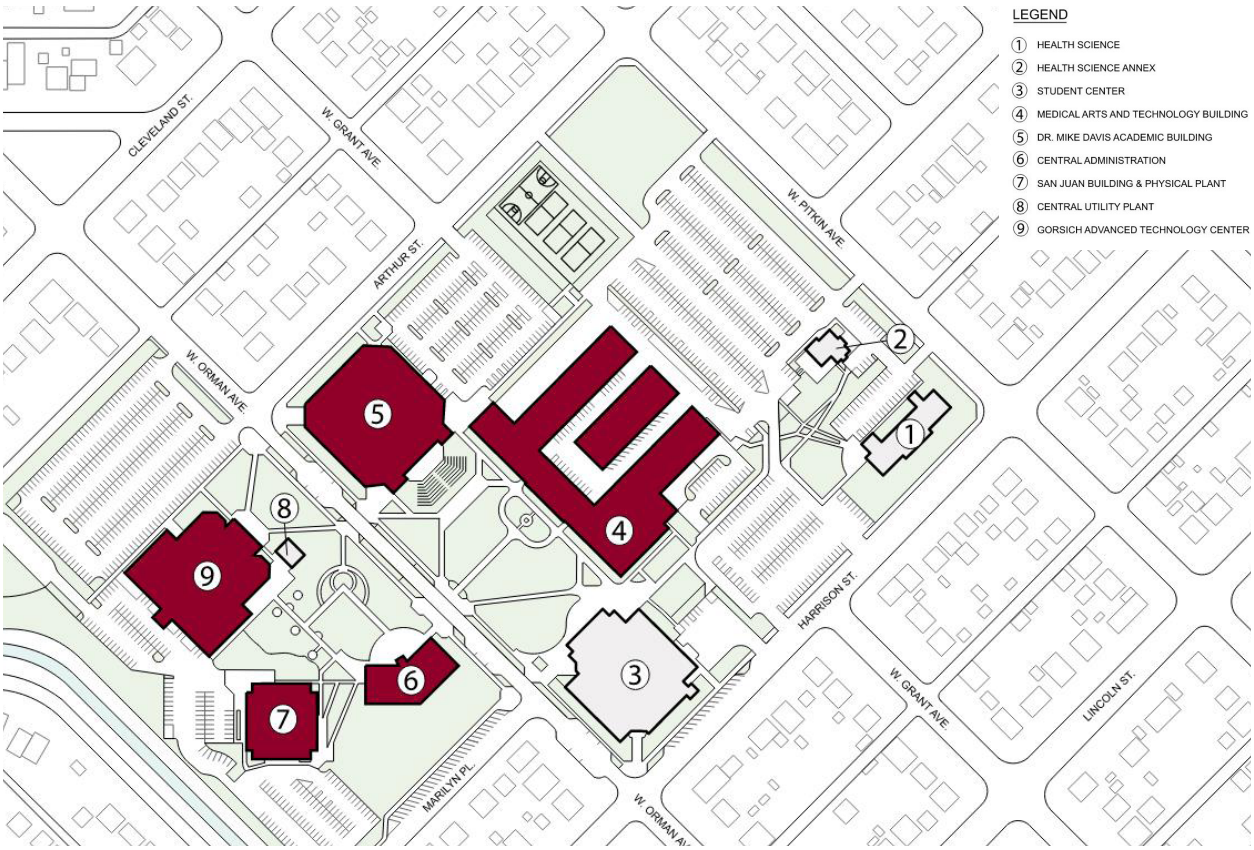
Distinctions can be made by looking at the components of utilization measurement. Classroom utilization measures only the hours per week that sections are scheduled against the standard of 38 available per week. How full the sections are is ignored. Classroom Fill Rates only measures the fullness of scheduled sections that are assigned to rooms. How often the rooms are scheduled is ignored. Management of Section Occupancy can be used to indirectly assess the efficiency of operating costs related to faculty. Utilization for instructional laboratories is evaluated separately from classrooms. Their specialized capabilities and usage generally prevent them from being used as intensely as classrooms.

v. Scheduling

Scheduling at PCC is fragmented with scheduling managed in several locations by type of instruction and without a centralized comprehensive scheduling system. Operationally, this is less of an issue because the campus currently has significant available instructional capacity making "tight" and efficient space management less critical to day-to-day operations. However, as enrollment grows or capacity is reduced by the removal of instructional spaces or facilities in poor condition, the need for campus-wide integrated scheduling will increase.

vi. Classrooms

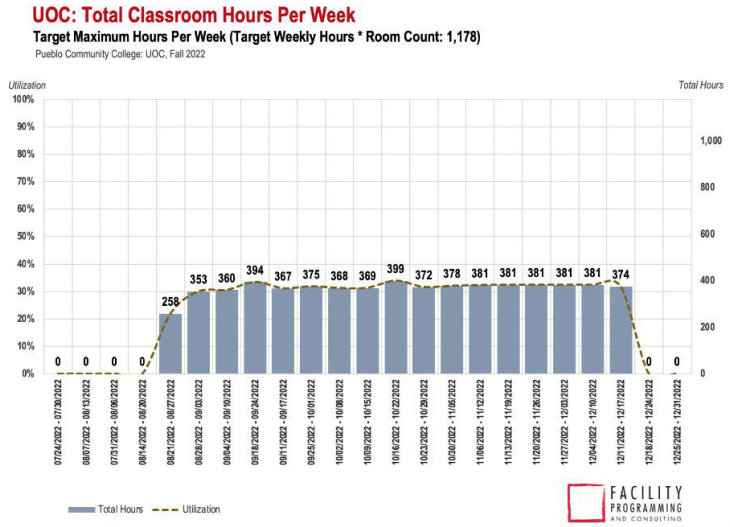
There are 5 buildings on Campus that have classrooms scheduled in Fall 2022 (shown in red).



Existing Conditions / Conclusions

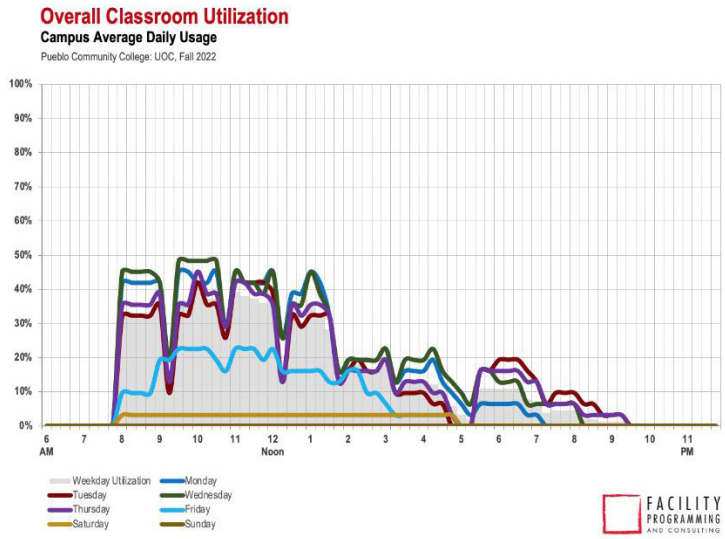
Total Classroom Hours

The utilization analysis is based on snapshot in time. In order to select the highest use of classroom, the Total Classroom hours per week was tabulated for the Fall 2022 semester. The week selected for the analysis was 10/16/22-10/22/22 at 399 hours.



Classroom Time of Day

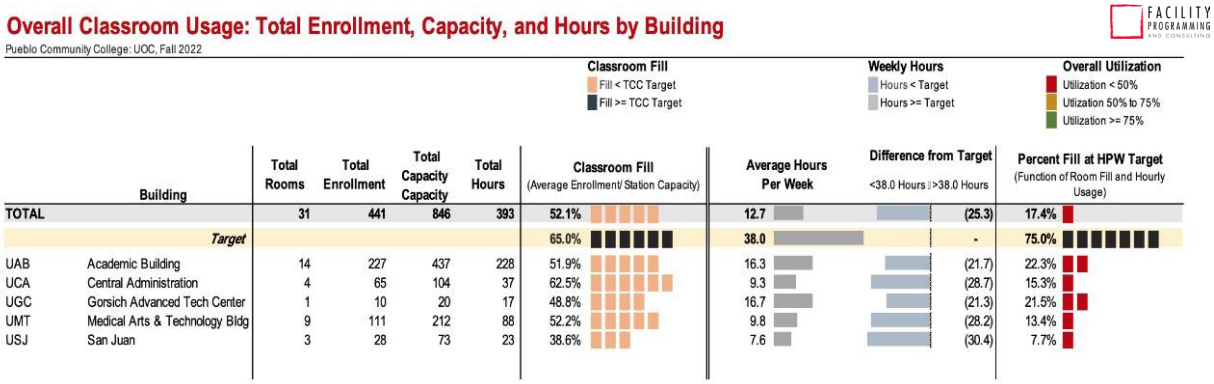
Time of Day modeling shows peak period demand is Monday and Wednesday mornings between 8 am and 1 pm, with dips between classes. The next highest period is Tuesday and Thursday, between 10 am to 12 pm. Peak period demand requires utilization of approximately 50% of available classrooms.



Existing Conditions / Conclusions

Classroom Use by Building

Utilization of classrooms by building, is presented to illustrate overall demand for general purpose classrooms. Average Classroom Fill (52.1%) and Average Hours Scheduled per Week (12.7), both below the goal, illustrate available instructional capacity to accommodate growth and potential opportunities to repurpose space.



Overall Classroom Usage: Total Enrollment, Capacity, and Hours by Building

Pueblo Community College: UOC, Fall 2022

Classroom Fill: Fill < TCC Target; Fill >= TCC Target

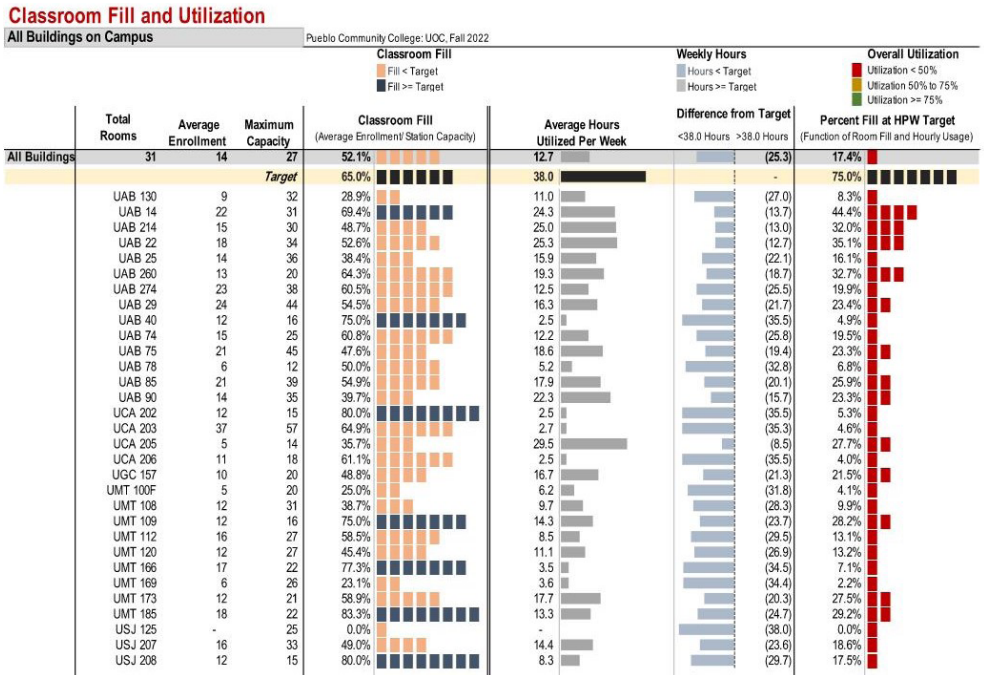
Weekly Hours: Hours < Target; Hours >= Target

Overall Utilization: Utilization < 50%; Utilization 50% to 75%; Utilization >= 75%

	Building	Total Rooms	Total Enrollment	Total Capacity Capacity	Total Hours	Classroom Fill (Average Enrollment/ Station Capacity)	Average Hours Per Week	Difference from Target <38.0 Hours	Difference from Target >38.0 Hours	Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
TOTAL		31	441	846	393	52.1%	12.7		(25.3)	17.4%
	Target					65.0%	38.0		-	75.0%
UAB	Academic Building	14	227	437	228	51.9%	16.3		(21.7)	22.3%
UCA	Central Administration	4	65	104	37	62.5%	9.3		(28.7)	15.3%
UGC	Gorsich Advanced Tech Center	1	10	20	17	48.8%	16.7		(21.3)	21.5%
UMT	Medical Arts & Technology Bldg	9	111	212	88	52.2%	9.8		(28.2)	13.4%
USJ	San Juan	3	28	73	23	38.6%	7.6		(30.4)	7.7%

Classroom Use by Room

Utilization of classrooms by room, is presented to illustrate the performance of individual rooms. Rooms with very low utilization may be candidates for repurposing.



Classroom Fill and Utilization

All Buildings on Campus

Pueblo Community College: UOC, Fall 2022

Classroom Fill: Fill < Target; Fill >= Target

Weekly Hours: Hours < Target; Hours >= Target

Overall Utilization: Utilization < 50%; Utilization 50% to 75%; Utilization >= 75%

	Total Rooms	Average Enrollment	Maximum Capacity	Classroom Fill (Average Enrollment/ Station Capacity)	Average Hours Utilized Per Week	Difference from Target <38.0 Hours	Difference from Target >38.0 Hours	Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
All Buildings	31	14	27	52.1%	12.7		(25.3)	17.4%
			Target	65.0%	38.0		-	75.0%
UAB 130	9		32	28.9%	11.0		(27.0)	8.3%
UAB 14	22		31	69.4%	24.3		(13.7)	44.4%
UAB 214	15		30	48.7%	25.0		(13.0)	32.0%
UAB 22	18		34	52.6%	25.3		(12.7)	35.1%
UAB 25	14		36	38.4%	15.9		(22.1)	16.1%
UAB 260	13		20	64.3%	19.3		(18.7)	32.7%
UAB 274	23		38	60.5%	12.5		(25.5)	19.9%
UAB 29	24		44	54.5%	16.3		(21.7)	23.4%
UAB 40	12		16	75.0%	2.5		(35.5)	4.9%
UAB 74	15		25	60.8%	12.2		(25.8)	19.5%
UAB 75	21		45	47.6%	18.6		(19.4)	23.3%
UAB 78	6		12	50.0%	5.2		(32.8)	6.8%
UAB 85	21		39	54.9%	17.9		(20.1)	25.9%
UAB 90	14		35	39.7%	22.3		(15.7)	23.3%
UCA 202	12		15	80.0%	2.5		(35.5)	5.3%
UCA 203	37		57	64.9%	2.7		(35.3)	4.6%
UCA 205	5		14	35.7%	29.5		(8.5)	27.7%
UCA 206	11		18	61.1%	2.5		(35.5)	4.0%
UGC 157	10		20	48.8%	16.7		(21.3)	21.5%
UMT 100F	5		20	25.0%	6.2		(31.8)	4.1%
UMT 108	12		31	38.7%	9.7		(28.3)	9.9%
UMT 109	12		16	75.0%	14.3		(23.7)	28.2%
UMT 112	16		27	58.5%	8.5		(29.5)	13.1%
UMT 120	12		27	45.4%	11.1		(26.9)	13.2%
UMT 166	17		22	77.3%	3.5		(34.5)	7.1%
UMT 169	6		26	23.1%	3.6		(34.4)	2.2%
UMT 173	12		21	58.9%	17.7		(20.3)	27.5%
UMT 185	18		22	83.3%	13.3		(24.7)	29.2%
USJ 125	-		25	0.0%	-		(38.0)	0.0%
USJ 207	16		33	49.0%	14.4		(23.6)	18.6%
USJ 208	12		15	80.0%	8.3		(29.7)	17.5%

Existing Conditions / Conclusions

Classroom Use – Assigned Only

When unassigned classrooms are removed from the analysis, Average Hours Scheduled per Week increases to 13.1 HPW and Average Classroom Fill increases to 53.7%.

FACILITY PROGRAMMING AND CONSULTING

Overall Classroom Usage: Total Enrollment, Capacity, and Hours by Building

Pueblo Community College: UOC, Fall 2022

Classroom Fill: Fill < TCC Target; Fill >= TCC Target

Weekly Hours: Hours < Target; Hours >= Target

Overall Utilization: Utilization < 50%; Utilization 50% to 75%; Utilization >= 75%

	Building	Total Rooms	Total Enrollment	Total Capacity Capacity	Total Hours	Classroom Fill (Average Enrollment/ Station Capacity)	Average Hours Per Week	Difference from Target <38.0 Hours | >38.0 Hours	Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
TOTAL		30	441	821	393	53.7%	13.1	(24.9)	18.5%
	Target					65.0%	38.0	-	75.0%
UAB	Academic Building	14	227	437	228	51.9%	16.3	(21.7)	22.3%
UCA	Central Administration	4	65	104	37	62.5%	9.3	(28.7)	15.3%
UGC	Gorsich Advanced Tech Center	1	10	20	17	48.8%	16.7	(21.3)	21.5%
UMT	Medical Arts & Technology Bldg	9	111	212	88	52.2%	9.8	(28.2)	13.4%
USJ	San Juan	2	28	48	23	58.7%	11.4	(26.6)	17.5%

Classroom Demand and Supply

To calculate demonstrated demand for Classrooms, total section counts by section size was tabulated based on actual enrollment and normalized to average hours per week. At the target section fill, applying an efficiency factor of 90% to account for frictional vacancy and future growth, a Total Required Rooms count is suggested. The analysis suggests that there is surplus of 16, mostly small and medium classrooms, if classrooms were scheduled to the planning goal. The number of large classrooms required is considered adequate given the limited demand.

FACILITY PROGRAMMING AND CONSULTING

Classroom Demand Analysis: Maximum Section Sizes

Pueblo Community College: UOC, Fall 2022

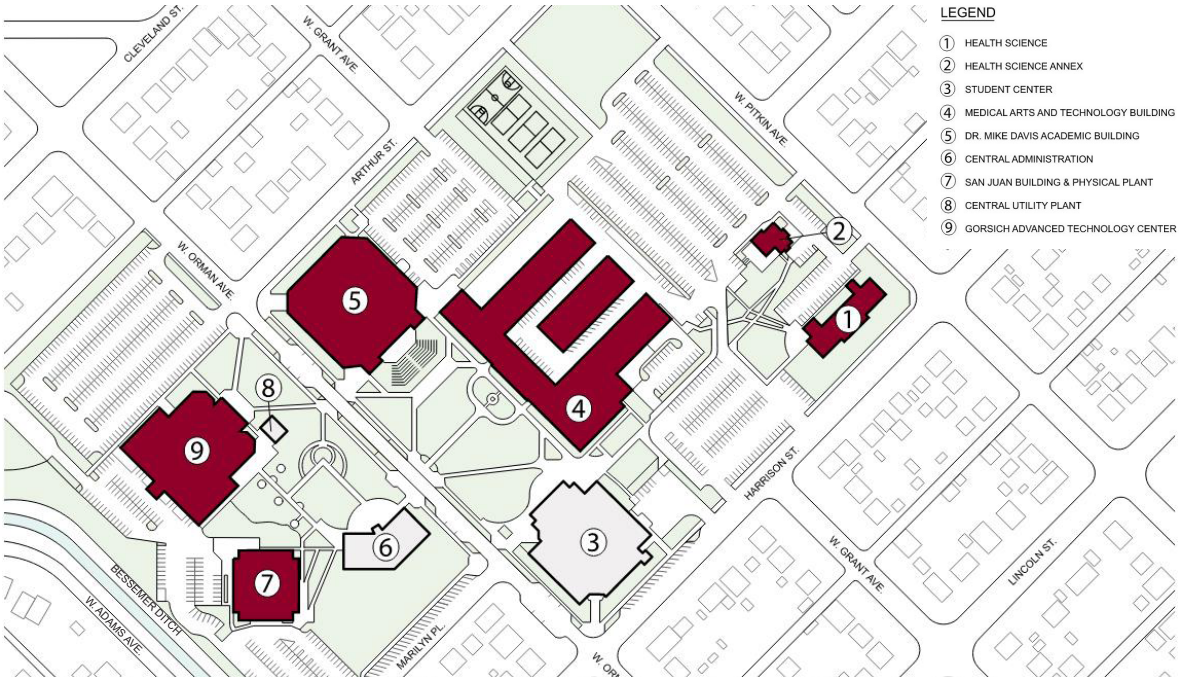
Section Size Assumes a 90% Occupancy Rate

Supply (Surplus) | Demand (Deficit)

Maximum Room Size	Total Required Room Hours	Section Size	Available Rooms	Required Rooms	Demand (Deficit)	Supply/ Demand	Supply (Surplus)
16	249	1 - 14	6	7		-1	
24	135	15 - 22	7	4		3	|||
32	34	23 - 29	8	1		7	|||||||
40	17	30 - 36	6	1		5	|||||
50	15	37 - 45	2	1		1		
60	0	46 - 54	1	0		1		
80	0	55 - 72	0	0		0	
100	0	73 - 90	0	0		0	
150	0	91 - 135	0	0		0	
200	0	136 - 180	0	0		0	
250	0	181 - 225	0	0		0	
			30	14		16	

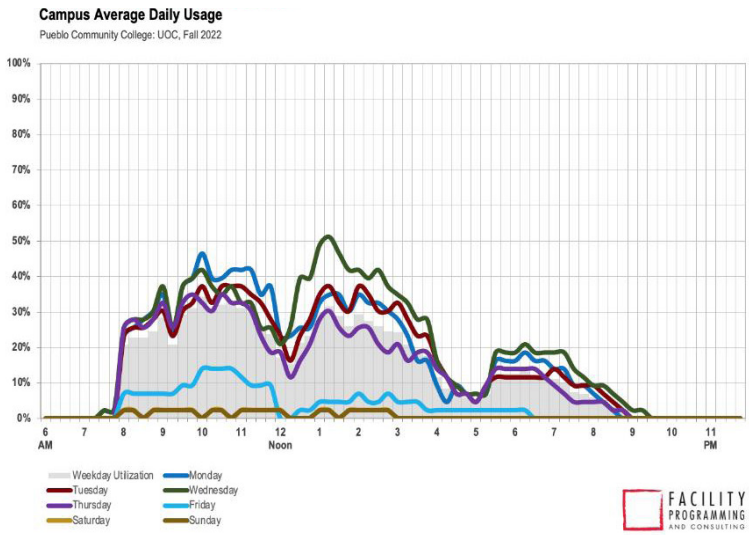
vii. Class Labs

There are 6 buildings on Campus that have class labs scheduled in Fall 2022 (shown in red).



Class Lab Time of Day

Time of Day modeling shows peak period demand is Wednesday afternoon at 1 pm when just over 50% of labs are in use.



Existing Conditions / Conclusions

Class Lab Use by Building

The 210 Class Lab utilization based on all class labs used is presented below. Overall, the data suggests class labs are well below the target for hours utilized per week and class lab fill. The Class Lab Fill for all labs is 48.4% compared to the target of 77%. The Average Hours per Week of 12.1 compared to the target of 25. As each lab has unique capabilities and is not interchangeable, lab utilization should be reviewed individually.

Overall Class Lab Usage: Total Enrollment, Capacity, and Hours by Building

Pueblo Community College: UOC, Fall 2022

Class Lab Fill: Fill < Target; Fill >= Target
Weekly Hours: Hours < Target; Hours >= Target
Overall Utilization: Utilization < 50%; Utilization 50% to 75%; Utilization >= 75%

	Building	Total Rooms	Total Enrollment	Total Capacity Capacity	Total Hours	Class Lab Fill (Average Enrollment/ Station Capacity)	Average Hours Per Week	Difference from <25.0 Hours >25.0 Hours	Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
TOTAL		42	496	1,024	509	48.4%	12.1	(12.9)	23.5%
	Target					77.0%	25.0	-	75.0%
UAB	Academic Building	12	150	303	161	49.6%	13.4	(11.6)	26.7%
UGC	Gorsich Advanced Tech Center	12	99	290	142	34.2%	11.8	(13.2)	16.1%
UHS	Health Science	3	40	52	33	77.2%	10.9	(14.1)	33.6%
UHA	Health Science Annex	1	10	30	4	33.3%	4.0	(21.0)	5.3%
UMT	Medical Arts & Technology Bldg	8	112	169	87	66.1%	10.9	(14.1)	28.7%
USJ	San Juan	6	84	180	82	46.9%	13.7	(11.3)	25.7%

Class Lab Use

Utilization of class lab by room, is presented to illustrate the performance of individual spaces.

Utilization of class lab by room, is presented to illustrate the performance of individual spaces.

Class Lab Fill and Utilization

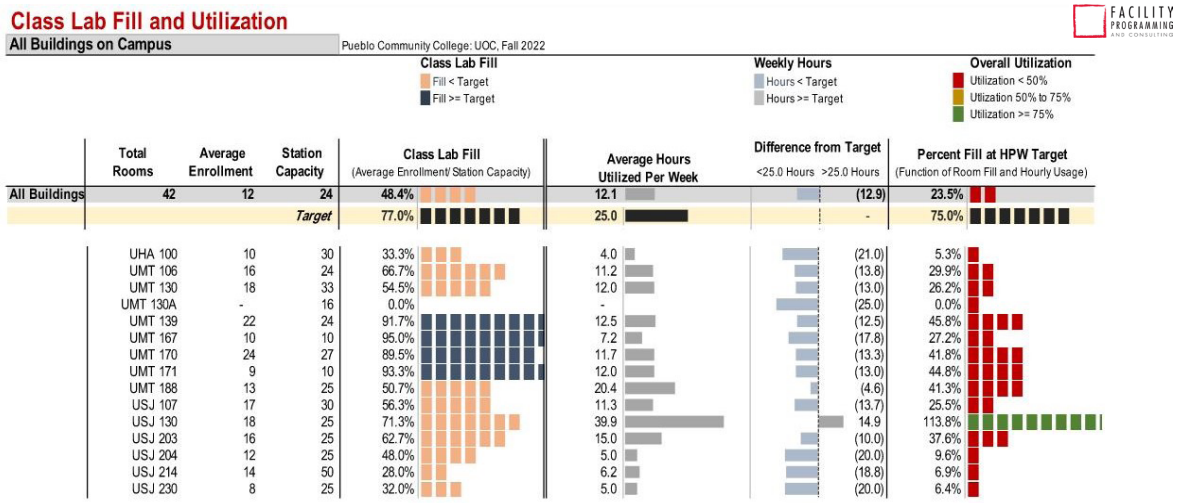
All Buildings on Campus

Pueblo Community College: UOC, Fall 2022

Class Lab Fill: Fill < Target; Fill >= Target
Weekly Hours: Hours < Target; Hours >= Target
Overall Utilization: Utilization < 50%; Utilization 50% to 75%; Utilization >= 75%

	Total Rooms	Average Enrollment	Station Capacity	Class Lab Fill (Average Enrollment/ Station Capacity)	Average Hours Utilized Per Week	Difference from Target <25.0 Hours >25.0 Hours	Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
All Buildings	42	12	24	48.4%	12.1	(12.9)	23.5%
			Target	77.0%	25.0	-	75.0%
UAB 150D	10		24	41.7%	14.0	(11.0)	23.3%
UAB 150F	11		20	54.0%	10.3	(14.7)	22.2%
UAB 212	17		26	65.4%	4.8	(20.2)	12.6%
UAB 215	16		24	67.3%	17.9	(7.1)	48.2%
UAB 216	10		26	38.5%	4.6	(20.4)	7.1%
UAB 218	-		30	0.0%	-	(25.0)	0.0%
UAB 262	11		24	45.3%	17.3	(7.7)	31.4%
UAB 264	14		24	56.3%	25.4	0.4	57.2%
UAB 270	15		24	62.9%	23.7	(1.3)	59.6%
UAB 272	17		24	70.8%	11.7	(13.3)	33.1%
UAB 276	14		25	55.4%	21.5	(3.5)	47.7%
UAB 28	16		32	50.0%	10.2	(14.8)	20.3%
UGC 118	9		25	35.2%	21.7	(3.3)	30.5%
UGC 121	15		25	59.6%	17.7	(7.3)	42.1%
UGC 126	-		67	0.0%	-	(25.0)	0.0%
UGC 138	-		15	0.0%	-	(25.0)	0.0%
UGC 144	12		16	72.9%	9.0	(16.0)	26.3%
UGC 146	9		15	60.0%	0.8	(24.2)	2.0%
UGC 147	-		20	0.0%	-	(25.0)	0.0%
UGC 154	15		14	107.1%	7.1	(17.9)	30.4%
UGC 158	12		21	55.8%	27.0	2.0	60.1%
UGC 161	4		30	12.6%	25.6	0.6	12.9%
UGC 161A	7		20	35.0%	2.5	(22.5)	3.5%
UGC 208	17		22	78.1%	30.3	5.3	94.7%
UHS 115	18		15	120.0%	1.7	(23.3)	8.0%
UHS 118	11		15	74.4%	17.0	(8.0)	50.6%
UHS 19	11		22	50.0%	14.0	(11.0)	28.0%

Existing Conditions / Conclusions



Class Lab Fill and Utilization

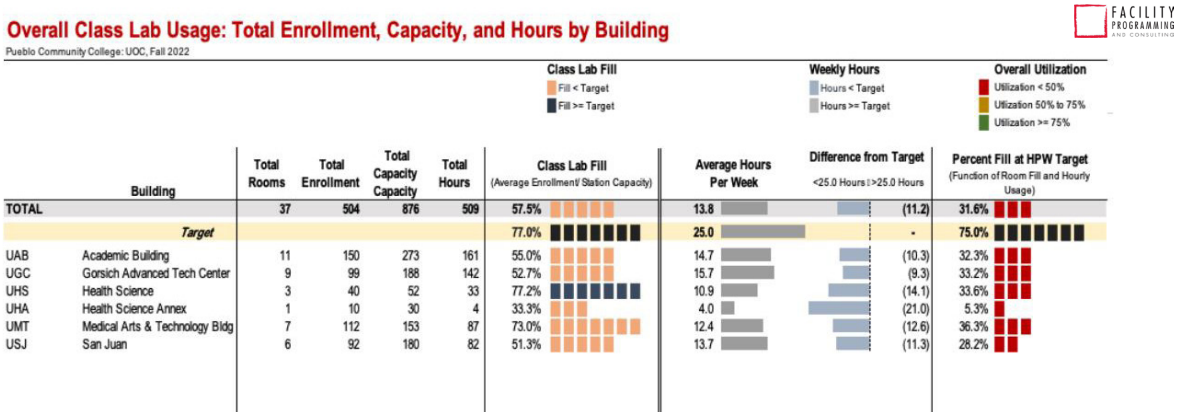
All Buildings on Campus — Pueblo Community College: UOC, Fall 2022

Class Lab Fill: Fill < Target; Fill >= Target
Weekly Hours: Hours < Target; Hours >= Target
Overall Utilization: Utilization < 50%; Utilization 50% to 75%; Utilization >= 75%

	Total Rooms	Average Enrollment	Station Capacity	Class Lab Fill (Average Enrollment/ Station Capacity)	Average Hours Utilized Per Week	Difference from Target <25.0 Hours	Difference from Target >25.0 Hours	Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
All Buildings	42	12	24	48.4%	12.1		(12.9)	23.5%
			Target	77.0%	25.0		-	75.0%
UHA 100	10		30	33.3%	4.0		(21.0)	5.3%
UMT 106	16		24	66.7%	11.2		(13.8)	29.9%
UMT 130	18		33	54.5%	12.0		(13.0)	26.2%
UMT 130A	-		16	0.0%	-		(25.0)	0.0%
UMT 139	22		24	91.7%	12.5		(12.5)	45.8%
UMT 167	10		10	95.0%	7.2		(17.8)	27.2%
UMT 170	24		27	89.5%	11.7		(13.3)	41.8%
UMT 171	9		10	93.3%	12.0		(13.0)	44.8%
UMT 188	13		25	50.7%	20.4		(4.6)	41.3%
USJ 107	17		30	56.3%	11.3		(13.7)	25.5%
USJ 130	18		25	71.3%	39.9		14.9	113.8%
USJ 203	16		25	62.7%	15.0		(10.0)	37.6%
USJ 204	12		25	48.0%	5.0		(20.0)	9.6%
USJ 214	14		50	28.0%	6.2		(18.8)	6.9%
USJ 230	8		25	32.0%	5.0		(20.0)	6.4%

Class Lab Use – Assigned Only

When unassigned labs are removed from the analysis, Average Hours Scheduled per Week increases to 13.8 HPW and Average Classroom Fill increases to 57.5%



Overall Class Lab Usage: Total Enrollment, Capacity, and Hours by Building

Pueblo Community College: UOC, Fall 2022

Class Lab Fill: Fill < Target; Fill >= Target
Weekly Hours: Hours < Target; Hours >= Target
Overall Utilization: Utilization < 50%; Utilization 50% to 75%; Utilization >= 75%

	Building	Total Rooms	Total Enrollment	Total Capacity Capacity	Total Hours	Class Lab Fill (Average Enrollment/ Station Capacity)	Average Hours Per Week	Difference from Target <25.0 Hours	Difference from Target >25.0 Hours	Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
TOTAL		37	504	876	509	57.5%	13.8		(11.2)	31.6%
	Target					77.0%	25.0		-	75.0%
UAB	Academic Building	11	150	273	161	55.0%	14.7		(10.3)	32.3%
UGC	Gorsich Advanced Tech Center	9	99	188	142	52.7%	15.7		(9.3)	33.2%
UHS	Health Science	3	40	52	33	77.2%	10.9		(14.1)	33.6%
UHA	Health Science Annex	1	10	30	4	33.3%	4.0		(21.0)	5.3%
UMT	Medical Arts & Technology Bldg	7	112	153	87	73.0%	12.4		(12.6)	36.3%
USJ	San Juan	6	92	180	82	51.3%	13.7		(11.3)	28.2%

viii. Observations

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

Classrooms

• The analysis demonstrates for the semester (Fall 2022) general purpose classrooms were utilized well below the targets for both class fill and hours of weekly instruction.
• Analysis indicates peak period demand for classrooms uses approximately half of available rooms - Monday and Wednesday mornings between 8 am and 1 pm.
• There is a surplus of 17 small and medium classrooms at the planning goal.
• The utilization analysis suggests there is ample opportunity to repurpose classroom space for other institutional objectives or accommodated growth.

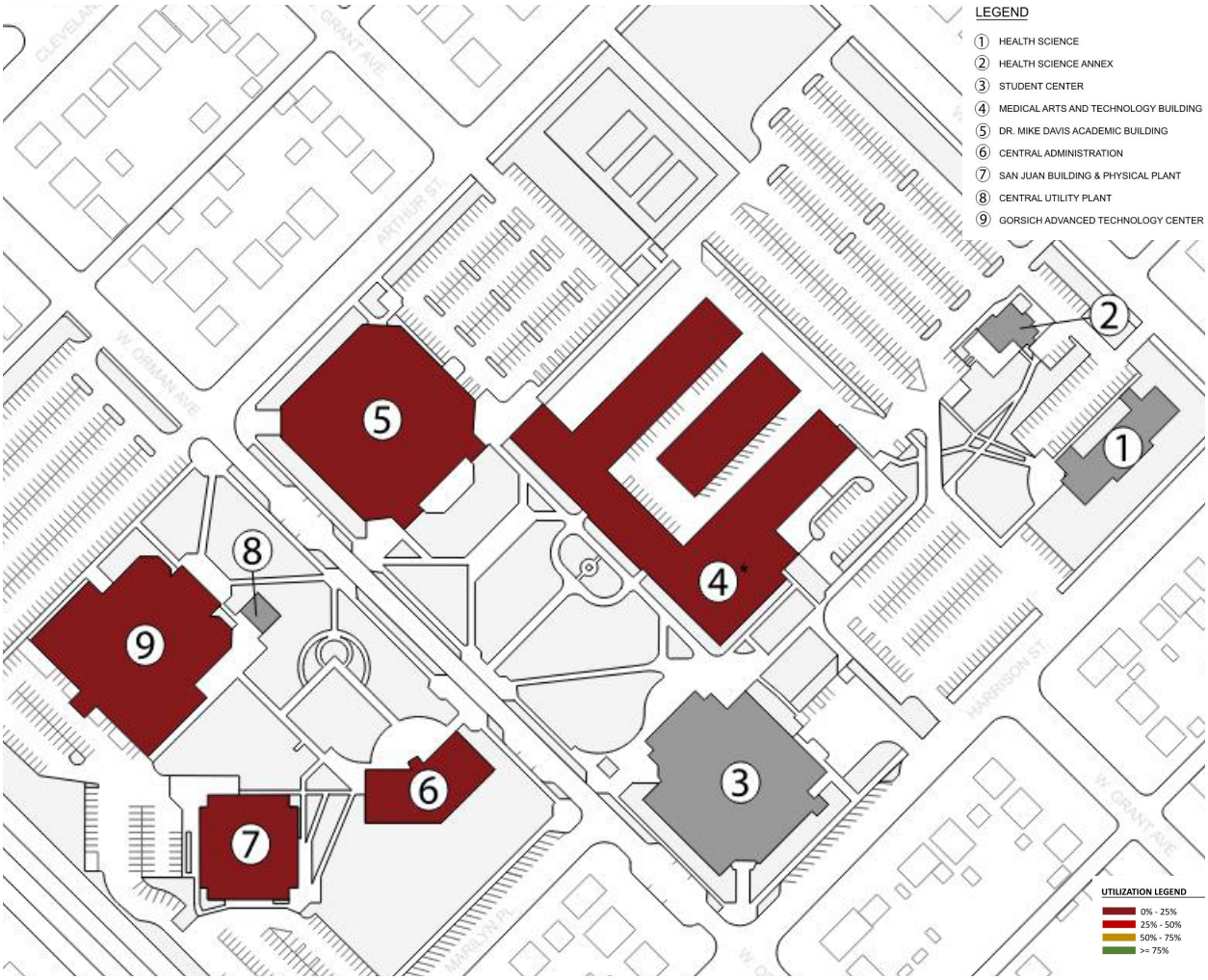
Class Lab

• The analysis suggests overall class laboratories are utilized well below the benchmarks for both class fill and hours of weekly instruction.
• Analysis also indicates peak period demand for class labs is well under existing capacity.
• As labs have unique capabilities and are not generally interchangeable, labs must be evaluated individually by capability as well as utilization.
• Identify and investigate labs over 75% for review to determine action is required.
    - UGC 208 – Law Enforcement Academy
    - USJ 130 - Welding
• Former Culinary space in Student Center provides opportunities for repurposing.

Site Plan - Classroom Utilization

The site plan below creates a visual representation of the overall building utilization data provided in the previous pages. Using the “Utilization Legend” created by Facility Programming & Consulting, the color of the building on the site plan corresponds to the overall building utilization percentage.

There are 5 buildings used in the collection of Classroom utilization data (Medical Arts and Technology Building, Dr. Mike Davis Academic Building, Central Administration Building, San Juan Building, and Gorsich Advanced Technology Center). The remaining buildings (gray colored) did not have classrooms used in data collection.

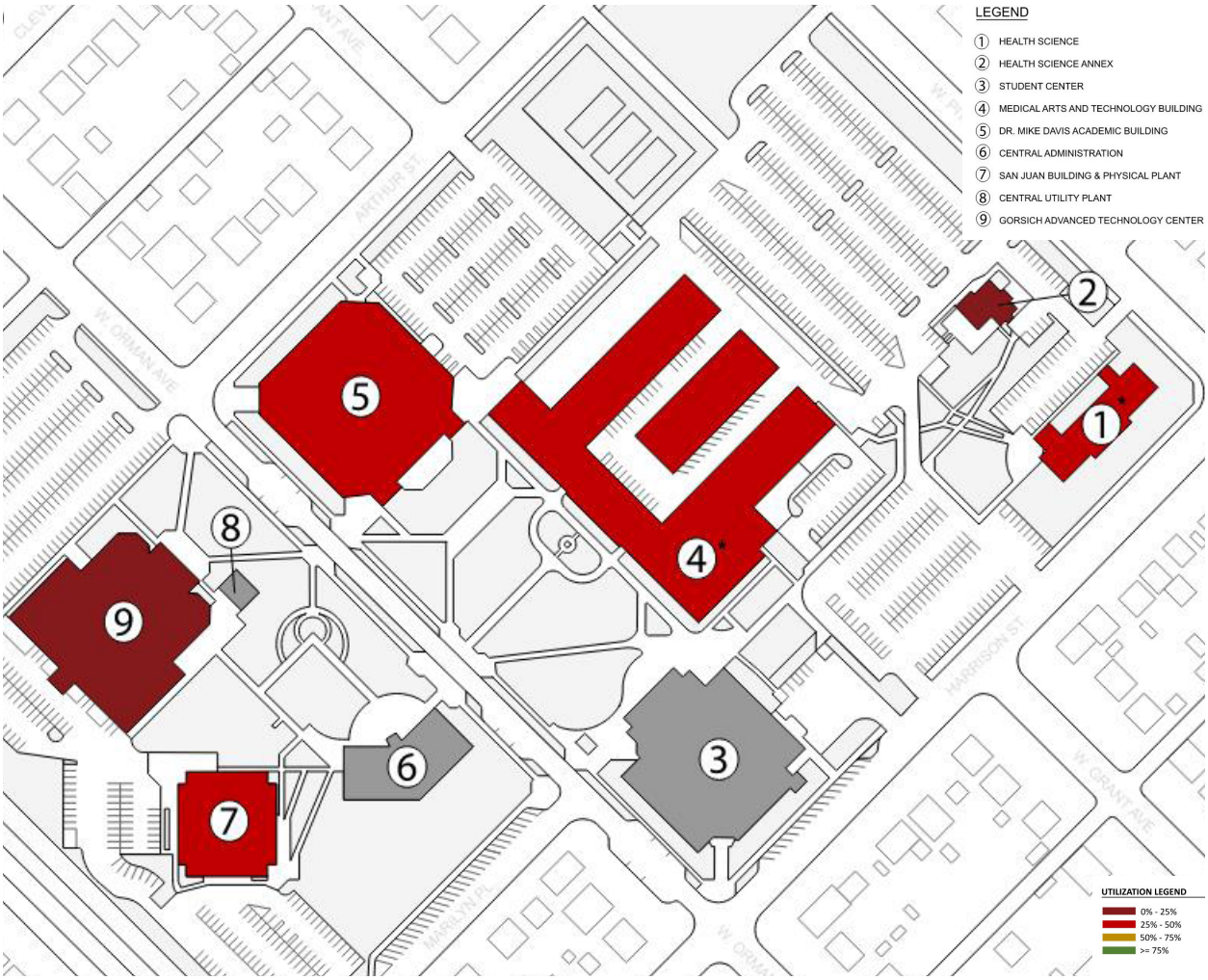


Existing Conditions / Conclusions

Site Plan - Classroom Lab Utilization

The site plan below creates a visual representation of the overall building utilization data provided in the previous pages. Using the “Utilization Legend” created by Facility Programming & Consulting, the color of the building on the site plan corresponds to the overall building utilization percentage.

There are 6 buildings used in the collection of Classroom utilization data (Health Science Building, Health Science Annex, Medical Arts and Technology Building, Dr. Mike Davis Academic Building, San Juan Building, and Gorsich Advanced Technology Center). The remaining buildings (gray colored) did not have classrooms used in data collection.



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.

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.

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

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 Pueblo campus grounds and buildings include but are not limited to the items noted as follows. Refer to the Facility Assessment in Appendix V.F. for the complete scope of work.

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 deficiences 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

Dr. Mike Davis Academic Building (AB)

- Code / ADA – Site: Five of the seven accessible parking spaces lack accessible parking signage.
- Roofing: Roof leaks in the area above Library and skylight above open stair.
- Interior Finishes – Flooring: Replace carpet at instructional spaces at basement, excludes entire Learning Center spaces and the two contiguous instructional spaces: RMS. 038 & 040.
- Code / ADA - Men's and Women's Restrooms: Toilet paper dispenser encroaches on 1 1/2" clear space required below horizontal side grab bar at accessible stalls. Remove and relocate toilet paper dispenser.

Central Administration Building (CA)

- Code / ADA – Site: Central Administration building is adjacent to 27 angled street parking spaces off Marilyn Pl. Per the ADA (208.2) the existing 27 parking spaces would require 2 accessible parking spaces, including 1 van space. Currently, only 1 accessible space is provided. Add 1 van accessible parking space and signage if slopes along Marilyn Pl allow.
- Code / ADA – Site: Accessible entrances to the building are located on the North and West sides. They are both remote from the parking areas along Marilyn Place and the San Juan building parking lot, which provide accessible parking.
- Code / ADA – Lobby-Stair: The lobby stair leading to the basement has uneven risers at the top of the stairs that need to be corrected.
- Code / ADA – Men's and Women's Restrooms: Install Vertical and Horizontal grab bars where applicable at accessible stalls.

Gorsich Advanced Technology Center (GATC)

- Code / ADA – Site: GATC building site has 296 parking spaces in the parking lot to the west of the building. Per the ADA (208.2) the existing 296 parking spaces would require 7 accessible parking spaces, including 1 van space. Currently, a total of 6 spaces, including 1 van space, are provided. Add 1 van accessible parking space.
- Building Envelope: Northwest - EIFS is deteriorated in and around conductor head/downspout. Remove and repair.
- Interior Finishes – Interior Stairs: Paint hollow metal exterior doors. Paint steel stair guardrails, handrails, risers, and concrete treads.
- Interior Finishes – Instructional Spaces: Replace carpet at select Instructional spaces.
- Code / ADA - Men's and Women's Restrooms: Partition doors swing into Accessible stalls. Replace doors to swing out from stall. Install Vertical grab bars at accessible stalls.

Existing Conditions / Conclusions

Health Sciences Building (HS)

- The HS building is currently being remodeled. Interior spaces are being remodeled to provide new Classrooms and Class Labs. Restrooms and most support spaces are not being altered.
- Code / ADA – Site: MT building has 324 parking spaces in the parking lot to the North of the building. Per the ADA (208.2) the existing 324 parking spaces would require 8 accessible parking spaces, including 2 van spaces. Add 2 standard accessible parking spaces and 2 van accessible parking spaces. There is only one accessible entrance on the north side of the building.
- Interior Finishes – Interior Stairs: Paint steel stair guardrail, handrail, and risers.

Health Sciences Building Annex (HSA)

- The HSA building was recently remodeled. Remodeling work included new Classroom and Class Lab space, and new restrooms and support spaces.
- Code / ADA – Site: Per the ADA (208.2) the existing 14 parking spaces would require 1 van accessible parking space. Add “Van Accessible” signage to existing van accessible parking space.

Medical Technology Building (MT)

- Code / ADA – Site: MT building has 324 parking spaces in the parking lot to the North of the building. Per the ADA (208.2) the existing 324 parking spaces would require 8 accessible parking spaces, including 2 van spaces. Add 2 standard accessible parking spaces and 2 van accessible parking spaces. There is only one accessible entrance on the north side of the building.
- Parking / Paving: Two areas of drainage from the North parking lot extend out to West Pitkin Ave by sidewalk chases. Facility staff stated in heavy rains the chases cannot handle the runoff and water ponds in the drive aisle.
- Parking / Paving: Outdoor play area for day care is remote and requires children and staff to cross through parking lot drive aisle to access play area.
- Code / ADA: Daycare-169: Provide door to directly to exterior.
- Code / ADA - Men’s and Women’s Restrooms: Install Vertical grab bars at accessible stalls.

Existing Conditions / Conclusions

Student Center Building (SC)

- Code / ADA – Site: SC building has 15 angled street parking spaces to the east and 8 off-street parking spaces in the parking lot to the north of the building. Per the ADA (208.2) the existing 23 parking spaces would require 1 van accessible space. 2 standard accessible spaces and 1 van accessible space is provided. Add “Van Accessible” signage to existing van accessible parking space.
- Code / ADA - Men’s and Women’s Restrooms: Toilet paper dispenser encroaches on 1 1/2” clear space required below horizontal side grab bar. Remove and relocate toilet paper dispenser.

San Juan Building (SJ)

- Code / ADA – Site: SJ building has 120 parking spaces in the parking lot to the East of the building. Per the ADA (208.2) the existing 120 parking spaces would require 5 accessible parking spaces, including 1 van space. 4 standard accessible spaces and 1 van accessible spaces are provided. Add “Van Accessible” signage to the existing van parking space.
- Code / ADA – Site: Accessible route from parking to accessible entrance at east side of building is provided by a concrete sidewalk/ramp. Landing at ramp adjacent to parking lot is not 60” in length. Remove and replace landing to provide required landing length.
- Code / ADA - Men’s and Women’s Restrooms: Transfer type showers have required clearances, but facilities staff state they are seldom used.

III.G. TOPOGRAPHIC MAP

The topography for the Pueblo Campus is shown in the site map below in 10' increment topography lines. The steepest part of the campus is the block southwest of West Orman Avenue. It is particularly steep for pedestrians along the sidewalk next to Marylin Place Road.

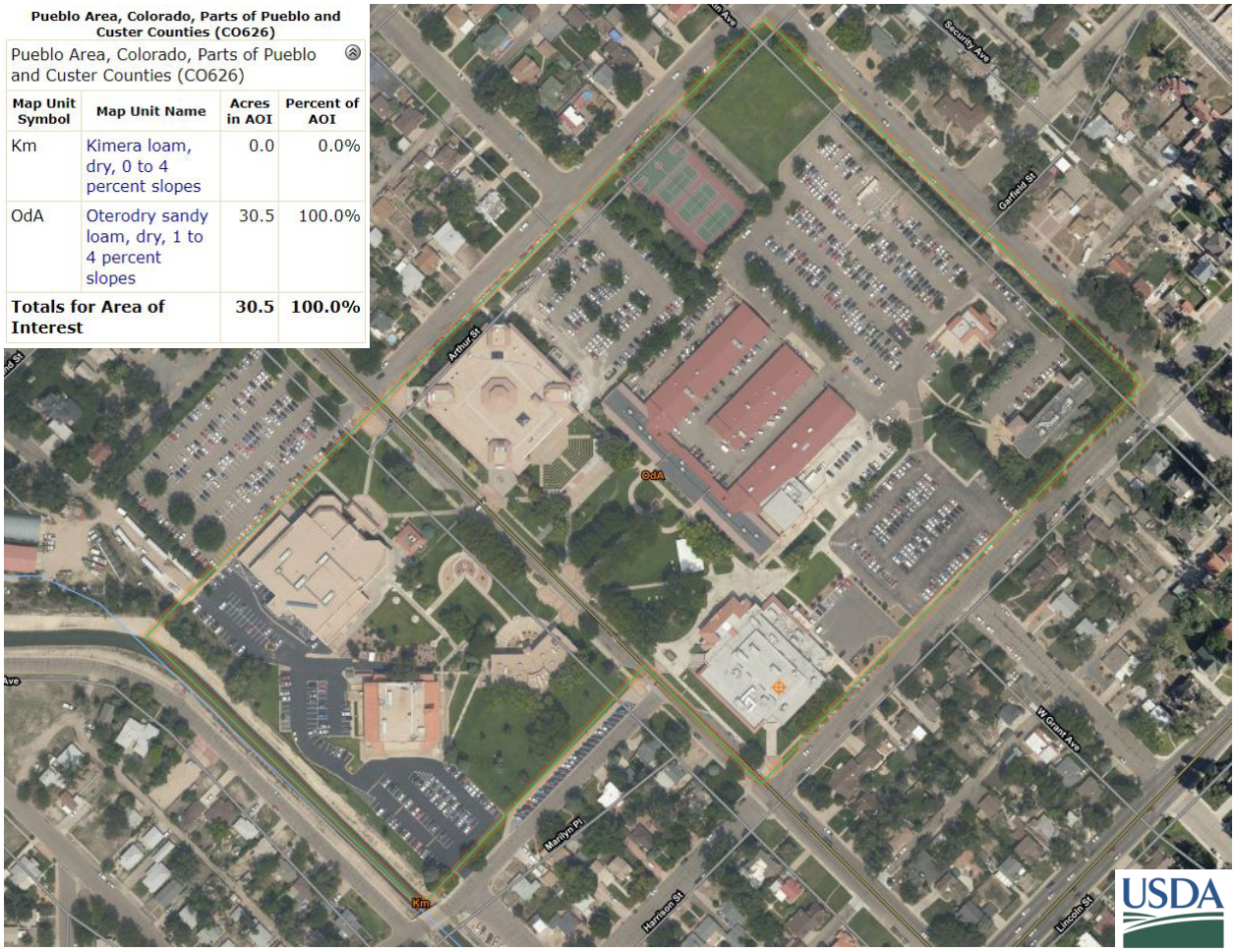
III.H. SUBSURFACE SOIL CONDITIONS

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). Otero dry sandy loam, dry, 1 to 4 percent slopes are 100% of PCC's Pueblo Campus / area of interest. Reference the Web Soil Survey Map provided below for context and additional information can be found at https://websoilsurvey.nrcs.usda.gov/app/

Pueblo Area, Colorado, Parts of Pueblo and Custer Counties (CO626)

Pueblo Area, Colorado, Parts of Pueblo and Custer Counties (CO626)

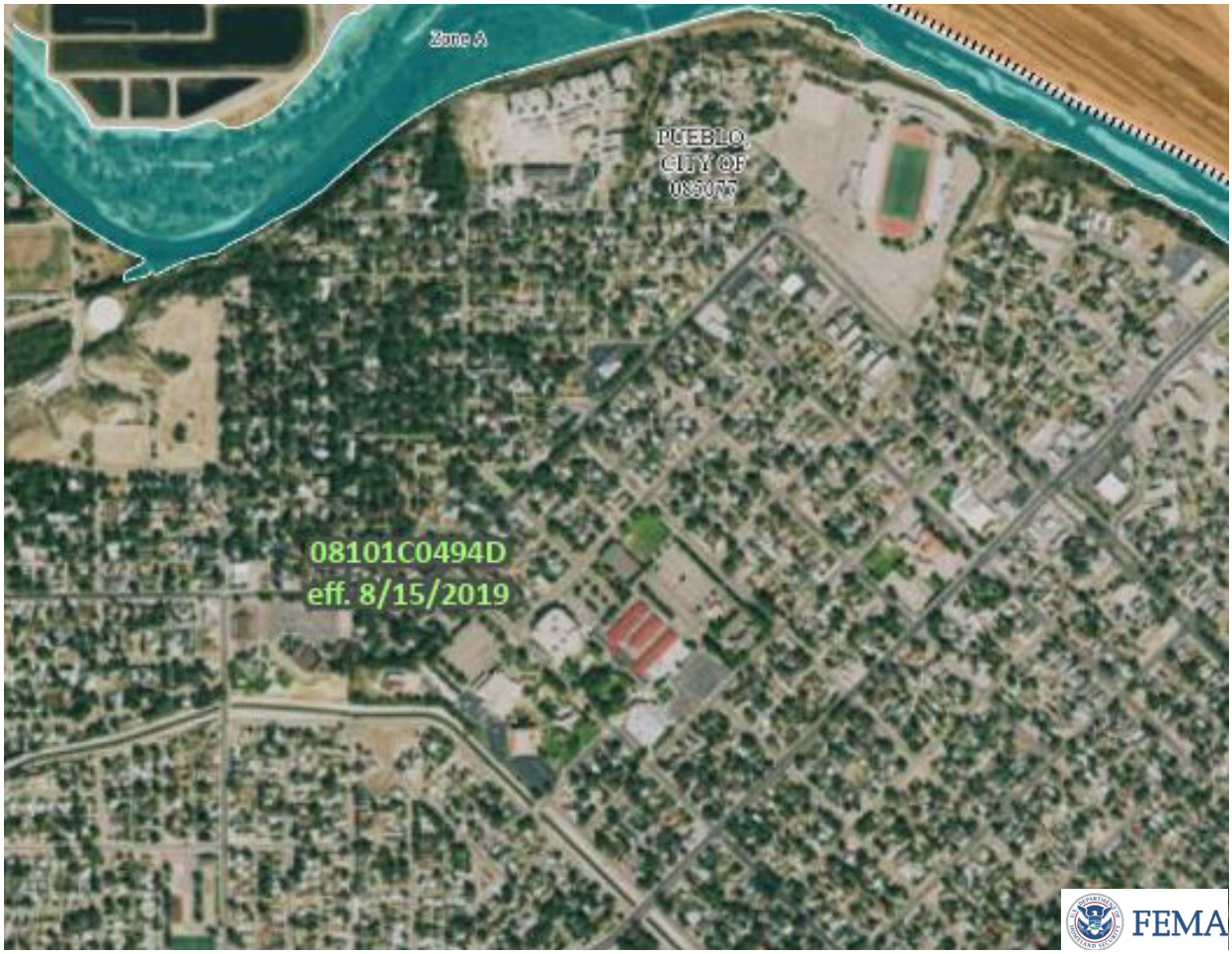
Map Unit Symbol	Map Unit Name	Acres in AOI	Percent of AOI
Km	Kimera loam, dry, 0 to 4 percent slopes	0.0	0.0%
OdA	Oterodry sandy loam, dry, 1 to 4 percent slopes	30.5	100.0%
Totals for Area of Interest		**30.5**	**100.0%**



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)

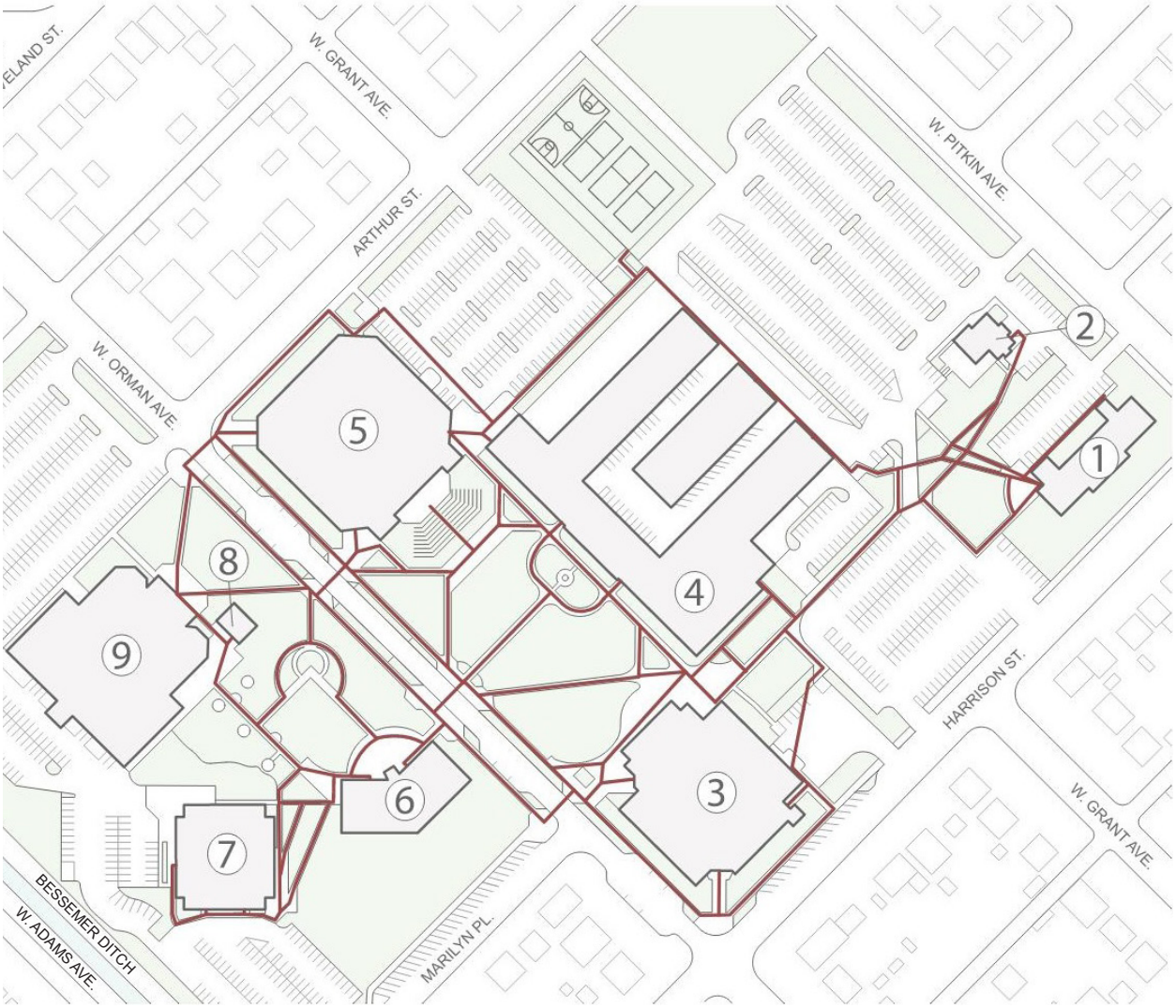
The map number 08101C0494D was effective on August 15th, 2019. The map designates the campus of Pueblo Community College as Zone X. According to the FEMA Glossary, Zone X is “the area determined to be outside the 500□year flood and protected by levee from 100□ year flood”. Reference the Flood Insurance Rate Map provided below for context and additional information can be found at www.fema.gov.



III.J. CIRCULATION SYSTEMS MAPS

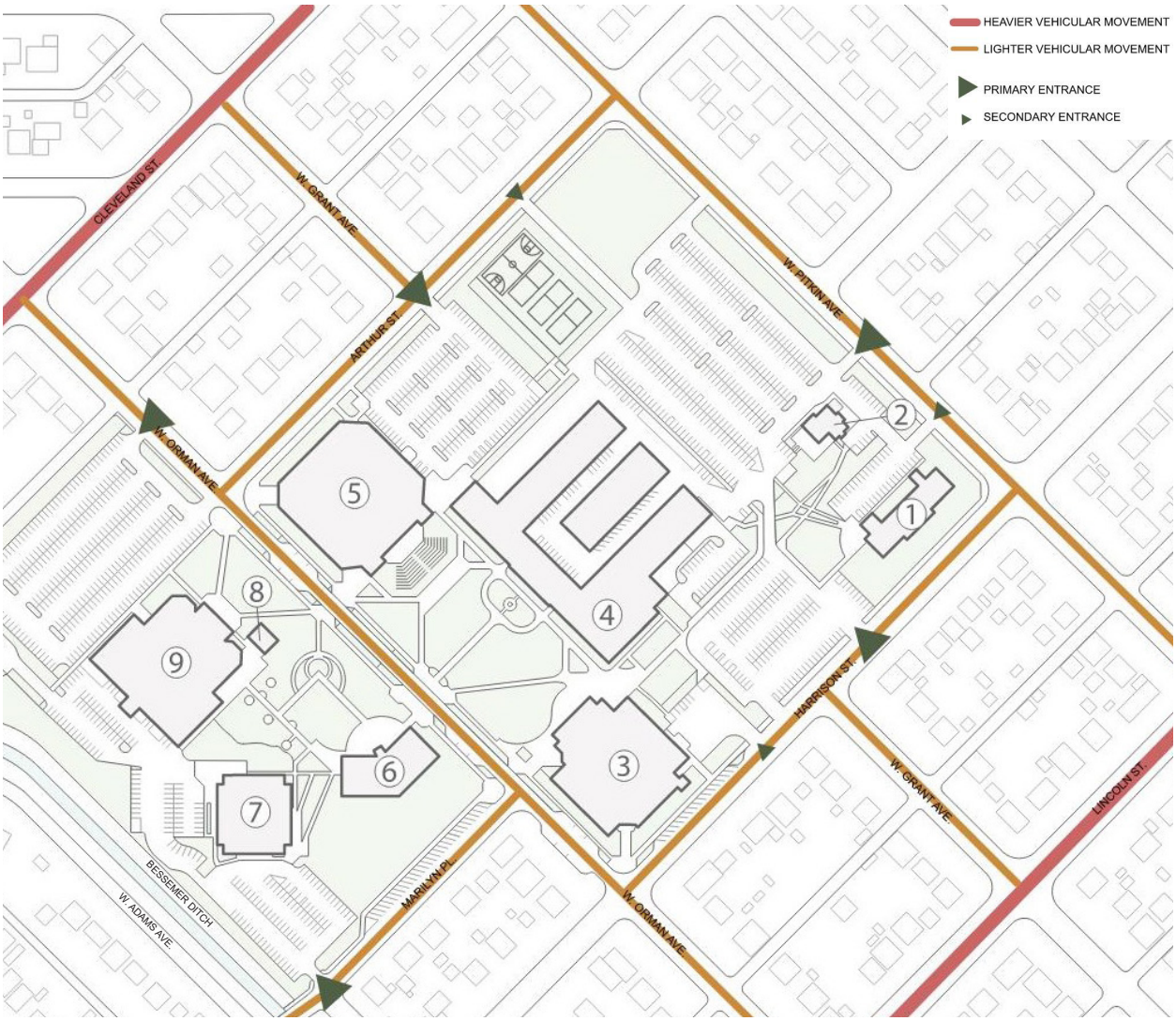
i. Pedestrian circulation

Pedestrian circulation on the Pueblo campus is mainly concrete sidewalks, some with brick accents at crosswalks and corners of city blocks. There are sidewalks along the various streets and between buildings to create easy circulation paths for students and staff. Various grade changes at circulation paths have accessible ramps and stairs to allow for easier movement across campus. Several crosswalks across West Orman Avenue connect the two blocks of the campus for pedestrians. Reference the site plan below to see specific pedestrian pathways.



ii. Vehicular circulation

The main road dividing the two campus blocks is W Orman Avenue, which is accessed mainly by Lincoln Street. The other roads that surround campus property are W Pitkin Avenue to the northeast, Harrison Street to the southeast, Marylin Place to the south, and Arthur Street to the northwest. All these roads have at least one campus parking lot entrance for students and staff. Reference the site plan below to see street locations, traffic levels, and campus parking lot entrances.



iii. Bicycle circulation

Bicycles are allowed on campus sidewalks and the City of Pueblo's bicycle map indicates that W Orman Avenue has Bicycle accessible sidewalks. The map also shows proposed bicycle accessibility behind the southwest block of Pueblo's campus on W Adams Avenue which is on the other side of the Bessemer Ditch. There are also bike racks located on campus.

III.K. UTILITY SYSTEMS MAPS

i. Water and wastewater systems

Domestic and Fire Service water is provided to the PCC Pueblo campus by the Board of Water Works of Pueblo, Colorado (Pueblo Water). Wastewater service is by City of Pueblo Wastewater. There are a limited number of fire hydrants located on public streets surrounding the campus and throughout the PCC campus. The buildings on the campus that are fully sprinklered include the following, Academic Building (AB), Central Administration (CA), Gorsich Advanced Technology Center (GATC), Health Science (HS), Student Center (SC), and San Juan (SJ) buildings. The Medical Arts and Technology (MT) building is partially sprinklered. The Health Science Annex (HSA) is not sprinklered.

ii. Heating systems

Natural Gas service is provided to the PCC Pueblo campus by Excel Energy. The Central Campus Boiler House located northeast of the GATC building and just south of W Orman Ave is serviced by a gas main line running in W Orman Ave. The Boiler House provides a campus-wide hot water distribution to many of the buildings on campus, including the following, Academic Building (AB), Central Administration (CA), Student Center (SC), and San Juan (SJ) buildings. The Medical Arts and Technology (MT) building is partially serviced by the campus-wide hot water distribution system. The Student Center (SC), Gorsich Advanced Technology Center (GATC), Health Science (HS), and Health Science Annex (HSA) are serviced by gas-fired Roof Top Units (RTUs).

iii. Electrical systems

Electrical service is provided to the PCC Pueblo campus by Black Hills Energy. The electrical service for the larger buildings on campus typically consists of 480V/277V service, and includes the following, Academic Building (2500A Service), Central Administration (600A Service), Student Center (1600A Service), Gorsich Advanced Technology Center (1600A Service), Health Science Annex (400A Service). Other buildings on campus utilize a 120/208V, which includes Health Science (1200A Service) and Medical Arts and Technology (Includes multiple service panels: 400A, 600A, and 1200A Service).

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 Oversite,configuration, storage, and etc.
  - Centralized Phone System Hardware and Software administration, management and support.
  - Centralized licensing Contracts and procurement of consolidated application purchases

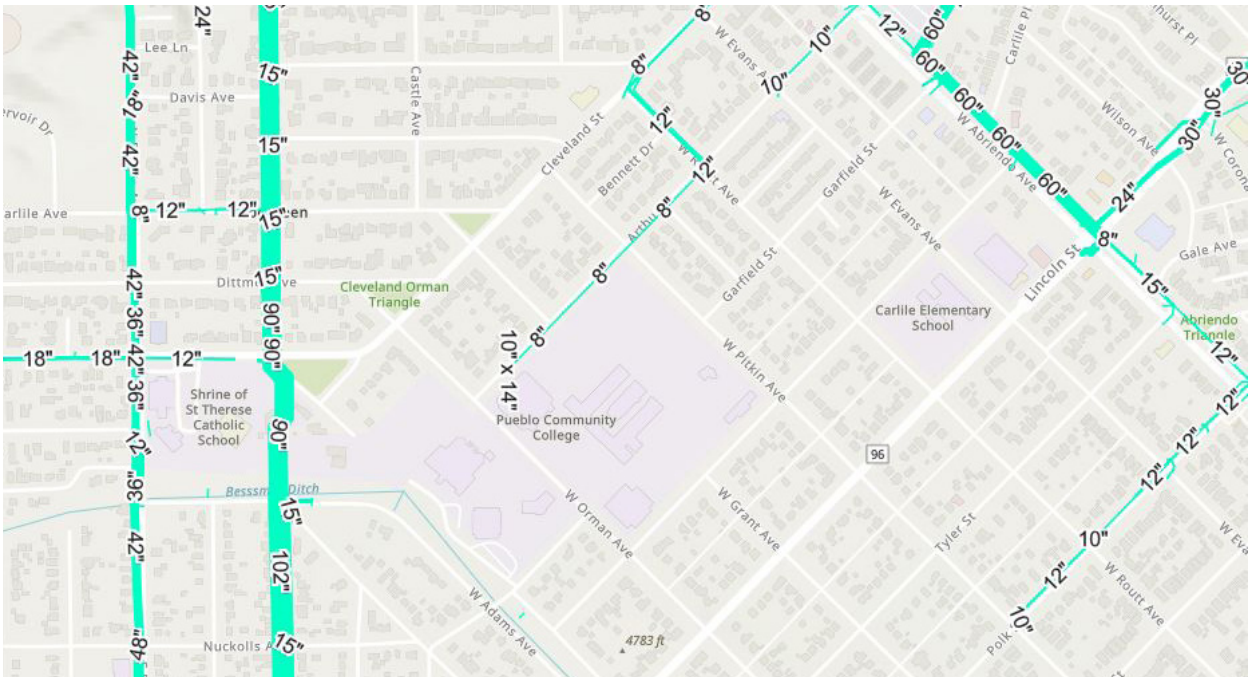
These areas each comprise multiple standards, which will be expanded as necessary to meet the needs of the business community. All other standards are governed within the Administration and Finance Division for PCC, which includes Local Administration.

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

The PCC Pueblo campus falls under the jurisdiction of the Stormwater Utility Division of the City of Pueblo, whose mission is to provide services necessary to meet requirements of the Clean Water Act and to implement all required provisions of the National Pollutant Discharge Elimination System (NPDES) Phase II Program. : Stormwater drainage design and management requirements are published in the City of Pueblo “Drainage Criteria Manual”, April 2023, which establishes minimum storm drainage criteria for the public safety, health, comfort, convenience, welfare, and economic well-being of residents and owners of property within the City. A map of the existing stormwater drainage piping system around the campus is included below.

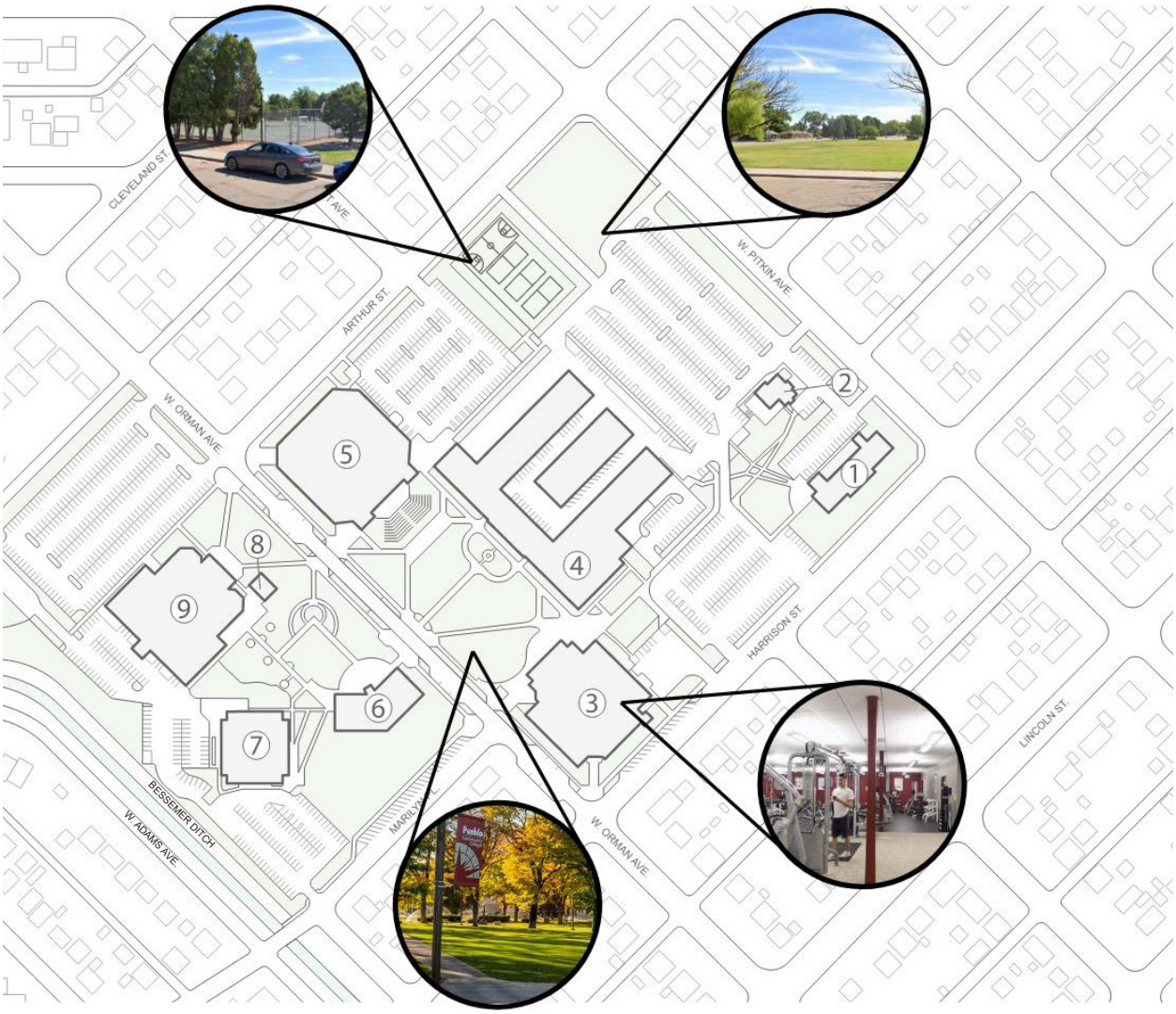


III.M. ATHLETICS / PARKS / RECREATIONAL FIELDS / OPEN SPACE MAP

The Pueblo Campus of Pueblo Community College has an outdoor basketball court and three outdoor tennis courts southwest of Valdez Field. Valdez field is an open and grassy area used by students and residents near the campus.

While PCC does not have any established athletic teams, the Student Center on campus houses an indoor recreational gym for students and staff to utilize.

There are also a couple of open space areas on campus. These spaces are completed with sidewalks, benches, picnic tables, and landscaping. There is also an outdoor amphitheater next to the Academic Building.



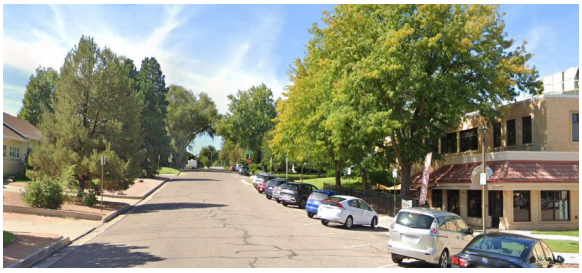
III.N. ASSESSMENT OF CURRENT CAMPUS AESTHETICS

i. Architecture

Pueblo Community College's buildings reflect a blend of architectural styles, primarily Spanish Mission. The San Juan Building (1940) set the tone with its red-tiled roof and stucco walls. Subsequent buildings, like the Academic Building, echoed this style with similar materials and arched features. The most recent building, The Gorsich Advanced Technology Center continues this tradition, incorporating masonry accents, tiled roofs, and a prominent arched entrance. Arcade walkways, another nod to the Mission style, connect several buildings.

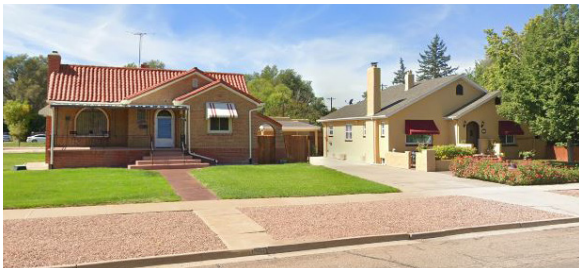
ii. Scale

The PCC Pueblo Campus is located within the historic Aberdeen neighborhood west of downtown Pueblo. The neighborhood predominantly consists of one and two-story single-family homes. The homes are typically set back from the street twenty-five to thirty feed with lawns and landscaping and have mature trees along the street. The major buildings of the campus have similar setbacks along the street, incorporate lawns and landscaping, and have mature trees. The buildings that have frontages along public streets surrounding the campus include the Academic Building, Student Center, Health Science, and the Central administration building. These structures are typically no more than two stories and have fenestration and other articulation that blend in well with the surrounding residential scale neighborhood. Overall, the scale of the PCC Pueblo Campus architecture is a harmonious fit with the surrounding neighborhood.



iii. Materials

The historic Aberdeen neighborhood west of downtown Pueblo predominantly consists of one and two-story single-family homes, civic structures, and the PCC Pueblo campus. Homes immediately surrounding the campus range in age from the 1930s to the 1960s. The Mission Revival architecture of buildings on the PCC Pueblo Campus consists of materials matching the adjacent neighborhood homes and other civic structures, including the former Carlile Elementary School. These materials include buff colored brick on facades, which is found throughout the City of Pueblo and is still manufactured locally by the Summit Brick Company. The brick facades are articulated with arched openings at windows, entries, and arcades. Buildings also include buff-colored stucco accents, decorative brick accents, and clay tile roofing at mansard roofs and building entry roofs.

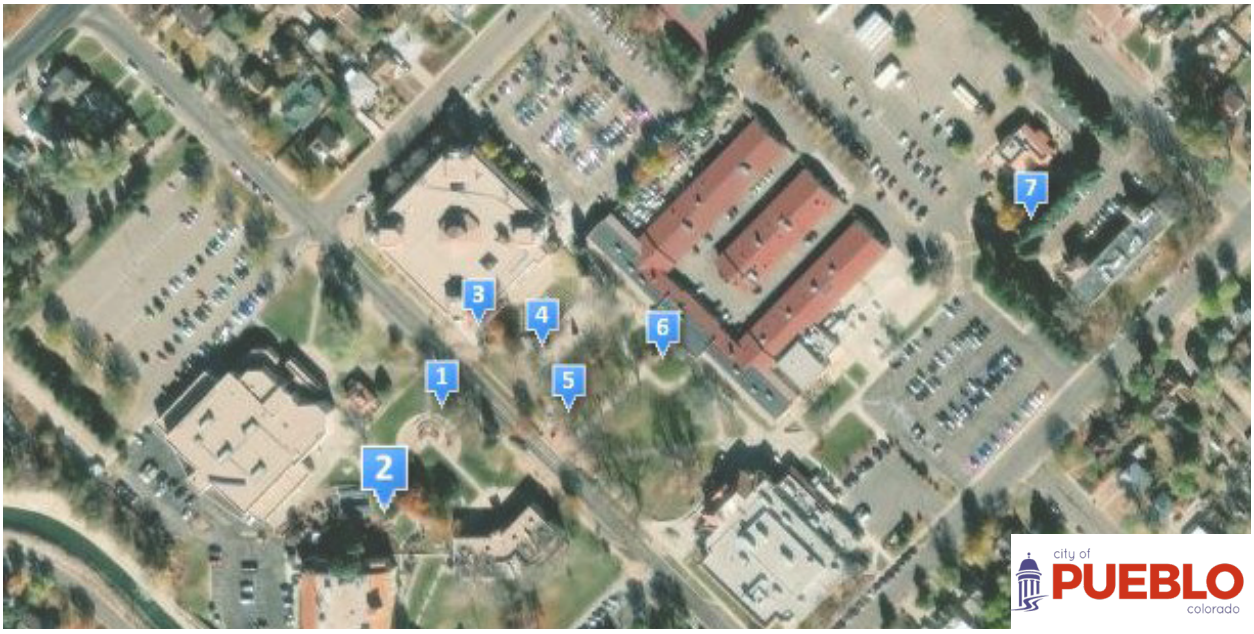


iv. Urban design

The site plan below shows context images of the four street views around the main block of the Pueblo campus. These images show some site design of the surrounding areas and demonstrate the residential nature of the area around the campus. The graphic also demonstrates signage locations around the campus to indicate the community college entry points / boundaries. These sign locations are shown on the site plan by a red dot.

v. Public art

There are numerous outdoor sculptures, statues, and fountains located across the Pueblo campus. Reference the public art location map from the City of Pueblo and the corresponding images of the art below.



Existing Conditions / Conclusions

3.) “Roses”

4.) “Pi (3.14)”

5.) “Founding Father”

6.) “Legacy of Steel” Fountain

7.) “Bird Song”

4 THE PLAN

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

IV. THE PLAN

Overview: The Facilities Master Plan process involved an extensive review of various factors including PCC demographics and utilization, 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 levels and projected minimal increase in enrollment, alongside the underutilization of Classroom and Class Lab space at the Pueblo campus, the Planning Team does not currently propose specific recommendations for addressing surplus or deficits in these spaces. Instead, they have outlined two primary areas for attention.

First, the Planning Team recommends that PCC Pueblo 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

- Food Options
- Student Center 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: Provide for Integration of Food on Campus, including creating space for food trucks, and a modernization of the dining center in the Student center to create amenities that assist with student 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.

Criterion 2 / Goal Statement: 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. The metrics for this goal included engaging stakeholders in open dialogue opportunities and intentional communication.
Activate Campus: Student Center refresh should Incorporate & Promote Space for Student Groups that are front and center for campus and community to have a space to speak.

Criterion 4 / Goal Statement: 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 to advanced education, successful careers, and personal growth. The metrics for this goal include offering high-impact educational experiences preparing students to thrive in a diverse society.
Activate Campus: Student Center refresh should Incorporate & Promote Space for Student Groups, to offer spaces for diverse and integrated student groups, such as affinity groups.

Master Plan Principle: Educational Experience

Transform the student experience

- Library Update w/ Technology Hub/Lab
- 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.

Criterion 4 / Goal Statement: 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 to advanced education, successful careers, and personal growth. The metrics for this goal also include enhancing the coordinated care model to improve student success.
Educational Experience: Incorporation of Student Flex Spaces and Staff Wellness Resources will provide a more inclusive, dynamic and comfortable learning experience that will lead to improved student success.

Criterion 5 / Goal Statement: 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. The metrics for this goal include developing student technology competency.
Educational Experience: Creation of a Modern Library with Tech Lab will enhance the library's presence on campus and help bring synergy and efficiency to the many programs on campus providing a space for students to grow in technological innovations.

Master Plan Principle: Enrollment Initiatives

Move beyond being a commuter college

- CTE - Career and Technical Education
- Adult Learners
- HSI (Hispanic Serving Institution)

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: Creation of a Career and Technical Education (CTE) hub to Emphasize Career & Technical Education by centralizing all programs into one dedicated building or multiple locations in buildings on campus can solidify CTE as a cornerstone of the college's mission, and attract more Adult Learners seeking Career education as well.

Strategic Plan Criteria

Criterion 5 / Strategy 3: Align financial resources to allow for Destination 2027 strategies and related initiatives to foster further innovation and responsiveness. The metrics for this strategy include engaging in one Hispanic Association of Colleges and Universities initiative per year in pursuit of financial resources for Hispanic Serving Institutions (HSI).
Enrollment Initiatives: Creation of a Modern Library with Tech Lab should prominently display the El Movimiento: The Chicano Movement in Colorado and Pueblo exhibit to highlight that PCC still holds true to the values of the movement and is committed to Latinx student success.

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

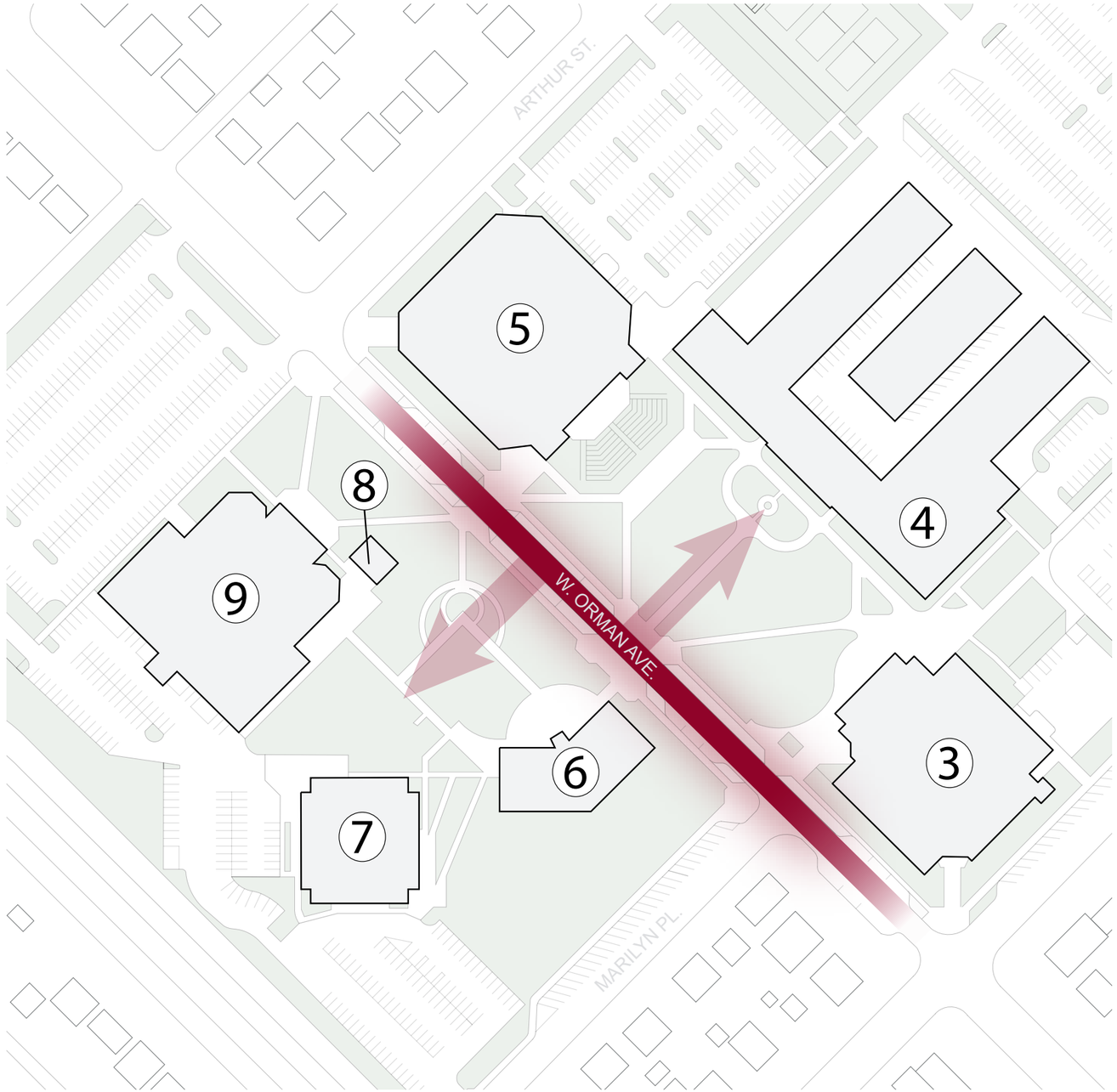
ACTIVATE CAMPUS

EDUCATIONAL EXPERIENCE

ENROLLMENT INITIATIVES

Integration of Food On Campus - W. Orman Ave.

Creating space for food trucks to come daily on W. Orman Ave. promises to infuse vibrant energy into the campus, revitalizing its culinary landscape with a diverse array of food options. This initiative not only breathes new life into the area but also offers convenience and variety to students, faculty, and visitors alike. W. Orman Ave. and the accompanying food trucks can be the heart of special events such as student/family orientation and or an art festival partnered by the Arts Center. This integration of events with the addition of food trucks enhances memorable experiences that enrich the overall campus atmosphere, while also creating the potential to promote local businesses.



3 STUDENT CENTER
4 MEDICAL ARTS AND TECHNOLOGY BUILDING
5 DR. MIKE DAVIS ACADEMIC BUILDING
6 CENTRAL ADMINISTRATION
7 SAN JUAN BUILDING & PHYSICAL PLANT
8 CENTRAL UTILITY PLANT
9 GORSICH ADVANCED TECHNOLOGY CENTER

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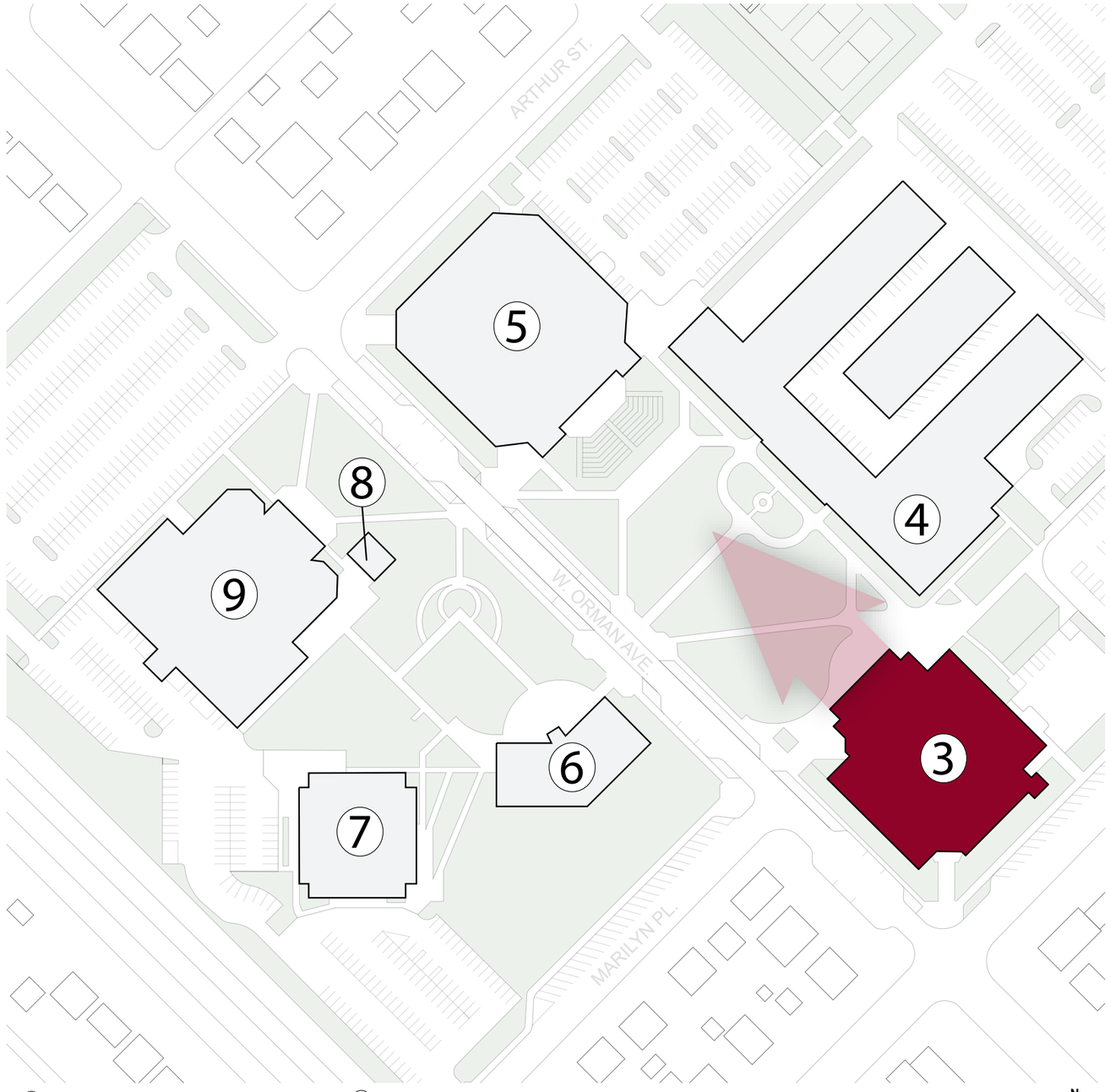
SECTION 4 - THE PLAN

Integration of Food On Campus - Student Center

The modernization of the dining center at Pueblo Community College can enhance the student experience by providing a welcoming space for socializing, studying, and enjoying a diverse range of culinary options tailored to different tastes and dietary needs. This fosters a sense of belonging, improves student retention, and reflects evolving student needs. Additionally, it promotes health and wellness by offering nutritious meals and encouraging healthier eating habits. Overall, the dining center serves as a cornerstone of campus life, enriching the collegiate experience and contributing to the holistic development of the community.



③ STUDENT CENTER
④ MEDICAL ARTS AND TECHNOLOGY BUILDING
⑤ DR. MIKE DAVIS ACADEMIC BUILDING
⑥ CENTRAL ADMINISTRATION
⑦ SAN JUAN BUILDING & PHYSICAL PLANT
⑧ CENTRAL UTILITY PLANT
⑨ GORSICH ADVANCED TECHNOLOGY CENTER

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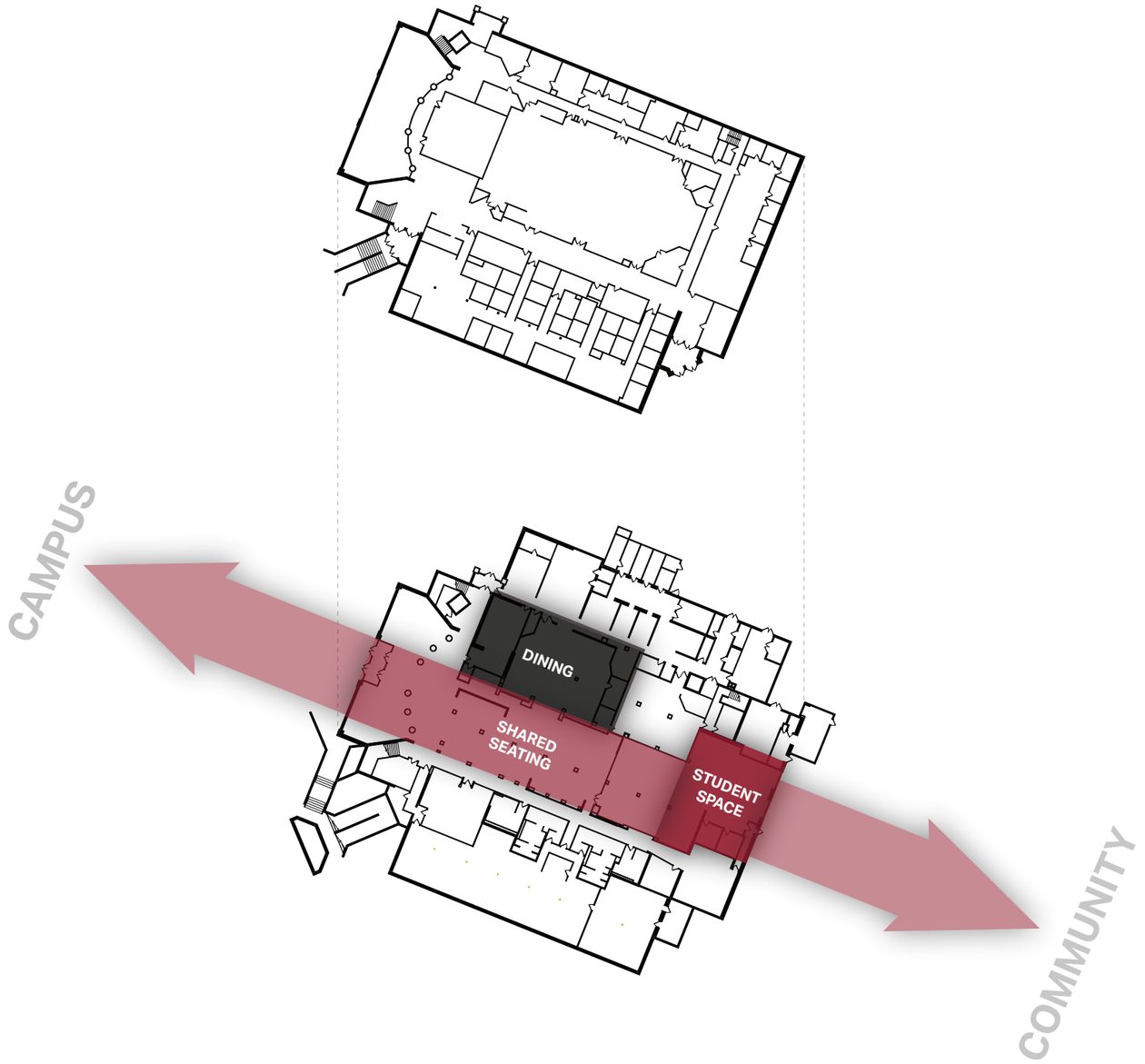
Make Campus All Inclusive

Creating an all-inclusive Pueblo 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 Pueblo campus can truly embody inclusivity, accessibility, and equality for everyone.

Incorporate & Promote Space for Student Groups

Providing and promoting space for affinity groups within the student center, the central hub of campus, yields numerous benefits. It fosters a sense of inclusivity and belonging among students by offering dedicated areas for various communities to gather, socialize, and organize events. This enhances the overall campus experience, promoting diversity, equity, and cultural exchange. Additionally, it creates opportunities for personal and professional development through networking, mentorship, and collaborative initiatives. By amplifying student voices and perspectives, these spaces contribute to a vibrant and thriving campus community, enriching the collegiate experience for all.

Student Center



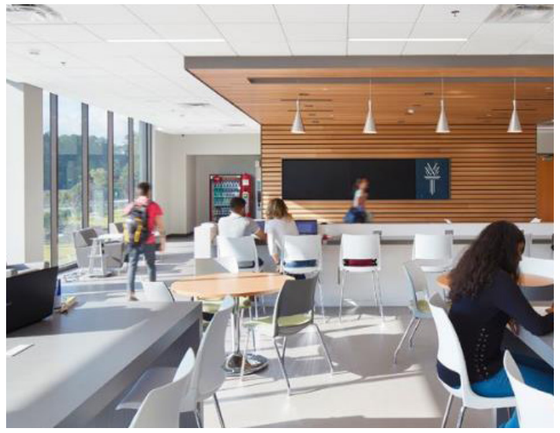
ACTIVATE CAMPUS

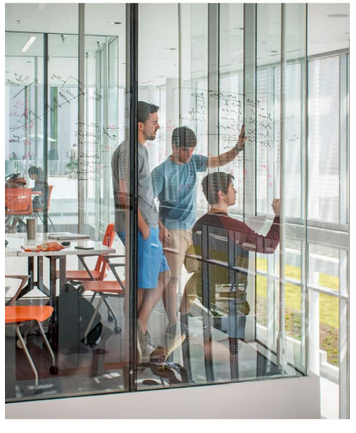
EDUCATIONAL EXPERIENCE

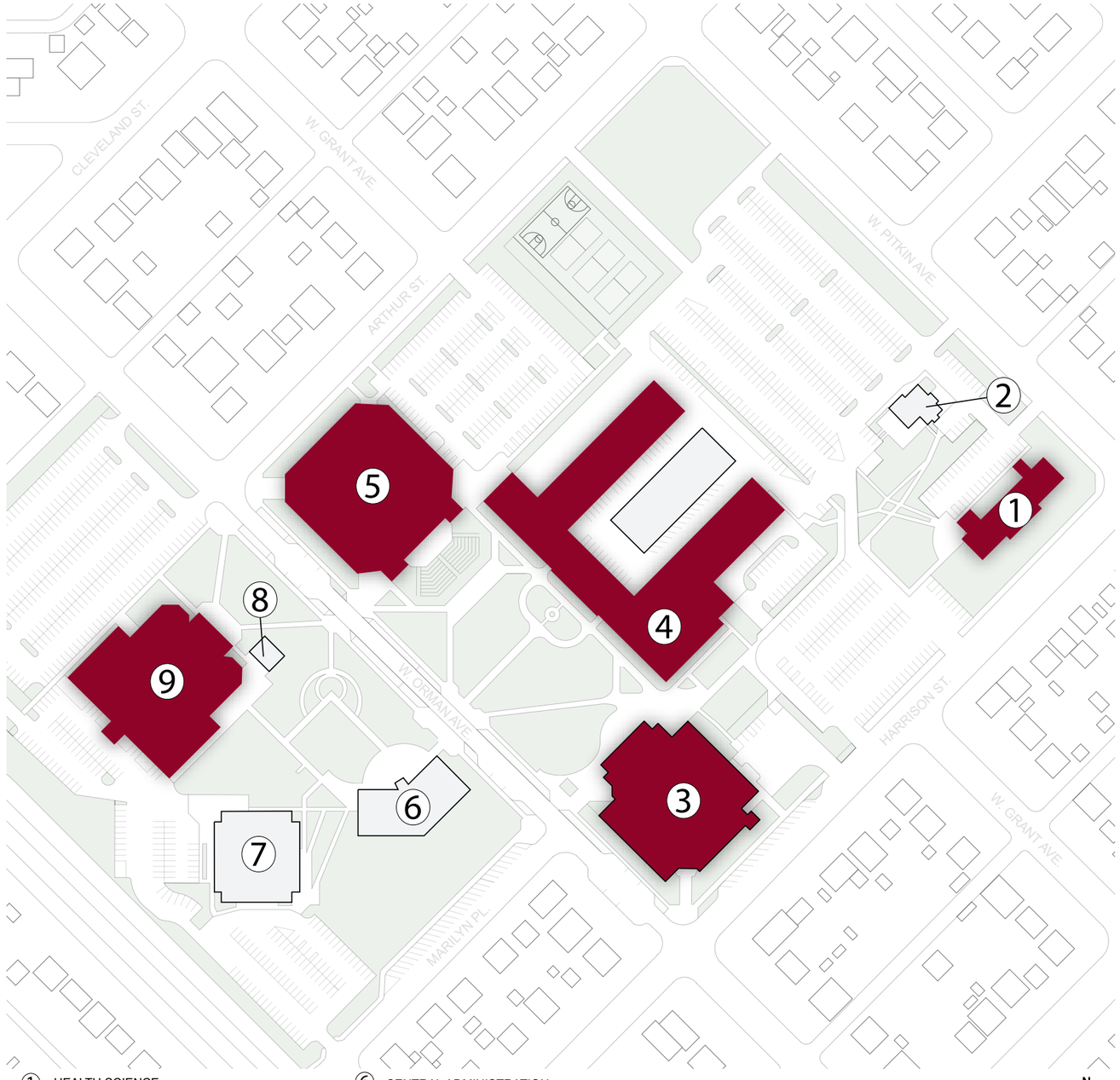
ENROLLMENT INITIATIVES

Student Flex Spaces

Integrating active learning via student flex spaces across campus, with a particular focus on academic buildings and the student center, 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. HEALTH SCIENCE
2. HEALTH SCIENCE ANNEX
3. STUDENT CENTER
4. MEDICAL ARTS AND TECHNOLOGY BUILDING
5. DR. MIKE DAVIS ACADEMIC BUILDING
6. CENTRAL ADMINISTRATION
7. SAN JUAN BUILDING & PHYSICAL PLANT
8. CENTRAL UTILITY PLANT
9. GORSICH ADVANCED TECHNOLOGY CENTER

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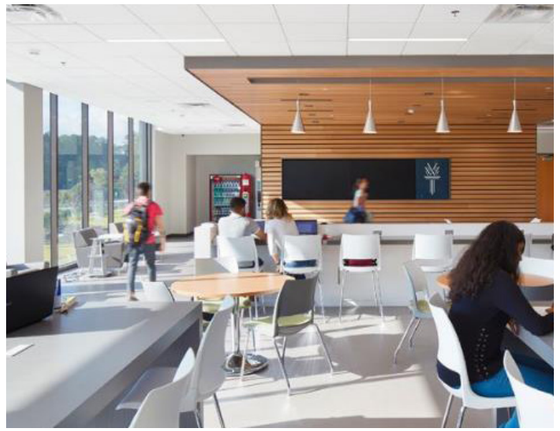
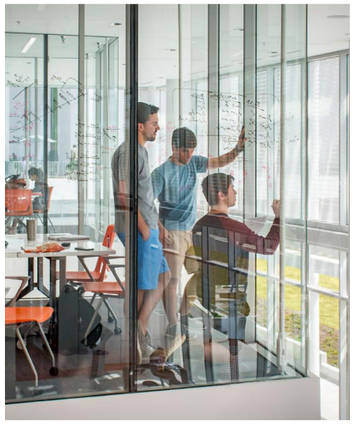
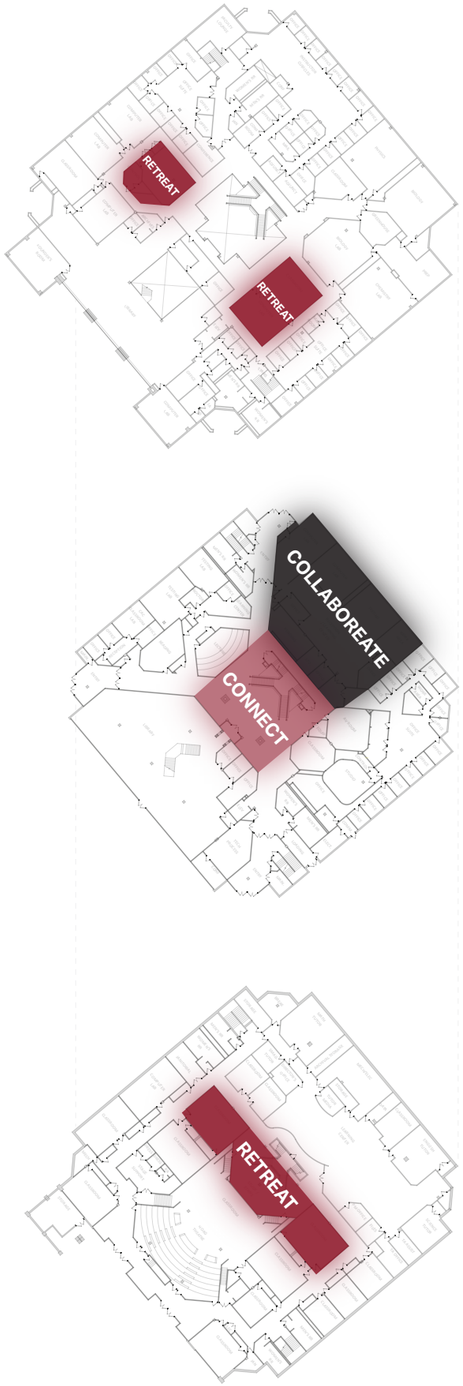
Student Flex Spaces

A missing component in the academic buildings are breakout collaborative spaces. It's essential to include a variety of breakout spaces catering to diverse student needs. These spaces should encompass retreat areas for quiet work or one-on-one collaboration, spaces for small group innovation, and connect spaces for informal gatherings. Strategically locating these zones adjacent to relevant areas optimizes accessibility and functionality. This holistic approach fosters a dynamic learning environment that encourages productivity, creativity, and community-building within the academic building, ultimately enriching the overall educational experience for students and faculty alike. By embracing this multifaceted approach, the academic building becomes a vibrant hub where students can thrive academically and socially.





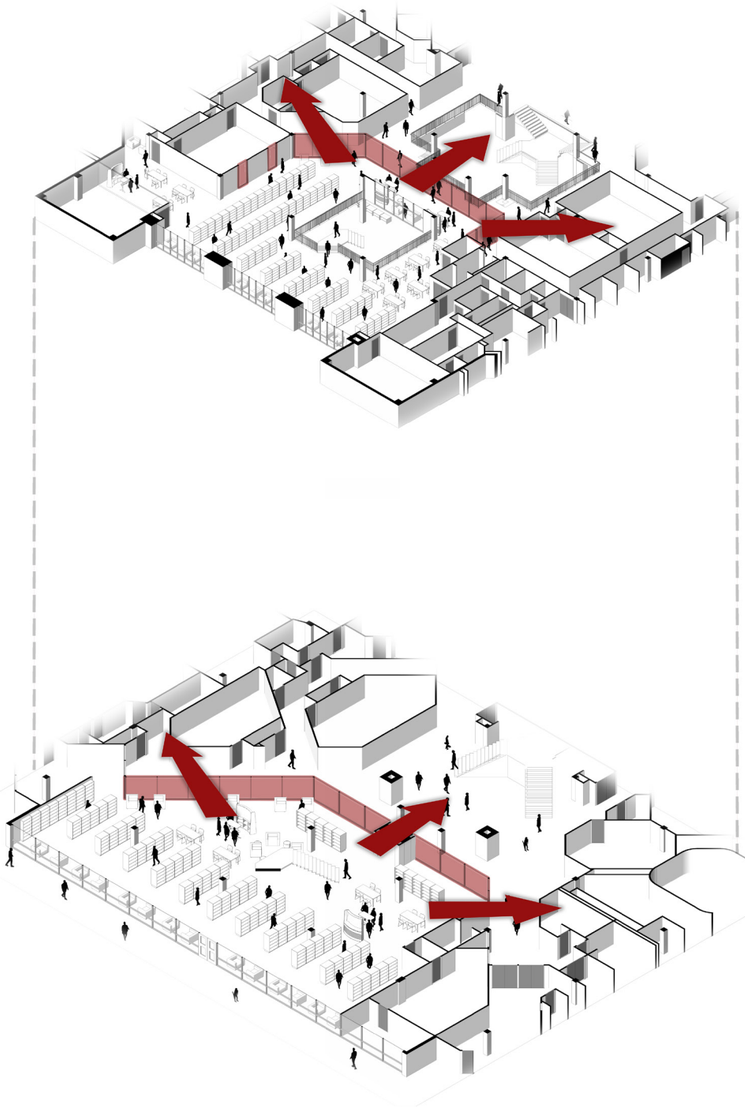
Academic Building



Modern Library with Tech Lab

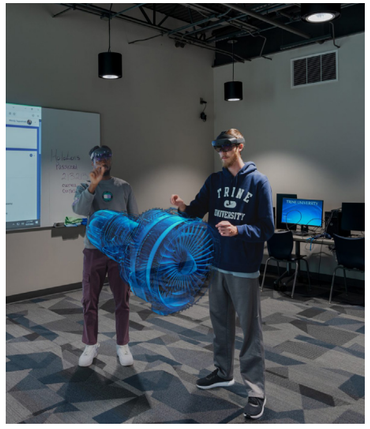
Transforming the library into the vibrant heart of the academic building involves modernizing its infrastructure and enhancing its presence to better serve students. By opening up the library space, introducing contemporary design elements, and incorporating innovative technologies, we can create an inviting environment conducive to learning, collaboration, and exploration. Moreover, by strategically integrating the tech center, library, and STEM center, we can foster synergy and efficiency, providing students with seamless access to resources and support across disciplines. The revitalized library becomes more than just a repository of books; it becomes a dynamic hub where students converge to engage in research, study, and innovation, truly embodying the spirit of academic excellence and community engagement.

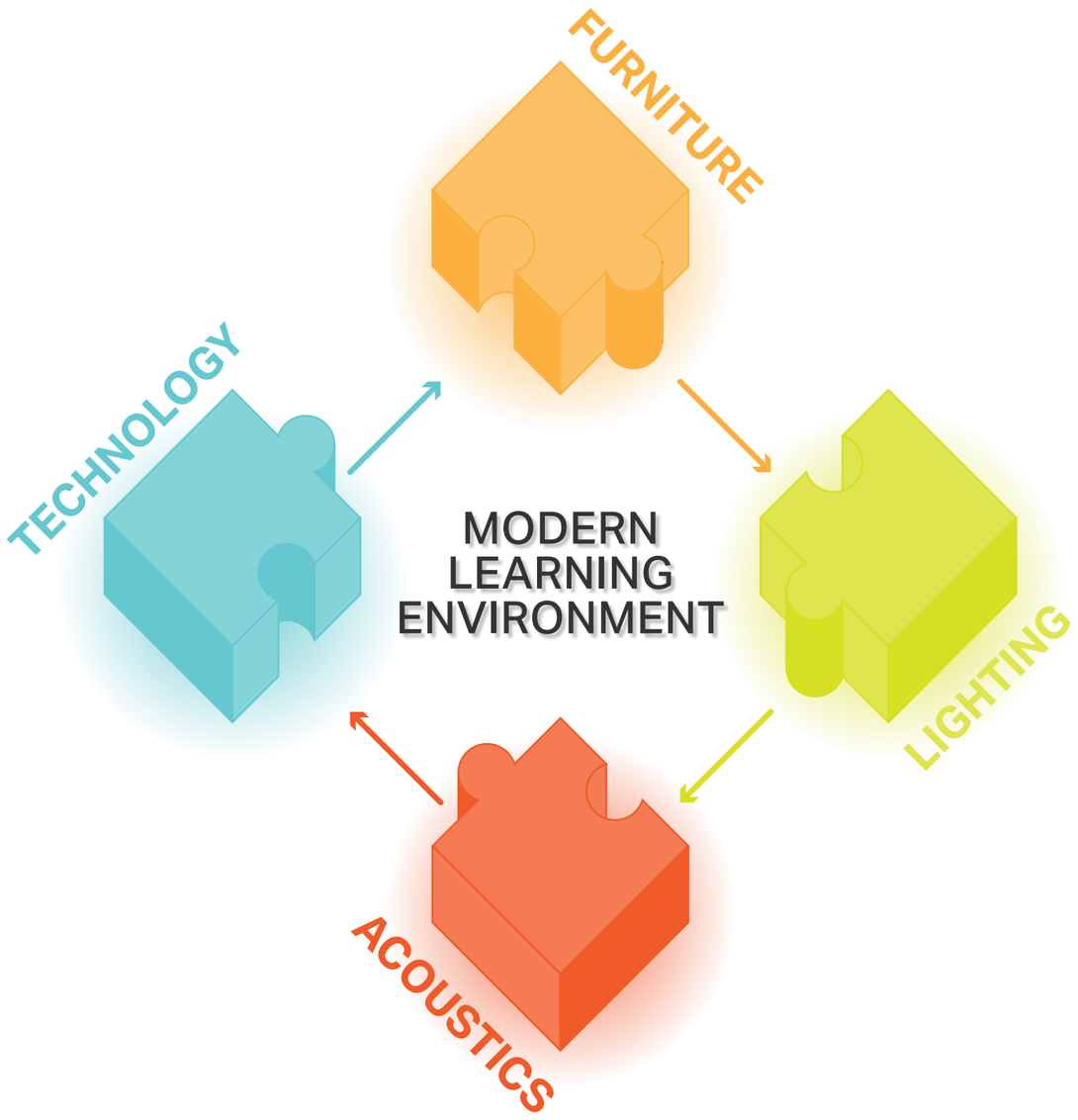
Academic Building



Modern Learning Environment

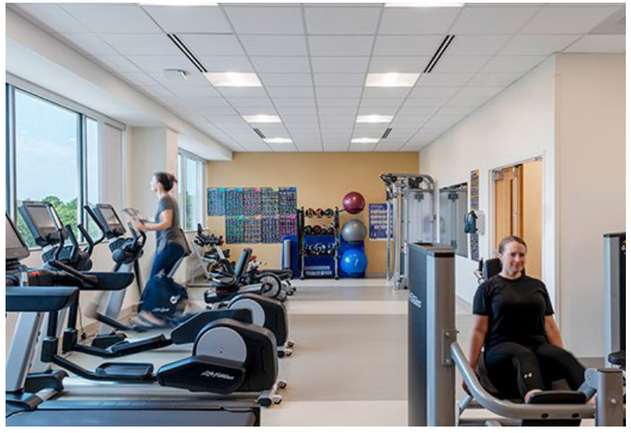
Pueblo Community College can significantly enhance its educational experience by prioritizing modern classroom strategies that cater to diverse learning needs. Incorporating proper lighting, including daylight where possible, creates a more conducive learning environment that fosters alertness and engagement 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.

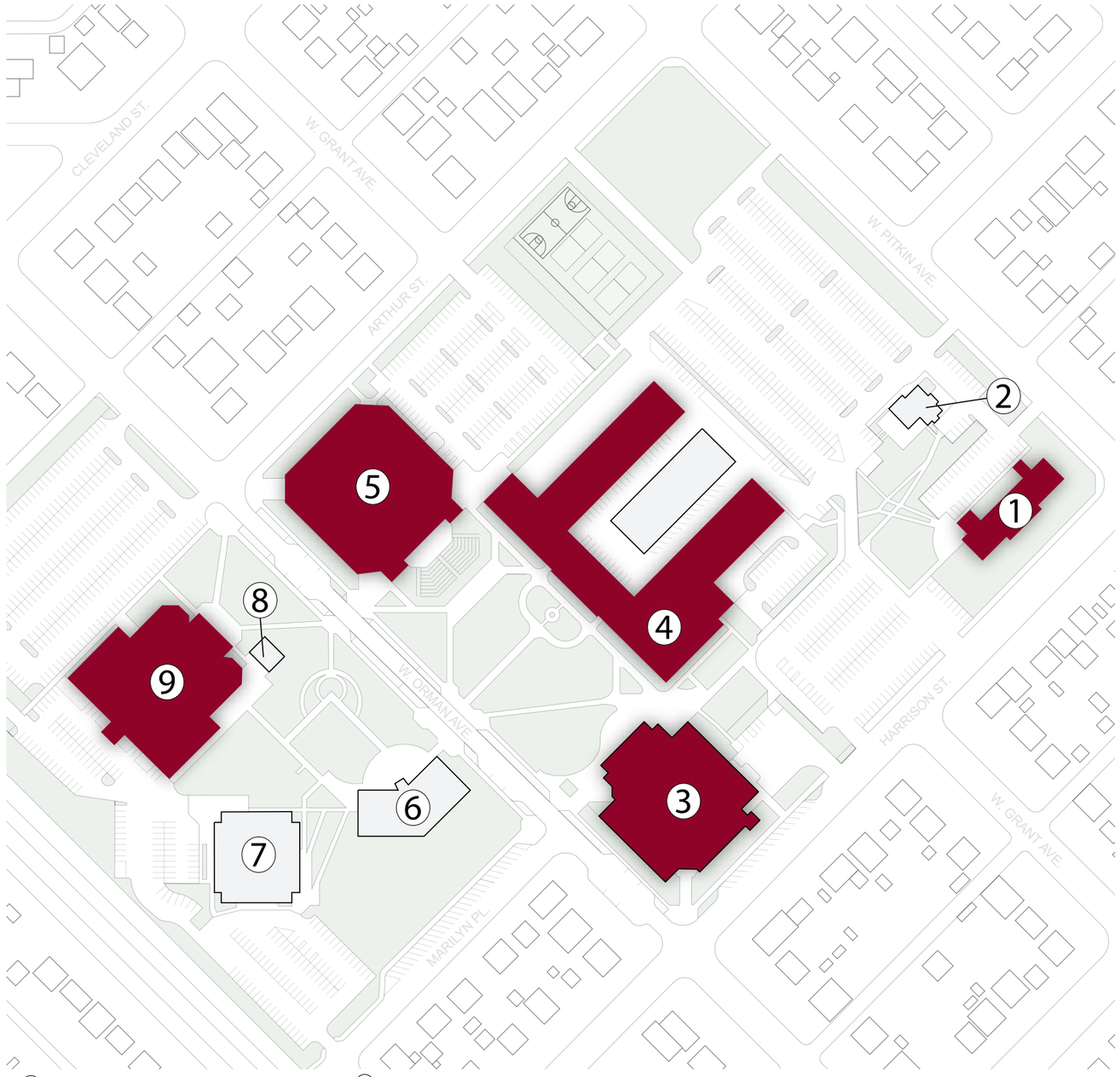




Staff Wellness Resources

Prioritizing the staff experience directly correlates with their ability to create an enriching teaching environment. By incorporating respite rooms and spaces for fellowship, centered around enhancing the mental health and well-being of staff, we acknowledge the crucial role their overall wellness plays in fostering a positive educational atmosphere. Providing dedicated spaces for relaxation, reflection, and camaraderie offers staff the opportunity to recharge and connect, ultimately leading to increased job satisfaction and productivity. Furthermore, the possibility of establishing a wellness center specifically designed for staff underscores the institution's commitment to supporting their holistic health needs. Investing in the staff's well-being not only improves their individual experiences but also contributes to a more vibrant and effective educational community overall.





1. HEALTH SCIENCE
2. HEALTH SCIENCE ANNEX
3. STUDENT CENTER
4. MEDICAL ARTS AND TECHNOLOGY BUILDING
5. DR. MIKE DAVIS ACADEMIC BUILDING
6. CENTRAL ADMINISTRATION
7. SAN JUAN BUILDING & PHYSICAL PLANT
8. CENTRAL UTILITY PLANT
9. GORSICH ADVANCED TECHNOLOGY CENTER

0 160 320 640

N

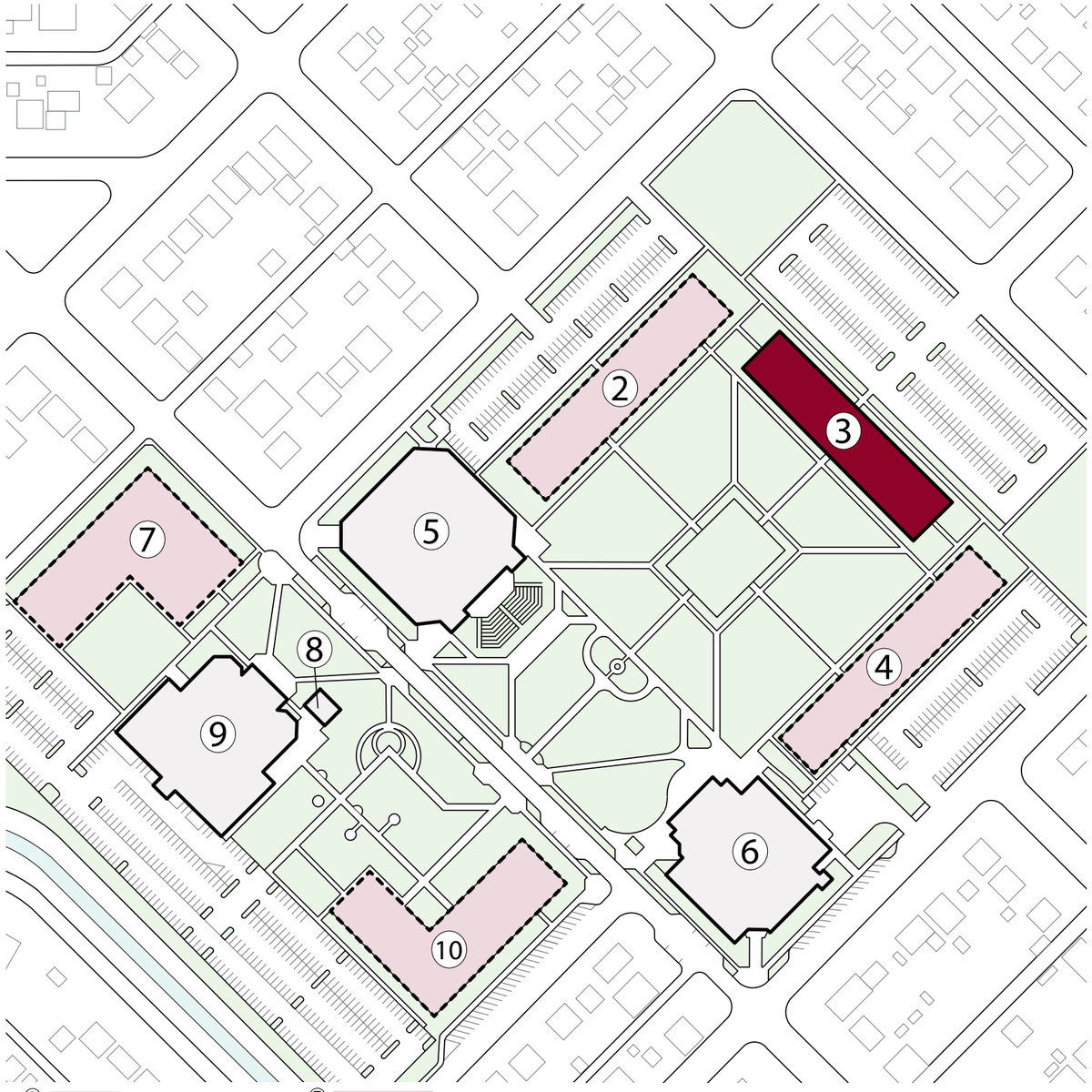
ACTIVATE CAMPUS

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 like the downtown studio and call center back 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.



② FUTURE CTE
③ CTE
④ FUTURE ADMIN AND ACADEMICS
⑤ DR. MIKE DAVIS ACADEMIC BUILDING
⑥ STUDENT CENTER
⑦ FUTURE HOUSING
⑧ CENTRAL UTILITY PLANT
⑨ GORSICH ADVANCED TECHNOLOGY CENTER
⑩ FUTURE HEALTH SCIENCES & WELLNESS

0 160 320 640

N

5

APPENDICES

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

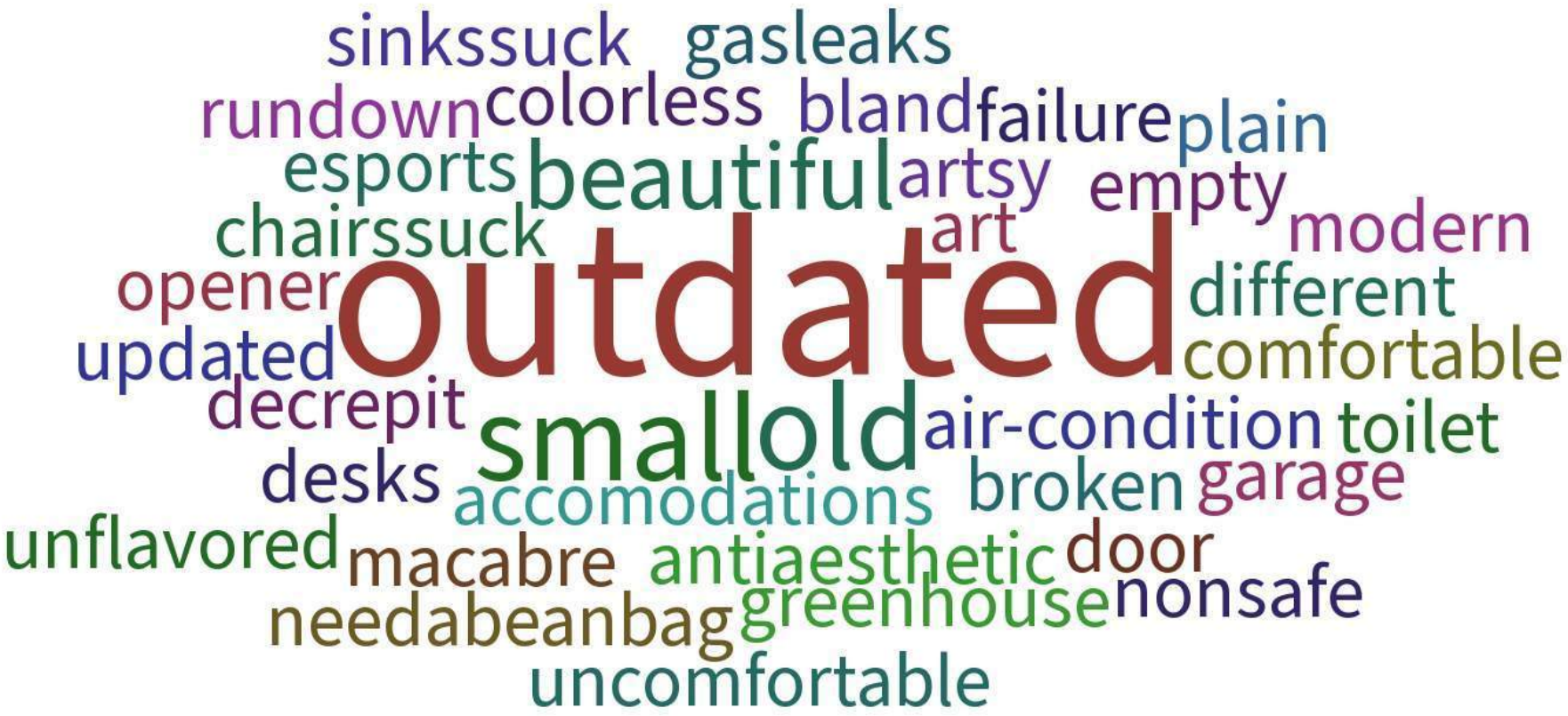
STUDENT SENATE DISCUSSION

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



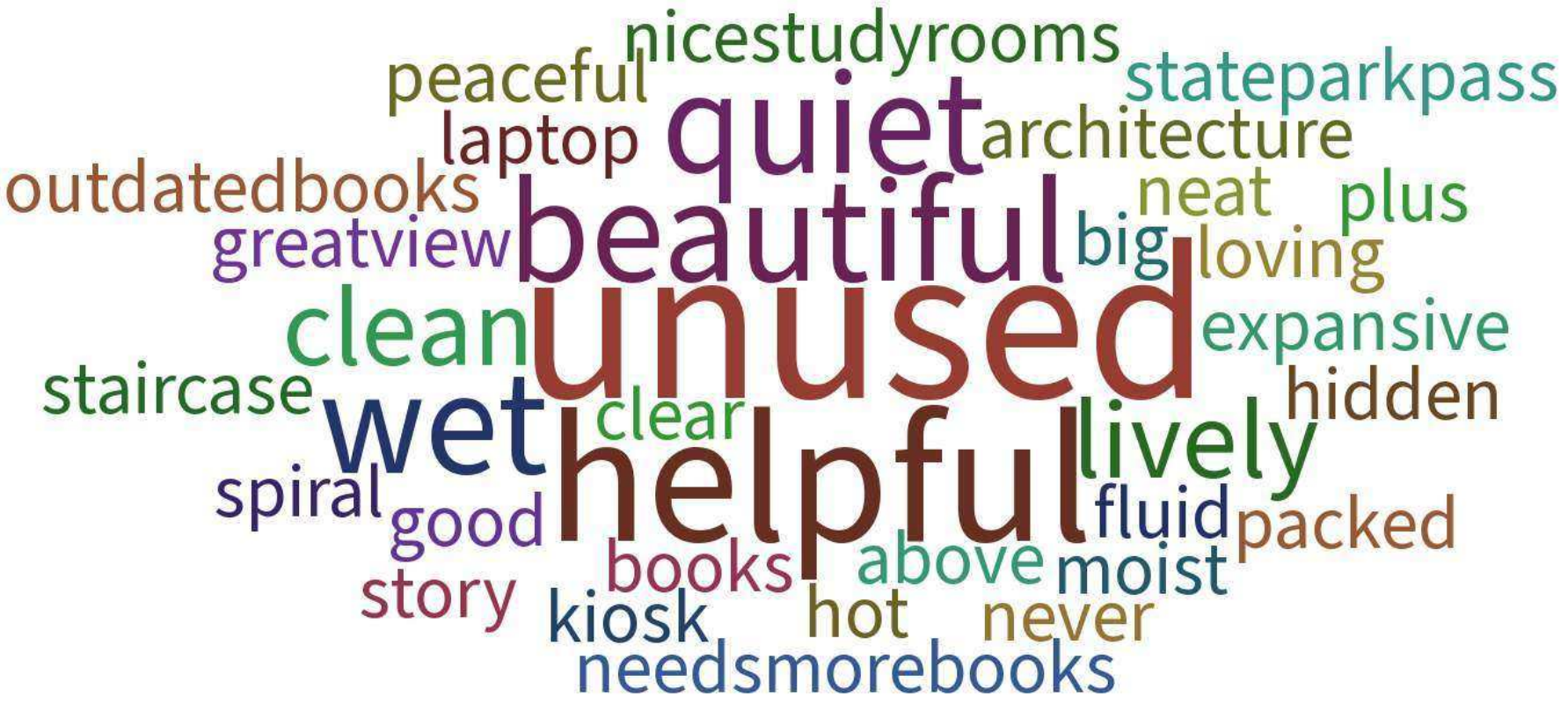
Describe the STUDENT CENTER of PCC in a few words.

REPORT DISCUSSION

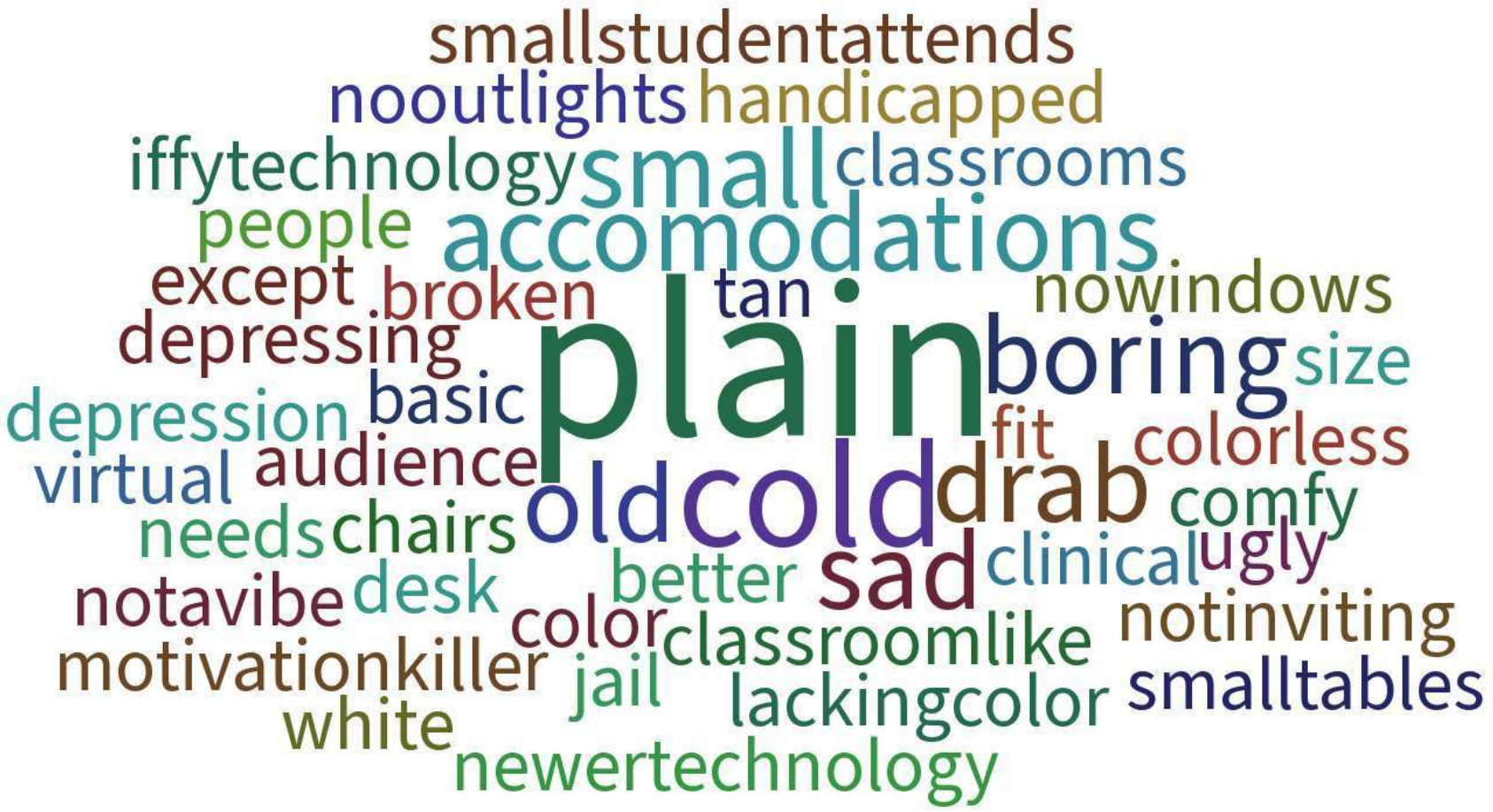
PCC ACADEMIC LEADERSHIP ADVISORY GROUP: POLL EVERYWHERE QUESTIONS AND RESULTS

JANUARY 22ND, 2024

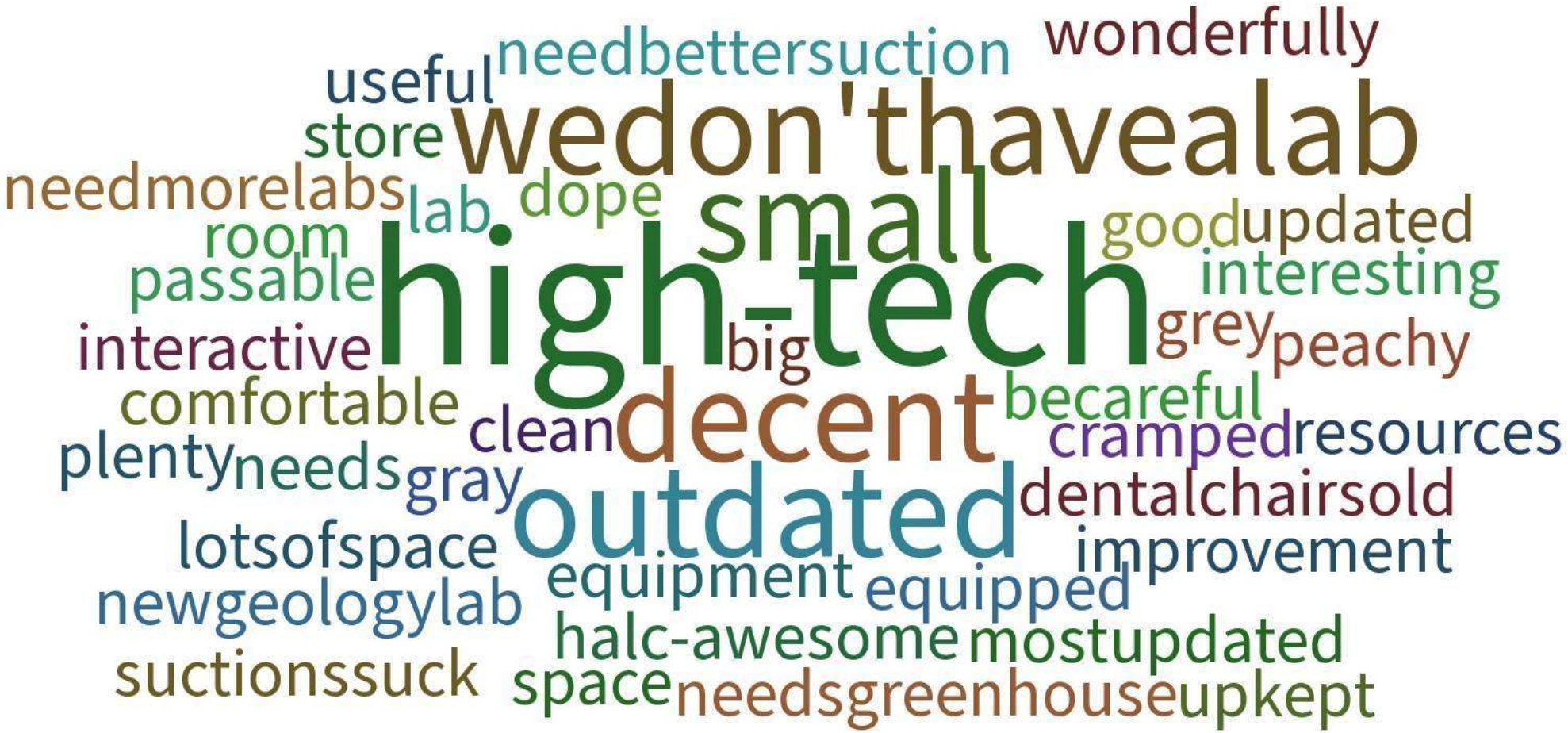
Describe the LIBRARY of PCC in a few words.



Describe the GENERAL CLASSROOMS of PCC in a few words



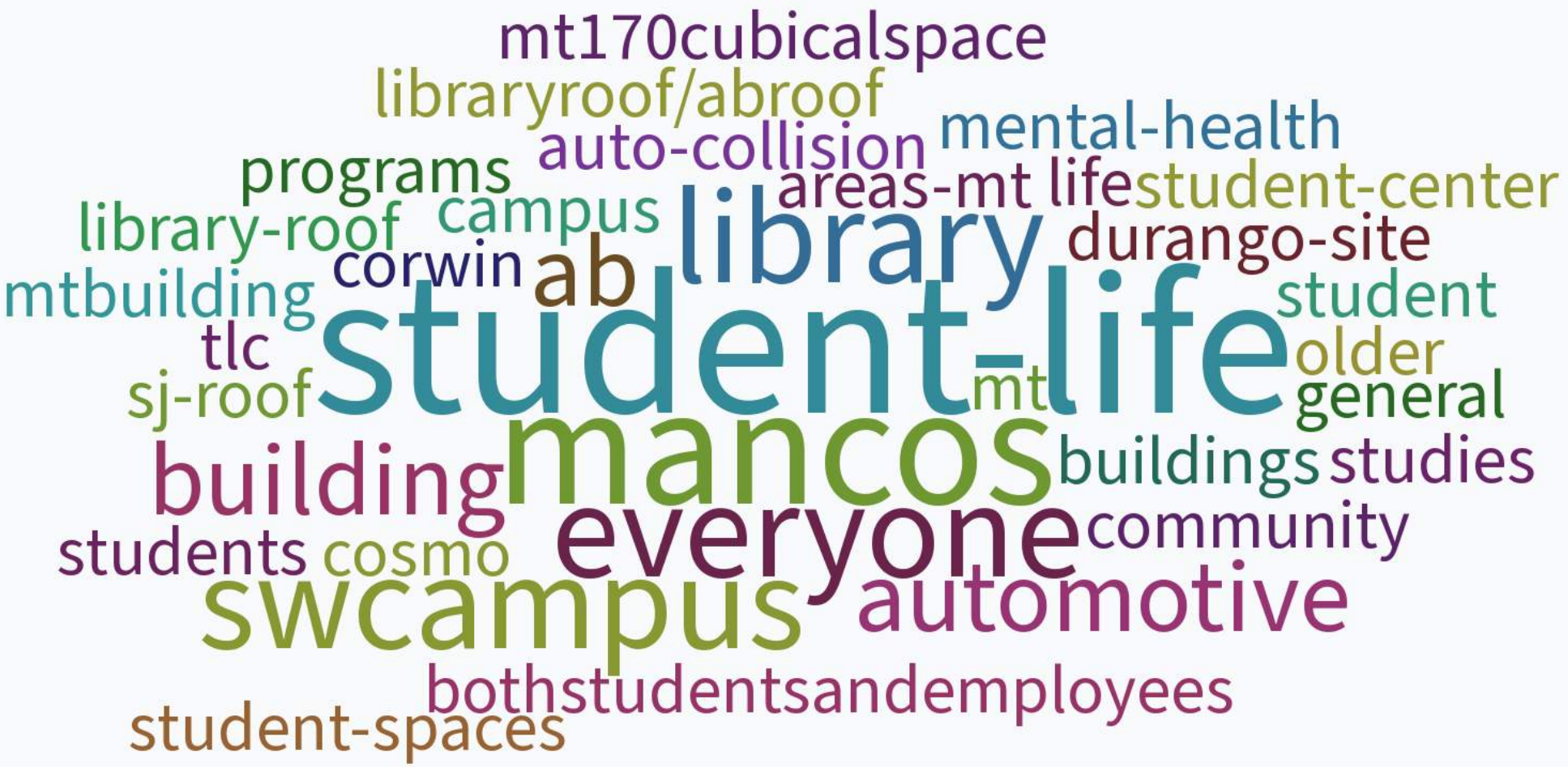
Describe the INSTRUCTIONAL LABS of PCC in a few words



What word or phrase would you use to describe the campus?

What word or phrase would you use to describe the buildings on campus?

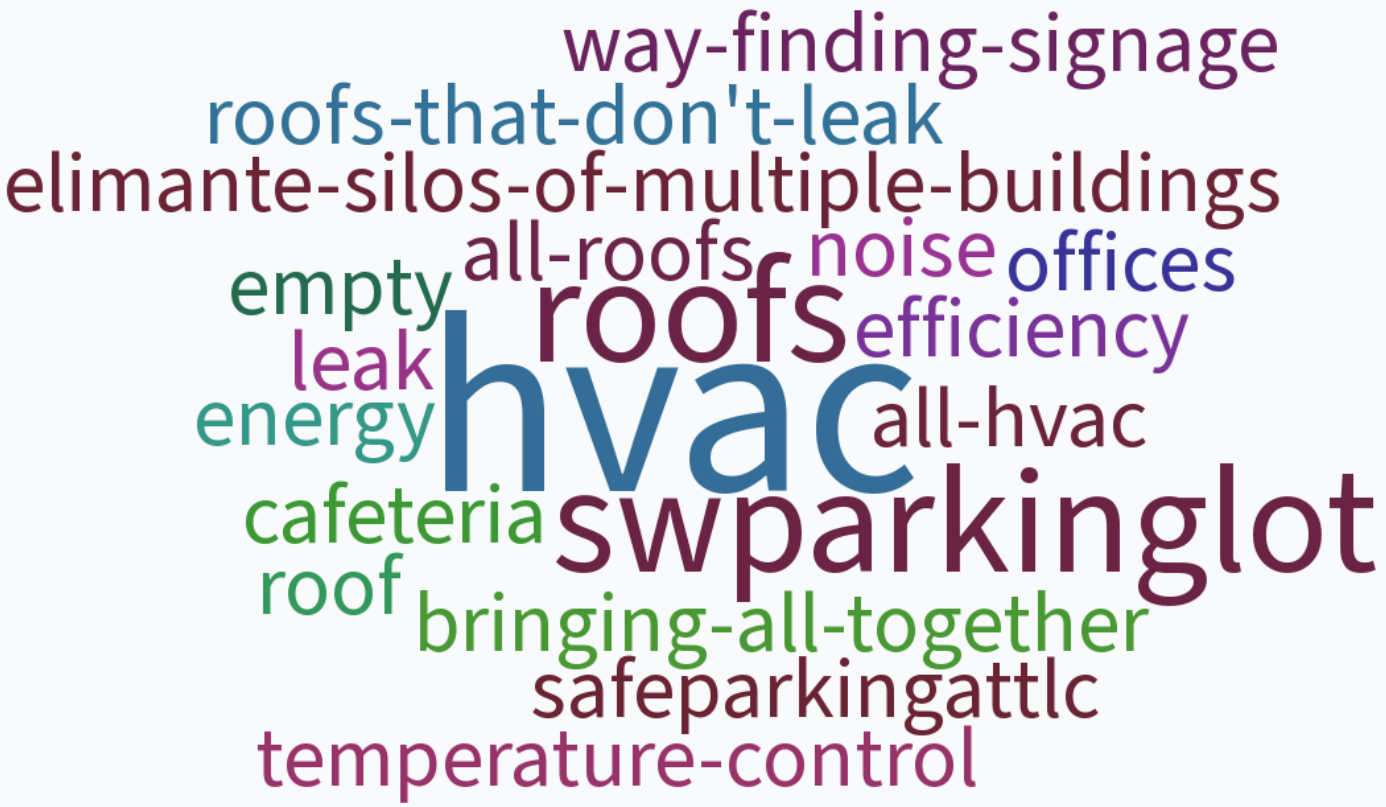
Which program would benefit the most from facility improvements?



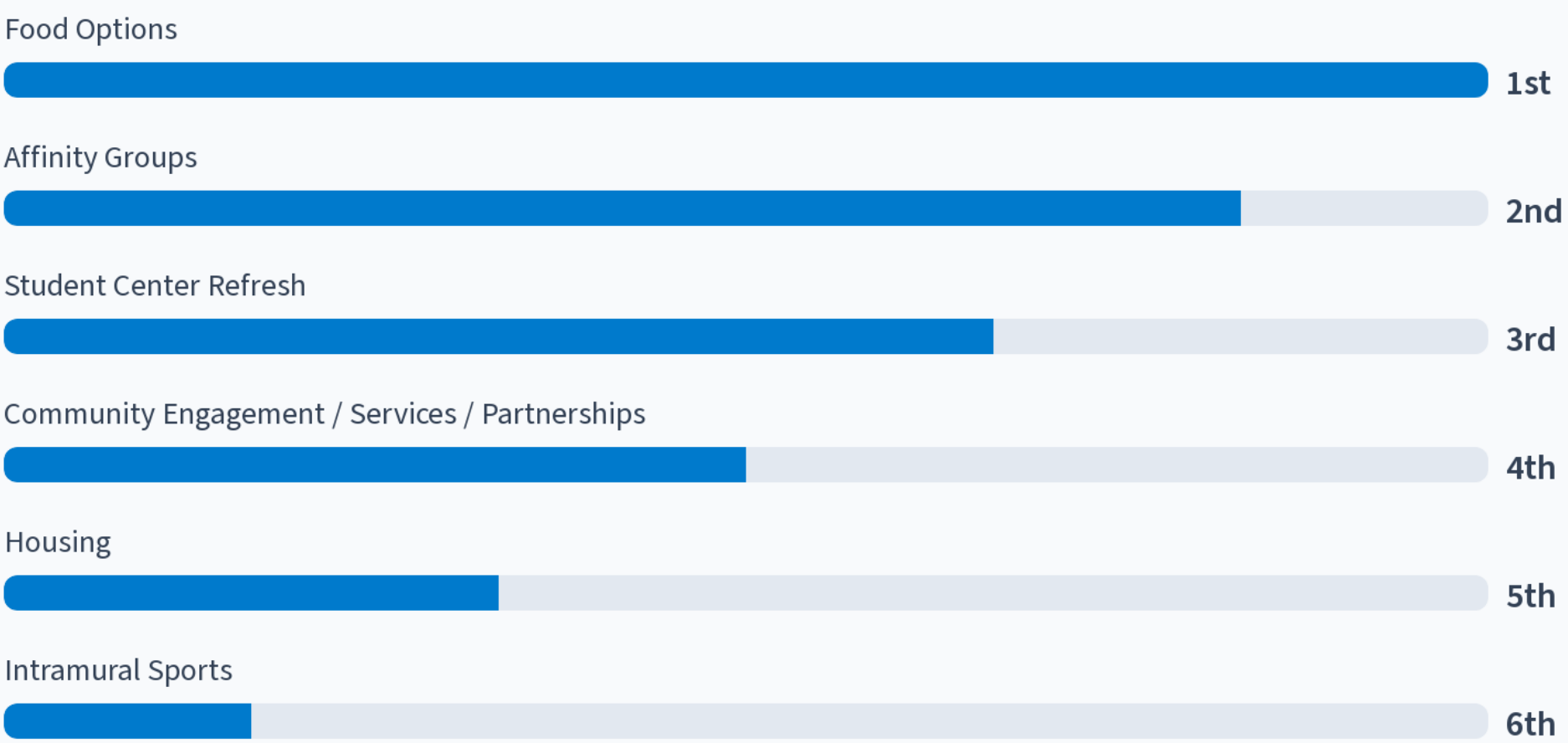
If we could add an impactful student life program what would it be?

Which building should be refreshed first?

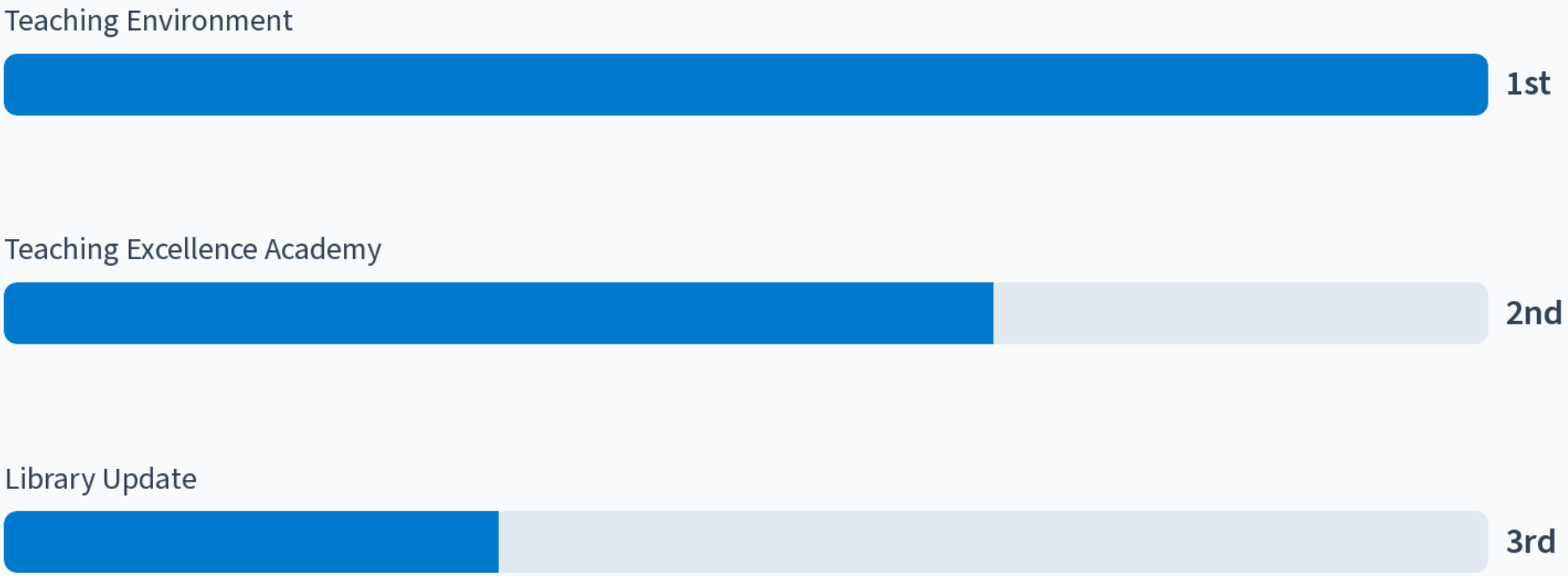
What is the one big thing that the campus facility MP needs to address?



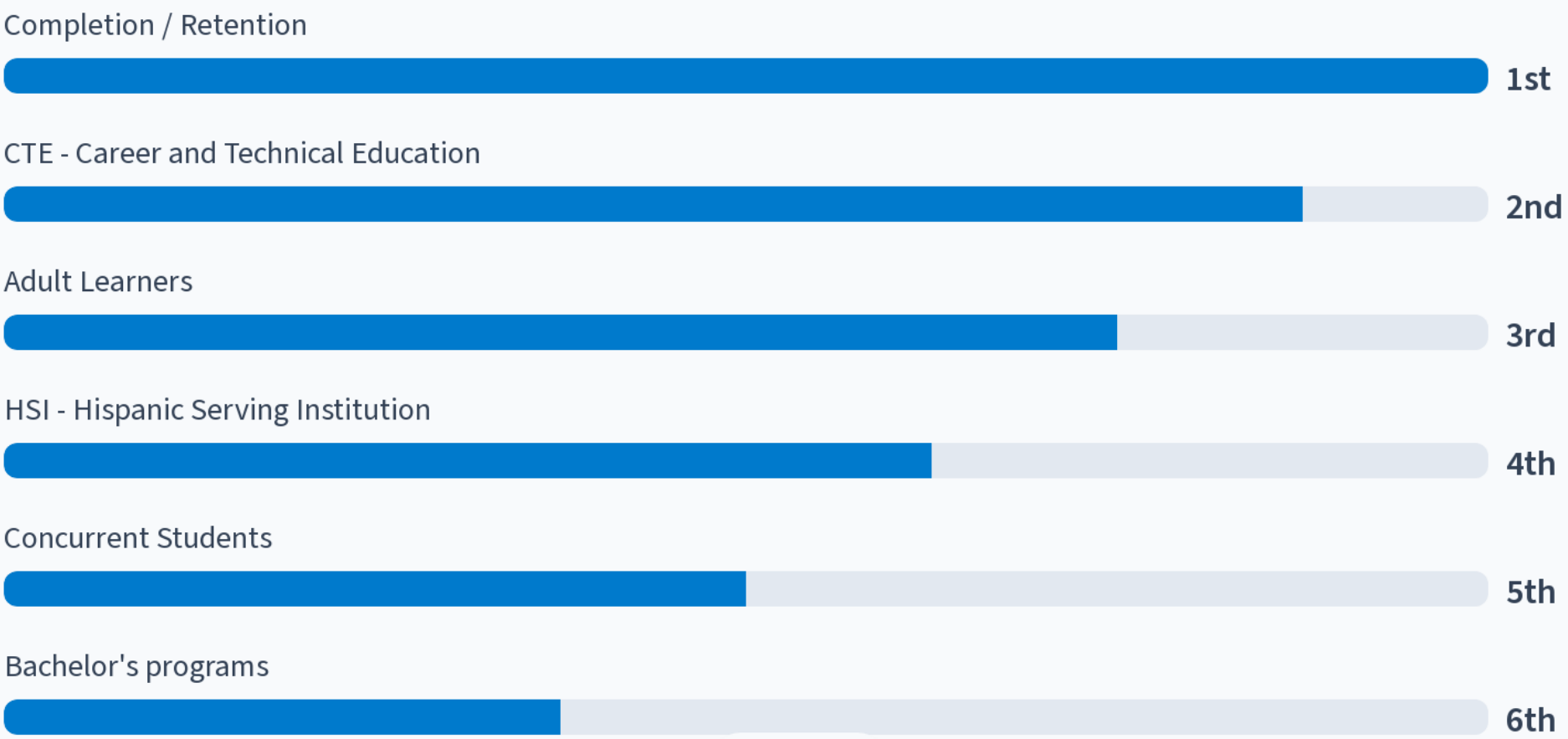
Rank the following "Activate Campus" items:



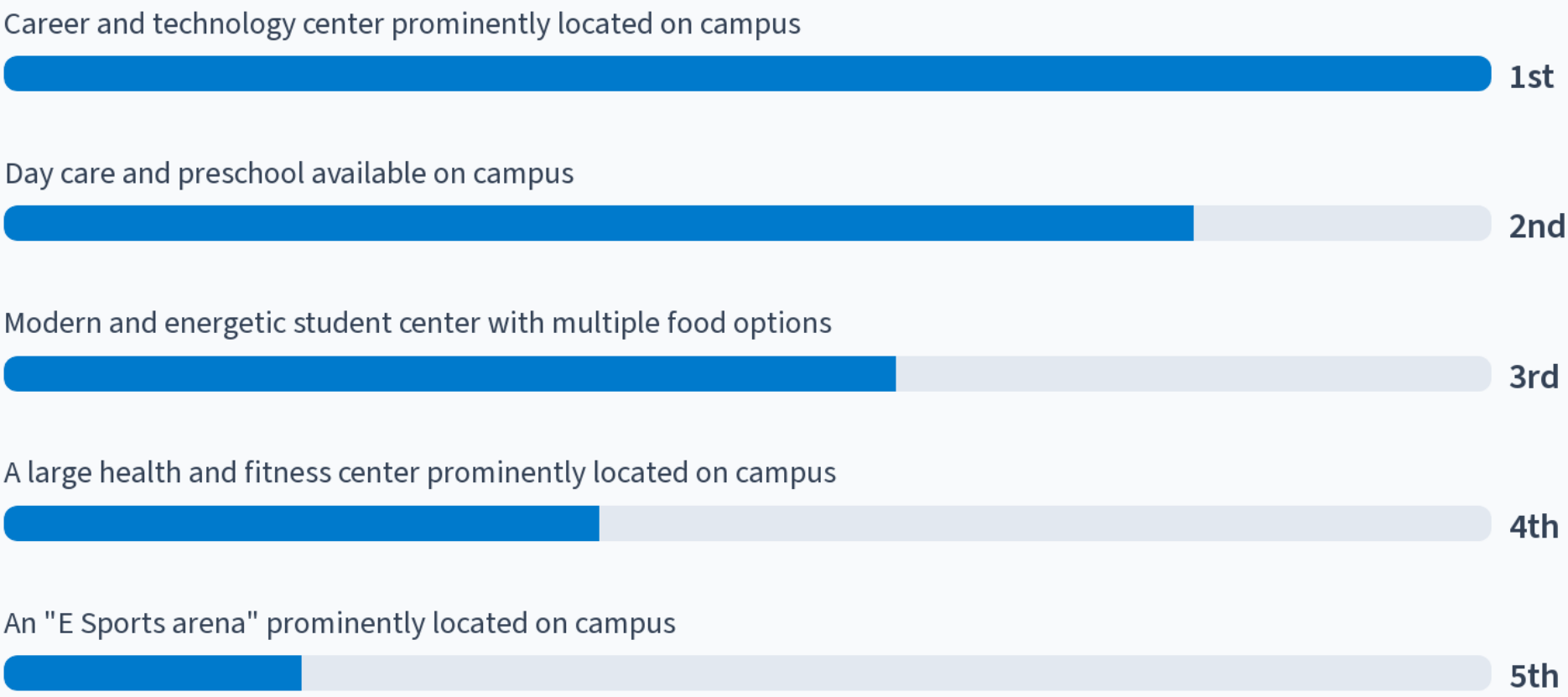
Rank the following "Educational Experience" items:



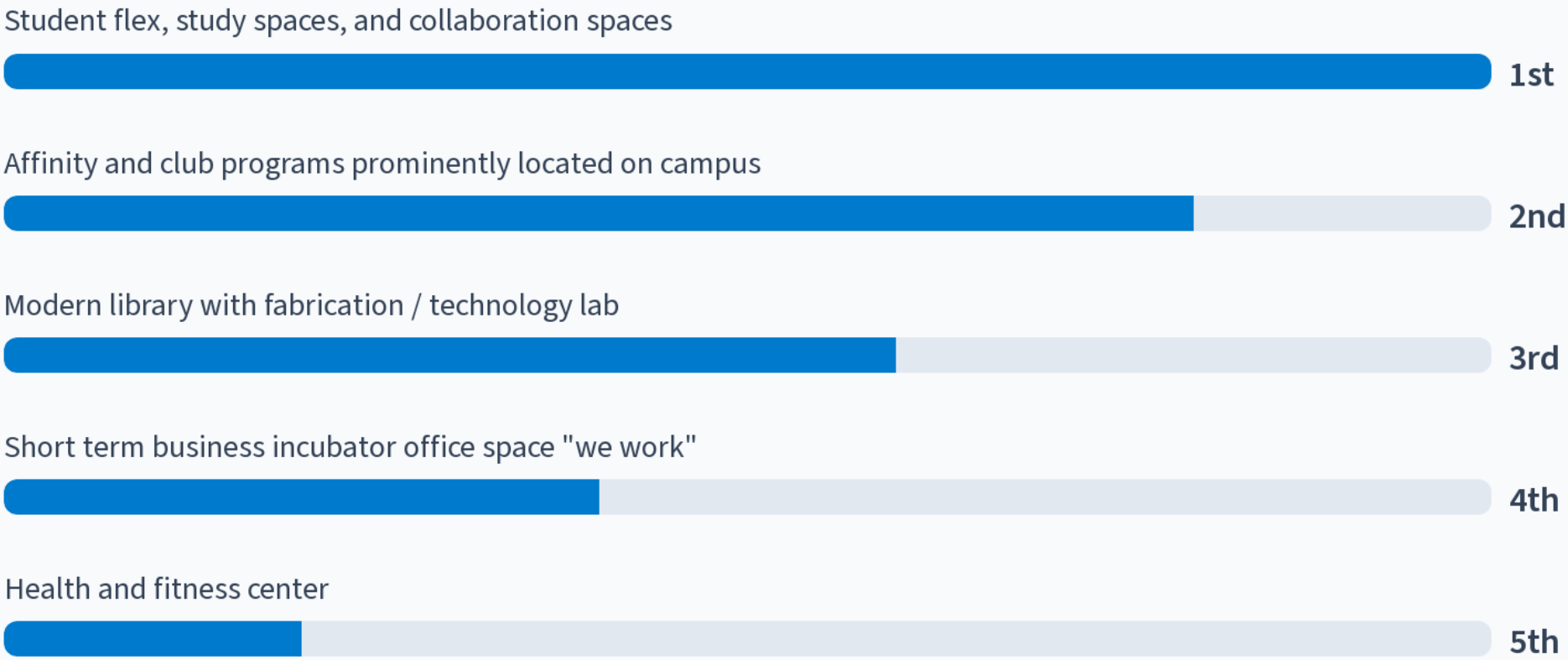
Rank the following "Enrollment Initiative" items:



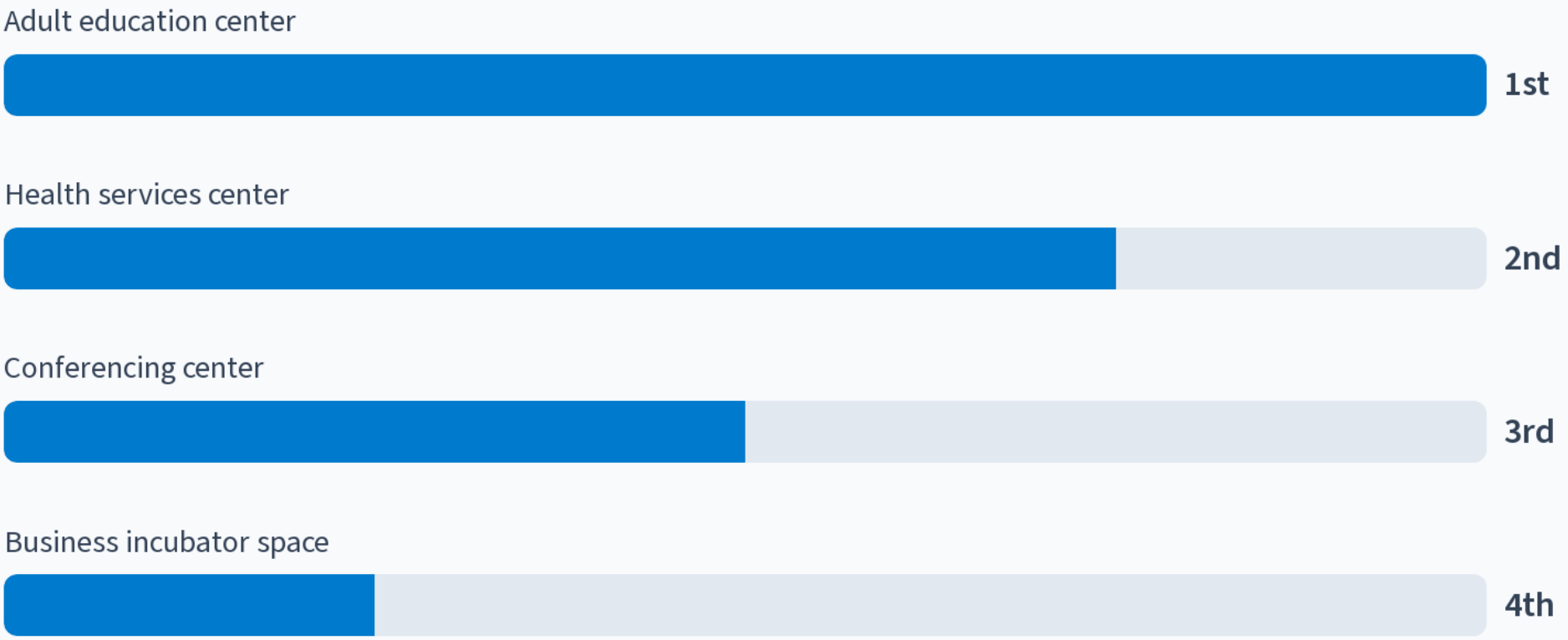
More students would be drawn to the campus if (rank the following items)



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



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



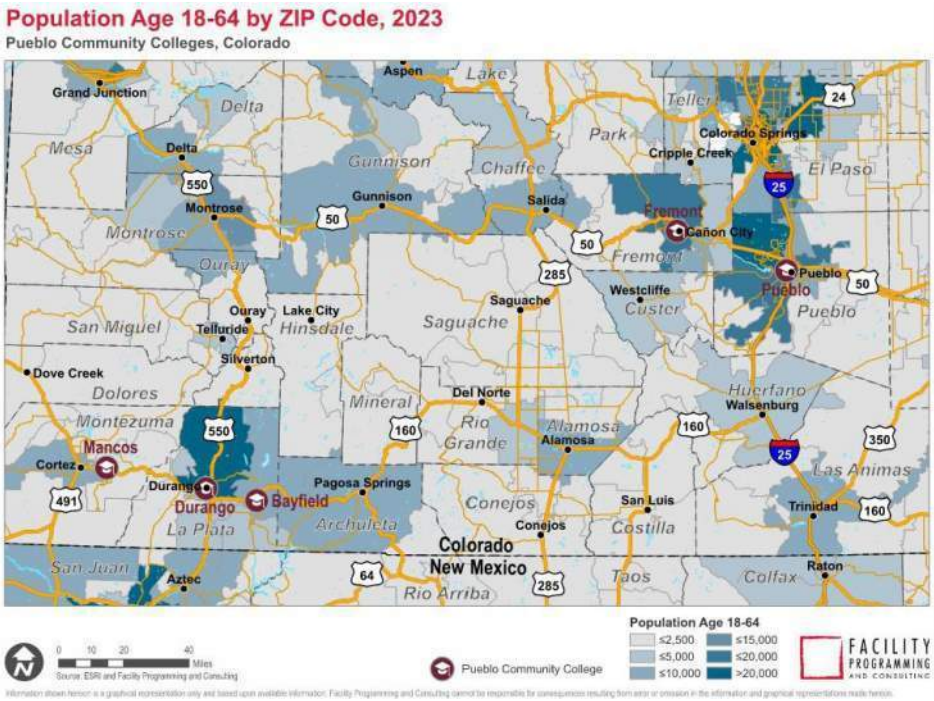
II.G. DEMOGRAPHICS AND ENROLLMENT

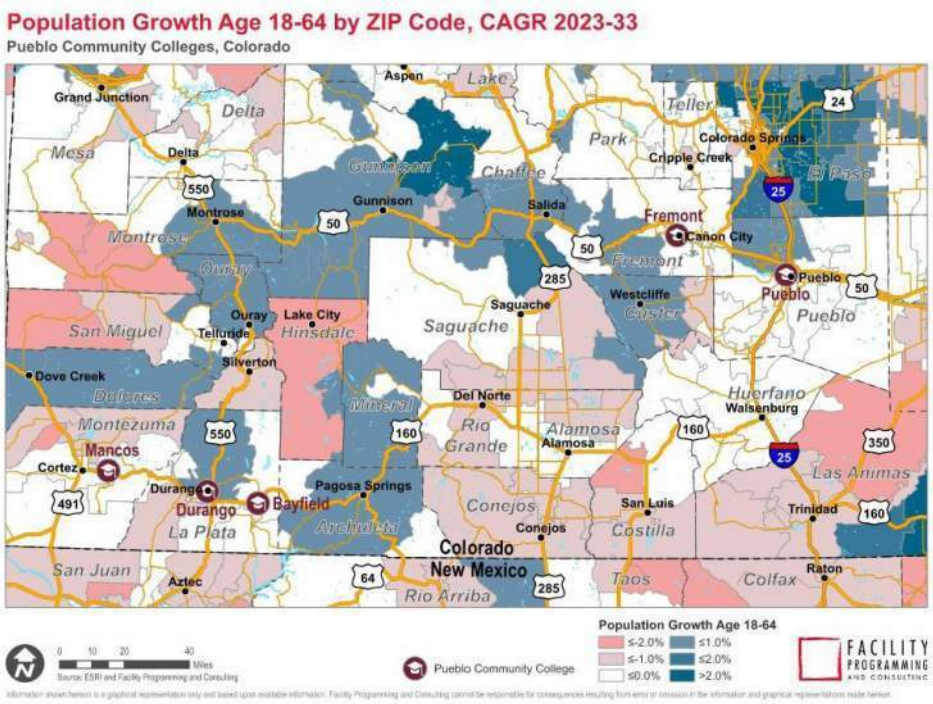
Demographics

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.

Regional Population Growth

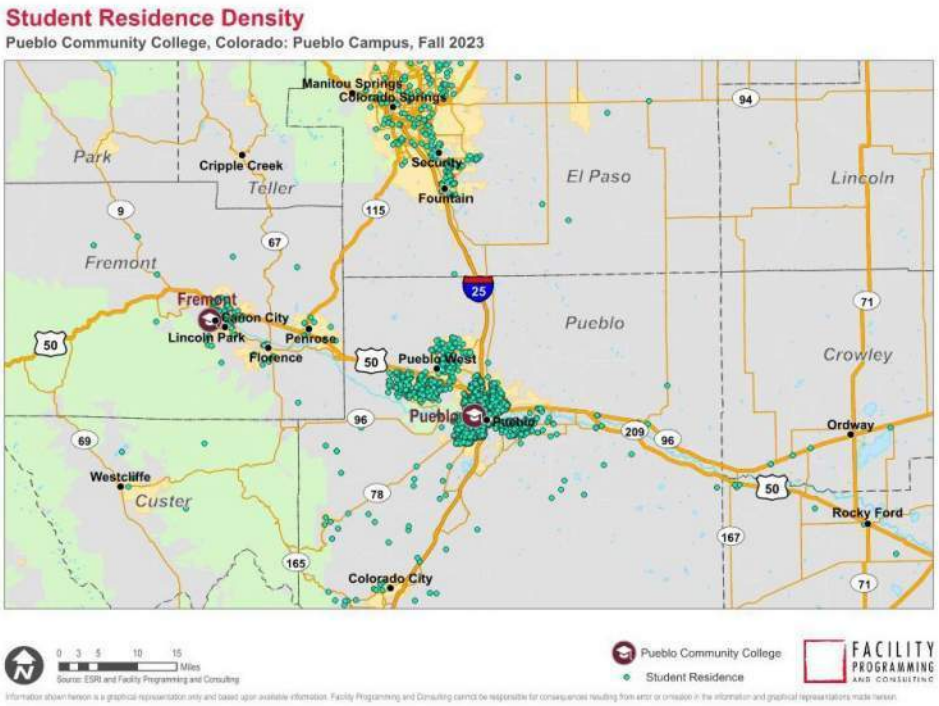
The fastest growing area in southern Colorado with a significant population base is the extended suburbs north, west, and south of Colorado Springs, with compounded annual growth rates for adult population, age 18-64, in places exceeding 2% over the next decade. Limited growth, from a smaller base population,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

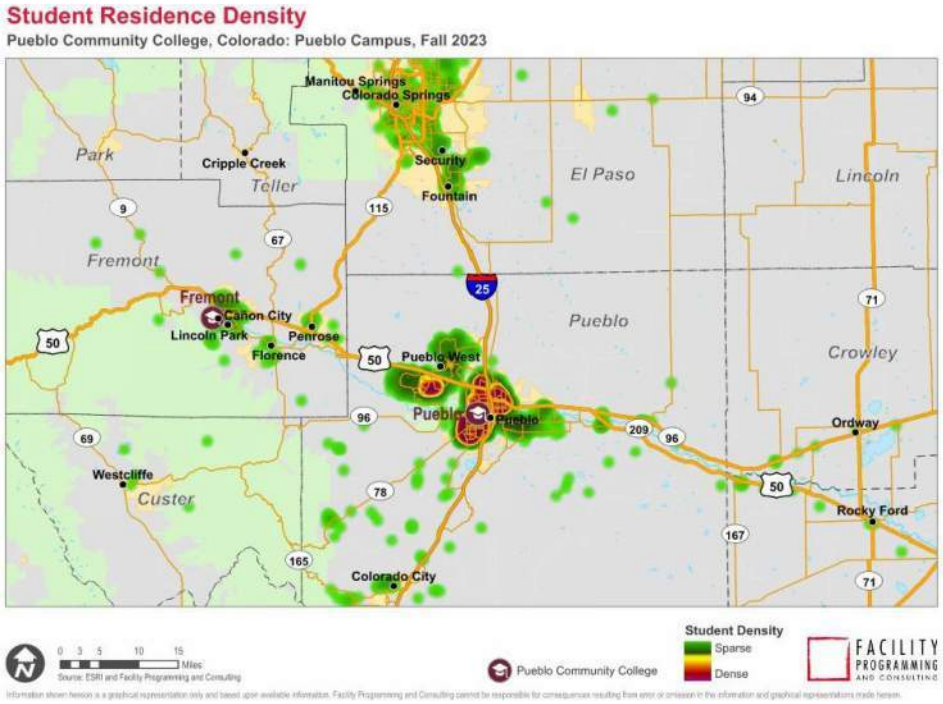




Geocode + Residence Density

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.





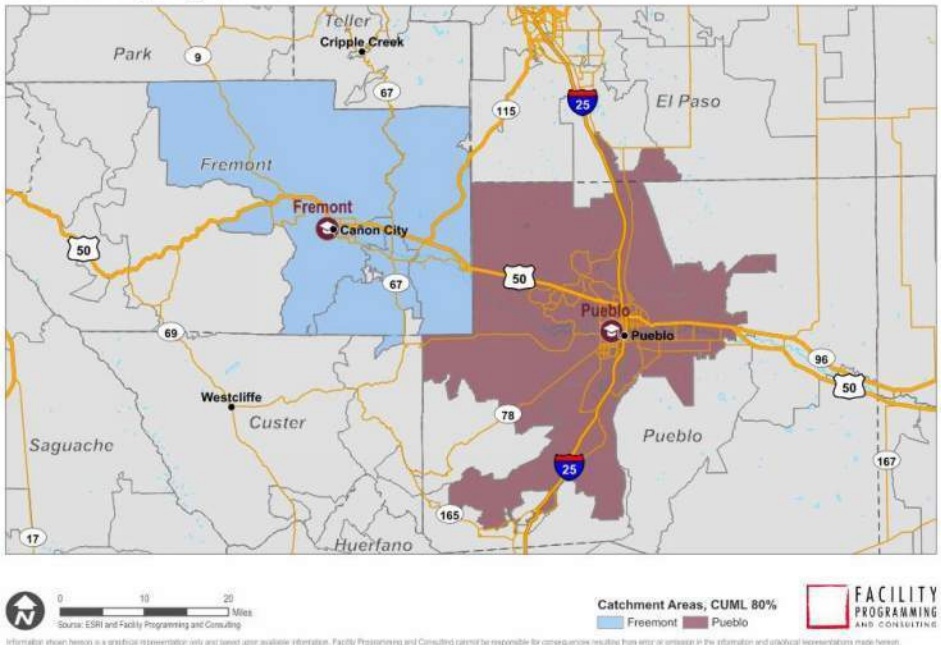
Geocoding the location of student residences visually illustrates heavy concentration of students in the immediate area of the Pueblo Campus, within easy driving time of the main campus, and, to a lesser extent, in the area adjacent to the Fremont Campus. The large regional population center of Colorado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

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 Area: Student Residency by ZIP Code

Pueblo Community College: Pueblo 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		**2,347**	**100.0%**				
Primary Catchment Area		**1,827**	**77.8%**		**94,600**	**1.94%**	**0.1%**
ZIP	Rank						
81005	1	407	17.3%	17.3%	17,100	2.38%	-0.1%
81007	2	397	16.9%	34.3%	22,400	1.77%	0.8%
81001	3	325	13.8%	48.1%	17,100	1.90%	-0.3%
81004	4	299	12.7%	60.8%	14,900	2.01%	-0.3%
81003	5	141	6.0%	66.9%	8,900	1.58%	-0.4%
81008	6	139	5.9%	72.8%	7,700	1.79%	1.0%
81006	7	119	5.1%	77.8%	6,400	1.86%	-0.7%

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%

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:

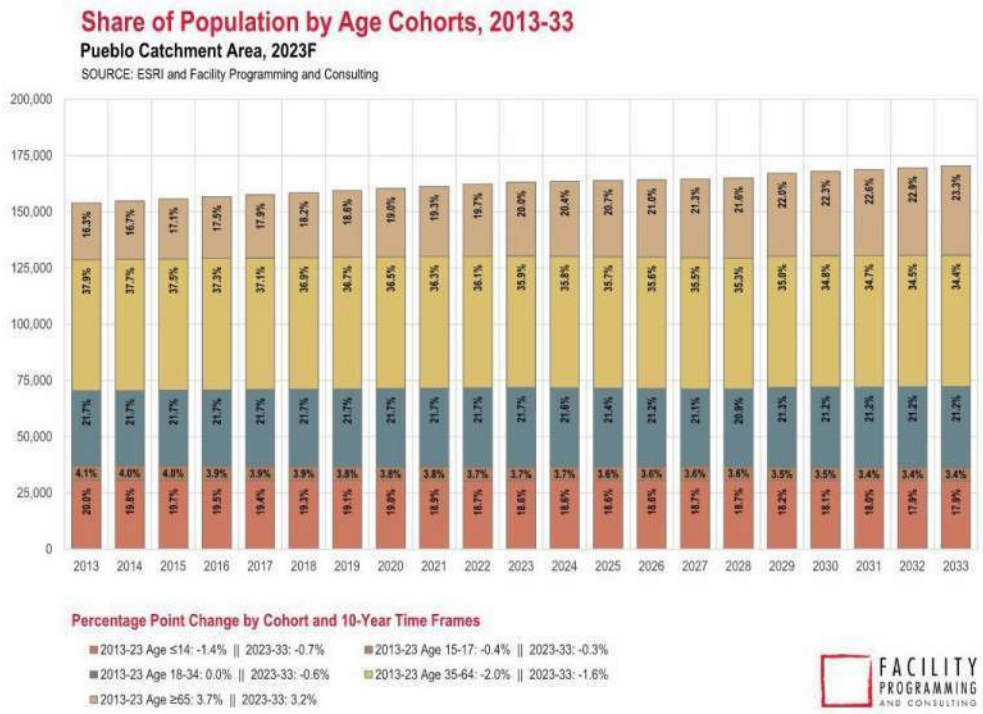
- Regional adult population changes over the next decade are projected to provide very limited impact on enrollment – no demographic "tailwind"
- Age 18-64 Projected 10-yr CAGR in primary catchment areas
  - Pueblo 0.1%
  - Fremont -0.3%
- Proximity matters – students are concentrated in immediate area of campuses
- Primary catchment areas (80% of students) of Pueblo and Freemont 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

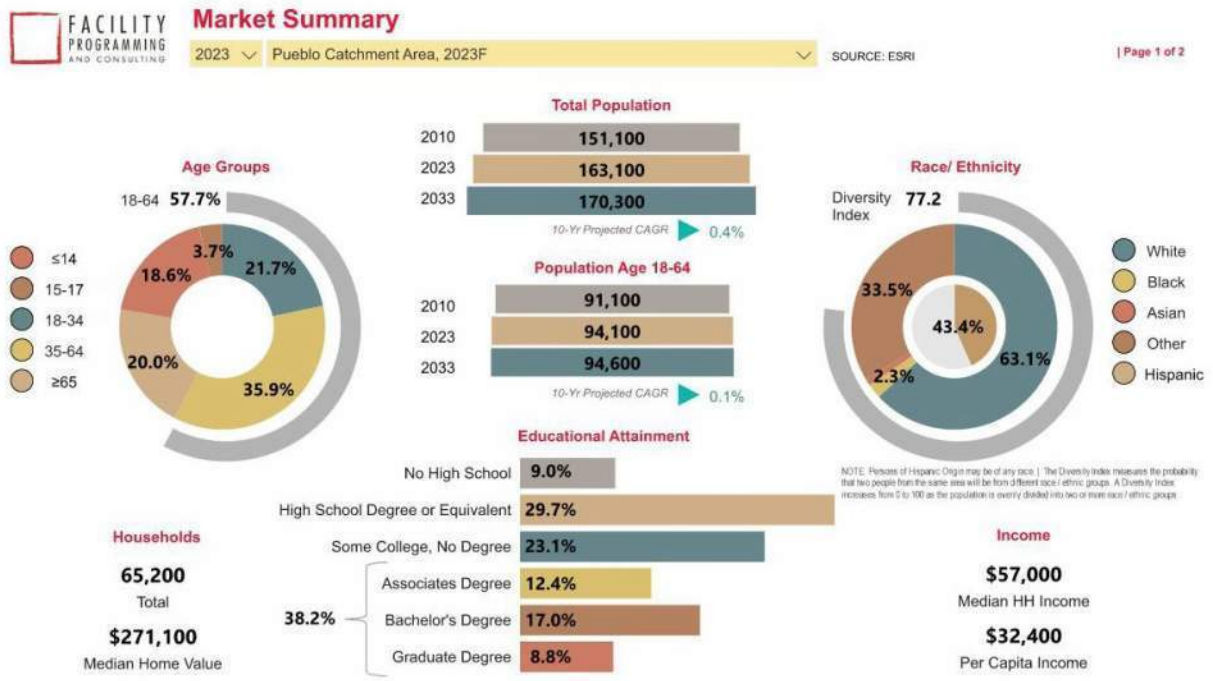
Pueblo Campus Catchment Observations

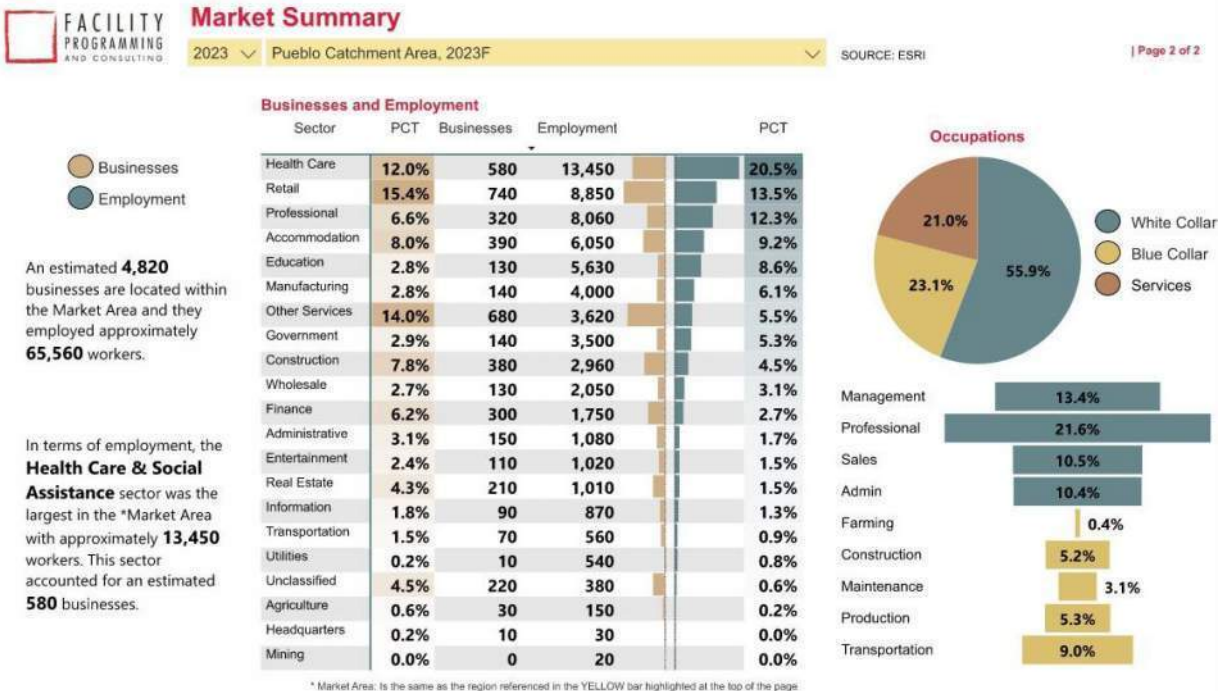
The Pueblo Campus catchment area market analysis illustrates the challenges and opportunities to growing enrollment as well as the strong need for the education opportunity provide by the college. The greatest demographic challenge is the limited projected adult population growth. Population growth in 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. These segments include Hispanics and older adults.

Comparative market data from the Pueblo Campus catchment area illustrates the need for higher education opportunities and the importance of PCC. Less than 40% 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 (29.9%) or have "no high school" (9.0%) education.

Lower education attainment correlates with economic outcomes. In 2023, Pueblo Campus catchment area household annual income was $57,000, 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 71% of the national average. Over half of occupations (55.9%) 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.







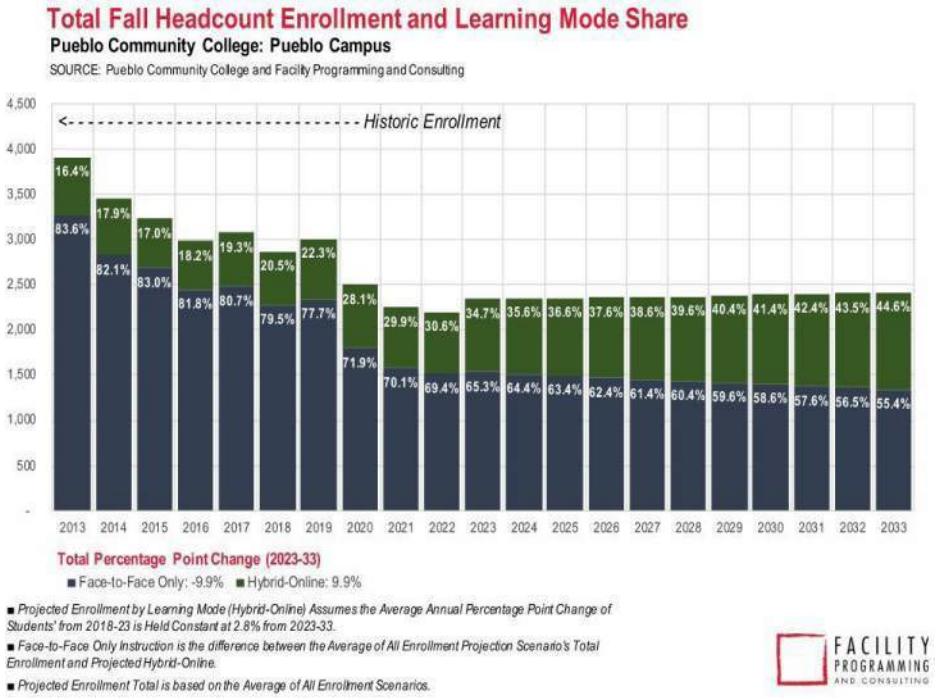
Key observations of the Pueblo Campus Catchment Area analysis are listed below:

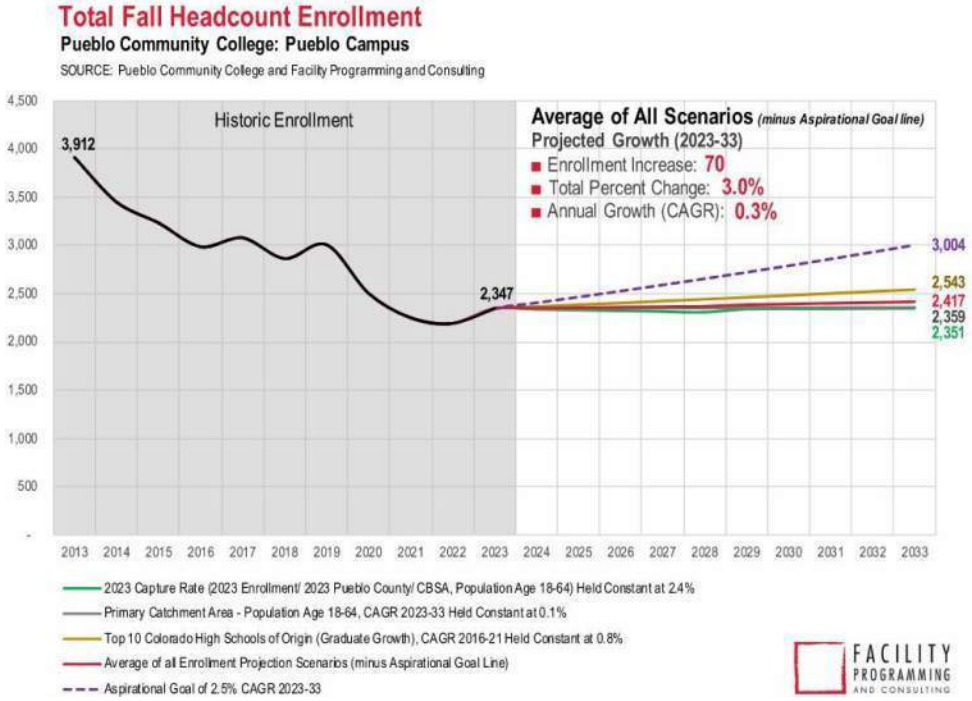
- Older adults growing as share of population
- Pueblo Campus catchment area is more diverse than Colorado or US due to higher percentage of Hispanics – 43.4% identify as Hispanic

- Educational Attainment of Pueblo and Freemont well below State or National averages
- Percent of Pueblo Campus catchment adult population attaining associate degree or above 38.2% 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 $57,000 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

Enrollment Observations

After declining from almost 4,000 students in 2013, enrollment stabilized around 3,000 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. COVID also increased a reliance on hybrid and on-line students to maintain enrollment.





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 University 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

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

Introduction

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 national recognized space use standards provided by the Association for Learning Environments, formerly the Council of Educational Facility Planners International. Each instructional space is individually analyzed using Fall 2022 data provided by the institution. The following report illustrates Fall 2022 utilization and identifies potential opportunities to improve facility utilization or repurpose space while maintaining instructional capabilities and accommodating growth.

Building Space Use Codes

The National Center for Educational Statistics, Facilities Inventory and Classification Manual (FICM) provides Space Use Codes to allow for consistent measurement and benchmarking across colleges and universities. This analysis focuses exclusively on educational space and the initial critical designation is the proper identification of classrooms (code 110) versus instructional laboratories (code 210), as the analysis recognizes different goals for utilization of classrooms and laboratories are appropriate.

Classrooms are defined as: “A room or space used primarily for instructional classes and that is not tied to a specific subject or discipline by equipment in the room or the configuration of the space.” The critical point is Classrooms are general purpose spaces that can be used by many disciplines. Because of this inherent flexibility, Classrooms are expected to be heavily scheduled.

Classrooms (code 110) also have a separate space code (code 115) for associated service and support spaces that serve the instructional space as an extension of the activity. These spaces must be designated separately or the utilization measure risks double counting the instructional rooms available for scheduling.

Class Laboratories are defined as: “A space used primarily for formally or regularly scheduled instruction that require special purpose equipment or a specific space configuration for student participation, experimentation, observation, or practice in an academic discipline.” The critical point being Class Laboratories are specific to a discipline, not inherently flexible, and therefore are not expected to be as heavily scheduled. Although laboratories are commonly associated with science or engineering,

Class Laboratories include areas such as music rooms, art studios, and allied health spaces, if the space is equipped to support a particular discipline and regularly scheduled.

Similar to Classrooms, Class Laboratories have space codes (code 215) for associated service space that serve the instructional space as an extension of the activity which must be designated separately. In addition, separate designations, such as Special Class Laboratory (code 220) and Individual Study Laboratory (code 230), recognize instructional spaces may be limited to a specific group of students or disciplines and therefore are not available to be regularly scheduled.

Failure to distinguish between Classrooms and Class Laboratories versus associated service and limited-use discipline specific spaces not available to be regularly scheduled can significantly distort utilization measurements.

Space Use Goals

Utilization measures the extent of the current practical use of the existing instructional facilities in conformance with nationally recognized space standards. The analysis measures three variables: Percent Fill (the average number of seats occupied when the room is in use); Average Hours (an hourly measure of the actual average weekly hours of scheduled instruction); and Overall Utilization (a calculated Percent Fill at the Hours per Week Target)

Targets

Classroom - 110 code

Classroom Fill Target: 65%

Classroom Average Hours per Week Target: 38 hours

Class Lab - 210 code

Class Lab Fill Target: 77%

Class Lab Average Hours per Week Target: 25 hours

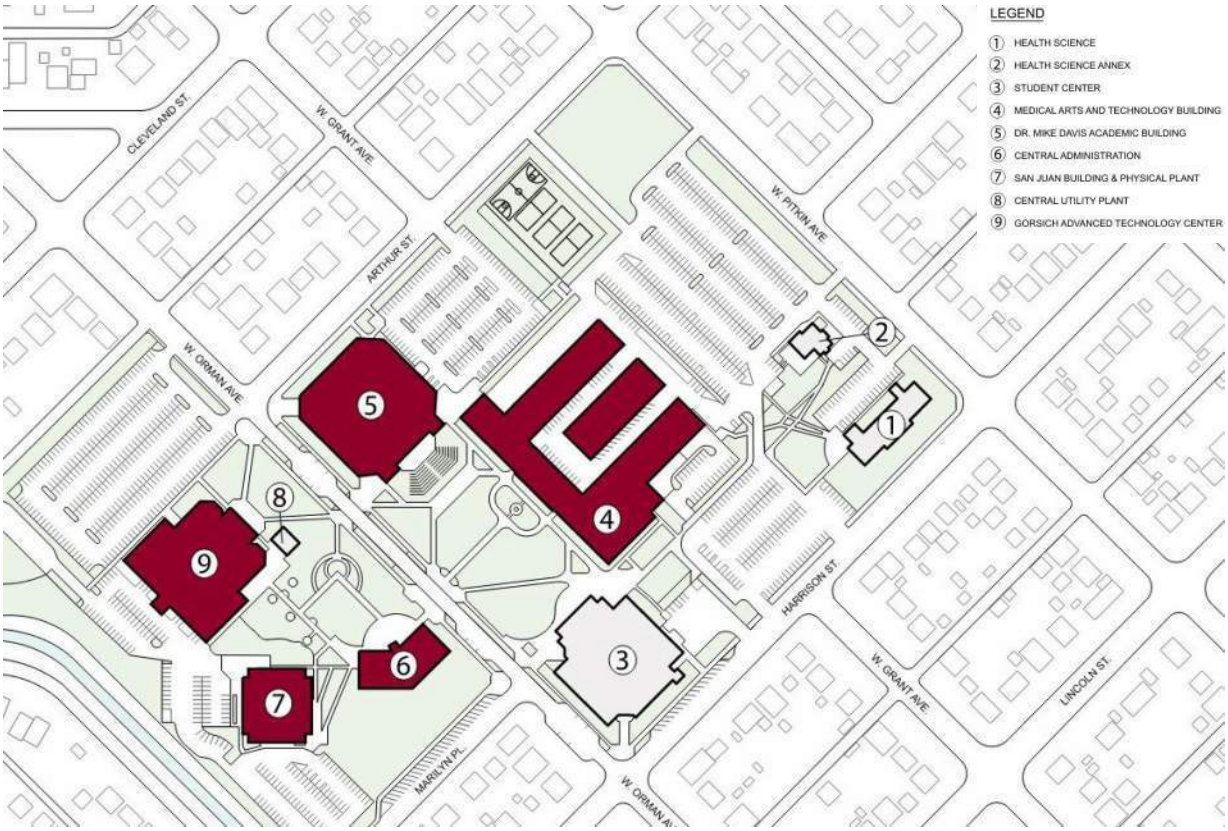
Distinctions can be made by looking at the components of utilization measurement. Classroom utilization measures only the hours per week that sections are scheduled against the standard of 38 available per week. How full the sections are is ignored. Classroom Fill Rates only measures the fullness of scheduled sections that are assigned to rooms. How often the rooms are scheduled is ignored. Management of Section Occupancy can be used to indirectly assess the efficiency of operating costs related to faculty. Utilization for instructional laboratories is evaluated separately from classrooms. Their specialized capabilities and usage generally prevent them from being used as intensely as classrooms.

Scheduling

Scheduling at PCC is fragmented with scheduling managed in several locations by type of instruction and without a centralized comprehensive scheduling system. Operationally, this is less of an issue because the campus currently has significant available instructional capacity making "tight" and efficient space management less critical to day-to-day operations. However, as enrollment grows or capacity is reduced by the removal of instructional spaces or facilities in poor condition, the need for campus-wide integrated scheduling will increase.

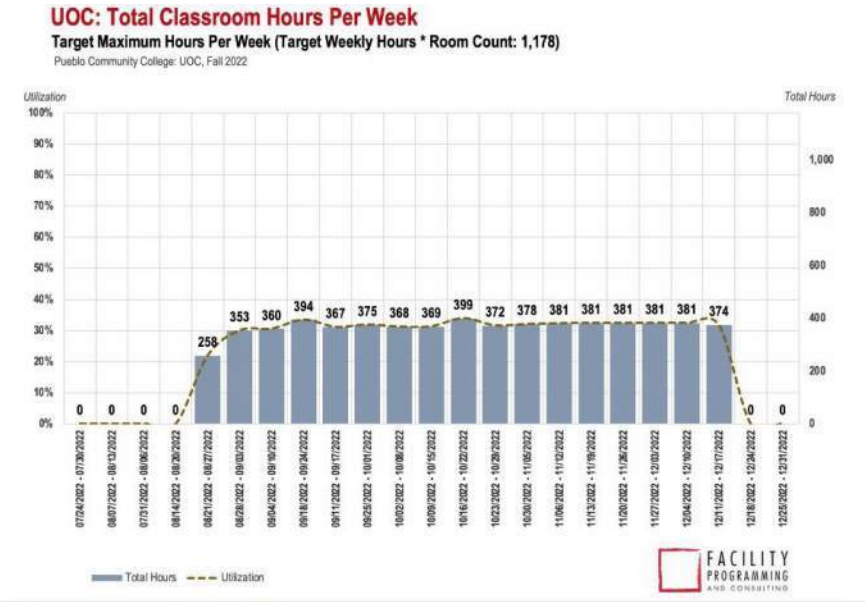
Classrooms

There are 5 buildings on Campus that have classrooms scheduled in Fall 2022 (shown in red).



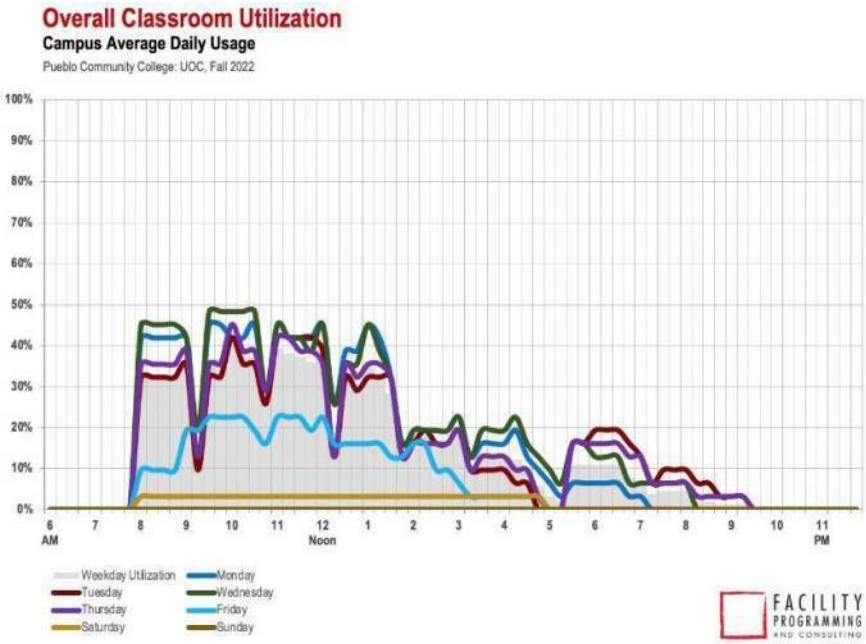
Total Classroom Hours

The utilization analysis is based on snapshot in time. In order to select the highest use of classroom, the Total Classroom hours per week was tabulated for the Fall 2022 semester. The week selected for the analysis was 10/16/22-10/22/22 at 399 hours.



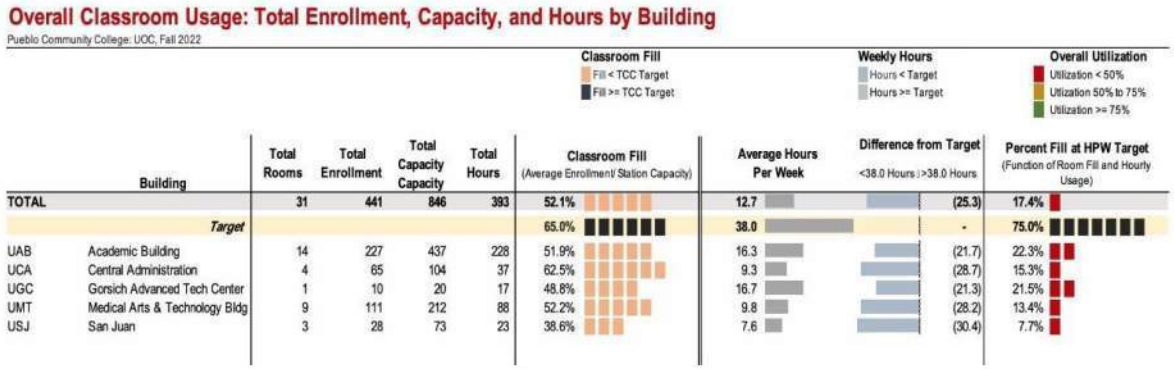
Classroom Time of Day

Time of Day modeling shows peak period demand is Monday and Wednesday mornings between 8 am and 1 pm, with dips between classes. The next highest period is Tuesday and Thursday, between 10 am to 12 pm. Peak period demand requires utilization of approximately 50% of available classrooms.



Classroom Use by Building

Utilization of classrooms by building, is presented to illustrate overall demand for general purpose classrooms. Average Classroom Fill (52.1%) and Average Hours Scheduled per Week (12.7), both below the goal, illustrate available instructional capacity to accommodate growth and potential opportunities to repurpose space.



Overall Classroom Usage: Total Enrollment, Capacity, and Hours by Building

Pueblo Community College: UOC, Fall 2022

Classroom Fill: Fill < TCC Target; Fill >= TCC Target

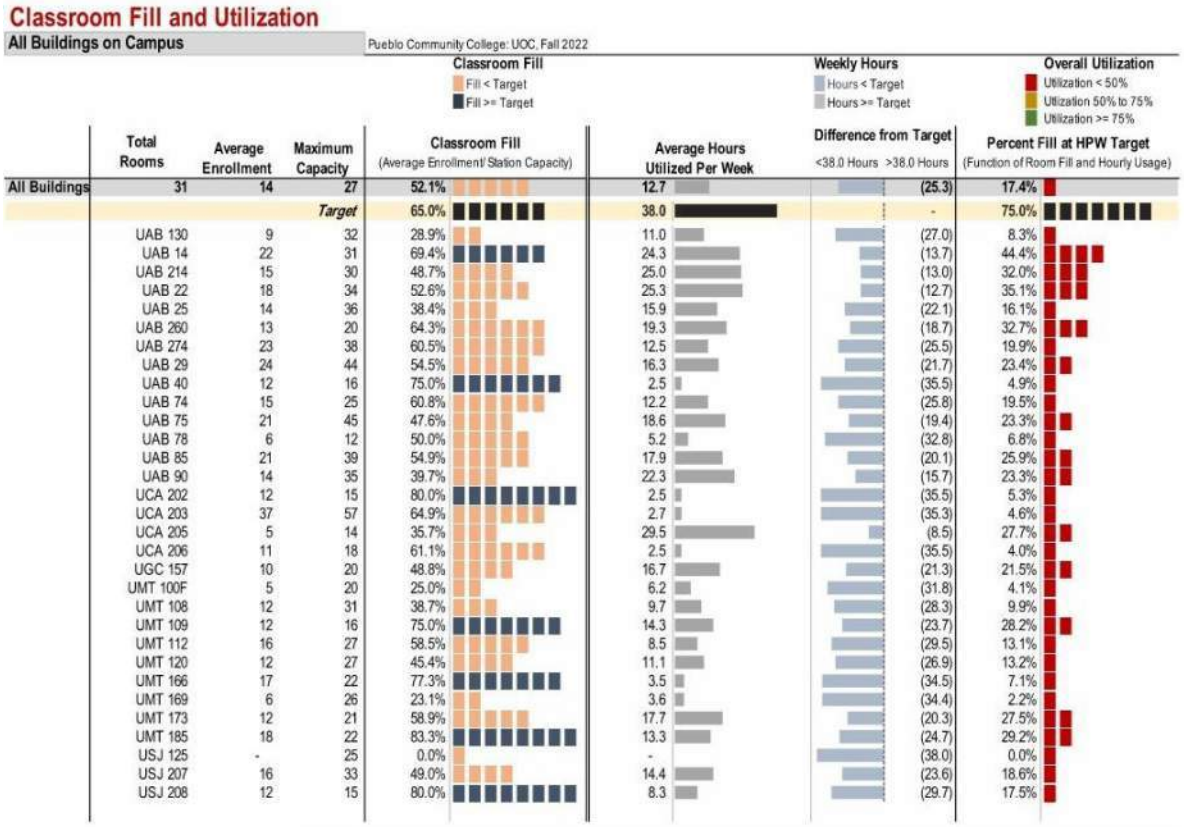
Weekly Hours: Hours < Target; Hours >= Target

Overall Utilization: Utilization < 50%; Utilization 50% to 75%; Utilization >= 75%

	Building	Total Rooms	Total Enrollment	Total Capacity Capacity	Total Hours	Classroom Fill (Average Enrollment/ Station Capacity)	Average Hours Per Week	Difference from Target <38.0 Hours	Difference from Target >38.0 Hours	Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
TOTAL		31	441	846	393	52.1%	12.7		(25.3)	17.4%
	Target					65.0%	38.0		-	75.0%
UAB	Academic Building	14	227	437	228	51.9%	16.3		(21.7)	22.3%
UCA	Central Administration	4	65	104	37	62.5%	9.3		(28.7)	15.3%
UGC	Gorsich Advanced Tech Center	1	10	20	17	48.8%	16.7		(21.3)	21.5%
UMT	Medical Arts & Technology Bldg	9	111	212	88	52.2%	9.8		(28.2)	13.4%
USJ	San Juan	3	28	73	23	38.6%	7.6		(30.4)	7.7%

Classroom Use by Room

Utilization of classrooms by room, is presented to illustrate the performance of individual rooms. Rooms with very low utilization may be candidates for repurposing.



Classroom Fill and Utilization

All Buildings on Campus

Pueblo Community College: UOC, Fall 2022

Classroom Fill: Fill < Target; Fill >= Target

Weekly Hours: Hours < Target; Hours >= Target

Overall Utilization: Utilization < 50%; Utilization 50% to 75%; Utilization >= 75%

	Total Rooms	Average Enrollment	Maximum Capacity	Classroom Fill (Average Enrollment/ Station Capacity)	Average Hours Utilized Per Week	Difference from Target <38.0 Hours	Difference from Target >38.0 Hours	Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
All Buildings	31	14	27	52.1%	12.7		(25.3)	17.4%
			Target	65.0%	38.0		-	75.0%
UAB 130	9		32	28.9%	11.0		(27.0)	8.3%
UAB 14	22		31	69.4%	24.3		(13.7)	44.4%
UAB 214	15		30	48.7%	25.0		(13.0)	32.0%
UAB 22	18		34	52.6%	25.3		(12.7)	35.1%
UAB 25	14		36	38.4%	15.9		(22.1)	16.1%
UAB 260	13		20	64.3%	19.3		(18.7)	32.7%
UAB 274	23		38	60.5%	12.5		(25.5)	19.9%
UAB 29	24		44	54.5%	16.3		(21.7)	23.4%
UAB 40	12		16	75.0%	2.5		(35.5)	4.9%
UAB 74	15		25	60.8%	12.2		(25.8)	19.5%
UAB 75	21		45	47.6%	18.6		(19.4)	23.3%
UAB 78	6		12	50.0%	5.2		(32.8)	6.8%
UAB 85	21		39	54.9%	17.9		(20.1)	25.9%
UAB 90	14		35	39.7%	22.3		(15.7)	23.3%
UCA 202	12		15	80.0%	2.5		(35.5)	5.3%
UCA 203	37		57	64.9%	2.7		(35.3)	4.6%
UCA 205	5		14	35.7%	29.5		(8.5)	27.7%
UCA 206	11		18	61.1%	2.5		(35.5)	4.0%
UGC 157	10		20	48.8%	16.7		(21.3)	21.5%
UMT 100F	5		20	25.0%	6.2		(31.8)	4.1%
UMT 108	12		31	38.7%	9.7		(28.3)	9.9%
UMT 109	12		16	75.0%	14.3		(23.7)	28.2%
UMT 112	16		27	58.5%	8.5		(29.5)	13.1%
UMT 120	12		27	45.4%	11.1		(26.9)	13.2%
UMT 166	17		22	77.3%	3.5		(34.5)	7.1%
UMT 169	6		26	23.1%	3.6		(34.4)	2.2%
UMT 173	12		21	58.9%	17.7		(20.3)	27.5%
UMT 185	18		22	83.3%	13.3		(24.7)	29.2%
USJ 125	-		25	0.0%	-		(38.0)	0.0%
USJ 207	16		33	49.0%	14.4		(23.6)	18.6%
USJ 208	12		15	80.0%	8.3		(29.7)	17.5%

Classroom Use – Assigned Only

When unassigned classrooms are removed from the analysis, Average Hours Scheduled per Week increases to 13.1 HPW and Average Classroom Fill increases to 53.7%.

Overall Classroom Usage: Total Enrollment, Capacity, and Hours by Building

Pueblo Community College: UOC, Fall 2022

Classroom Fill: Fill < TCC Target; Fill >= TCC Target

Weekly Hours: Hours < Target; Hours >= Target

Overall Utilization: Utilization < 50%; Utilization 50% to 75%; Utilization >= 75%

	Building	Total Rooms	Total Enrollment	Total Capacity Capacity	Total Hours	Classroom Fill (Average Enrollment/ Station Capacity)	Average Hours Per Week	Difference from Target <38.0 Hours | >38.0 Hours	Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
TOTAL		30	441	821	393	53.7%	13.1	(24.9)	18.5%
Target						65.0%	38.0	-	75.0%
UAB	Academic Building	14	227	437	228	51.9%	16.3	(21.7)	22.3%
UCA	Central Administration	4	65	104	37	62.5%	9.3	(28.7)	15.3%
UGC	Gorsich Advanced Tech Center	1	10	20	17	48.8%	16.7	(21.3)	21.5%
UMT	Medical Arts & Technology Bldg	9	111	212	88	52.2%	9.8	(28.2)	13.4%
USJ	San Juan	2	28	48	23	58.7%	11.4	(26.6)	17.5%

Classroom Demand and Supply

To calculate demonstrated demand for Classrooms, total section counts by section size was tabulated based on actual enrollment and normalized to average hours per week. At the target section fill, applying an efficiency factor of 90% to account for frictional vacancy and future growth, a Total Required Rooms count is suggested. The analysis suggests that there is surplus of 16, mostly small and medium classrooms, if classrooms were scheduled to the planning goal. The number of large classrooms required is considered adequate given the limited demand.

Classroom Demand Analysis: Maximum Section Sizes

Pueblo Community College: UOC, Fall 2022

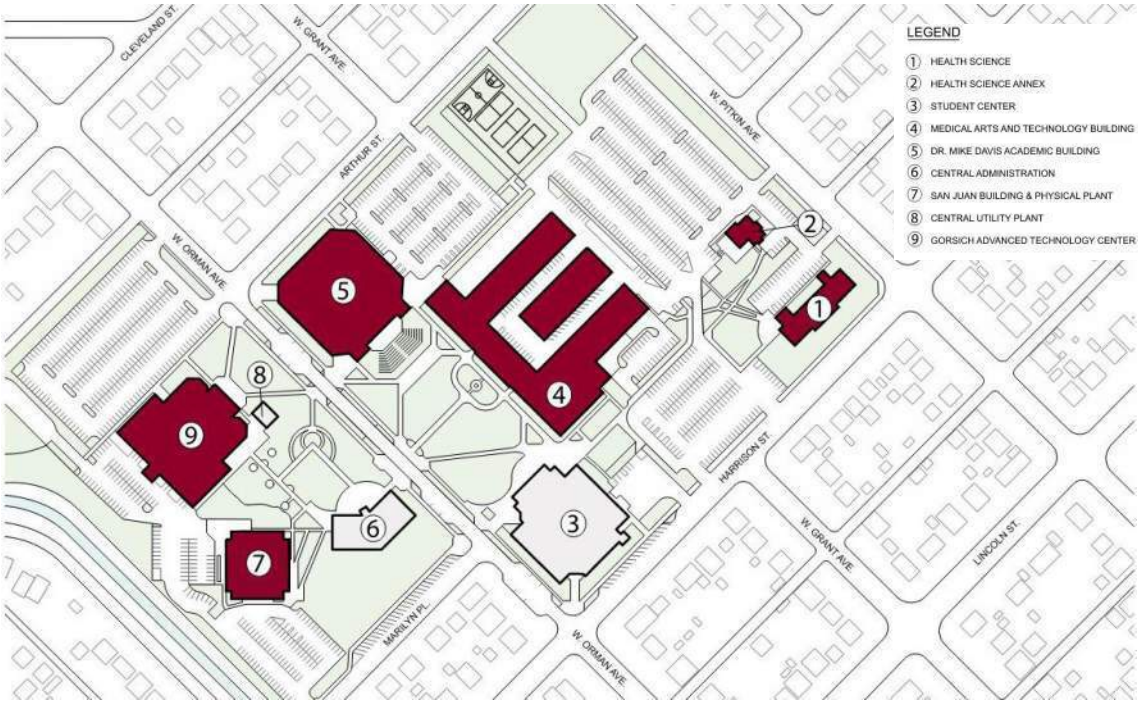
Section Size Assumes a 90% Occupancy Rate

Supply (Surplus) | Demand (Deficit)

Maximum Room Size	Total Required Room Hours	Section Size	Available Rooms	Required Rooms	Demand (Deficit)	Supply/ Demand	Supply (Surplus)
16	249	1 - 14	6	7		-1	
24	135	15 - 22	7	4		3	|||
32	34	23 - 29	8	1		7	|||||||
40	17	30 - 36	6	1		5	|||||
50	15	37 - 45	2	1		1		
60	0	46 - 54	1	0		1		
80	0	55 - 72	0	0		0	
100	0	73 - 90	0	0		0	
150	0	91 - 135	0	0		0	
200	0	136 - 180	0	0		0	
250	0	181 - 225	0	0		0	
			30	14		16	

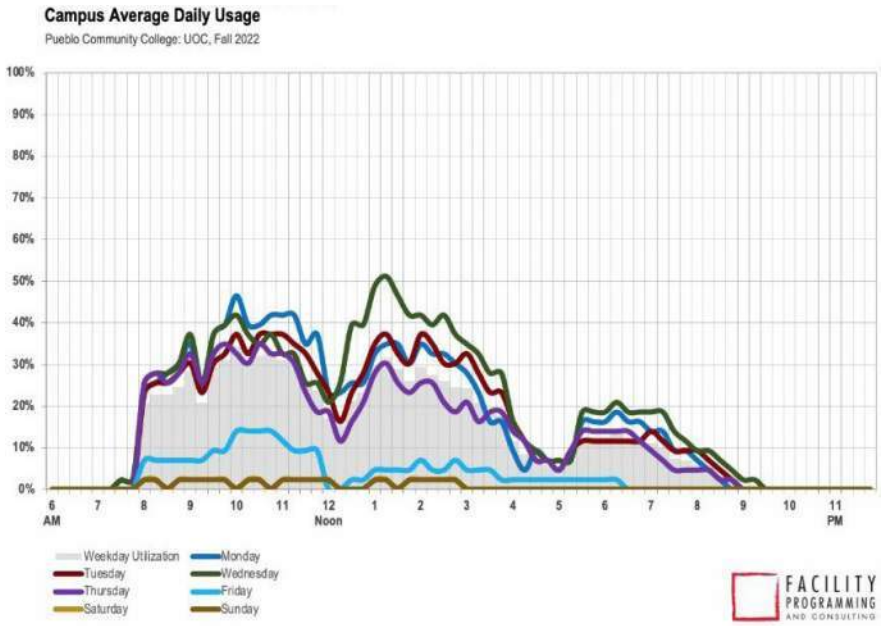
Classroom Labs

There are 6 buildings on Campus that have class labs scheduled in Fall 2022 (shown in red).



Class Lab Time of Day

Time of Day modeling shows peak period demand is Wednesday afternoon at 1 pm when just over 50% of labs are in use.



Class Lab Use by Building

The 210 Class Lab utilization based on all class labs used is presented below. Overall, the data suggests class labs are well below the target for hours utilized per week and class lab fill. The Class Lab Fill for all labs is 48.4% compared to the target of 77%. The Average Hours per Week of 12.1 compared to the target of 25. As each lab has unique capabilities and is not interchangeable, lab utilization should be reviewed individually.

Overall Class Lab Usage: Total Enrollment, Capacity, and Hours by Building

Pueblo Community College: UOC, Fall 2022

Class Lab Fill: Fill < Target; Fill >= Target
Weekly Hours: Hours < Target; Hours >= Target
Overall Utilization: Utilization < 50%; Utilization 50% to 75%; Utilization >= 75%

	Building	Total Rooms	Total Enrollment	Total Capacity Capacity	Total Hours	Class Lab Fill (Average Enrollment/ Station Capacity)	Average Hours Per Week	Difference from <25.0 Hours / >25.0 Hours	Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
TOTAL		42	496	1,024	509	48.4%	12.1	(12.9)	23.5%
	Target					77.0%	25.0	-	75.0%
UAB	Academic Building	12	150	303	161	49.6%	13.4	(11.6)	26.7%
UGC	Gorsich Advanced Tech Center	12	99	290	142	34.2%	11.8	(13.2)	16.1%
UHS	Health Science	3	40	52	33	77.2%	10.9	(14.1)	33.6%
UHA	Health Science Annex	1	10	30	4	33.3%	4.0	(21.0)	5.3%
UMT	Medical Arts & Technology Bldg	8	112	169	87	66.1%	10.9	(14.1)	28.7%
USJ	San Juan	6	84	180	82	46.9%	13.7	(11.3)	25.7%

Class Lab Use by Room

Utilization of class lab by room, is presented to illustrate the performance of individual spaces.

Utilization of class lab by room, is presented to illustrate the performance of individual spaces.

Class Lab Fill and Utilization

All Buildings on Campus

Pueblo Community College: UOC, Fall 2022

Class Lab Fill: Fill < Target; Fill >= Target
Weekly Hours: Hours < Target; Hours >= Target
Overall Utilization: Utilization < 50%; Utilization 50% to 75%; Utilization >= 75%

	Total Rooms	Average Enrollment	Station Capacity	Class Lab Fill (Average Enrollment/ Station Capacity)	Average Hours Utilized Per Week	Difference from Target <25.0 Hours	Difference from Target >25.0 Hours	Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
All Buildings	42	12	24	48.4%	12.1		(12.9)	23.5%
			Target	77.0%	25.0		-	75.0%
UAB 150D	10		24	41.7%	14.0		(11.0)	23.3%
UAB 150F	11		20	54.0%	10.3		(14.7)	22.2%
UAB 212	17		26	65.4%	4.8		(20.2)	12.6%
UAB 215	16		24	67.3%	17.9		(7.1)	48.2%
UAB 216	10		26	38.5%	4.6		(20.4)	7.1%
UAB 218	-		30	0.0%	-		(25.0)	0.0%
UAB 262	11		24	45.3%	17.3		(7.7)	31.4%
UAB 264	14		24	56.3%	25.4		0.4	57.2%
UAB 270	15		24	62.9%	23.7		(1.3)	59.6%
UAB 272	17		24	70.8%	11.7		(13.3)	33.1%
UAB 276	14		25	55.4%	21.5		(3.5)	47.7%
UAB 28	16		32	50.0%	10.2		(14.8)	20.3%
UGC 118	9		25	35.2%	21.7		(3.3)	30.5%
UGC 121	15		25	59.6%	17.7		(7.3)	42.1%
UGC 126	-		67	0.0%	-		(25.0)	0.0%
UGC 138	-		15	0.0%	-		(25.0)	0.0%
UGC 144	12		16	72.9%	9.0		(16.0)	26.3%
UGC 146	9		15	60.0%	0.8		(24.2)	2.0%
UGC 147	-		20	0.0%	-		(25.0)	0.0%
UGC 154	15		14	107.1%	7.1		(17.9)	30.4%
UGC 158	12		21	55.8%	27.0		2.0	60.1%
UGC 161	4		30	12.6%	25.6		0.6	12.9%
UGC 161A	7		20	35.0%	2.5		(22.5)	3.5%
UGC 208	17		22	78.1%	30.3		5.3	94.7%
UHS 115	18		15	120.0%	1.7		(23.3)	8.0%
UHS 118	11		15	74.4%	17.0		(8.0)	50.6%
UHS 19	11		22	50.0%	14.0		(11.0)	28.0%

Class Lab Fill and Utilization

All Buildings on Campus — Pueblo Community College: UOC, Fall 2022

Class Lab Fill: Fill < Target; Fill >= Target
Weekly Hours: Hours < Target; Hours >= Target
Overall Utilization: Utilization < 50%; Utilization 50% to 75%; Utilization >= 75%

	Total Rooms	Average Enrollment	Station Capacity	Class Lab Fill (Average Enrollment/ Station Capacity)	Average Hours Utilized Per Week	Difference from Target <25.0 Hours	Difference from Target >25.0 Hours	Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
All Buildings	42	12	24	48.4%	12.1		(12.9)	23.5%
			Target	77.0%	25.0		-	75.0%
UHA 100	10	30	33.3%	4.0		(21.0)	5.3%	
UMT 106	16	24	66.7%	11.2		(13.8)	29.9%	
UMT 130	18	33	54.5%	12.0		(13.0)	26.2%	
UMT 130A	-	16	0.0%	-		(25.0)	0.0%	
UMT 139	22	24	91.7%	12.5		(12.5)	45.8%	
UMT 167	10	10	95.0%	7.2		(17.8)	27.2%	
UMT 170	24	27	89.5%	11.7		(13.3)	41.8%	
UMT 171	9	10	93.3%	12.0		(13.0)	44.8%	
UMT 188	13	25	50.7%	20.4		(4.6)	41.3%	
USJ 107	17	30	56.3%	11.3		(13.7)	25.5%	
USJ 130	18	25	71.3%	39.9		14.9	113.8%	
USJ 203	16	25	62.7%	15.0		(10.0)	37.6%	
USJ 204	12	25	48.0%	5.0		(20.0)	9.6%	
USJ 214	14	50	28.0%	6.2		(18.8)	6.9%	
USJ 230	8	25	32.0%	5.0		(20.0)	6.4%	

Class Lab Use – Assigned Only

When unassigned labs are removed from the analysis, Average Hours Scheduled per Week increases to 13.8 HPW and Average Classroom Fill increases to 57.5%

Overall Class Lab Usage: Total Enrollment, Capacity, and Hours by Building

Pueblo Community College: UOC, Fall 2022

Class Lab Fill: Fill < Target; Fill >= Target
Weekly Hours: Hours < Target; Hours >= Target
Overall Utilization: Utilization < 50%; Utilization 50% to 75%; Utilization >= 75%

Building		Total Rooms	Total Enrollment	Total Capacity Capacity	Total Hours	Class Lab Fill (Average Enrollment/ Station Capacity)	Average Hours Per Week	Difference from Target <25.0 Hours	Difference from Target >25.0 Hours	Percent Fill at HPW Target (Function of Room Fill and Hourly Usage)
TOTAL		37	504	876	509	57.5%	13.8		(11.2)	31.6%
	Target					77.0%	25.0		-	75.0%
UAB	Academic Building	11	150	273	161	55.0%	14.7		(10.3)	32.3%
UGC	Gorsich Advanced Tech Center	9	99	188	142	52.7%	15.7		(9.3)	33.2%
UHS	Health Science	3	40	52	33	77.2%	10.9		(14.1)	33.6%
UHA	Health Science Annex	1	10	30	4	33.3%	4.0		(21.0)	5.3%
UMT	Medical Arts & Technology Bldg	7	112	153	87	73.0%	12.4		(12.6)	36.3%
USJ	San Juan	6	92	180	82	51.3%	13.7		(11.3)	28.2%

Observations

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

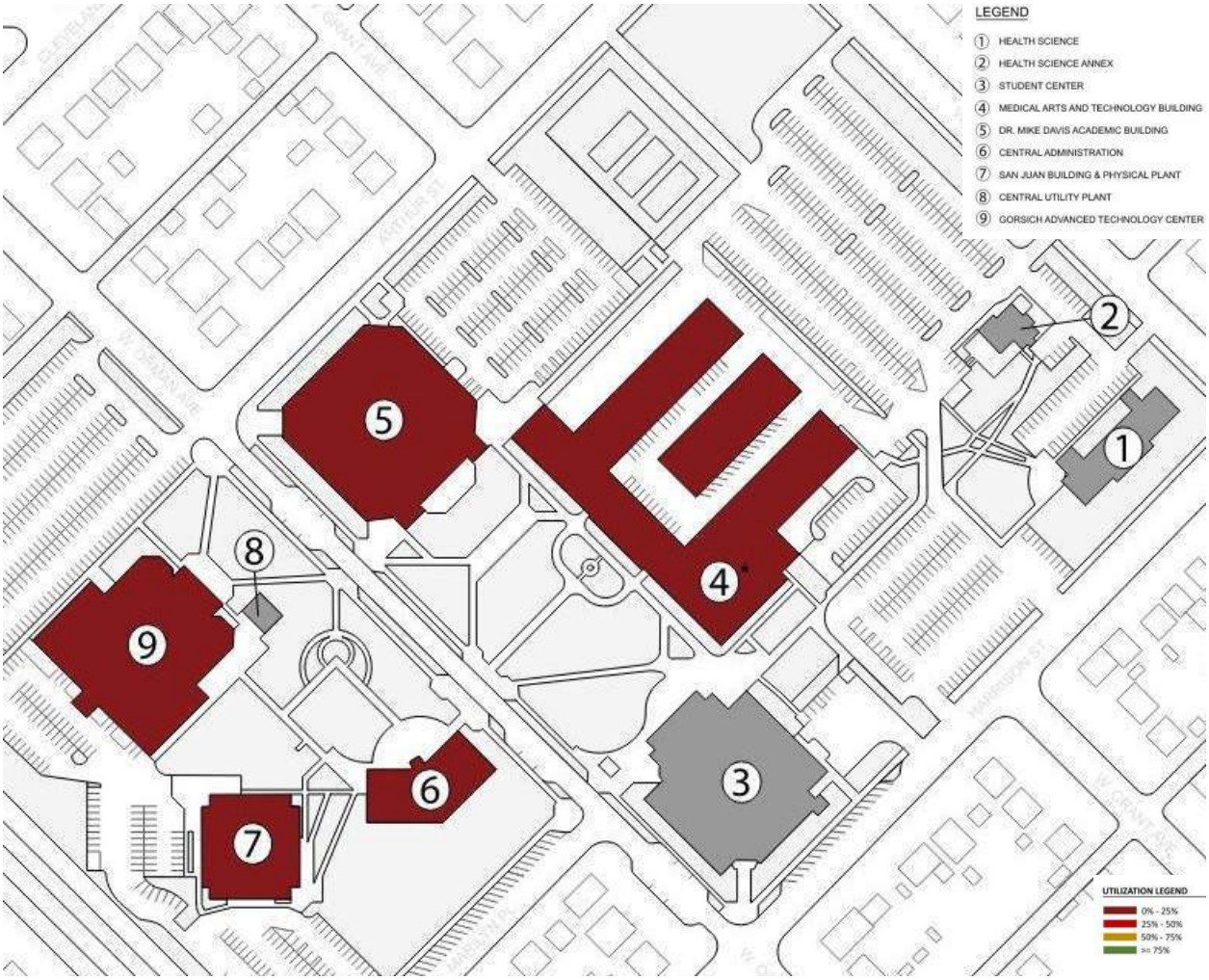
Classrooms

- The analysis demonstrates for the semester (Fall 2022) general purpose classrooms were utilized well below the targets for both class fill and hours of weekly instruction.
- Analysis indicates peak period demand for classrooms uses approximately half of available rooms - Monday and Wednesday mornings between 8 am and 1 pm.
- There is a surplus of 17 small and medium classrooms at the planning goal.
- The utilization analysis suggests there is ample opportunity to repurpose classroom space for other institutional objectives or accommodated growth.

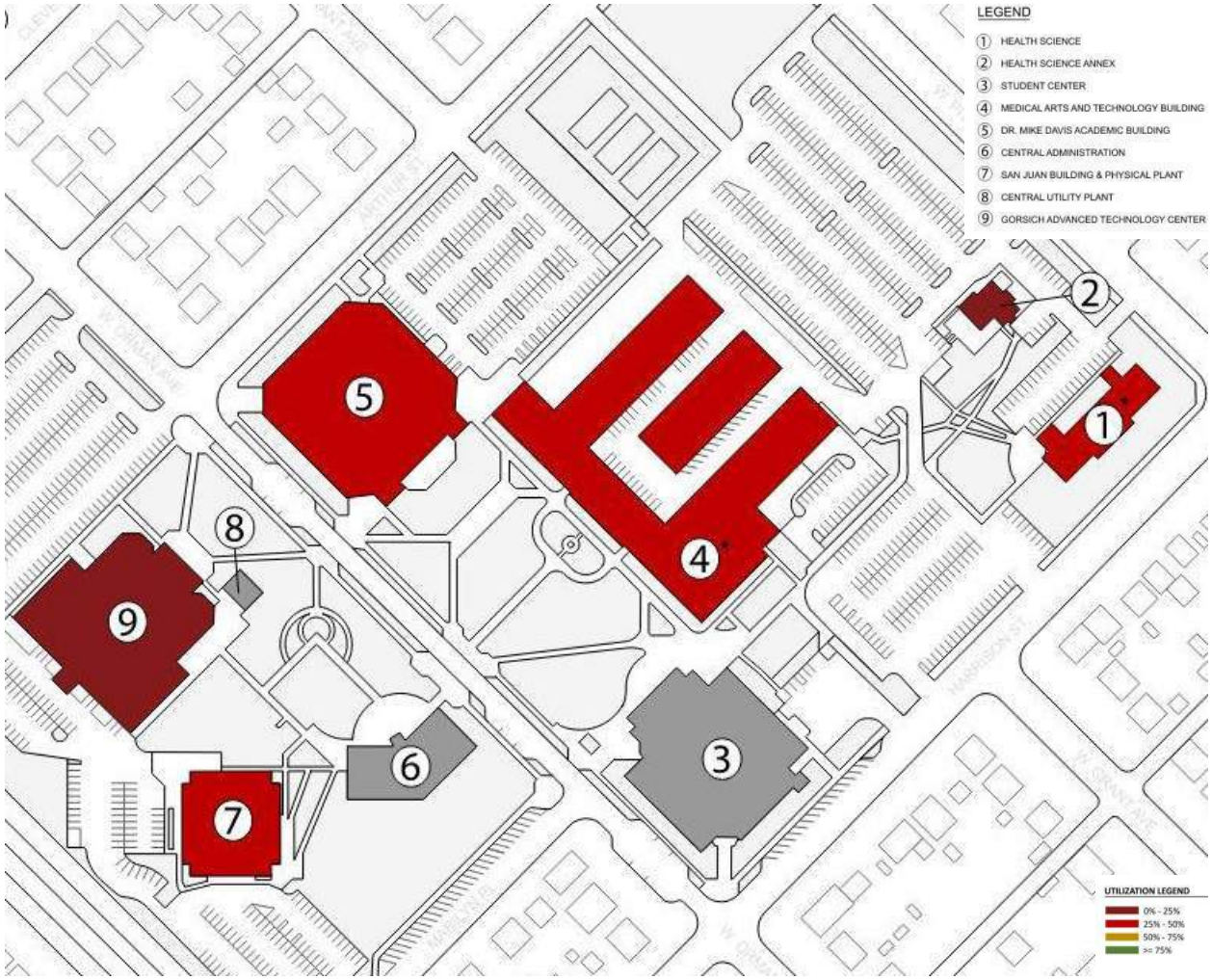
Class Labs

- The analysis suggests overall class laboratories are utilized well below the benchmarks for both class fill and hours of weekly instruction.
- Analysis also indicates peak period demand for class labs is well under existing capacity.
- As labs have unique capabilities and are not generally interchangeable, labs must be evaluated individually by capability as well as utilization.
- Identify and investigate labs over 75% for review to determine action is required.
    - UGC 208 – Law Enforcement Academy
    - USJ 130 - Welding
- Former Culinary space in Student Center provides opportunities for repurposing.

Site Plan – Classroom Utilization

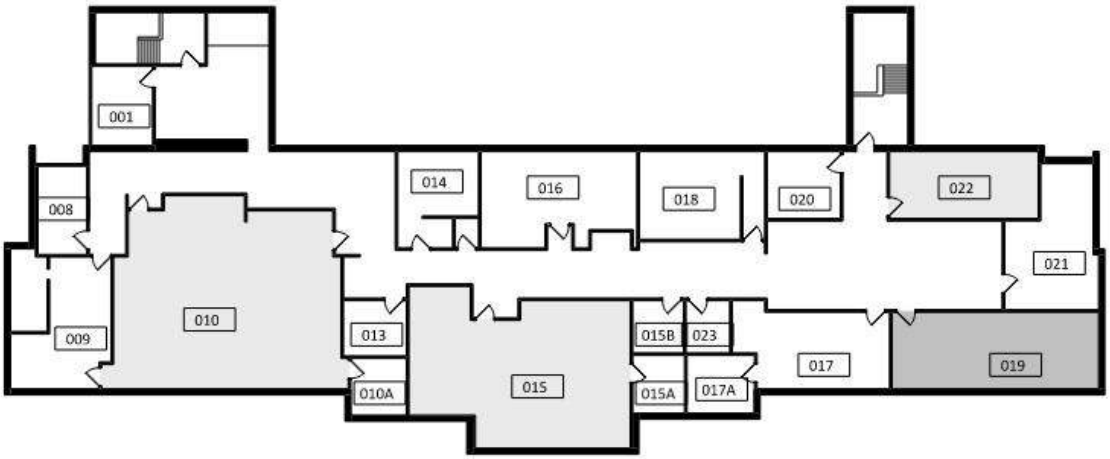


Site Plan – Classroom Lab Utilization



Utilization Floor Plans

Health Sciences Building – Lower Level

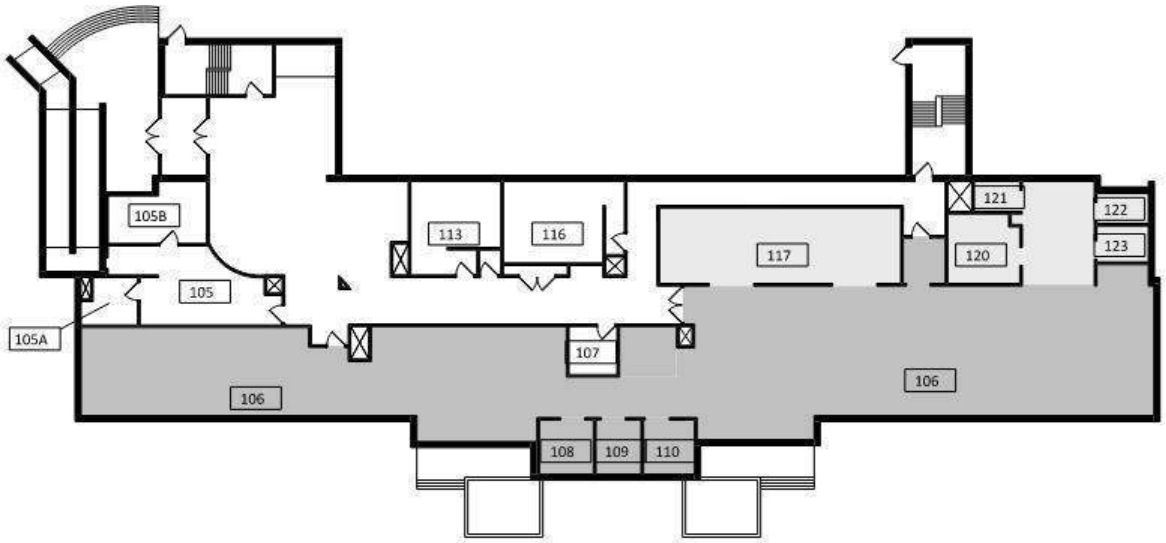


UTILIZATION LEGEND

- 0% - 25%
- 25% - 50%
- 50% - 75%
- >= 75%

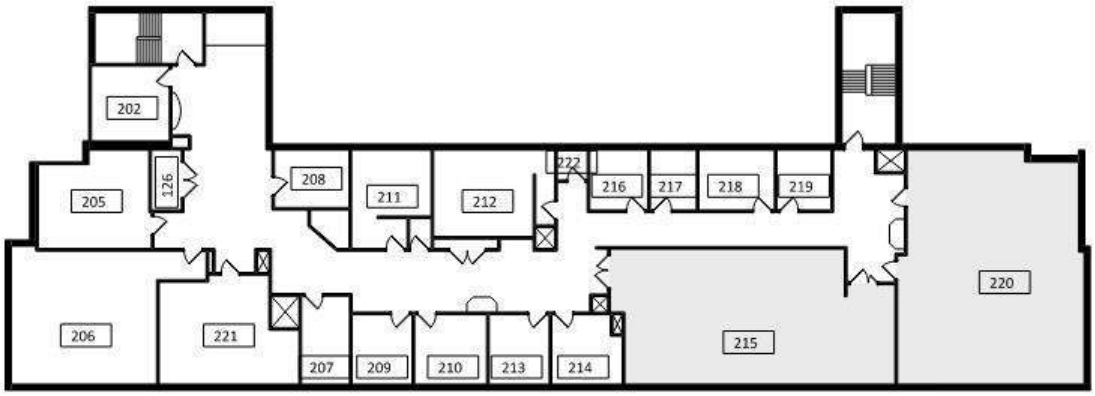
Utilization Floor Plans

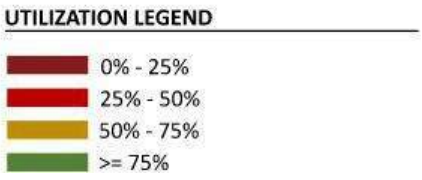
Health Sciences Building – First Level



Utilization Floor Plans

Health Sciences Building – Second Level





Utilization – Health Sciences Building

Second Level

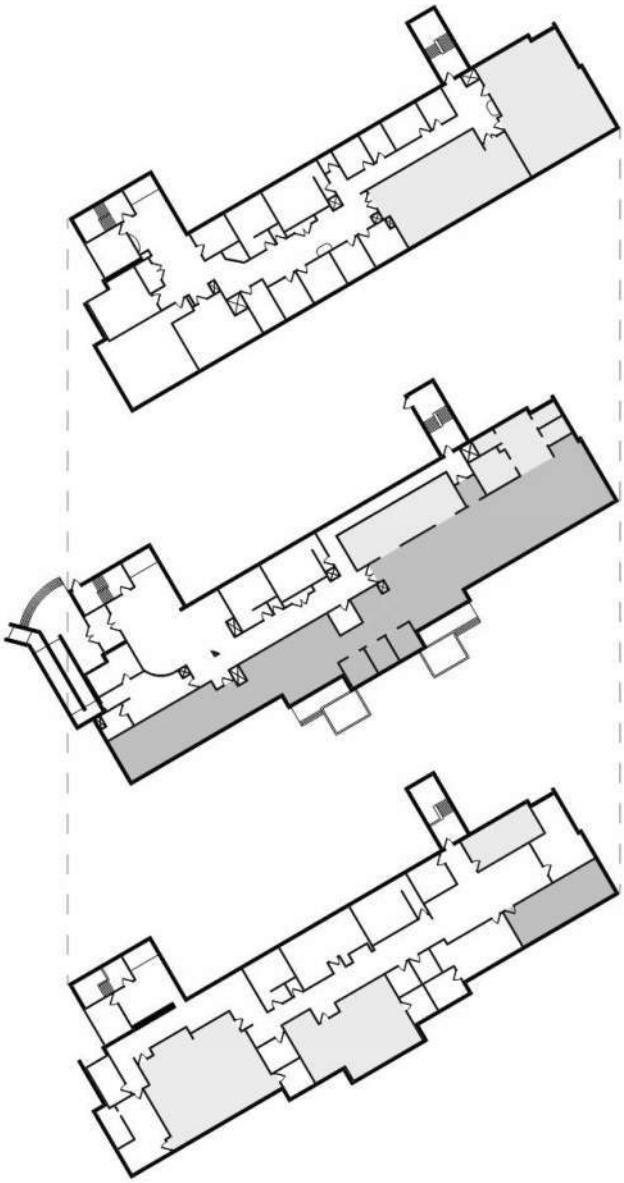
- Classroom Labs
- Staff Lounge
- Conference
- Offices

First Level

- Dental Suite
- X-Ray Critique
- Reception
- Admin

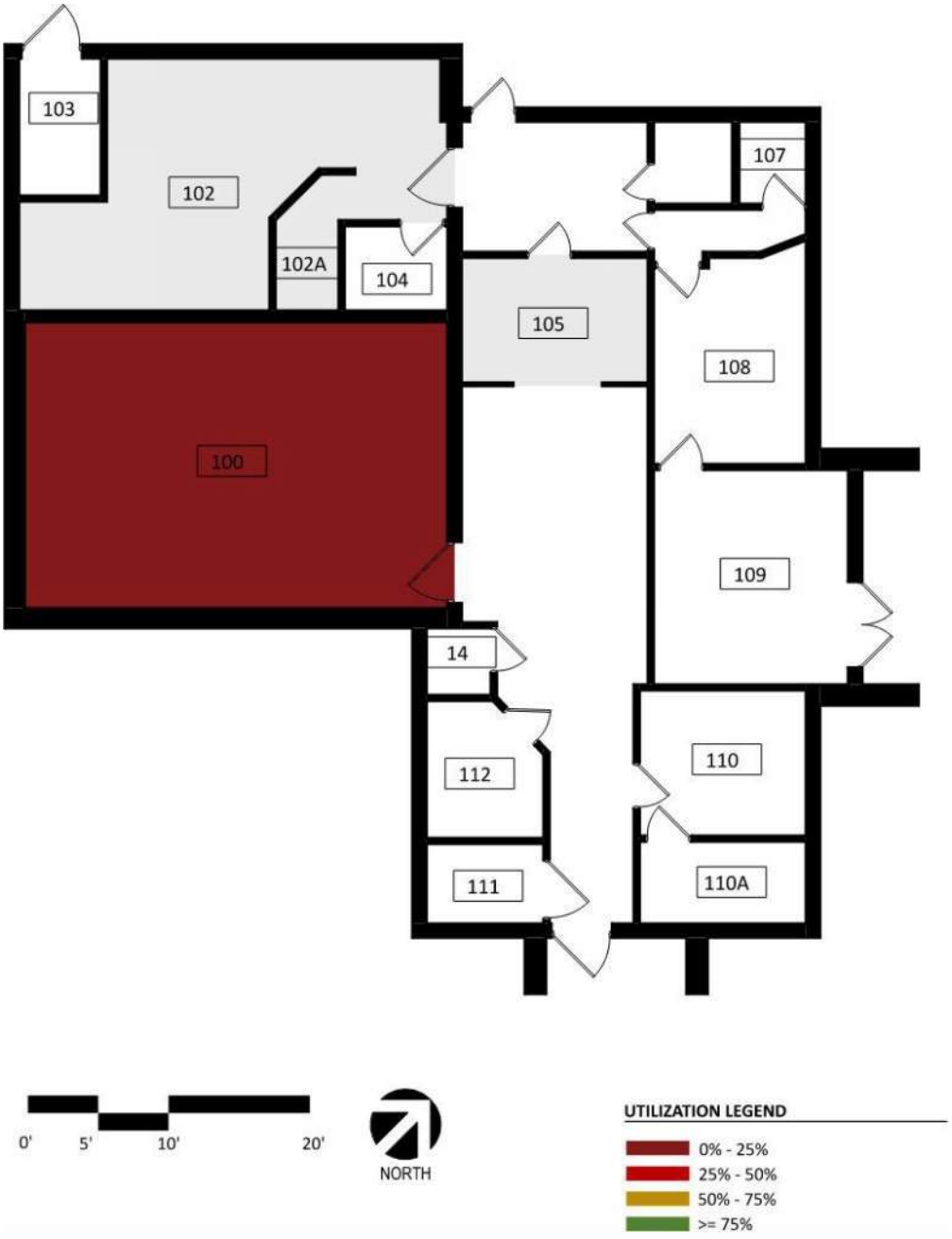
Lower Level

- Lecture Lab
- Materials Lab
- Student Lounge
- Student Media



Utilization Floor Plans

Health Sciences Annex – First Level

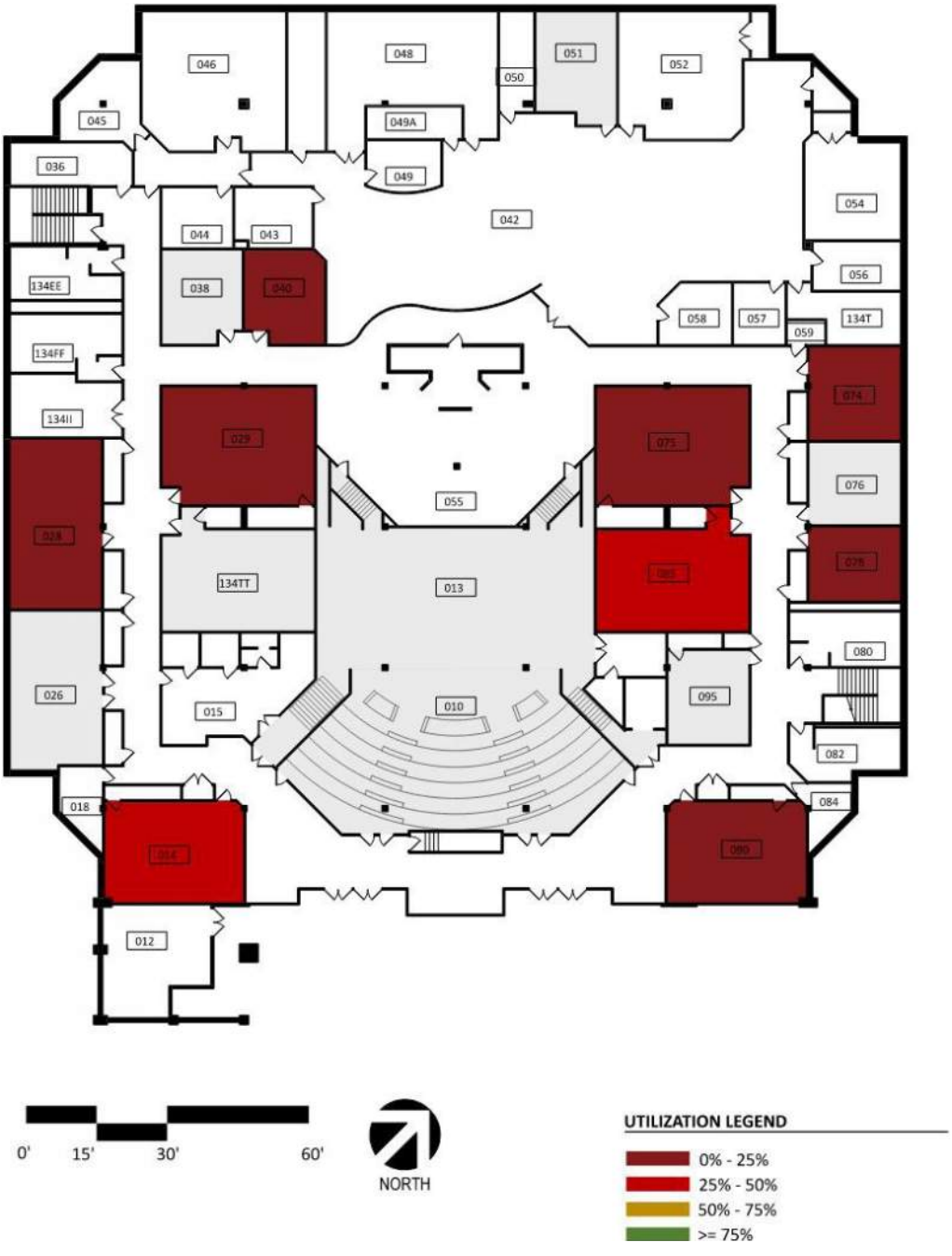


Utilization Floor Plans

Medical Arts and Technology Building – First Level

Utilization Floor Plans

Academic Building – Lower Level

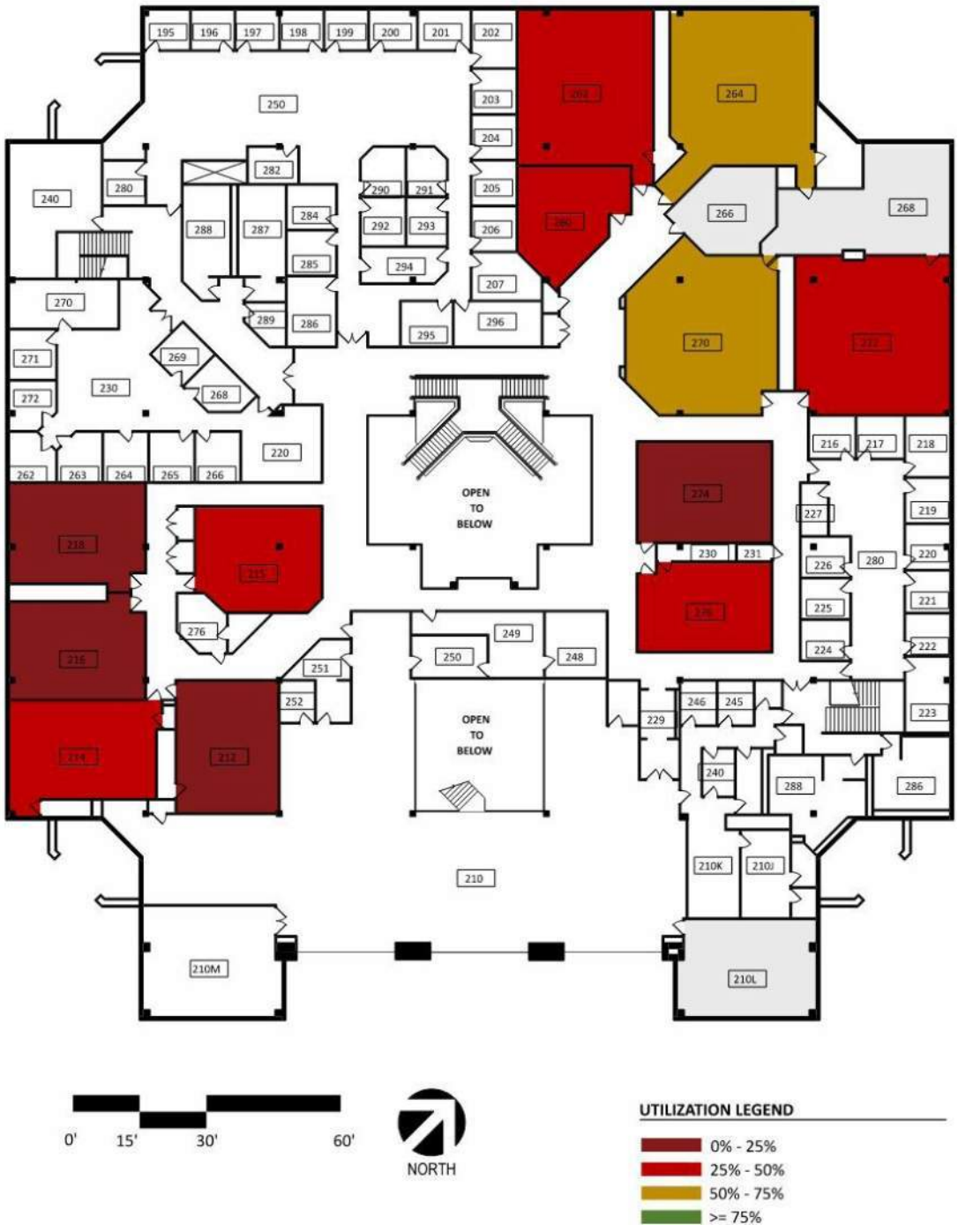


Utilization Floor Plans

Academic Building – First Level

Utilization Floor Plans

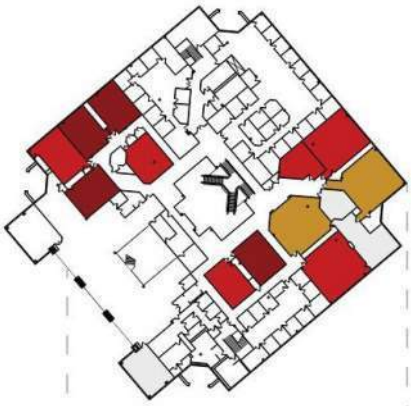
Academic Building – Second Level



Utilization – Academic Building

Second Level

- Library
- Office Suites
- Science Labs
- Classrooms
- Computer Labs

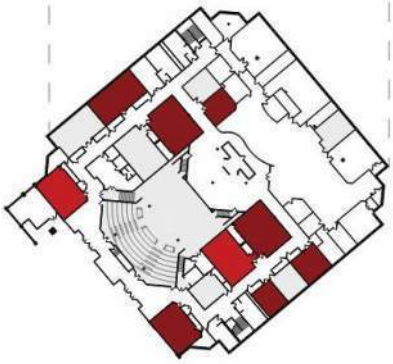


First Level

- Library
- Office Suite
- Learning Center
- Testing
- Labs
- Classrooms

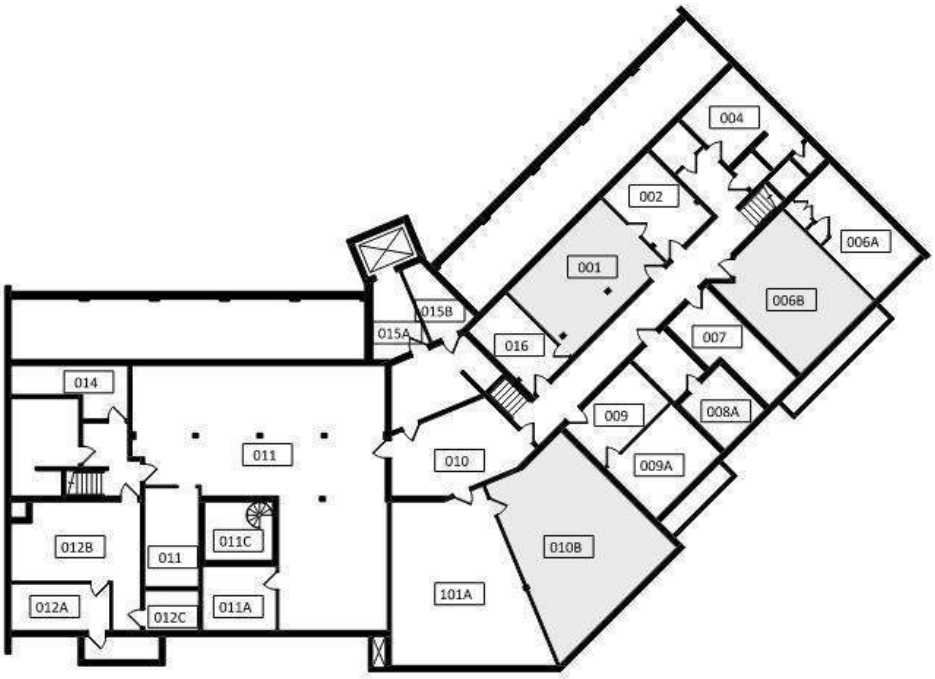
Lower Level

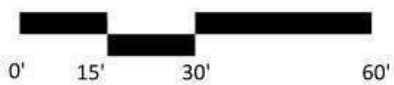
- Hoag Theatre
- Learning Center
- Tutoring
- Classrooms

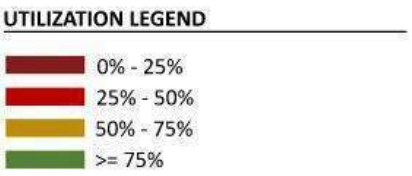


Utilization Floor Plans

Central Administration Building – Lower Level

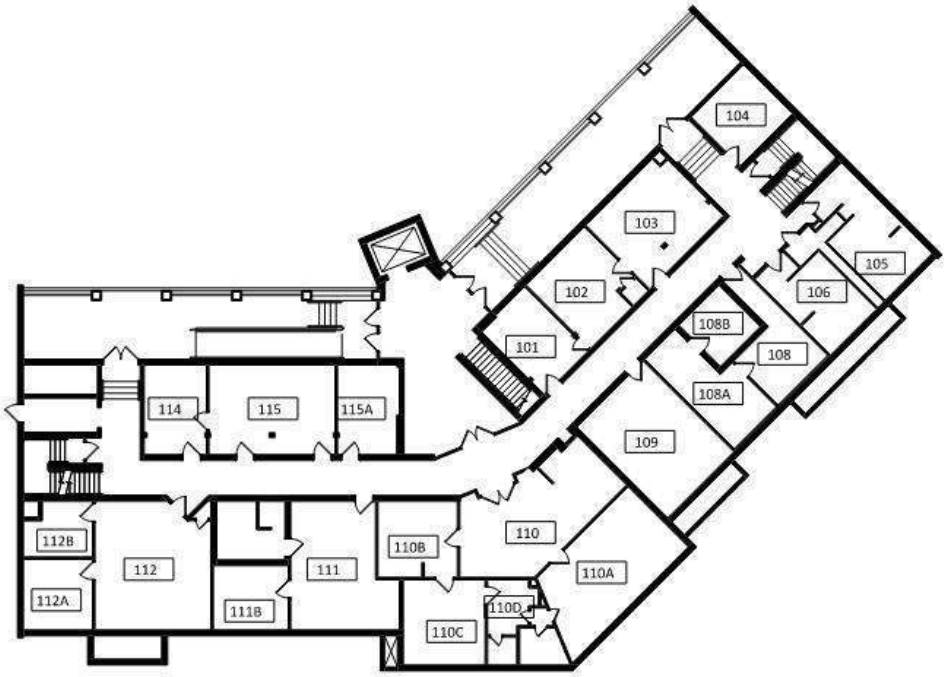


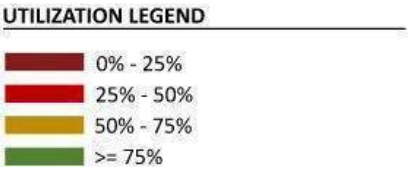




Utilization Floor Plans

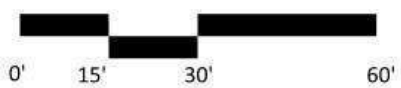
Central Administration Building – First Level

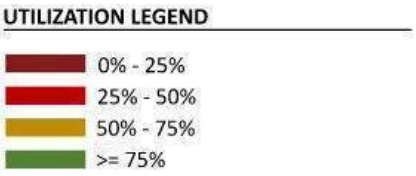




Utilization Floor Plans

Central Administration Building – Second Level

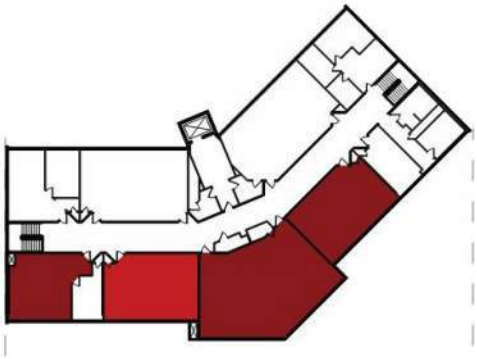




Utilization – Central Administration Building

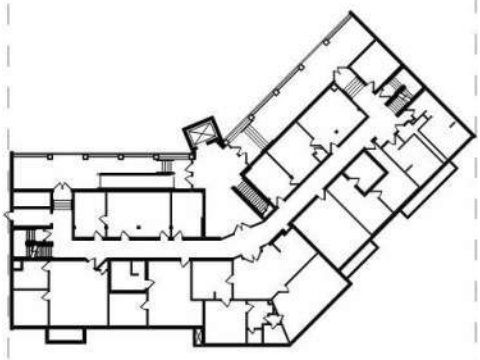
Second Level

- Classrooms
- Offices
- Lounge



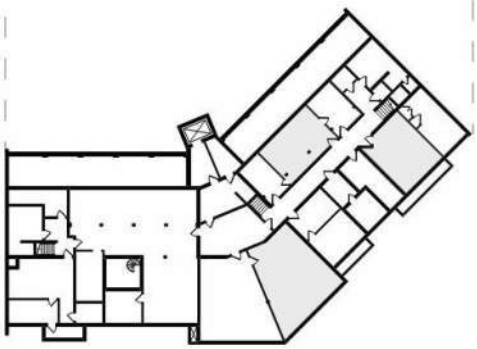
First Level

- Offices



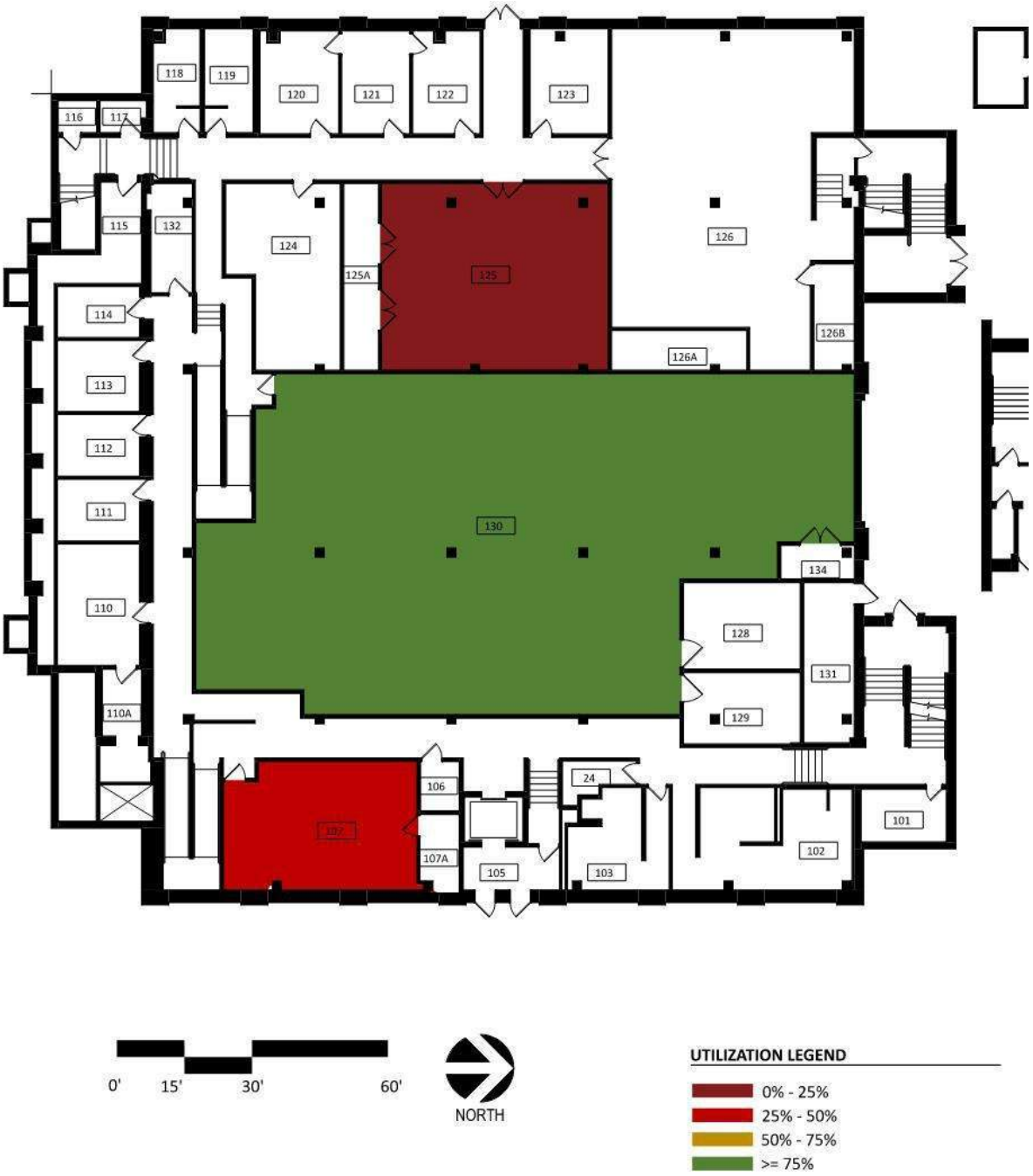
Lower Level

- Offices
- Computer Rooms / Production



Utilization Floor Plans

San Juan Building – First Level



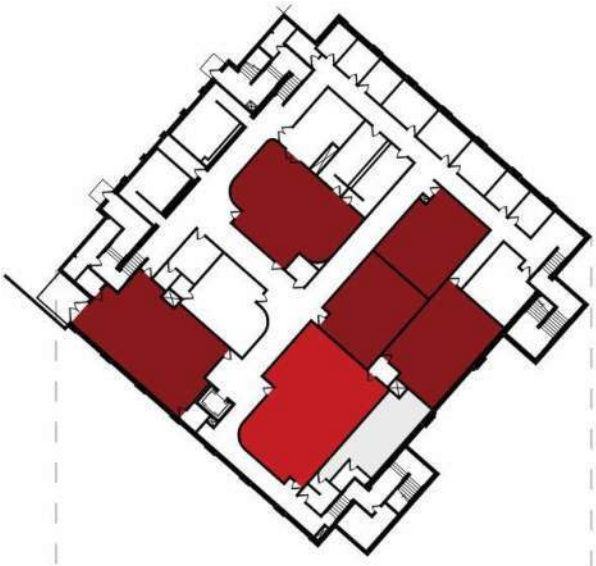
Utilization Floor Plans

San Juan Building – Second Level

Utilization – San Juan Building

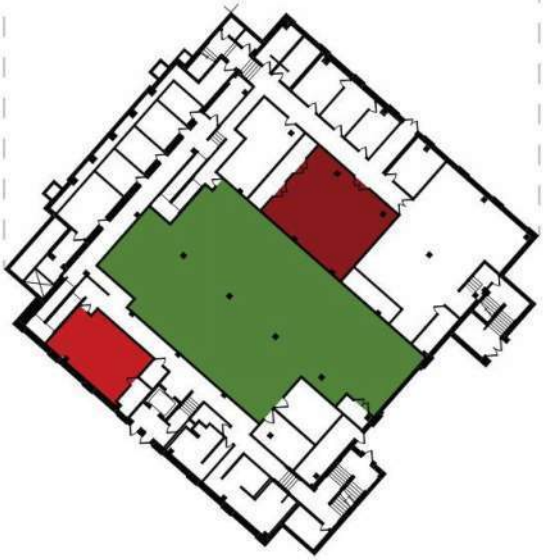
Second Level

- Art Studio
- Ceramics / Sculpture
- Drama / Dance Studio
- Jewelry Studio
- Gallery
- Classrooms
- Offices



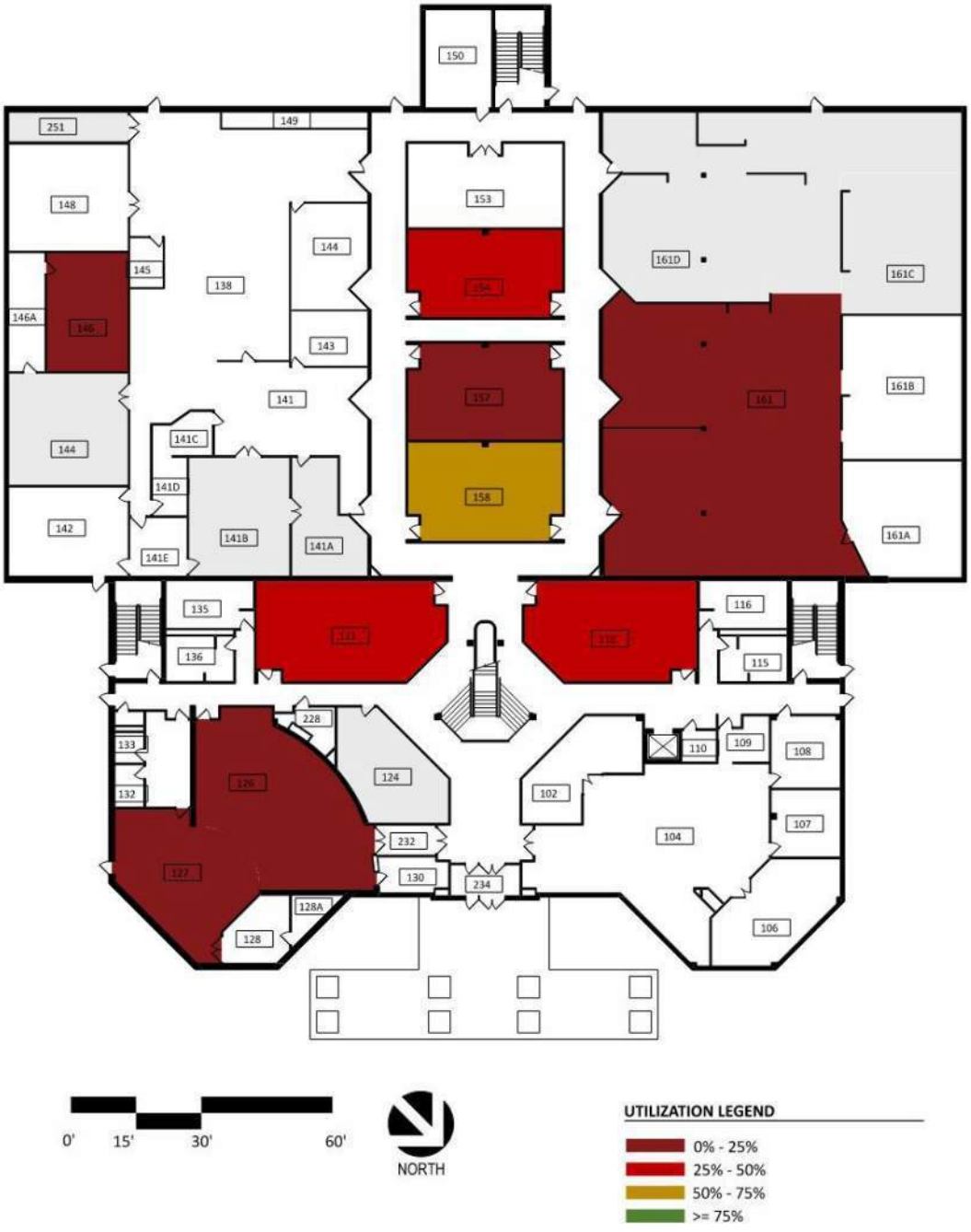
First Level

- Welding / Fabrication
- Wood Shop
- Offices
- Classrooms



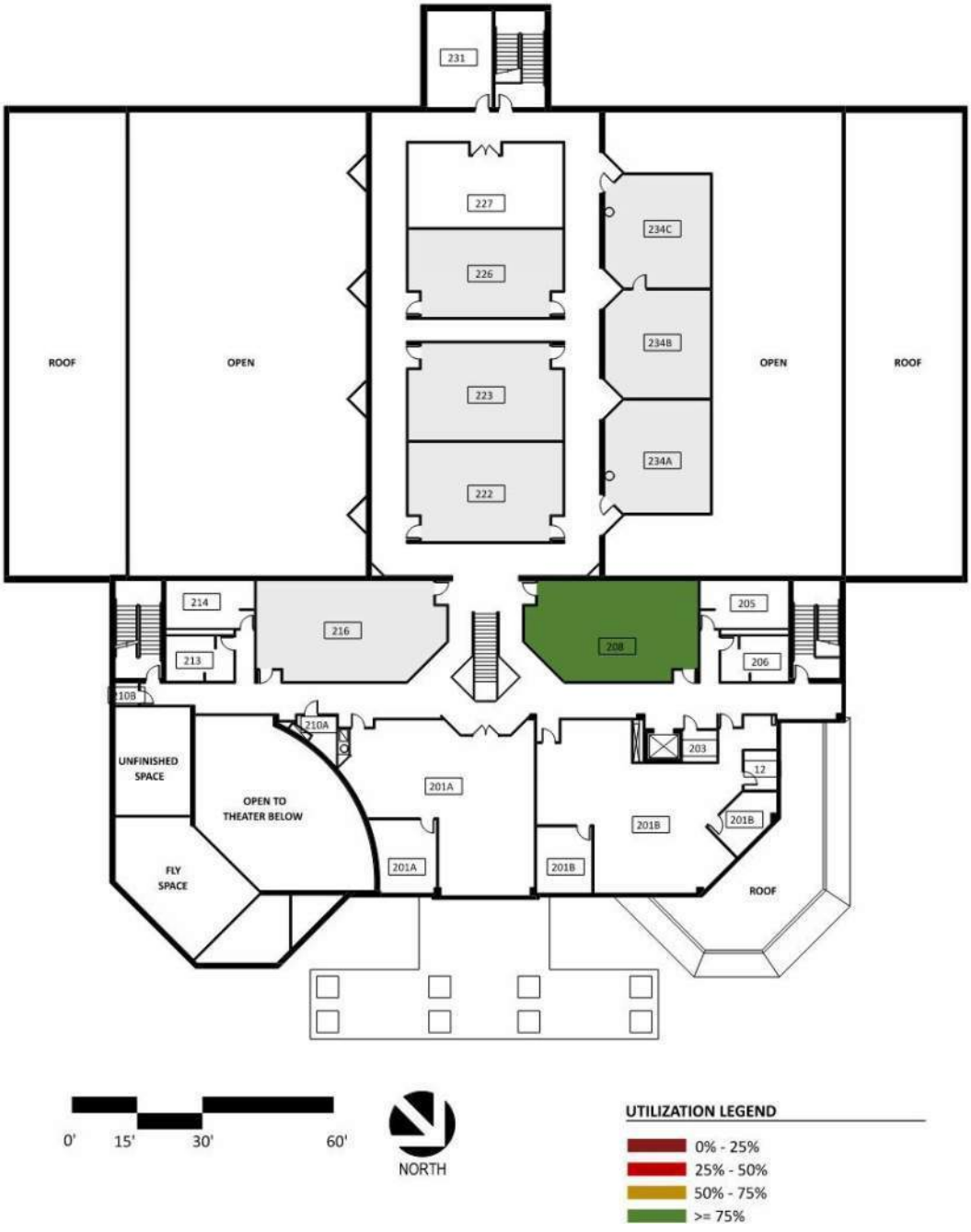
Utilization Floor Plans

Gorsich Advanced Technology Center – First Level



Utilization Floor Plans

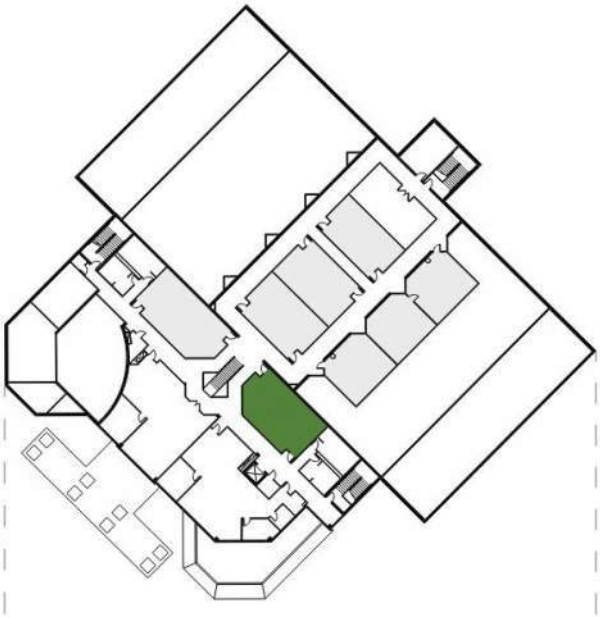
Gorsich Advanced Technology Center – Second Level



Utilization – San Juan Building

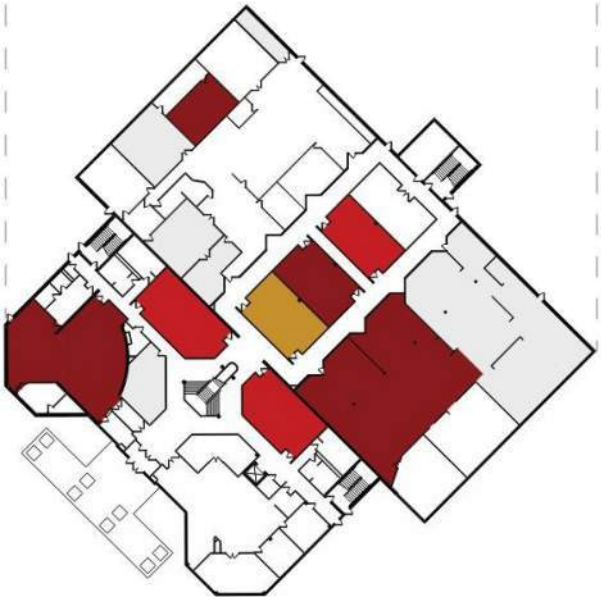
Second Level

- Corp Classrooms
- Offices
- E Sports
- Law Enforcement



First Level

- Machining Lab
- Manufacturing Lab
- Computer Labs
- Technology Theater
- Offices



Buidling Code	Room ID	Space Use Code	Space Use	Room Name	Department	College/Administrative Unit	Office Station Count	Student-Specific Station Count	ASF	Comments
UAB	010	610	ASSEMBLY	HOAG THEATRE	FINE ARTS & HUMANITIES	ARTS & SCIENCES			2,041	
UAB	010a	615	ASSEMBLY SERVICE	STORAGE	FINE ARTS & HUMANITIES	ARTS & SCIENCES			50	
UAB	012	730	CENTRAL STORAGE	STORAGE	FACILITY SERVICES	VP OF ADMINISTRATION & FINANCE			487	
UAB	013	610	ASSEMBLY	CLASSROOM	GENERAL CLASSROOMS	ARTS & SCIENCES			2,334	
UAB	014	110	CLASSROOM	CLASSROOM	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			637	
UAB	014a	115	CLASSROOM SERVICE	STORAGE	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			47	
UAB	015	630	FOOD FACILITY	STUDENT PANTRY	FOOD SERVICE	VP OF STUDENT SERVICES			466	
UAB	015a	615	ASSEMBLY SERVICE	CLOTHING	FOOD SERVICE	VP OF STUDENT SERVICES			56	
UAB	015b	615	ASSEMBLY SERVICE	CLOTHING	FOOD SERVICE	VP OF STUDENT SERVICES			57	
UAB	015c	635	FOOD FACILITY SERVICE	RESTROOM	FOOD SERVICE	VP OF STUDENT SERVICES			54	
UAB	022	110	CLASSROOM	CLASSROOM	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			652	
UAB	022a	115	CLASSROOM SERVICE	STORAGE	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			42	
UAB	024a	115	CLASSROOM SERVICE	STORAGE	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			45	
UAB	025	110	CLASSROOM	CLASSROOM	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			722	
UAB	025a	115	CLASSROOM SERVICE	STORAGE	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			33	
UAB	026a	215	CLASS LABORATORY SERVICE	STORAGE	ENGLISH	ARTS & SCIENCES			48	
UAB	028	210	CLASS LABORATORY	CLASS LABORATORY	ENGLISH	ARTS & SCIENCES			704	
UAB	028a	215	CLASS LABORATORY SERVICE	STORAGE	ENGLISH	ARTS & SCIENCES			53	
UAB	029	110	CLASSROOM	CLASSROOM	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			802	
UAB	029a	115	CLASSROOM SERVICE	STORAGE	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			65	
UAB	036	730	CENTRAL STORAGE	STORAGE	FACILITY SERVICES	VP OF ADMINISTRATION & FINANCE			232	
UAB	038	110	CLASSROOM	CLASSROOM	GENERAL CLASSROOMS	VP OF STUDENT SUCCESS			328	
UAB	040	110	CLASSROOM	CLASSROOM	GENERAL CLASSROOMS	VP OF STUDENT SUCCESS			325	
UAB	042	220	OPEN LABORATORY	LEARNING CENTER	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS			3,960	
UAB	042a	650	LOUNGE	STUDY / STAIRS	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS			2,272	
UAB	043	310	OFFICE	DIRECTOR'S OFFICE	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS			206	
UAB	044	110	CLASSROOM	SMALL TUTOR	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS			193	
UAB	045	315	OFFICE SERVICE	BREAK	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS			260	
UAB	046	110	CLASSROOM	MATH TUTOR	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS			866	
UAB	047	315	OFFICE SERVICE	ARCHIVAL STORAGE	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS			237	
UAB	049	225	OPEN LABORATORY SERVICE	TUTOR MEDIA	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS			164	
UAB	049A	655	LOUNGE SERVICE	STORAGE	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS			137	
UAB	050	225	OPEN LABORATORY SERVICE	DATA	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS			150	
UAB	051	110	CLASSROOM	CLASSROOM	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS			390	
UAB	052	110	CLASSROOM	SCIENCE TUTOR	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS			704	
UAB	053	225	OPEN LABORATORY SERVICE	STORAGE	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS			48	
UAB	054	110	CLASSROOM	ENGLISH TUTOR	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS			438	
UAB	054A	115	CLASSROOM SERVICE	STORAGE	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS			38	
UAB	054A	115	CLASSROOM SERVICE	STORAGE	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS			33	
UAB	055	310	OFFICE	TA ASSIST	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS			192	
UAB	056	310	OFFICE	TA OFFICE	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS			232	
UAB	057	315	OFFICE SERVICE	FILES	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS			144	
UAB	058	310	OFFICE	PM OFFICE	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS			191	
UAB	074	110	CLASSROOM	CLASSROOM	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			389	
UAB	074A	115	CLASSROOM SERVICE	STORAGE	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			38	
UAB	075	110	CLASSROOM	CLASSROOM	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			802	
UAB	075a	115	CLASSROOM SERVICE	STORAGE	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			65	
UAB	076	110	CLASSROOM	CLASSROOM	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			342	
UAB	076A	115	CLASSROOM SERVICE	STORAGE	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			47	
UAB	078	110	CLASSROOM	CLASSROOM	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			310	
UAB	078A	115	CLASSROOM SERVICE	STORAGE	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			40	
UAB	085	110	CLASSROOM	CLASSROOM	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			722	
UAB	085a	115	CLASSROOM SERVICE	STORAGE	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			33	
UAB	090	110	CLASSROOM	CLASSROOM	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			636	
UAB	090B	115	CLASSROOM SERVICE	STORAGE	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			38	
UAB	095	110	CLASSROOM	CLASSROOM	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			345	
UAB	095a	115	CLASSROOM SERVICE	STORAGE	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			38	
UAB	095b	115	CLASSROOM SERVICE	COMMUNICATIONS	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			17	
UAB	110	430	OPEN-STACK STUDY ROOM	LIBRARY	LIBRARY	VP OF ACADEMIC SERVICES			5,696	
UAB	110a	310	OFFICE	OFFICE	LIBRARY	VP OF ACADEMIC SERVICES			138	
UAB	110b	310	OFFICE	OFFICE	LIBRARY	VP OF ACADEMIC SERVICES			149	
UAB	110c	310	OFFICE	OFFICE	LIBRARY	VP OF ACADEMIC SERVICES			275	
UAB	120	310	OFFICE	STUDENT SERVICES	DISABILITY SERVICES	VP OF STUDENT SUCCESS			284	
UAB	120a	315	OFFICE SERVICE	STORAGE	DISABILITY SERVICES	VP OF STUDENT SUCCESS			34	
UAB	120b	310	OFFICE	OFFICE	DISABILITY SERVICES	VP OF STUDENT SUCCESS			117	
UAB	120c	310	OFFICE	OFFICE	DISABILITY SERVICES	VP OF STUDENT SUCCESS			113	
UAB	120d	210	CLASS LABORATORY	CAC CLASSROOM LAB	DISABILITY SERVICES	VP OF STUDENT SUCCESS			306	

Buidling Code	Room ID	Space Use Code	Space Use	Room Name	Department	College/Administrative Unit	Office Station Count	Student-Specific Station Count	ASF	Comments
UAB	120e	310	OFFICE	OFFICE	DISABILITY SERVICES	VP OF STUDENT SUCCESS			134	
UAB	124	310	OFFICE	TRANSFER	ENROLLMENT MANAGEMENT/STUDENT RETENT	PRESIDENT			514	
UAB	130	110	CLASSROOM	LECTURE	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			639	
UAB	130a	315	OFFICE SERVICE	STORAGE	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			41	
UAB	134	310	OFFICE	LEARNING CENTER	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS			343	
UAB	134b	220	OPEN LABORATORY	TESTING LAB	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS			620	
UAB	134c	225	OPEN LABORATORY SERVICE	PROCTOR	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS			117	
UAB	134d	220	OPEN LABORATORY	TESTING LAB	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS			430	
UAB	134e	310	OFFICE	OFFICE	LEARNING CENTER/TEST CENTER	VP OF STUDENT SUCCESS			102	
UAB	145	650	LOUNGE	VENDING		VP OF STUDENT SUCCESS			382	
UAB	148	210	CLASS LABORATORY	COMPUTER LAB	STEM	VP OF STUDENT SUCCESS			843	
UAB	148b	215	CLASS LABORATORY SERVICE	STORAGE	STEM	VP OF STUDENT SUCCESS			23	
UAB	150	650	LOUNGE	STEM CENTER	STEM	VP OF STUDENT SUCCESS			1,549	
UAB	150a	310	OFFICE	OFFICE	STEM	VP OF STUDENT SUCCESS			126	
UAB	150b	655	LOUNGE SERVICE	STORAGE	STEM	VP OF STUDENT SUCCESS			155	
UAB	150c	310	OFFICE	OFFICE	STEM	VP OF STUDENT SUCCESS			166	
UAB	150d	210	CLASS LABORATORY	COMPUTER LAB	STEM	VP OF STUDENT SUCCESS			687	
UAB	150f	210	CLASS LABORATORY	TESTING	STEM	VP OF STUDENT SUCCESS			677	
UAB	150g	440	PROCESSING ROOM	WORK AREA	STEM	VP OF STUDENT SUCCESS			397	
UAB	150h	310	OFFICE	OFFICE	STEM	VP OF STUDENT SUCCESS			270	
UAB	154	310	OFFICE	TRIO CENTER	TRIO	VP OF STUDENT SUCCESS			1,367	
UAB	154a	315	OFFICE SERVICE	STORAGE/FILE	TRIO	VP OF STUDENT SUCCESS			93	
UAB	154b	310	OFFICE	OFFICE	TRIO	VP OF STUDENT SUCCESS			89	
UAB	154c	310	OFFICE	OFFICE	TRIO	VP OF STUDENT SUCCESS			95	
UAB	154d	310	OFFICE	OFFICE	TRIO	VP OF STUDENT SUCCESS			160	
UAB	154e	310	OFFICE	OFFICE	TRIO	VP OF STUDENT SUCCESS			113	
UAB	154f	310	OFFICE	OFFICE	TRIO	VP OF STUDENT SUCCESS			112	
UAB	154g	310	OFFICE	OFFICE	TRIO	VP OF STUDENT SUCCESS			88	
UAB	154h	310	OFFICE	OFFICE	TRIO	VP OF STUDENT SUCCESS			88	
UAB	154i	310	OFFICE	OFFICE	TRIO	VP OF STUDENT SUCCESS			132	
UAB	154j	310	OFFICE	OFFICE	TRIO	VP OF STUDENT SUCCESS			100	
UAB	154k	310	OFFICE	OFFICE	TRIO	VP OF STUDENT SUCCESS			102	
UAB	154l	310	OFFICE	OFFICE	TRIO	VP OF STUDENT SUCCESS			101	
UAB	154m	310	OFFICE	OFFICE	STUDENT SUPPORT SERVICES	VP OF STUDENT SUCCESS			105	
UAB	154p	350	CONFERENCE ROOM	CONFERENCE	TRIO	VP OF STUDENT SUCCESS			233	
UAB	154q	315	OFFICE SERVICE	RADIO STATION	TRIO	VP OF STUDENT SUCCESS			108	
UAB	154r	410	STUDY ROOM	QUIET STUDY	TRIO	VP OF STUDENT SUCCESS			119	
UAB	154s	315	OFFICE SERVICE	WORK AREA	TRIO	VP OF STUDENT SUCCESS			91	
UAB	160	110	CLASSROOM	OFFICES	GENERAL CLASSROOMS	VP OF STUDENT SUCCESS			587	
UAB	160a	315	OFFICE SERVICE	STORAGE	STUDENT SUPPORT SERVICES	VP OF STUDENT SUCCESS			82	
UAB	170	310	OFFICE	UCCS OFFICES	STUDENT SUPPORT SERVICES	VP OF STUDENT SUCCESS			453	
UAB	174	310	OFFICE	STUDENT SUPPORT SERVICES	STUDENT SUPPORT SERVICES	VP OF STUDENT SUCCESS			529	
UAB	174a	315	OFFICE SERVICE	STORAGE	STUDENT SUPPORT SERVICES	VP OF STUDENT SUCCESS			136	
UAB	174aa	315	OFFICE SERVICE	STORAGE	STUDENT SUPPORT SERVICES	VP OF STUDENT SUCCESS			28	
UAB	174b	110	CLASSROOM	STUDIO	STUDENT SUPPORT SERVICES	VP OF STUDENT SUCCESS			517	
UAB	174bb	315	OFFICE SERVICE	STORAGE	STUDENT SUPPORT SERVICES	VP OF STUDENT SUCCESS			48	
UAB	174c	310	OFFICE	OFFICE	STUDENT SUPPORT SERVICES	VP OF STUDENT SUCCESS			105	
UAB	174d	310	OFFICE	OFFICE	STUDENT SUPPORT SERVICES	VP OF STUDENT SUCCESS			103	
UAB	194	650	LOUNGE	VETERANS LOUNGE	STUDENT SUPPORT SERVICES	VP OF STUDENT SUCCESS			608	
UAB	194A	655	LOUNGE SERVICE	OFFICE	STUDENT SUPPORT SERVICES	VP OF STUDENT SUCCESS			203	
UAB	210	430	OPEN-STACK STUDY ROOM	LIBRARY	LIBRARY	VP OF ACADEMIC SERVICES			5,031	
UAB	210a	455	STUDY SERVICE	STORAGE	LIBRARY	VP OF ACADEMIC SERVICES			67	
UAB	210b	310	OFFICE	OFFICE	LIBRARY	VP OF ACADEMIC SERVICES			78	
UAB	210c	310	OFFICE	OFFICE	LIBRARY	VP OF ACADEMIC SERVICES			78	
UAB	210e	315	OFFICE SERVICE	STORAGE	LIBRARY	VP OF ACADEMIC SERVICES			38	
UAB	210f	315	OFFICE SERVICE	STORAGE	LIBRARY	VP OF ACADEMIC SERVICES			81	
UAB	210g	530	MEDIA PRODUCTION	RECORDING ROOM	LIBRARY	VP OF ACADEMIC SERVICES			75	
UAB	210j	310	OFFICE	OFFICE	LIBRARY	VP OF ACADEMIC SERVICES			214	
UAB	210JA	310	OFFICE	STORAGE	LIBRARY	VP OF ACADEMIC SERVICES			49	
UAB	210JB	315	OFFICE SERVICE	STORAGE	LIBRARY	VP OF ACADEMIC SERVICES			36	
UAB	210k	310	OFFICE	OFFICE	LIBRARY	VP OF ACADEMIC SERVICES			471	
UAB	210l	110	CLASSROOM	CLASSROOM	LIBRARY	VP OF ACADEMIC SERVICES			656	
UAB	210m	350	CONFERENCE ROOM	FOUNDER'S ROOM	STUDENT SUPPORT SERVICES	VP OF STUDENT SUCCESS			745	
UAB	210n	410	STUDY ROOM	STUDY	LIBRARY	VP OF ACADEMIC SERVICES			71	
UAB	210p	410	STUDY ROOM	STUDY	LIBRARY	VP OF ACADEMIC SERVICES			170	
UAB	210q	310	OFFICE	OFFICE	LIBRARY	VP OF ACADEMIC SERVICES			267	
UAB	210r	310	OFFICE	OFFICE	LIBRARY	VP OF ACADEMIC SERVICES			202	
UAB	210S	455	STUDY SERVICE	STORAGE	LIBRARY	VP OF ACADEMIC SERVICES			16	

Buidling Code	Room ID	Space Use Code	Space Use	Room Name	Department	College/Administrative Unit	Office Station Count	Student-Specific Station Count	ASF	Comments
UAB	210s	310	OFFICE	OFFICE	LIBRARY	VP OF ACADEMIC SERVICES			157	
UAB	212	110	CLASSROOM	CLASS LABORATORY	ARTS & SCIENCES	VP OF ACADEMIC SERVICES			675	
UAB	212a	215	CLASS LABORATORY SERVICE	STORAGE	ARTS & SCIENCES	VP OF ACADEMIC SERVICES			60	
UAB	213	115	CLASSROOM SERVICE	STORAGE	BUSINESS & TECHNOLOGY	VP OF ACADEMIC SERVICES			120	
UAB	213a	115	CLASSROOM SERVICE	STORAGE	BUSINESS & TECHNOLOGY	VP OF ACADEMIC SERVICES			46	
UAB	214	110	CLASSROOM	CLASSROOM	BUSINESS & TECHNOLOGY	VP OF ACADEMIC SERVICES			753	
UAB	214a	115	CLASSROOM SERVICE	STORAGE	BUSINESS & TECHNOLOGY	VP OF ACADEMIC SERVICES			40	
UAB	214b	115	CLASSROOM SERVICE	STORAGE	BUSINESS & TECHNOLOGY	VP OF ACADEMIC SERVICES			13	
UAB	215	210	CLASS LABORATORY	CLASS LABORATORY	BUSINESS & TECHNOLOGY	VP OF ACADEMIC SERVICES			638	
UAB	216	210	CLASS LABORATORY	CLASS LABORATORY	BUSINESS & TECHNOLOGY	VP OF ACADEMIC SERVICES			660	
UAB	216A	215	CLASS LABORATORY SERVICE	STORAGE	BUSINESS & TECHNOLOGY	VP OF ACADEMIC SERVICES			78	
UAB	218	110	CLASSROOM	CLASSROOM	BUSINESS & TECHNOLOGY	VP OF ACADEMIC SERVICES			678	
UAB	220	350	CONFERENCE ROOM	CONFERENCE	ARTS & SCIENCES	VP OF ACADEMIC SERVICES			301	
UAB	230	310	OFFICE	OFFICE SUITE	ARTS & SCIENCES	VP OF ACADEMIC SERVICES			758	
UAB	230a	310	OFFICE	OFFICE	ARTS & SCIENCES	VP OF ACADEMIC SERVICES			98	
UAB	230b	310	OFFICE	OFFICE	ARTS & SCIENCES	VP OF ACADEMIC SERVICES			114	
UAB	230c	310	OFFICE	OFFICE	ARTS & SCIENCES	VP OF ACADEMIC SERVICES			110	
UAB	230d	310	OFFICE	OFFICE	ARTS & SCIENCES	VP OF ACADEMIC SERVICES			110	
UAB	230e	315	OFFICE SERVICE	MAIL	ARTS & SCIENCES	VP OF ACADEMIC SERVICES			110	
UAB	230f	310	OFFICE	OFFICE	ARTS & SCIENCES	VP OF ACADEMIC SERVICES			101	
UAB	230g	310	OFFICE	OFFICE	ARTS & SCIENCES	VP OF ACADEMIC SERVICES			106	
UAB	230h	310	OFFICE	OFFICE	ARTS & SCIENCES	VP OF ACADEMIC SERVICES			105	
UAB	230i	310	OFFICE	OFFICE	ARTS & SCIENCES	VP OF ACADEMIC SERVICES			115	
UAB	230j	310	OFFICE	OFFICE	ARTS & SCIENCES	VP OF ACADEMIC SERVICES			263	
UAB	240	650	LOUNGE	FACULTY LOUNGE		VP OF ACADEMIC SERVICES			515	
UAB	244	315	OFFICE SERVICE	STORAGE	LIBRARY	VP OF ACADEMIC SERVICES			35	
UAB	250	310	OFFICE	INSTRUCTOR CUBICLES	FACULTY/ACADEMIC DIVISIONS	VP OF ACADEMIC SERVICES			2,386	
UAB	250a	350	CONFERENCE ROOM	CONFERENCE ROOM	FACULTY/ACADEMIC DIVISIONS	VP OF ACADEMIC SERVICES			169	
UAB	250b	310	OFFICE	OFFICE	FACULTY/ACADEMIC DIVISIONS	VP OF ACADEMIC SERVICES			108	
UAB	250c	310	OFFICE	OFFICE	FACULTY/ACADEMIC DIVISIONS	VP OF ACADEMIC SERVICES			107	
UAB	250d	310	OFFICE	OFFICE	FACULTY/ACADEMIC DIVISIONS	VP OF ACADEMIC SERVICES			89	
UAB	250e	350	CONFERENCE ROOM	CONFERENCE	FACULTY/ACADEMIC DIVISIONS	VP OF ACADEMIC SERVICES			91	
UAB	250g	310	OFFICE	OFFICE	FACULTY/ACADEMIC DIVISIONS	VP OF ACADEMIC SERVICES			89	
UAB	250h	310	OFFICE	OFFICE	FACULTY/ACADEMIC DIVISIONS	VP OF ACADEMIC SERVICES			85	
UAB	250i	310	OFFICE	OFFICE	FACULTY/ACADEMIC DIVISIONS	VP OF ACADEMIC SERVICES			85	
UAB	250j	310	OFFICE	OFFICE	FACULTY/ACADEMIC DIVISIONS	VP OF ACADEMIC SERVICES			85	
UAB	250k	310	OFFICE	OFFICE	FACULTY/ACADEMIC DIVISIONS	VP OF ACADEMIC SERVICES			86	
UAB	250l	310	OFFICE	OFFICE	FACULTY/ACADEMIC DIVISIONS	VP OF ACADEMIC SERVICES			92	
UAB	250m	310	OFFICE	OFFICE	FACULTY/ACADEMIC DIVISIONS	VP OF ACADEMIC SERVICES			104	
UAB	250n	310	OFFICE	OFFICE	FACULTY/ACADEMIC DIVISIONS	VP OF ACADEMIC SERVICES			128	
UAB	250o	310	OFFICE	OFFICE	FACULTY/ACADEMIC DIVISIONS	VP OF ACADEMIC SERVICES			98	
UAB	250p	310	OFFICE	OFFICE	FACULTY/ACADEMIC DIVISIONS	VP OF ACADEMIC SERVICES			98	
UAB	250q	310	OFFICE	OFFICE	FACULTY/ACADEMIC DIVISIONS	VP OF ACADEMIC SERVICES			98	
UAB	250r	310	OFFICE	OFFICE	FACULTY/ACADEMIC DIVISIONS	VP OF ACADEMIC SERVICES			98	
UAB	250s	310	OFFICE	OFFICE	FACULTY/ACADEMIC DIVISIONS	VP OF ACADEMIC SERVICES			150	
UAB	250t	310	OFFICE	ADJUNCT	FACULTY/ACADEMIC DIVISIONS	VP OF ACADEMIC SERVICES			195	
UAB	250u	310	OFFICE	ADJUNCT	FACULTY/ACADEMIC DIVISIONS	VP OF ACADEMIC SERVICES			114	
UAB	250v	315	OFFICE SERVICE	MAIL	FACULTY/ACADEMIC DIVISIONS	VP OF ACADEMIC SERVICES			146	
UAB	250w	310	OFFICE	OFFICE	FACULTY/ACADEMIC DIVISIONS	VP OF ACADEMIC SERVICES			107	
UAB	250x	310	OFFICE	OFFICE	FACULTY/ACADEMIC DIVISIONS	VP OF ACADEMIC SERVICES			103	
UAB	250y	310	OFFICE	OFFICE	FACULTY/ACADEMIC DIVISIONS	VP OF ACADEMIC SERVICES			92	
UAB	250z	310	OFFICE	OFFICE	FACULTY/ACADEMIC DIVISIONS	VP OF ACADEMIC SERVICES			96	
UAB	260	110	CLASSROOM	CLASSROOM	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			504	
UAB	262	210	CLASS LABORATORY	PHYSICS	SCIENCES	ARTS & SCIENCES			1,069	
UAB	262a	215	CLASS LABORATORY SERVICE	STORAGE	SCIENCES	ARTS & SCIENCES			134	
UAB	264	210	CLASS LABORATORY	BIOLOGY	SCIENCES	ARTS & SCIENCES			1,182	
UAB	264a	215	CLASS LABORATORY SERVICE	STORAGE	SCIENCES	ARTS & SCIENCES			141	
UAB	266	580	GREENHOUSE	GREENHOUSE	SCIENCES	ARTS & SCIENCES			371	
UAB	268	215	CLASS LABORATORY SERVICE	PREPARATION	SCIENCES	ARTS & SCIENCES			773	
UAB	270	210	CLASS LABORATORY	BIOLOGY LAB	SCIENCES	ARTS & SCIENCES			1,142	
UAB	270a	215	CLASS LABORATORY SERVICE	STORAGE	SCIENCES	ARTS & SCIENCES			100	
UAB	272	210	CLASS LABORATORY	CHEMISTRY LAB	SCIENCES	ARTS & SCIENCES			1,202	
UAB	274	110	CLASSROOM	CLASSROOM	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			669	
UAB	276	110	CLASSROOM	CLASSROOM	MATHEMATICS	ARTS & SCIENCES			584	
UAB	276a	115	CLASSROOM SERVICE	STORAGE	MATHEMATICS	ARTS & SCIENCES			66	
UAB	276b	115	CLASSROOM SERVICE	STORAGE	MATHEMATICS	ARTS & SCIENCES			29	
UAB	280	310	OFFICE	OFFICE SUITE	MATHEMATICS/SCIENCES	VP OF ACADEMIC SERVICES			685	
UAB	280a	310	OFFICE	OFFICE	MATHEMATICS/SCIENCES	VP OF ACADEMIC SERVICES			96	

Buidling Code	Room ID	Space Use Code	Space Use	Room Name	Department	College/Administrative Unit	Office Station Count	Student-Specific Station Count	ASF	Comments
UAB	280b	310	OFFICE	OFFICE	MATHEMATICS/SCIENCES	VP OF ACADEMIC SERVICES			99	
UAB	280c	310	OFFICE	OFFICE	MATHEMATICS/SCIENCES	VP OF ACADEMIC SERVICES			134	
UAB	280d	310	OFFICE	OFFICE	MATHEMATICS/SCIENCES	VP OF ACADEMIC SERVICES			98	
UAB	280e	310	OFFICE	OFFICE	MATHEMATICS/SCIENCES	VP OF ACADEMIC SERVICES			98	
UAB	280f	310	OFFICE	OFFICE	MATHEMATICS/SCIENCES	VP OF ACADEMIC SERVICES			91	
UAB	280g	310	OFFICE	OFFICE	MATHEMATICS/SCIENCES	VP OF ACADEMIC SERVICES			91	
UAB	280h	310	OFFICE	OFFICE	MATHEMATICS/SCIENCES	VP OF ACADEMIC SERVICES			165	
UAB	280i	310	OFFICE	OFFICE	MATHEMATICS/SCIENCES	VP OF ACADEMIC SERVICES			97	
UAB	280j	310	OFFICE	OFFICE	MATHEMATICS/SCIENCES	VP OF ACADEMIC SERVICES			97	
UAB	280k	310	OFFICE	OFFICE	MATHEMATICS/SCIENCES	VP OF ACADEMIC SERVICES			95	
UAB	280l	315	OFFICE SERVICE	MAIL ROOM	MATHEMATICS/SCIENCES	VP OF ACADEMIC SERVICES			69	
AB Building ASF Total									**77,103**	
AB Building Gross GSF Total									**77,103**	
		610	ASSEMBLY						4375	
		615	ASSEMBLY SERVICE						163	
		730	CENTRAL STORAGE						719	
		110	CLASSROOM						15865	
		115	CLASSROOM SERVICE						933	
		630	FOOD FACILITY						466	
		635	FOOD FACILITY SERVICE						54	
		215	CLASS LABORATORY SERVICE						1410	
		210	CLASS LABORATORY						9110	
		220	OPEN LABORATORY						5010	
		650	LOUNGE						5326	
		310	OFFICE						17329	
		315	OFFICE SERVICE						1817	
		225	OPEN LABORATORY SERVICE						479	
		655	LOUNGE SERVICE						495	
		430	OPEN-STACK STUDY ROOM						10727	
		440	PROCESSING ROOM						397	
		350	CONFERENCE ROOM						1539	
		410	STUDY ROOM						360	
		455	STUDY SERVICE						83	
		530	MEDIA PRODUCTION						75	
		580	GREENHOUSE						371	

Buidling Code	Room ID	Space Use Code	Space Use	Room Name	Department	College/Administrative Unit	Office Station Count	Student-Specific Station Count	ASF	Comments
UCA	001	715	CENTRAL COMPUTER SERVICE	COMPUTER PRODUCTION	COMPUTER SERVICES	VP OF ADMINISTRATION & FINANCE			349	
UCA	002	715	CENTRAL COMPUTER SERVICE	SERVER	COMPUTER SERVICES	VP OF ADMINISTRATION & FINANCE			168	
UCA	003	715	CENTRAL COMPUTER SERVICE	STORAGE	COMPUTER SERVICES	VP OF ADMINISTRATION & FINANCE			39	
UCA	004	315	OFFICE SERVICE	LACTATION/FITNESS		VP OF ADMINISTRATION & FINANCE			186	
UCA	006A	715	CENTRAL COMPUTER SERVICE	STORAGE	COMPUTER SERVICES	VP OF ADMINISTRATION & FINANCE			221	
UCA	006B	715	CENTRAL COMPUTER SERVICE	COMPUTER TRAINING	COMPUTER SERVICES	VP OF ADMINISTRATION & FINANCE			377	
UCA	007	715	CENTRAL COMPUTER SERVICE	STORAGE	COMPUTER SERVICES	VP OF ADMINISTRATION & FINANCE			174	
UCA	008A	715	CENTRAL COMPUTER SERVICE	VAULT	COMPUTER SERVICES	VP OF ADMINISTRATION & FINANCE			105	
UCA	009	710	CENTRAL COMPUTER	SERVER ROOM	COMPUTER SERVICES	VP OF ADMINISTRATION & FINANCE			345	
UCA	010	310	OFFICE	OFFICE	COMPUTER SERVICES	VP OF ADMINISTRATION & FINANCE			277	
UCA	010A	310	OFFICE	OFFICE	COMPUTER SERVICES	VP OF ADMINISTRATION & FINANCE			642	
UCA	010B	310	OFFICE	OFFICE	COMPUTER SERVICES	VP OF ADMINISTRATION & FINANCE			642	
UCA	011	310	OFFICE	OPEN OFFICE	COMPUTER SERVICES	VP OF ADMINISTRATION & FINANCE			1,359	
UCA	011A	310	OFFICE	OFFICE	COMPUTER SERVICES	VP OF ADMINISTRATION & FINANCE			138	
UCA	11B	315	OFFICE SERVICE	STORAGE	COMPUTER SERVICES	VP OF ADMINISTRATION & FINANCE			157	
UCA	011C	315	OFFICE SERVICE	VAULT	COMPUTER SERVICES	VP OF ADMINISTRATION & FINANCE			117	
UCA	016	310	OFFICE	OFFICE	COMPUTER SERVICES	VP OF ADMINISTRATION & FINANCE			139	
UCA	101	310	OFFICE	OFFICE	OFFICE OF THE VP OF ADMINISTRATION & FINANCE	VP OF ADMINISTRATION & FINANCE			163	
UCA	102	310	OFFICE	OFFICE	OFFICE OF THE VP OF ADMINISTRATION & FINANCE	VP OF ADMINISTRATION & FINANCE			203	
UCA	102A	315	OFFICE SERVICE	STORAGE	OFFICE OF THE VP OF ADMINISTRATION & FINANCE	VP OF ADMINISTRATION & FINANCE			11	
UCA	103	310	OFFICE	OFFICE	OFFICE OF THE VP OF ADMINISTRATION & FINANCE	VP OF ADMINISTRATION & FINANCE			271	
UCA	104	310	OFFICE	OFFICE	FACILITY SERVICES	VP OF ADMINISTRATION & FINANCE			150	
UCA	108	310	OFFICE	OFFICE	ACCOUNTS PAYABLE	VP OF ADMINISTRATION & FINANCE			168	
UCA	108A	310	OFFICE	OFFICE	ACCOUNTS PAYABLE	VP OF ADMINISTRATION & FINANCE			188	
UCA	108B	315	OFFICE SERVICE	STORAGE	ACCOUNTS PAYABLE	VP OF ADMINISTRATION & FINANCE			97	
UCA	109	310	OFFICE	PURCHASING	OFFICE OF THE PRESIDENT	PRESIDENT			352	
UCA	110	310	OFFICE	OFFICE	OFFICE OF THE PRESIDENT	PRESIDENT			394	
UCA	110A	310	OFFICE	OFFICE	OFFICE OF THE PRESIDENT	PRESIDENT			366	
UCA	110B	310	OFFICE	OFFICE	OFFICE OF THE PRESIDENT	PRESIDENT			176	
UCA	110C	310	OFFICE	OFFICE	OFFICE OF THE PRESIDENT	PRESIDENT			204	
UCA	110D	315	OFFICE SERVICE	HALL	OFFICE OF THE PRESIDENT	PRESIDENT			68	
UCA	110F	315	OFFICE SERVICE	STO	OFFICE OF THE PRESIDENT	PRESIDENT			47	
UCA	110G	315	OFFICE SERVICE	RR	OFFICE OF THE PRESIDENT	PRESIDENT			24	
UCA	111	310	OFFICE	OFFICE	FISCAL OPERATIONS	VP ADMINISTRATION & FINANCE			354	
UCA	111A	315	OFFICE SERVICE	VAULT	FISCAL OPERATIONS	VP ADMINISTRATION & FINANCE			114	
UCA	111B	310	OFFICE	OFFICE	FISCAL OPERATIONS	VP ADMINISTRATION & FINANCE			141	
UCA	112	310	OFFICE	OFFICE	HUMAN RESOURCES	VP ADMINISTRATION & FINANCE			417	
UCA	112A	310	OFFICE	OFFICE	HUMAN RESOURCES	VP ADMINISTRATION & FINANCE			143	
UCA	112B	310	OFFICE	OFFICE	HUMAN RESOURCES	VP ADMINISTRATION & FINANCE			102	
UCA	114	310	OFFICE	OFFICE	PCC FOUNDATION	PRESIDENT			163	
UCA	115	310	OFFICE	OFFICE	PCC FOUNDATION	PRESIDENT			330	
UCA	116	310	OFFICE	OFFICE	PCC FOUNDATION	PRESIDENT			159	
UCA	200A	315	OFFICE SERVICE	STORAGE/COPY	HUMAN RESOURCES	VP OF ADMINISTRATION & FINANCE			66	
UCA	200B	685	MEETING ROOM SERVICE	STO	HUMAN RESOURCES	VP OF ADMINISTRATION & FINANCE			46	
UCA	201	310	OFFICE	OFFICE	CONTROLLER'S OFFICE	VP OF ADMINISTRATION & FINANCE			235	
UCA	202	110	CLASSROOM	CLASSROOM	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			693	
UCA	203	110	CLASSROOM	CLASSROOM	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			1,306	
UCA	203A	115	CLASSROOM SERVICE	STO	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			31	
UCA	205	110	CLASSROOM	CLASSROOM	VETERAN'S UPWARD BOUND	OUTSIDE ORGANIZATION			693	
UCA	206	110	CLASSROOM	CLASSROOM	OFFICE OF THE VP ADMINISTRATION & FINANCING	VP ADMINISTRATION & FINANCE			674	
UCA	207	310	OFFICE	OFFICE	COMMUNICATIONS	PRESIDENT			368	
UCA	207A	310	OFFICE	OFFICE	COMMUNICATIONS	PRESIDENT			178	
UCA	208	680	MEETING ROOM	CATHOLIC CHARITIES		PRESIDENT			849	
UCA	210	680	MEETING ROOM	EXEC CONF	OFFICE OF THE PRESIDENT	PRESIDENT			905	
UCA	210B	315	OFFICE SERVICE	MAIL	HUMAN RESOURCES	PRESIDENT			66	
UCA	211	310	OFFICE	OFFICE	OFFICE OF THE VP OF ADMINISTRATION & FINANCE	VP OF ADMINISTRATION & FINANCE			384	
UCA	211B	310	OFFICE	OFFICE	OFFICE OF THE VP OF ADMINISTRATION & FINANCE	VP ADMINISTRATION & FINANCE			101	
UCA	211C	685	MEETING ROOM SERVICE	COFFEE	OFFICE OF THE VP OF ADMINISTRATION & FINANCE	VP OF ADMINISTRATION & FINANCE			76	
CA Building ASF Total									**16,911**	
CA Building Gross GSF Total									**16,911**	
		715	CENTRAL COMPUTER SERVICE						1433	
		315	OFFICE SERVICE						953	
		710	CENTRAL COMPUTER						345	

Buidling Code	Room ID	Space Use Code	Space Use	Room Name	Department	College/Administrative Unit	Office Station Count	Student-Specific Station Count	ASF	Comments
		310	OFFICE						8907	
		685	MEETING ROOM SERVICE						122	
		110	CLASSROOM						3366	
		115	CLASSROOM SERVICE						31	
		680	MEETING ROOM						1754	

Buidling Code	Room ID	Space Use Code	Space Use	Room Name	Department	College/Administrative Unit	Office Station Count	Student-Specific Station Count	ASF	Comments
UGC	102	310	OFFICE	OFFICE		BUSINESS & TECHNOLOGY			428	
UGC	104	310	OFFICE	OFFICE		BUSINESS & TECHNOLOGY			1,580	
UGC	106	310	OFFICE	OFFICE		BUSINESS & TECHNOLOGY			519	
UGC	107	310	OFFICE	OFFICE		BUSINESS & TECHNOLOGY			244	
UGC	108	310	OFFICE	OFFICE		BUSINESS & TECHNOLOGY			262	
UGC	109	315	OFFICE SERVICE	MAIL		BUSINESS & TECHNOLOGY			110	
UGC	118	110	CLASSROOM	CLASSROOM		BUSINESS & TECHNOLOGY			846	
UGC	121	210	CLASS LABORATORY	COMPUTER LAB		BUSINESS & TECHNOLOGY			939	
UGC	123	115	CLASSROOM SERVICE	STORAGE		BUSINESS & TECHNOLOGY			86	
UGC	124	210	CLASS LABORATORY	LAB		BUSINESS & TECHNOLOGY			498	
UGC	126	210	CLASS LABORATORY	TECHNOLOGY THEATER		BUSINESS & TECHNOLOGY			1,214	
UGC	127	115	CLASSROOM SERVICE	STAGE		BUSINESS & TECHNOLOGY			791	
UGC	128	115	CLASSROOM SERVICE	STORAGE		BUSINESS & TECHNOLOGY			199	
UGC	130	615	ASSEMBLY SERVICE	STORAGE		BUSINESS & TECHNOLOGY			126	
UGC	131	615	ASSEMBLY SERVICE	OFFICE		BUSINESS & TECHNOLOGY			216	
UGC	132	615	ASSEMBLY SERVICE	DRESSING		BUSINESS & TECHNOLOGY			65	
UGC	133	615	ASSEMBLY SERVICE	TOILET		BUSINESS & TECHNOLOGY			47	
UGC	138	210	CLASS LABORATORY	WELDING & CTE		BUSINESS & TECHNOLOGY			2,589	
UGC	141A	225	OPEN LABORATORY SERVICE	STORAGE		BUSINESS & TECHNOLOGY			377	
UGC	141B	210	CLASS LABORATORY	ARREST CONTROL LAB		BUSINESS & TECHNOLOGY			637	
UGC	141C	310	OFFICE	OFFICE		BUSINESS & TECHNOLOGY			121	
UGC	141D	310	OFFICE	OFFICE		BUSINESS & TECHNOLOGY			107	
UGC	141E	310	OFFICE	OFFICE		BUSINESS & TECHNOLOGY			178	
UGC	142	110	CLASSROOM	CLASSROOM		BUSINESS & TECHNOLOGY			565	
UGC	143	225	OPEN LABORATORY SERVICE	STORAGE		BUSINESS & TECHNOLOGY			227	
UGC	144	210	CLASS LABORATORY	INDUSTRIAL MAINTENANCE LAB		BUSINESS & TECHNOLOGY			710	
UGC	144	225	OPEN LABORATORY SERVICE	STORAGE		BUSINESS & TECHNOLOGY			415	
UGC	145	215	CLASS LABORATORY SERVICE	STORAGE		BUSINESS & TECHNOLOGY			89	
UGC	146	210	CLASS LABORATORY	SEMI-CONDUCT. MANUF TECH LAB		BUSINESS & TECHNOLOGY			514	
UGC	146A	215	CLASS LABORATORY SERVICE	EQUIP		BUSINESS & TECHNOLOGY			230	
UGC	147	210	CLASS LABORATORY	WEATHERIZATION LAB		BUSINESS & TECHNOLOGY			678	
UGC	148	215	CLASS LABORATORY SERVICE	STEREOLITHOGRAPHY LAB		BUSINESS & TECHNOLOGY			188	
UGC	149	225	OPEN LABORATORY SERVICE	STORAGE		BUSINESS & TECHNOLOGY			123	
UGC	153	215	CLASS LABORATORY SERVICE	EQUIPMENT / TOOLS		BUSINESS & TECHNOLOGY			668	
UGC	154	210	CLASS LABORATORY	ELECTRONICS LAB		BUSINESS & TECHNOLOGY			683	
UGC	157	110	CLASSROOM	CLASSROOM		BUSINESS & TECHNOLOGY			758	
UGC	158	210	CLASS LABORATORY	COMPUTER LAB		BUSINESS & TECHNOLOGY			776	
UGC	161	210	CLASS LABORATORY	MACHINING LAB		BUSINESS & TECHNOLOGY			3,471	
UGC	161A	210	CLASS LABORATORY	TRAINING ROOM		BUSINESS & TECHNOLOGY			694	
UGC	161B	215	CLASS LABORATORY SERVICE	TOOL CRIB		BUSINESS & TECHNOLOGY			911	
UGC	161C	210	CLASS LABORATORY	INSPECTION GRINDING MATERIALS LAB		BUSINESS & TECHNOLOGY			893	
UGC	161D	210	CLASS LABORATORY	MANUAL MACHINING LAB		BUSINESS & TECHNOLOGY			2,682	
UGC	201A	310	OFFICE	OFFICE		BUSINESS & TECHNOLOGY			1,515	
UGC	201B	310	OFFICE	OFFICES		BUSINESS & TECHNOLOGY			1,726	
UGC	201C	315	OFFICE SERVICE	STORAGE		BUSINESS & TECHNOLOGY			68	
UGC	208	210	CLASS LABORATORY	CLASSROOM		BUSINESS & TECHNOLOGY			850	
UGC	210B	215	CLASS LABORATORY SERVICE	STORAGE		BUSINESS & TECHNOLOGY			28	
UGC	216	210	CLASS LABORATORY	E-SPORTS		BUSINESS & TECHNOLOGY			939	
UGC	222	110	CLASSROOM	CLASSROOM		BUSINESS & TECHNOLOGY			776	
UGC	223	110	CLASSROOM	CLASSROOM		BUSINESS & TECHNOLOGY			761	
UGC	226	110	CLASSROOM	CLASSROOM		BUSINESS & TECHNOLOGY			684	
UGC	227	115	CLASSROOM SERVICE	STORAGE TELECOM		BUSINESS & TECHNOLOGY			667	
UGC	234A	110	CLASSROOM	CLASSROOM		BUSINESS & TECHNOLOGY			612	
UGC	234B	110	CLASSROOM	CLASSROOM		BUSINESS & TECHNOLOGY			584	
UGC	234C	110	CLASSROOM	CLASSROOM		BUSINESS & TECHNOLOGY			613	
GATC Building ASF Total									**37,277**	
GATC Building Gross GSF Total									**37,277**	
		310	OFFICE						6680	
		315	OFFICE SERVICE						178	
		110	CLASSROOM						6199	
		210	CLASS LABORATORY						18767	
		115	CLASSROOM SERVICE						1743	
		615	ASSEMBLY SERVICE						454	

Buidling Code	Room ID	Space Use Code	Space Use	Room Name	Department	College/Administrative Unit	Office Station Count	Student-Specific Station Count	ASF	Comments
		225	OPEN LABORATORY SERVICE						1142	
		215	CLASS LABORATORY SERVICE						2114	

Buidling Code	Room ID	Space Use Code	Space Use	Room Name	Department	College/Administrative Unit	Office Station Count	Student-Specific Station Count	ASF	Comments
UHS	010	210	CLASS LABORATORY	LECTURE LAB	DENTAL ASSISTING	HEALTH PROFESSIONS			1,110	
UHS	010A	215	CLASS LABORATORY SERVICE	STORAGE	DENTAL ASSISTING	HEALTH PROFESSIONS			85	
UHS	013	215	CLASS LABORATORY SERVICE	STORAGE	DENTAL ASSISTING	HEALTH PROFESSIONS			94	
UHS	015	210	CLASS LABORATORY	MATERIALS LAB	DENTAL ASSISTING	HEALTH PROFESSIONS			819	
UHS	015A	215	CLASS LABORATORY SERVICE	STORAGE	DENTAL ASSISTING	HEALTH PROFESSIONS			81	
UHS	019	650	LOUNGE	STUDENT LOUNGE	DENTAL ASSISTING	HEALTH PROFESSIONS			427	
UHS	020	315	OFFICE SERVICE	MOTHER'S ROOM	DENTAL ASSISTING	HEALTH PROFESSIONS			132	
UHS	022	210	CLASS LABORATORY	STUDENT MEDIA	DENTAL ASSISTING	HEALTH PROFESSIONS			269	
UHS	105	310	OFFICE	RECEPTION	DENTAL ASSISTING	HEALTH PROFESSIONS			276	
UHS	106	310	OFFICE	ADMIN	DENTAL ASSISTING	HEALTH PROFESSIONS			149	
UHS	107	215	CLASS LABORATORY SERVICE	FILE STORAGE	DENTAL ASSISTING	HEALTH PROFESSIONS			67	
UHS	108	210	CLASS LABORATORY	DENTAL SUITE	DENTAL ASSISTING	HEALTH PROFESSIONS			3,223	
UHS	108A	215	CLASS LABORATORY SERVICE	XRAY	DENTAL ASSISTING	HEALTH PROFESSIONS			83	
UHS	108B	215	CLASS LABORATORY SERVICE	XRAY	DENTAL ASSISTING	HEALTH PROFESSIONS			69	
UHS	108C	215	CLASS LABORATORY SERVICE	XRAY	DENTAL ASSISTING	HEALTH PROFESSIONS			78	
UHS	108D	215	CLASS LABORATORY SERVICE	XRAY CRITIQUE	DENTAL ASSISTING	HEALTH PROFESSIONS			80	
UHS	117	215	CLASS LABORATORY SERVICE	CENTRAL STERILE	DENTAL ASSISTING	HEALTH PROFESSIONS			512	
UHS	120	215	CLASS LABORATORY SERVICE	X-RAY DARKROOM	DENTAL ASSISTING	HEALTH PROFESSIONS			136	
UHS	121	215	CLASS LABORATORY SERVICE	X-RAY	DENTAL ASSISTING	HEALTH PROFESSIONS			39	
UHS	122	215	CLASS LABORATORY SERVICE	X-RAY	DENTAL ASSISTING	HEALTH PROFESSIONS			44	
UHS	123	215	CLASS LABORATORY SERVICE	X-RAY	DENTAL ASSISTING	HEALTH PROFESSIONS			53	
UHS	125	215	CLASS LABORATORY SERVICE	XRAY CRITIQUE	DENTAL ASSISTING	HEALTH PROFESSIONS			210	
UHS	202	310	OFFICE	OFFICE	DENTAL ASSISTING	HEALTH PROFESSIONS			163	
UHS	203	315	OFFICE SERVICE	STORAGE	DENTAL ASSISTING	HEALTH PROFESSIONS			50	
UHS	205	310	OFFICE	DEPARTMENT CHAIR	DENTAL ASSISTING	HEALTH PROFESSIONS			285	
UHS	206	650	LOUNGE	STAFF LOUNGE	DENTAL ASSISTING	HEALTH PROFESSIONS			579	
UHS	207	315	OFFICE SERVICE	MAIL	DENTAL ASSISTING	HEALTH PROFESSIONS			117	
UHS	208	310	OFFICE	OFFICE	DENTAL ASSISTING	HEALTH PROFESSIONS			119	
UHS	209	310	OFFICE	OFFICE	DENTAL ASSISTING	HEALTH PROFESSIONS			116	
UHS	210	310	OFFICE	OFFICE	DENTAL ASSISTING	HEALTH PROFESSIONS			139	
UHS	213	310	OFFICE	OFFICE	DENTAL ASSISTING	HEALTH PROFESSIONS			116	
UHS	214	310	OFFICE	OFFICE	DENTAL ASSISTING	HEALTH PROFESSIONS			129	
UHS	215	210	CLASS LABORATORY	CLASSROOM LAB	DENTAL ASSISTING	HEALTH PROFESSIONS			987	
UHS	218	310	OFFICE	OFFICE	DENTAL ASSISTING	HEALTH PROFESSIONS			126	
UHS	219	310	OFFICE	OFFICE	DENTAL ASSISTING	HEALTH PROFESSIONS			90	
UHS	220	210	CLASS LABORATORY	CLASSROOM LAB	DENTAL ASSISTING	HEALTH PROFESSIONS			1,151	
UHS	221	350	CONFERENCE ROOM	CONFERENCE	DENTAL ASSISTING	HEALTH PROFESSIONS			368	
HS Building ASF Total									**12,571**	
HS Building Gross GSF Total									**12,571**	
		210	CLASS LABORATORY						7559	
		215	CLASS LABORATORY SERVICE						1631	
		650	LOUNGE						1006	
		315	OFFICE SERVICE						299	
		310	OFFICE						1708	
		350	CONFERENCE ROOM						368	

Buidling Code	Room ID	Space Use Code	Space Use	Room Name	Department	College/Administrative Unit	Office Station Count	Student-Specific Station Count	ASF	Comments
UHA	100	110	CLASSROOM	CLASSROOM	NURSING	HEALTH PROFESSIONS			598	
UHA	100.1	115	CLASSROOM SERVICE	STORAGE	NURSING	HEALTH PROFESSIONS			14	
UHA	102	210	CLASS LABORATORY	CADAVER LAB	NURSING	HEALTH PROFESSIONS			432	
UHA	108	220	OPEN LABORATORY	ACTIVITY LAB	NURSING	HEALTH PROFESSIONS			163	
UHA	109	220	OPEN LABORATORY	ACTIVITY LAB	NURSING	HEALTH PROFESSIONS			134	
UHA	110	310	OFFICE	OFFICE	NURSING	HEALTH PROFESSIONS			126	
UHA	110A	315	OFFICE SERVICE	STORAGE	NURSING	HEALTH PROFESSIONS			74	
UHA	111	225	OPEN LABORATORY SERVICE	STORAGE	NURSING	HEALTH PROFESSIONS			52	
UHA	114	220	OPEN LABORATORY	ACTIVITY LAB	NURSING	HEALTH PROFESSIONS			285	
UHA	116	215	CLASS LABORATORY SERVICE	CADAVER STORAGE	NURSING	HEALTH PROFESSIONS			62	
HSA Building ASF Total									**1,940**	
HSA Building Gross GSF Total									**1,940**	

		110	CLASSROOM						598	
		115	CLASSROOM SERVICE						14	
		210	CLASS LABORATORY						432	
		220	OPEN LABORATORY						582	
		310	OFFICE						126	
		315	OFFICE SERVICE						74	
		225	OPEN LABORATORY SERVICE						52	
		215	CLASS LABORATORY SERVICE						62	

Buidling Code	Room ID	Space Use Code	Space Use	Room Name	Department	College/Administrative Unit	Office Station Count	Student-Specific Station Count	ASF	Comments
UMT	100	210	CLASS LABORATORY	STUDIO	CENTER FOR NEW MEDIA STUDIES (BROADCASTING	BUSINESS & TECHNOLOGY			1,272	
UMT	100A	215	CLASS LABORATORY SERVICE	EDITING	CENTER FOR NEW MEDIA STUDIES (BROADCASTING	BUSINESS & TECHNOLOGY			144	
UMT	100B	215	CLASS LABORATORY SERVICE	EDITING	CENTER FOR NEW MEDIA STUDIES (BROADCASTING	BUSINESS & TECHNOLOGY			149	
UMT	100C	210	CLASS LABORATORY	COMPUTER LAB	CENTER FOR NEW MEDIA STUDIES (BROADCASTING	BUSINESS & TECHNOLOGY			371	
UMT	100D	310	OFFICE	OFFICE	CENTER FOR NEW MEDIA STUDIES (BROADCASTING	BUSINESS & TECHNOLOGY			127	
UMT	100E	310	OFFICE	OPEN OFFICE	CENTER FOR NEW MEDIA STUDIES (BROADCASTING	BUSINESS & TECHNOLOGY			323	
UMT	100F	110	CLASSROOM	CLASSROOM	CENTER FOR NEW MEDIA STUDIES (BROADCASTING	BUSINESS & TECHNOLOGY			719	
UMT	100G	115	CLASSROOM SERVICE	STORAGE	CENTER FOR NEW MEDIA STUDIES (BROADCASTING	BUSINESS & TECHNOLOGY			268	
UMT	100I	310	OFFICE	OFFICE	CENTER FOR NEW MEDIA STUDIES (BROADCASTING	BUSINESS & TECHNOLOGY			100	
UMT	101	310	OFFICE	OFFICE	CRITICAL CARE; RESPIRATORY; EMS; EMT	HEALTH PROFESSIONS			139	
UMT	102	310	OFFICE	OFFICE	CRITICAL CARE; RESPIRATORY; EMS; EMT	HEALTH PROFESSIONS			112	
UMT	103	310	OFFICE	OFFICE	CRITICAL CARE; RESPIRATORY; EMS; EMT	HEALTH PROFESSIONS			116	
UMT	104	310	OFFICE	OFFICE	CRITICAL CARE; RESPIRATORY; EMS; EMT	HEALTH PROFESSIONS			174	
UMT	105	310	OFFICE	OFFICE	CRITICAL CARE; RESPIRATORY; EMS; EMT	HEALTH PROFESSIONS			131	
UMT	106	110	CLASSROOM	CRITICAL CARE CLASSROOM	CRITICAL CARE; RESPIRATORY; EMS; EMT	HEALTH PROFESSIONS			636	
UMT	107	310	OFFICE	OFFICE	CRITICAL CARE; RESPIRATORY; EMS; EMT	HEALTH PROFESSIONS			110	
UMT	108	110	CLASSROOM	CLASSROOM	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			633	
UMT	109	110	CLASSROOM	EMS DEMO LAB	CRITICAL CARE; RESPIRATORY; EMS; EMT	HEALTH PROFESSIONS			663	
UMT	109A	115	CLASSROOM SERVICE	STORAGE	CRITICAL CARE; RESPIRATORY; EMS; EMT	HEALTH PROFESSIONS			50	
UMT	109B	115	CLASSROOM SERVICE	STORAGE	CRITICAL CARE; RESPIRATORY; EMS; EMT	HEALTH PROFESSIONS			56	
UMT	110	210	CLASS LABORATORY	EMS LAB	CRITICAL CARE; RESPIRATORY; EMS; EMT	EXECUTIVE VICE PRESIDENT			420	
UMT	112	110	CLASSROOM	LAW ENFORCEMENT ACADEMY	CRIMINAL JUSTICE	BUSINESS & TECHNOLOGY			624	
UMT	113	310	OFFICE	OFFICE	OCCUPATIONAL THERAPY ASSISTANT/PHYSICIAN	HEALTH PROFESSIONS			125	
UMT	114	310	OFFICE	OFFICE	CRIMINAL JUSTICE	BUSINESS & TECHNOLOGY			203	
UMT	115	310	OFFICE	OFFICE	OCCUPATIONAL THERAPY ASSISTANT/PHYSICIAN	HEALTH PROFESSIONS			134	
UMT	117	310	OFFICE	OFFICE	OCCUPATIONAL THERAPY ASSISTANT/PHYSICIAN	HEALTH PROFESSIONS			122	
UMT	118	545	CLINIC SERVICE	CLINIC	HEALTH CLINIC	VP OF STUDENT SUCCESS			308	
UMT	118A	545	CLINIC SERVICE	RECEPTION	HEALTH CLINIC	VP OF STUDENT SUCCESS			148	
UMT	118B	545	CLINIC SERVICE	STORAGE	HEALTH CLINIC	VP OF STUDENT SUCCESS			28	
UMT	118C	545	CLINIC SERVICE	OFFICE	HEALTH CLINIC	VP OF STUDENT SUCCESS			97	
UMT	118E	540	CLINIC	EXAM	HEALTH CLINIC	VP OF STUDENT SUCCESS			85	
UMT	118F	540	CLINIC	EXAM	HEALTH CLINIC	VP OF STUDENT SUCCESS			85	
UMT	119	215	CLASS LABORATORY SERVICE	STORAGE	AUTOMOTIVE COLLISION/SERVICE TECHNOLOGY	BUSINESS & TECHNOLOGY			40	
UMT	120	210	CLASS LABORATORY	ESTHETICIAN LAB	COSMETOLOGY	HEALTH PROFESSIONS			726	
UMT	120A	215	CLASS LABORATORY SERVICE	STORAGE	COSMETOLOGY	HEALTH PROFESSIONS			86	
UMT	120B	545	CLINIC SERVICE	STORAGE	HEALTH CLINIC	VP OF STUDENT SUCCESS			59	
UMT	120C	545	CLINIC SERVICE	STORAGE	HEALTH CLINIC	VP OF STUDENT SUCCESS			56	
UMT	120D	215	CLASS LABORATORY SERVICE	STORAGE	CRITICAL CARE; RESPIRATORY; EMS; EMT	HEALTH PROFESSIONS			36	
UMT	120E	215	CLASS LABORATORY SERVICE	STORAGE	CRITICAL CARE; RESPIRATORY; EMS; EMT	HEALTH PROFESSIONS			36	
UMT	121	210	CLASS LABORATORY	COMPUTER LAB	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			385	
UMT	122	310	OFFICE	OFFICE	COSMETOLOGY	HEALTH PROFESSIONS			149	
UMT	122A	310	OFFICE	OFFICE	COSMETOLOGY	HEALTH PROFESSIONS			127	
UMT	122B	310	OFFICE	OFFICE	COSMETOLOGY	HEALTH PROFESSIONS			167	
UMT	126A	210	CLASS LABORATORY	NAIL SALON	COSMETOLOGY	HEALTH PROFESSIONS			606	
UMT	128	115	CLASSROOM SERVICE	STORAGE	COSMETOLOGY	HEALTH PROFESSIONS			197	
UMT	129	310	OFFICE	OFFICE	COSMETOLOGY	HEALTH PROFESSIONS			155	
UMT	130	210	CLASS LABORATORY	COSMETOLOGY SALON	COSMETOLOGY	HEALTH PROFESSIONS			1,579	
UMT	130A	310	OFFICE	OFFICE	COSMETOLOGY	HEALTH PROFESSIONS			169	
UMT	130B	215	CLASS LABORATORY SERVICE	RECEPTION	COSMETOLOGY	HEALTH PROFESSIONS			92	
UMT	130C	115	CLASSROOM SERVICE	CLOSET	COSMETOLOGY	HEALTH PROFESSIONS			81	
UMT	130D	115	CLASSROOM SERVICE	CLOSET	COSMETOLOGY	HEALTH PROFESSIONS			91	
UMT	131	310	OFFICE	OFFICE	COSMETOLOGY	HEALTH PROFESSIONS			88	
UMT	133	310	OFFICE	OFFICE	COSMETOLOGY	HEALTH PROFESSIONS			125	
UMT	134A	215	CLASS LABORATORY SERVICE	STORAGE	AUTOMOTIVE COLLISION/SERVICE TECHNOLOGY	BUSINESS & TECHNOLOGY			90	
UMT	135	210	CLASS LABORATORY	SPA	COSMETOLOGY	HEALTH PROFESSIONS			374	
UMT	135A	215	CLASS LABORATORY SERVICE	STORAGE	COSMETOLOGY	HEALTH PROFESSIONS			96	
UMT	137	215	CLASS LABORATORY SERVICE	STORAGE	COSMETOLOGY	HEALTH PROFESSIONS			93	
UMT	137A	215	CLASS LABORATORY SERVICE	STORAGE	COSMETOLOGY	HEALTH PROFESSIONS			78	
UMT	139	210	CLASS LABORATORY	COLOR THEORY CLASSROOM	COSMETOLOGY	HEALTH PROFESSIONS			866	
UMT	145	215	CLASS LABORATORY SERVICE	LAUNDRY	COSMETOLOGY	HEALTH PROFESSIONS			143	
UMT	146	210	CLASS LABORATORY	DETAIL AREA	AUTOMOTIVE COLLISION/SERVICE TECHNOLOGY	BUSINESS & TECHNOLOGY			680	
UMT	147	215	CLASS LABORATORY SERVICE	TOOL STORAGE	AUTOMOTIVE COLLISION/SERVICE TECHNOLOGY	BUSINESS & TECHNOLOGY			403	
UMT	148	210	CLASS LABORATORY	COLLISION TECHNOLOGY SHOP	AUTOMOTIVE COLLISION/SERVICE TECHNOLOGY	BUSINESS & TECHNOLOGY			5,712	
UMT	149	215	CLASS LABORATORY SERVICE	TOOL ROOM	AUTOMOTIVE COLLISION/SERVICE TECHNOLOGY	BUSINESS & TECHNOLOGY			398	
UMT	150	215	CLASS LABORATORY SERVICE	STORAGE	AUTOMOTIVE COLLISION/SERVICE TECHNOLOGY	BUSINESS & TECHNOLOGY			141	
UMT	151	215	CLASS LABORATORY SERVICE	STORAGE	AUTOMOTIVE COLLISION/SERVICE TECHNOLOGY	BUSINESS & TECHNOLOGY			140	
UMT	157	210	CLASS LABORATORY	AUTOMOTIVE LIFTS	AUTOMOTIVE COLLISION/SERVICE TECHNOLOGY	BUSINESS & TECHNOLOGY			6,931	

Buidling Code	Room ID	Space Use Code	Space Use	Room Name	Department	College/Administrative Unit	Office Station Count	Student-Specific Station Count	ASF	Comments
UMT	158	215	CLASS LABORATORY SERVICE	STORAGE	AUTOMOTIVE COLLISION/SERVICE TECHNOLOGY	BUSINESS & TECHNOLOGY			116	
UMT	161	650	LOUNGE	FACULTY LOUNGE		VP OF ACADEMIC SERVICES			234	
UMT	166	110	CLASSROOM	CLASSROOM	GENERAL CLASSROOMS	HEALTH PROFESSIONS			492	
UMT	167	215	CLASS LABORATORY SERVICE	CRITICAL CARE CLASSROOM	CRITICAL CARE; RESPIRATORY; EMS; EMT	HEALTH PROFESSIONS			718	
UMT	167A	315	OFFICE SERVICE	STORAGE	CRITICAL CARE; RESPIRATORY; EMS; EMT	HEALTH PROFESSIONS			71	
UMT	167B	310	OFFICE	OFFICE	CRITICAL CARE; RESPIRATORY; EMS; EMT	HEALTH PROFESSIONS			149	
UMT	168	210	CLASS LABORATORY	CLEA SIMULATOR TRAINING	CRIMINAL JUSTICE	BUSINESS & TECHNOLOGY			498	
UMT	168A	215	CLASS LABORATORY SERVICE	STORAGE	CRIMINAL JUSTICE	BUSINESS & TECHNOLOGY			45	
UMT	168B	215	CLASS LABORATORY SERVICE	STORAGE	CRIMINAL JUSTICE	BUSINESS & TECHNOLOGY			116	
UMT	169	110	DAYCARE	DAYCARE		HEALTH PROFESSIONS			748	
UMT	169B	115	DAYCARE SERVICE	DAYCARE OFFICE		HEALTH PROFESSIONS			289	
UMT	169C	115	DAYCARE SERVICE	DAYCARE STORAGE		HEALTH PROFESSIONS			153	
UMT	170	110	CLASSROOM	CLASSROOM	CRIMINAL JUSTICE	BUSINESS & TECHNOLOGY			707	
UMT	171	210	CLASS LABORATORY	PHYSICAL THERAPY ASSISTANT LAB	OCCUPATIONAL THERAPY ASSISTANT/PHYSICIAN	HEALTH PROFESSIONS			1,370	
UMT	171D	215	CLASS LABORATORY SERVICE	STORAGE	OCCUPATIONAL THERAPY ASSISTANT/PHYSICIAN	HEALTH PROFESSIONS			191	
UMT	172	310	OFFICE	OPEN OFFICE	FIRE SCIENCE/PHYSICAL THERAPY	HEALTH PROFESSIONS			1,162	
UMT	172A	315	OFFICE SERVICE	STORAGE	FIRE SCIENCE/PHYSICAL THERAPY	HEALTH PROFESSIONS			149	
UMT	172B	315	OFFICE SERVICE	STORAGE	FIRE SCIENCE/PHYSICAL THERAPY	HEALTH PROFESSIONS			111	
UMT	172C	315	OFFICE SERVICE	STORAGE	FIRE SCIENCE/PHYSICAL THERAPY	HEALTH PROFESSIONS			129	
UMT	173	110	CLASSROOM	PHYSICAL THERAPIST ASSISTANT	OCCUPATIONAL THERAPY ASSISTANT/PHYSICIAN	HEALTH PROFESSIONS			1,034	
UMT	173A	115	CLASSROOM SERVICE	STORAGE	OCCUPATIONAL THERAPY ASSISTANT/PHYSICIAN	HEALTH PROFESSIONS			176	
UMT	174	210	CLASS LABORATORY	HUMAN SIMULATOR ER LAB	NURSING; AND; LPN; PYSCH TECH; CAN	HEALTH PROFESSIONS			482	
UMT	174A	215	CLASS LABORATORY SERVICE	STORAGE	NURSING; AND; LPN; PYSCH TECH; CAN	HEALTH PROFESSIONS			60	
UMT	174B	215	CLASS LABORATORY SERVICE	STORAGE	NURSING; AND; LPN; PYSCH TECH; CAN	HEALTH PROFESSIONS			96	
UMT	174C	215	CLASS LABORATORY SERVICE	STORAGE	NURSING; AND; LPN; PYSCH TECH; CAN	HEALTH PROFESSIONS			44	
UMT	175	215	CLASS LABORATORY SERVICE	LAB SERVICE	OCCUPATIONAL THERAPY ASSISTANT/PHYSICIAN	HEALTH PROFESSIONS			460	
UMT	176	310	OFFICE	OFFICE	OFFICE OF THE DEAN OF HEALTH PROFESSION	HEALTH PROFESSIONS			331	
UMT	176A	310	OFFICE	OFFICE	OFFICE OF THE DEAN OF HEALTH PROFESSION	HEALTH PROFESSIONS			436	
UMT	180	210	CLASS LABORATORY	PAINT BOOTHS	AUTOMOTIVE COLLISION/SERVICE TECHNOLOGY	BUSINESS & TECHNOLOGY			3,299	
UMT	181	215	CLASS LABORATORY SERVICE	STORAGE	AUTOMOTIVE COLLISION/SERVICE TECHNOLOGY	BUSINESS & TECHNOLOGY			81	
UMT	182	215	CLASS LABORATORY SERVICE	STORAGE	AUTOMOTIVE COLLISION/SERVICE TECHNOLOGY	BUSINESS & TECHNOLOGY			55	
UMT	183	215	CLASS LABORATORY SERVICE	STORAGE	AUTOMOTIVE COLLISION/SERVICE TECHNOLOGY	BUSINESS & TECHNOLOGY			44	
UMT	184	110	CLASSROOM	CLASSROOM	AUTOMOTIVE COLLISION/SERVICE TECHNOLOGY	BUSINESS & TECHNOLOGY			530	
UMT	184A	115	CLASSROOM SERVICE	STORAGE	AUTOMOTIVE COLLISION/SERVICE TECHNOLOGY	BUSINESS & TECHNOLOGY			57	
UMT	185	110	CLASSROOM	CLASSROOM	AUTOMOTIVE COLLISION/SERVICE TECHNOLOGY	BUSINESS & TECHNOLOGY			405	
UMT	185A	115	CLASSROOM SERVICE	STORAGE	AUTOMOTIVE COLLISION/SERVICE TECHNOLOGY	BUSINESS & TECHNOLOGY			57	
UMT	188	210	CLASS LABORATORY	ENGINE/TRANS LAB	AUTOMOTIVE COLLISION/SERVICE TECHNOLOGY	BUSINESS & TECHNOLOGY			1,925	
UMT	190	315	OFFICE SERVICE	STORAGE	PRINTING & PUBLICATIONS	VP OF ADMINISTRATION & FINANCE			205	
UMT	191	310	OFFICE	OFFICE	PRINTING & PUBLICATIONS	VP OF ADMINISTRATION & FINANCE			92	
UMT	194	310	OFFICE	OFFICE	PRINTING & PUBLICATIONS	VP OF ADMINISTRATION & FINANCE			99	
UMT	195	750	CENTRAL SERVICE	MAIL ROOM	PRINTING & PUBLICATIONS	VP OF ADMINISTRATION & FINANCE			1,127	
UMT	196	750	CENTRAL SERVICE	PRINT SHOP	PRINTING & PUBLICATIONS	VP OF ADMINISTRATION & FINANCE			1,131	
UMT	197	750	CENTRAL SERVICE	STORAGE	PRINTING & PUBLICATIONS	VP OF ADMINISTRATION & FINANCE			94	
UMT	198	750	CENTRAL SERVICE	SHIPPING RECEIVING	PRINTING & PUBLICATIONS	VP OF ADMINISTRATION & FINANCE			1,356	
UMT	199	310	OFFICE	OFFICE	PRINTING & PUBLICATIONS	VP OF ADMINISTRATION & FINANCE			99	
	202	315	OFFICE SERVICE	CLOSET	PRINTING & PUBLICATIONS	VP OF ADMINISTRATION & FINANCE			12	
MT Building ASF Total									**51,102**	
MT Building Gross GSF Total									**51,102**	

	210	CLASS LABORATORY	27496
	215	CLASS LABORATORY SERVICE	4191
	310	OFFICE	5264
	110	CLASSROOM	6443
	115	CLASSROOM SERVICE	1033
	545	CLINIC SERVICE	696
	540	CLINIC	170
	650	LOUNGE	234
	315	OFFICE SERVICE	677
	110	DAYCARE	748
	115	DAYCARE SERVICE	442
	750	CENTRAL SERVICE	3708

Buidling Code	Room ID	Space Use Code	Space Use	Room Name	Department	College/Administrative Unit	Office Station Count	Student-Specific Station Count	ASF	Comments
USC	-	215	CLASS LABORATORY SERVICE	STORAGE	AUXILARY	VP OF ADMINISTRATION & FINANCE			67	
USC	-	310	OFFICE	OFFICE	AUXILARY	VP OF ADMINISTRATION & FINANCE			102	
USC	-	315	OFFICE SERVICE	STORAGE	AUXILARY	VP OF ADMINISTRATION & FINANCE			48	
USC	-	635	FOOD FACILITY SERVICE	DINING SERVICE KITCHEN	AUXILARY	VP OF ADMINISTRATION & FINANCE			238	
USC	-	635	FOOD FACILITY SERVICE	CUA KITCHEN	AUXILARY	VP OF ADMINISTRATION & FINANCE			144	
USC	-	635	FOOD FACILITY SERVICE	CUA ALA CART/DEMO KITCHEN	AUXILARY	VP OF ADMINISTRATION & FINANCE			152	
USC	-	635	FOOD FACILITY SERVICE	DINING SERVICES PREP.	AUXILARY	VP OF ADMINISTRATION & FINANCE			160	
USC	-	310	OFFICE	OFFICE	AUXILARY	VP OF ADMINISTRATION & FINANCE			47	
USC	-	635	FOOD FACILITY SERVICE	CUA STORAGE	AUXILARY	VP OF ADMINISTRATION & FINANCE			49	
USC	-	635	FOOD FACILITY SERVICE	FREEZER	AUXILARY	VP OF ADMINISTRATION & FINANCE			115	
USC	-	635	FOOD FACILITY SERVICE	COOLER	AUXILARY	VP OF ADMINISTRATION & FINANCE			109	
USC	-	635	FOOD FACILITY SERVICE	FREEZER	AUXILARY	VP OF ADMINISTRATION & FINANCE			108	
USC	-	635	FOOD FACILITY SERVICE	COOLER	AUXILARY	VP OF ADMINISTRATION & FINANCE			111	
USC	-	635	FOOD FACILITY SERVICE	COOLER	AUXILARY	VP OF ADMINISTRATION & FINANCE			52	
USC	-	635	FOOD FACILITY SERVICE	COOLER	AUXILARY	VP OF ADMINISTRATION & FINANCE			76	
USC	-	635	FOOD FACILITY SERVICE	CUA PREP	AUXILARY	VP OF ADMINISTRATION & FINANCE			436	
USC	-	635	FOOD FACILITY SERVICE	DRY STORAGE	AUXILARY	VP OF ADMINISTRATION & FINANCE			123	
USC	-	210	CLASS LABORATORY	WAREWASHING	AUXILARY	VP OF ADMINISTRATION & FINANCE			316	
USC	-	630	FOOD FACILITY	CUA BAKERY	AUXILARY	VP OF ADMINISTRATION & FINANCE			721	
USC	-	635	FOOD FACILITY SERVICE	STORAGE	AUXILARY	VP OF ADMINISTRATION & FINANCE			99	
USC	100	650	LOUNGE	WELCOME CENTER	PUBLIC SAFETY	VP OF ADMINISTRATION & FINANCE			3,305	
USC	101	630	FOOD FACILITY	DINING	AUXILARY	VP OF ADMINISTRATION & FINANCE			3,730	
USC	101A	310	OFFICE	KDZA	AUXILARY	VP OF ADMINISTRATION & FINANCE			290	
USC	102	680	MEETING ROOM	MEETING ROOM	AUXILARY	VP OF ADMINISTRATION & FINANCE			741	
USC	103	310	OFFICE	CAMPUS POLICE	PUBLIC SAFETY	VP OF ADMINISTRATION & FINANCE			344	
USC	103A	310	OFFICE	OFFICE	PUBLIC SAFETY	VP OF ADMINISTRATION & FINANCE			159	
USC	107	675	RECREATION SERVICE	WOMEN'S LOCKERS	DEAN OF STUDENTS	VP OF STUDENT SUCCESS			405	
USC	108	630	FOOD FACILITY	SERVING KITCHEN	AUXILARY	VP OF ADMINISTRATION & FINANCE			2,034	
USC	109	675	RECREATION SERVICE	REC CENTER CHECK-IN	DEAN OF STUDENTS	VP OF STUDENT SUCCESS			135	
USC	121	685	MEETING ROOM SERVICE	CUA/STO	AUXILARY	VP OF ADMINISTRATION & FINANCE			46	
USC	124	310	OFFICE	OFFICE	AUXILARY	VP OF ADMINISTRATION & FINANCE			136	
USC	126	730	CENTRAL STORAGE	GENERAL STORAGE	AUXILARY	VP OF ADMINISTRATION & FINANCE			172	
USC	133	350	CONFERENCE ROOM	GPA DINING / CONFERENCE ROOM	AUXILARY	VP OF ADMINISTRATION & FINANCE			1,499	
USC	137	665	MERCHANDISING SERVICE	BOOKSTORE STORAGE	STUDENT SUCCESS	VP OF STUDENT SUCCESS			523	
USC	140	630	FOOD FACILITY	COFFEE	FOOD SERVICE	VP OF ADMINISTRATION & FINANCE			358	
USC	142	660	MERCHANDISING	BOOKSTORE	STUDENT SUCCESS	VP OF STUDENT SUCCESS			3,581	
USC	144	310	OFFICE	OFFICE	STUDENT SUCCESS	VP OF STUDENT SUCCESS			131	
USC	145	310	OFFICE	OFFICE	STUDENT SUCCESS	VP OF STUDENT SUCCESS			131	
USC	147	410	STUDY ROOM	QUIET STUDY	AUXILARY	VP OF STUDENT SUCCESS			785	
USC	148	675	RECREATION SERVICE	STORAGE	DEAN OF STUDENTS	VP OF STUDENT SUCCESS			271	
USC	150	670	RECREATION	REC ACTIVITY ROOM	DEAN OF STUDENTS	VP OF STUDENT SUCCESS			1,344	
USC	150A	675	RECREATION SERVICE	STORAGE	DEAN OF STUDENTS	VP OF STUDENT SUCCESS			251	
USC	155	310	OFFICE	ASG OFFICE	DEAN OF STUDENTS	VP OF STUDENT SUCCESS			944	
USC	158	675	RECREATION SERVICE	MEN'S LOCKER	REC CENTER	VP OF STUDENT SUCCESS			461	
USC	159	670	RECREATION	RECREATION CENTER	REC CENTER	VP OF STUDENT SUCCESS			3,441	
USC	200	680	MEETING ROOM	BARBARA FORTINO CONFERENCE ROOM	AUXILARY	VP OF ADMINISTRATION & FINANCE			1,206	
USC	201	680	MEETING ROOM	TONY FORTINO BALLROOM	AUXILARY	VP OF ADMINISTRATION & FINANCE			6,126	
USC	201.1	685	MEETING ROOM SERVICE	STORAGE	AUXILARY	VP OF ADMINISTRATION & FINANCE			159	
USC	201.2	685	MEETING ROOM SERVICE	STORAGE	AUXILARY	VP OF ADMINISTRATION & FINANCE			275	
USC	203	310	OFFICE	CRUIT ADMIN	AUXILARY	VP OF ADMINISTRATION & FINANCE			76	
USC	204	310	OFFICE	RECRUIT W.S.	AUXILARY	VP OF ADMINISTRATION & FINANCE			77	
USC	205	310	OFFICE	COMPUTING	AUXILARY	VP OF ADMINISTRATION & FINANCE			541	
USC	207	685	MEETING ROOM SERVICE	STORAGE	AUXILARY	VP OF ADMINISTRATION & FINANCE			239	
USC	211	315	OFFICE SERVICE	CUSTODIAL	AUXILARY	VP OF ADMINISTRATION & FINANCE			129	
USC	212	310	OFFICE	ADMISS ASST DIR	AUXILARY	VP OF ADMINISTRATION & FINANCE			128	
USC	213	310	OFFICE	ADVISING ADMIN	AUXILARY	VP OF ADMINISTRATION & FINANCE			152	
USC	214	680	MEETING ROOM	RESOURCE TRAINING	AUXILARY	VP OF ADMINISTRATION & FINANCE			260	
USC	219	310	OFFICE	F.A. W.S.	AUXILARY	VP OF ADMINISTRATION & FINANCE			87	
USC	230	310	OFFICE	CASHIER	ACCOUNTING	VP OF ADMINISTRATION & FINANCE			262	
USC	231	310	OFFICE	CASHIER	ACCOUNTING	VP OF ADMINISTRATION & FINANCE			303	
USC	232	310	OFFICE	CASHIER MANAGER	ACCOUNTING	VP OF ADMINISTRATION & FINANCE			252	
USC	233	310	SALES MANAGER	PEAK EVENT SERVICES	AUXILARY / CONFERENCE SERVICES	VP OF ADMINISTRATION & FINANCE			86	
USC	234	310	EVENT SERVICES	OFFICE	AUXILARY / CONFERENCE SERVICES	VP OF ADMINISTRATION & FINANCE			86	
USC	235	310	OFFICE ASSISTANT	PEAK EVENT SERVICES	AUXILARY / CONFERENCE SERVICES	VP OF ADMINISTRATION & FINANCE			115	
USC	237	680	MEETING ROOM	CONFERENCE ROOM	AUXILARY	VP OF ADMINISTRATION & FINANCE			308	
USC	239	630	FOOD FACILITY	CATERING / PREP	AUXILARY	VP OF ADMINISTRATION & FINANCE			256	
USC	239A	635	FOOD FACILITY SERVICE	STORAGE	AUXILARY	VP OF ADMINISTRATION & FINANCE			30	

Buidling Code	Room ID	Space Use Code	Space Use	Room Name	Department	College/Administrative Unit	Office Station Count	Student-Specific Station Count	ASF	Comments
USC	240	310	OFFICE	STUDENT CENTER SERVICES	AUXILARY	VP OF ADMINISTRATION & FINANCE			293	
USC	241	310	OFFICE	STUDENT SUPPORT SERVICES	STUDENT SUCCESS	VP OF STUDENT SUCCESS			306	
USC	242	315	OFFICE SERVICE	STORAGE	AUXILARY	VP OF ADMINISTRATION & FINANCE			82	
USC	243	310	OFFICE	CTE OUTREACH COORDINATOR	AUXILARY	VP OF ADMINISTRATION & FINANCE			95	
USC	244	310	OFFICE	PROGRAM ASST. STUDENT ENROLLMENT	ADVISING AND CAREER SERVICES	VP OF STUDENT SUCCESS			102	
USC	245	310	OFFICE	RECRUITMENT DIR. STUDENT ENROLLMENT	ADVISING AND CAREER SERVICES	VP OF STUDENT SUCCESS			99	
USC	246	310	OFFICE	COORDINATOR, CONCURRENT ENROLLMENT	ADVISING AND CAREER SERVICES	VP OF STUDENT SUCCESS			96	
USC	247	310	OFFICE	RECRUITMENT COORDINATOR, STUDENT ENROLLME	ADVISING AND CAREER SERVICES	VP OF STUDENT SUCCESS			90	
USC	248	310	OFFICE	COORDINATOR, CONCURRENT ENROLLMENT	ADVISING AND CAREER SERVICES	VP OF STUDENT SUCCESS			93	
USC	249	310	OFFICE	STUDENT SUPPORT SERVICES	STUDENT SUCCESS	VP OF STUDENT SUCCESS			660	
USC	250	310	OFFICE	STUDENT SUPPORT SERVICES	STUDENT SUCCESS	VP OF STUDENT SUCCESS			347	
USC	251	680	MEETING ROOM	NEW STUDENT STUDIO	ADVISING AND CAREER SERVICES	VP OF STUDENT SUCCESS			322	
USC	252	680	MEETING ROOM	NEW STUDENT STUDIO	ADVISING AND CAREER SERVICES	VP OF STUDENT SUCCESS			318	
USC	260	310	OFFICE	GO ZONE COUNTER	ADVISING AND CAREER SERVICES	VP OF STUDENT SUCCESS			152	
USC	265	310	OFFICE	VP OF STUDENT SUCCESS	VP OF STUDENT SUCCESS	VP OF STUDENT SUCCESS			129	
USC	266	310	OFFICE	OPEN OFFICE	STUDENT SUCCESS	VP OF STUDENT SUCCESS			358	
USC	271	310	OFFICE	FA ADMIN	FINANCIAL AID	VP OF STUDENT SUCCESS			180	
USC	272	310	OFFICE	RECORD W.S.	ADMISSIONS AND RECORDS	VP OF STUDENT SUCCESS			189	
USC	273	310	OFFICE	DIRECTORS OFFICE OF FINANCIAL AID	FINANCIAL AID	VP OF STUDENT SUCCESS			123	
USC	274	310	OFFICE	FINANCIAL AID ADVISOR	FINANCIAL AID	VP OF STUDENT SUCCESS			86	
USC	275	310	OFFICE	FINANCIAL AID ADVISOR	FINANCIAL AID	VP OF STUDENT SUCCESS			87	
USC	276	310	OFFICE	OFFICE OF FINANCIAL AID	FINANCIAL AID	VP OF STUDENT SUCCESS			86	
USC	277	310	OFFICE	TRiO	FINANCIAL AID	VP OF STUDENT SUCCESS			88	
USC	279	315	OFFICE SERVICE	SCAN COPY	STUDENT SUCCESS	VP OF STUDENT SUCCESS			82	
USC	280	310	OFFICE	FINANCIAL AID ADVISOR	FINANCIAL AID	VP OF STUDENT SUCCESS			93	
USC	281	310	OFFICE	FINANCIAL AID ADVISOR	FINANCIAL AID	VP OF STUDENT SUCCESS			90	
USC	282	310	OFFICE	ASSISTANT DIRECTOR OF FINANCIAL AID	FINANCIAL AID	VP OF STUDENT SUCCESS			89	
USC	284	310	OFFICE	COORDINATOR TRANSFER CREDIT & GRADUATION	ADMISSIONS AND RECORDS	VP OF STUDENT SUCCESS			96	
USC	285	310	OFFICE	ADMISSIONS COORDINATOR	ADMISSIONS AND RECORDS	VP OF STUDENT SUCCESS			81	
USC	286	310	OFFICE	SUCCESS COACH STUDENT SUPPORT	ADVISING AND CAREER SERVICES	VP OF STUDENT SUCCESS			84	
USC	287	310	OFFICE	RECORDS CLERK OFFICE OF ADMISSIONS	ADMISSIONS AND RECORDS	VP OF STUDENT SUCCESS			112	
USC	288	315	OFFICE SERVICE	STORAGE / COPY	ADMISSIONS	VP OF STUDENT SUCCESS			175	
USC	292	310	OFFICE	ASSISTANT DIRECTOR OFFICE OF ADMISSIONS & REC	ADMISSIONS AND RECORDS	VP OF STUDENT SUCCESS			125	
USC	293	310	OFFICE	SUCCESS COACH STUDENT SUPPORT	ADVISING AND CAREER SERVICES	VP OF STUDENT SUCCESS			112	
USC	294	310	OFFICE	ASSISTANT DIRECTOR STUDENT SUPPORT & OUTREA	ADVISING AND CAREER SERVICES	VP OF STUDENT SUCCESS			126	
USC	295	310	OFFICE	ACADEMIC ADVISOR & OUTREACH	ADVISING AND CAREER SERVICES	VP OF STUDENT SUCCESS			105	
USC	296	310	OFFICE	ACADEMIC ADVISOR & OUTREACH	ADVISING AND CAREER SERVICES	VP OF STUDENT SUCCESS			94	
USC	297	310	OFFICE	ED OF HIS INITIATIVES DIRECTOR OF OPTICA	OPTICA	VP OF STUDENT SUCCESS			94	
USC	299	310	OFFICE	DEAN OF STUDENTS	STUDENT SUCCESS	VP OF STUDENT SUCCESS			169	
USC	300	315	OFFICE SERVICE	HALL	AUXILARY	VP OF ADMINISTRATION & FINANCE			1,459	

SC Building ASF Total	**47,210**
SC Building Gross GSF Total	**47,210**

	215	CLASS LABORATORY SERVICE
	310	OFFICE
	315	OFFICE SERVICE
	635	FOOD FACILITY SERVICE
	210	CLASS LABORATORY
	630	FOOD FACILITY
	650	LOUNGE
	680	MEETING ROOM
	675	RECREATION SERVICE
	685	MEETING ROOM SERVICE
	730	CENTRAL STORAGE
	350	CONFERENCE ROOM
	665	MERCHANDISING SERVICE
	660	MERCHANDISING
	410	STUDY ROOM
	670	RECREATION
	310	SALES MANAGER
	310	EVENT SERVICES
	310	OFFICE ASSISTANT

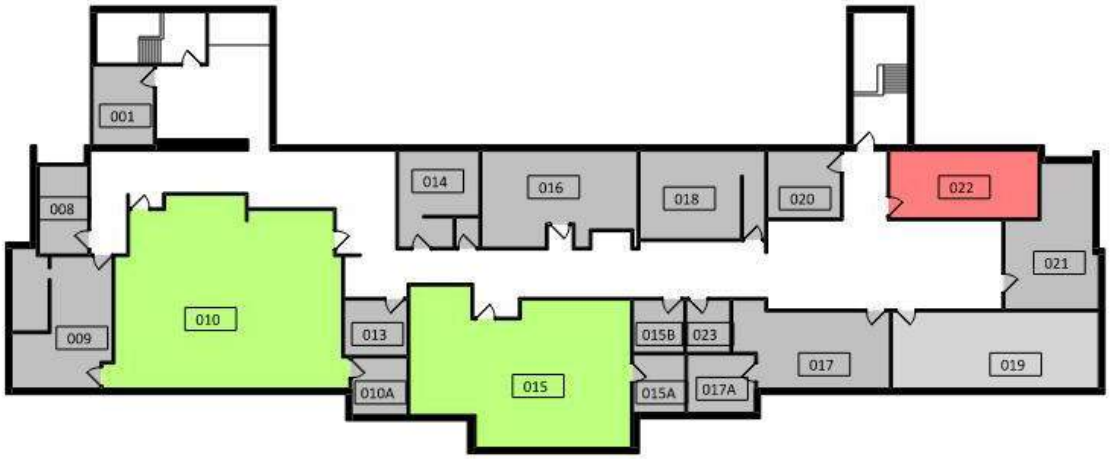
Buidling Code	Room ID	Space Use Code	Space Use	Room Name	Department	College/Administrative Unit	Office Station Count	Student-Specific Station Count	ASF	Comments
USJ	107	110	CLASSROOM	CLASSROOM	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			529	
USJ	107A	115	CLASSROOM SERVICE	STORAGE	MACHINING/WELDING/GATC/MANUFACTURING	BUSINESS & TECHNOLOGY			65	
USJ	110	310	OFFICE	OFFICE	MACHINING/WELDING/GATC/MANUFACTURING	BUSINESS & TECHNOLOGY			223	
USJ	110A	315	OFFICE SERVICE	SECURE STORAGE	MACHINING/WELDING/GATC/MANUFACTURING	BUSINESS & TECHNOLOGY			103	
USJ	111	310	OFFICE	OFFICE	MACHINING/WELDING/GATC/MANUFACTURING	BUSINESS & TECHNOLOGY			115	
USJ	112	310	OFFICE	OFFICE	MACHINING/WELDING/GATC/MANUFACTURING	BUSINESS & TECHNOLOGY			115	
USJ	113	310	OFFICE	OFFICE	MACHINING/WELDING/GATC/MANUFACTURING	BUSINESS & TECHNOLOGY			132	
USJ	114	310	OFFICE	OFFICE	FACILITY SERVICES	VP ADMINISTRATION & FINANCE			93	
USJ	120	310	OFFICE	DIRECTOR OFFICE	FACILITY SERVICES	VP ADMINISTRATION & FINANCE			174	
USJ	121	310	OFFICE	ADMIN ASSISTANT OFFICE	FACILITY SERVICES	VP ADMINISTRATION & FINANCE			154	
USJ	122	310	OFFICE	DIRECTOR OFFICE	FACILITY SERVICES	VP ADMINISTRATION & FINANCE			149	
USJ	123	315	OFFICE SERVICE	CONFERENCE	FACILITY SERVICES	VP ADMINISTRATION & FINANCE			178	
USJ	124	310	OFFICE	OFFICE	FACILITY SERVICES	VP ADMINISTRATION & FINANCE			404	
USJ	125	210	CLASS LABORATORY	WOOD SHOP	FACILITY SERVICES	VP ADMINISTRATION & FINANCE			923	
USJ	125A	215	CLASS LABORATORY SERVICE	STORAGE	FACILITY SERVICES	VP ADMINISTRATION & FINANCE			143	
USJ	126	720	SHOP	GROUNDS	FACILITY SERVICES	VP ADMINISTRATION & FINANCE			1,506	
USJ	128	210	CLASS LABORATORY	GRINDING ROOM	MACHINING/WELDING/GATC/MANUFACTURING	BUSINESS & TECHNOLOGY			412	
USJ	130	210	CLASS LABORATORY	WELDING/FABRICATION	MACHINING/WELDING/GATC/MANUFACTURING	BUSINESS & TECHNOLOGY			4,064	
USJ	134	215	CLASS LABORATORY SERVICE	MANIFOLD	MACHINING/WELDING/GATC/MANUFACTURING	BUSINESS & TECHNOLOGY			51	
USJ	202	210	CLASS LABORATORY	DARKROOM	FINE ARTS & HUMANITIES	ARTS & SCIENCES			429	
USJ	203	210	CLASS LABORATORY	ART STUDIO	FINE ARTS & HUMANITIES	ARTS & SCIENCES			1,314	
USJ	204	210	CLASS LABORATORY	CERAMICS/SCULPTURE	FINE ARTS & HUMANITIES	ARTS & SCIENCES			1,124	
USJ	204A	215	CLASS LABORATORY SERVICE	STORAGE	FINE ARTS & HUMANITIES	ARTS & SCIENCES			44	
USJ	204B	215	CLASS LABORATORY SERVICE	KILN	FINE ARTS & HUMANITIES	ARTS & SCIENCES			43	
USJ	205	620	EXHIBITION	GALLERY	FINE ARTS & HUMANITIES	ARTS & SCIENCES			499	
USJ	205A	625	EXHIBITION SERVICE	STORAGE	FINE ARTS & HUMANITIES	ARTS & SCIENCES			28	
USJ	207	110	CLASSROOM	CLASSROOM	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			665	
USJ	208	110	CLASSROOM	CLASSROOM	GENERAL CLASSROOMS	VP OF ACADEMIC SERVICES			653	
USJ	209	310	OFFICE	OFFICE	CRIMINAL JUSTICE / LAW ENFORCEMENT ACADEMY	BUSINESS & TECHNOLOGY			149	
USJ	209A	315	OFFICE SERVICE	STORAGE	CRIMINAL JUSTICE / LAW ENFORCEMENT ACADEMY	BUSINESS & TECHNOLOGY			39	
USJ	214	210	CLASS LABORATORY	DRAMA/DANCE STUDIO	FINE ARTS & HUMANITIES	ARTS & SCIENCES			999	
USJ	215	215	CLASS LABORATORY SERVICE	STORAGE	FINE ARTS & HUMANITIES	ARTS & SCIENCES			323	
USJ	217	315	OFFICE SERVICE	COPY	FINE ARTS & HUMANITIES	ARTS & SCIENCES			61	
USJ	220	310	OFFICE	OFFICE	CRIMINAL JUSTICE / LAW ENFORCEMENT ACADEMY	BUSINESS & TECHNOLOGY			83	
USJ	221	310	OFFICE	OFFICE	CRIMINAL JUSTICE / LAW ENFORCEMENT ACADEMY	BUSINESS & TECHNOLOGY			100	
USJ	222	310	OFFICE	OFFICE	CRIMINAL JUSTICE / LAW ENFORCEMENT ACADEMY	BUSINESS & TECHNOLOGY			102	
USJ	223	310	OFFICE	OFFICE	CRIMINAL JUSTICE / LAW ENFORCEMENT ACADEMY	BUSINESS & TECHNOLOGY			155	
USJ	224	310	OFFICE	OFFICE	FINE ARTS & HUMANITIES	ARTS & SCIENCES			150	
USJ	225	215	CLASS LABORATORY SERVICE	MEN'S DRESSING	FINE ARTS & HUMANITIES	ARTS & SCIENCES			214	
USJ	226	215	CLASS LABORATORY SERVICE	WOMEN'S DRESSING	FINE ARTS & HUMANITIES	ARTS & SCIENCES			214	
USJ	227	310	OFFICE	OFFICE	FINE ARTS & HUMANITIES	ARTS & SCIENCES			155	
USJ	228	310	OFFICE	OFFICE	FINE ARTS & HUMANITIES	ARTS & SCIENCES			103	
USJ	229	310	OFFICE	OFFICE	CRIMINAL JUSTICE / LAW ENFORCEMENT ACADEMY	BUSINESS & TECHNOLOGY			103	
USJ	230	210	CLASS LABORATORY	JEWELRY STUDIO	FINE ARTS & HUMANITIES	ARTS & SCIENCES			780	
SJ Building ASF Total									**18,062**	
SJ Building Gross GSF Total									**18,062**	

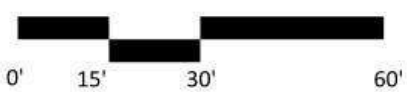
110	CLASSROOM	1847
115	CLASSROOM SERVICE	65
310	OFFICE	2659
315	OFFICE SERVICE	381
210	CLASS LABORATORY	10045
215	CLASS LABORATORY SERVICE	1032
720	SHOP	1506
620	EXHIBITION	499
625	EXHIBITION SERVICE	28

Existing Conditions / Conclusions

Department floor plans

Health Sciences Building - Lower Level





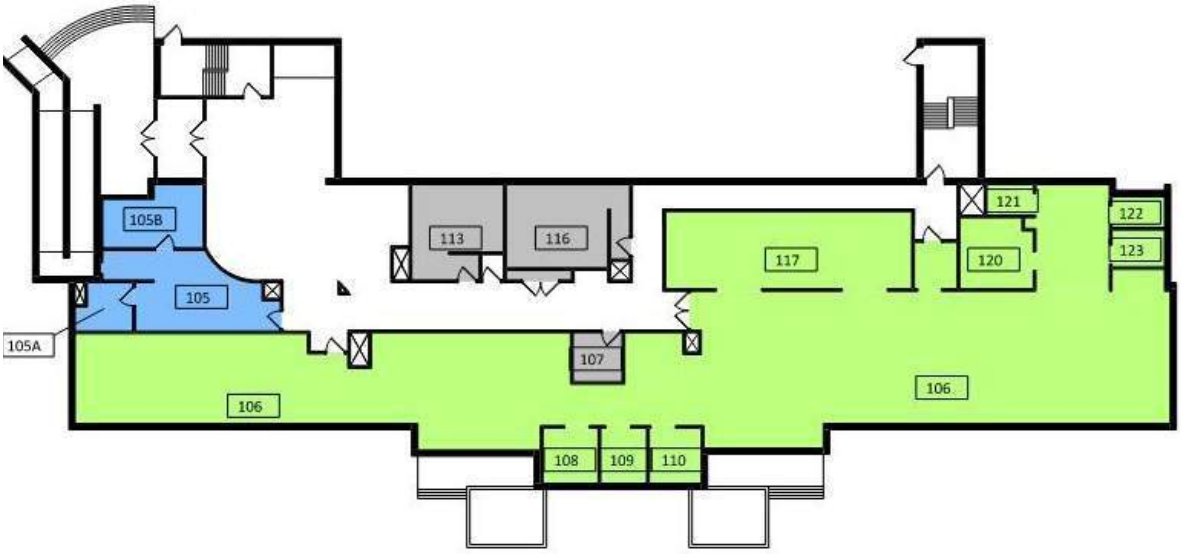
EDUCATIONAL DEPARTMENT LEGEND

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

Existing Conditions / Conclusions

Department floor plans

Health Sciences Building - First Level



EDUCATIONAL DEPARTMENT LEGEND

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

Existing Conditions / Conclusions

Department floor plans

Health Sciences Building - Second Level

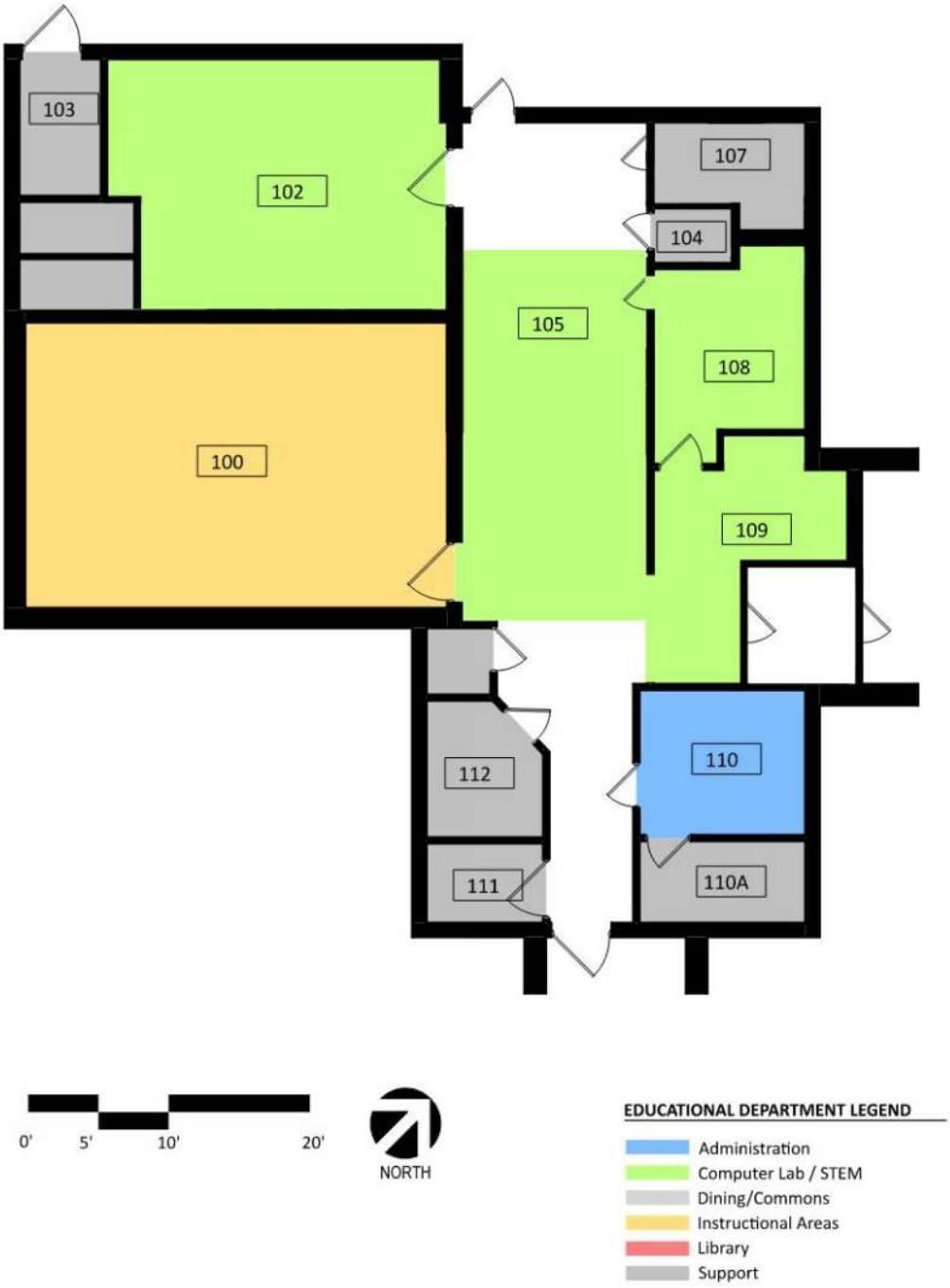
EDUCATIONAL DEPARTMENT LEGEND

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

Existing Conditions / Conclusions

Department floor plans

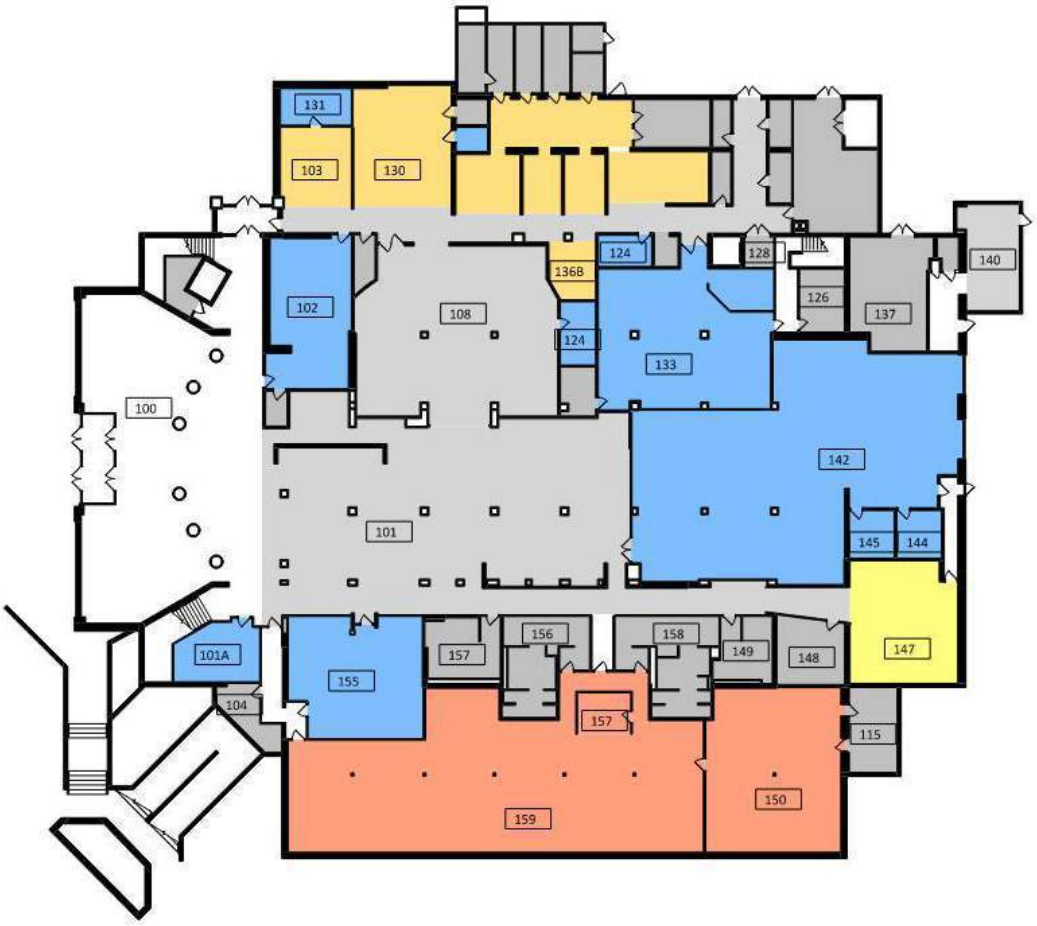
Health Sciences Annex - First Level



Existing Conditions / Conclusions

Department floor plans

Student Center - First Level



Existing Conditions / Conclusions

Department floor plans

Student Center - Second Level

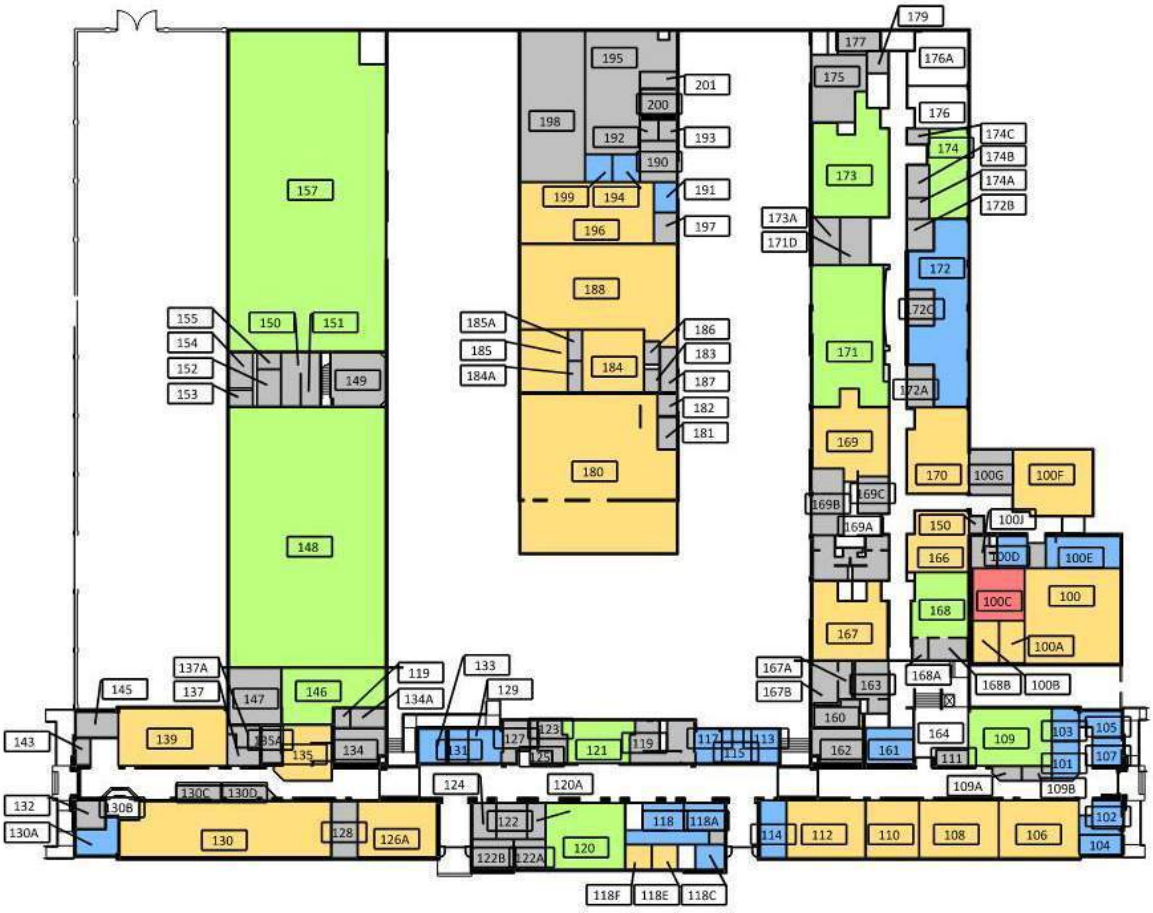
EDUCATIONAL DEPARTMENT LEGEND

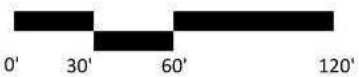
- Administration
- Computer Lab / STEM
- Dining/Commons
- Instructional Areas
- Library
- Support

Existing Conditions / Conclusions

Department floor plans

Medical Arts and Technology Building - First Level





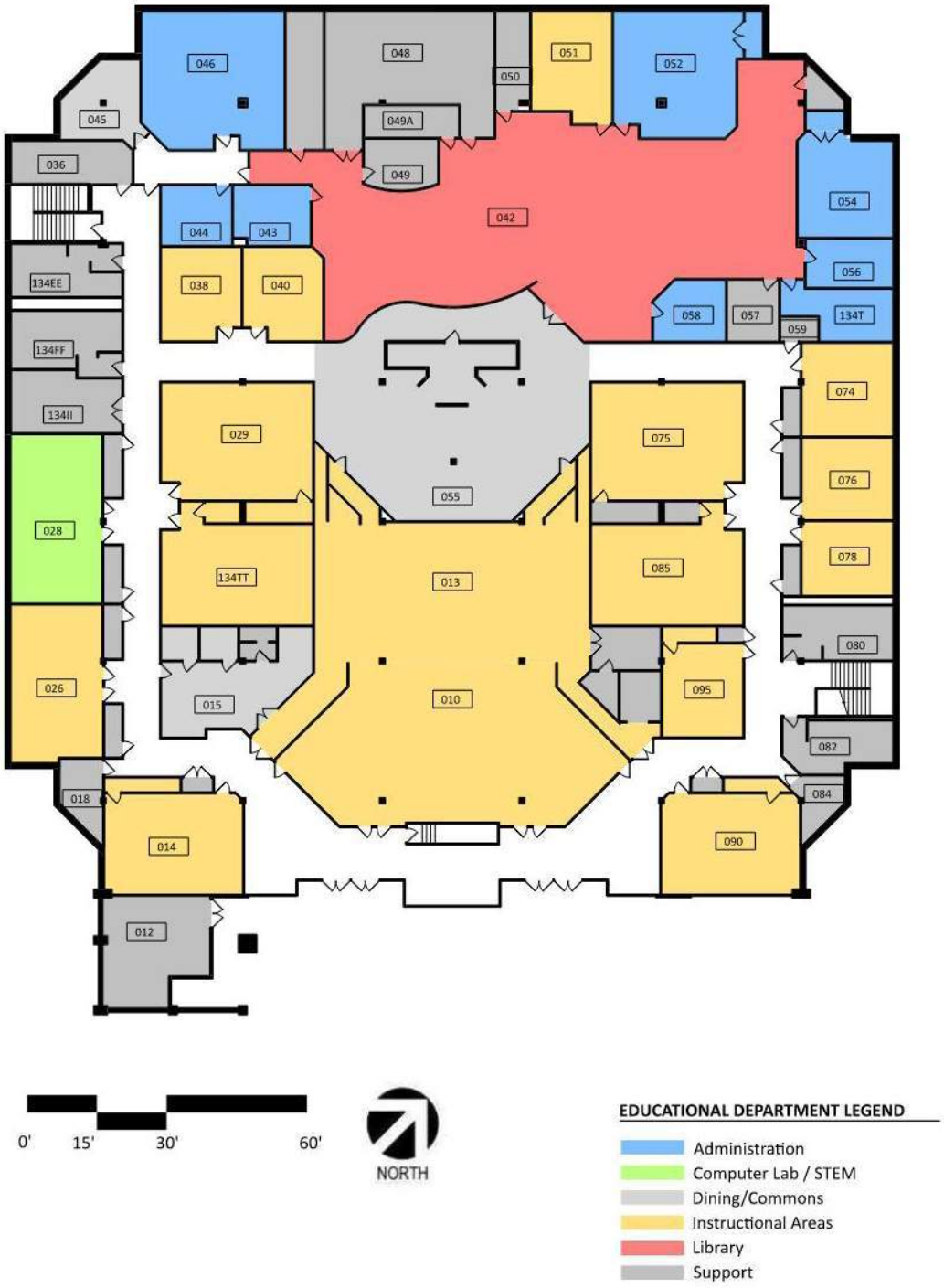
EDUCATIONAL DEPARTMENT LEGEND

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

Existing Conditions / Conclusions

Department floor plans

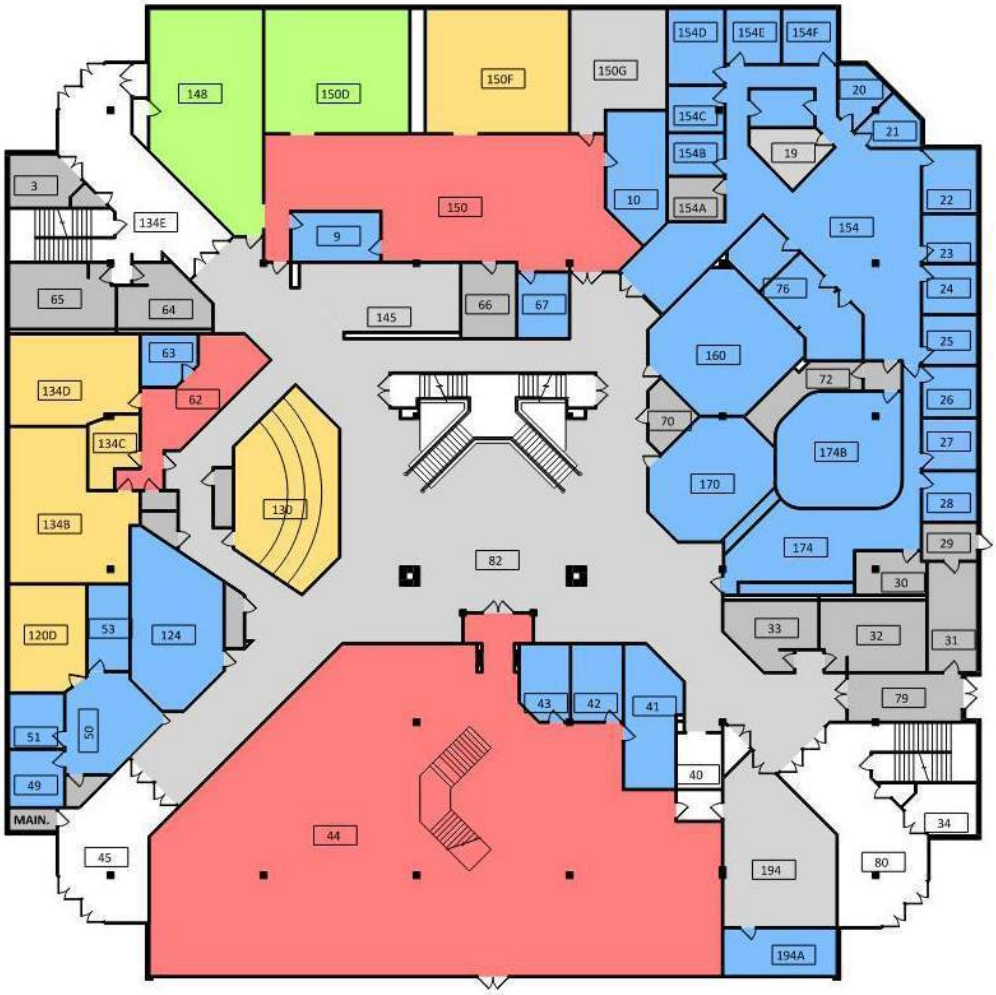
Academic Building - Lower Level



Existing Conditions / Conclusions

Department floor plans

Academic Building - First Level



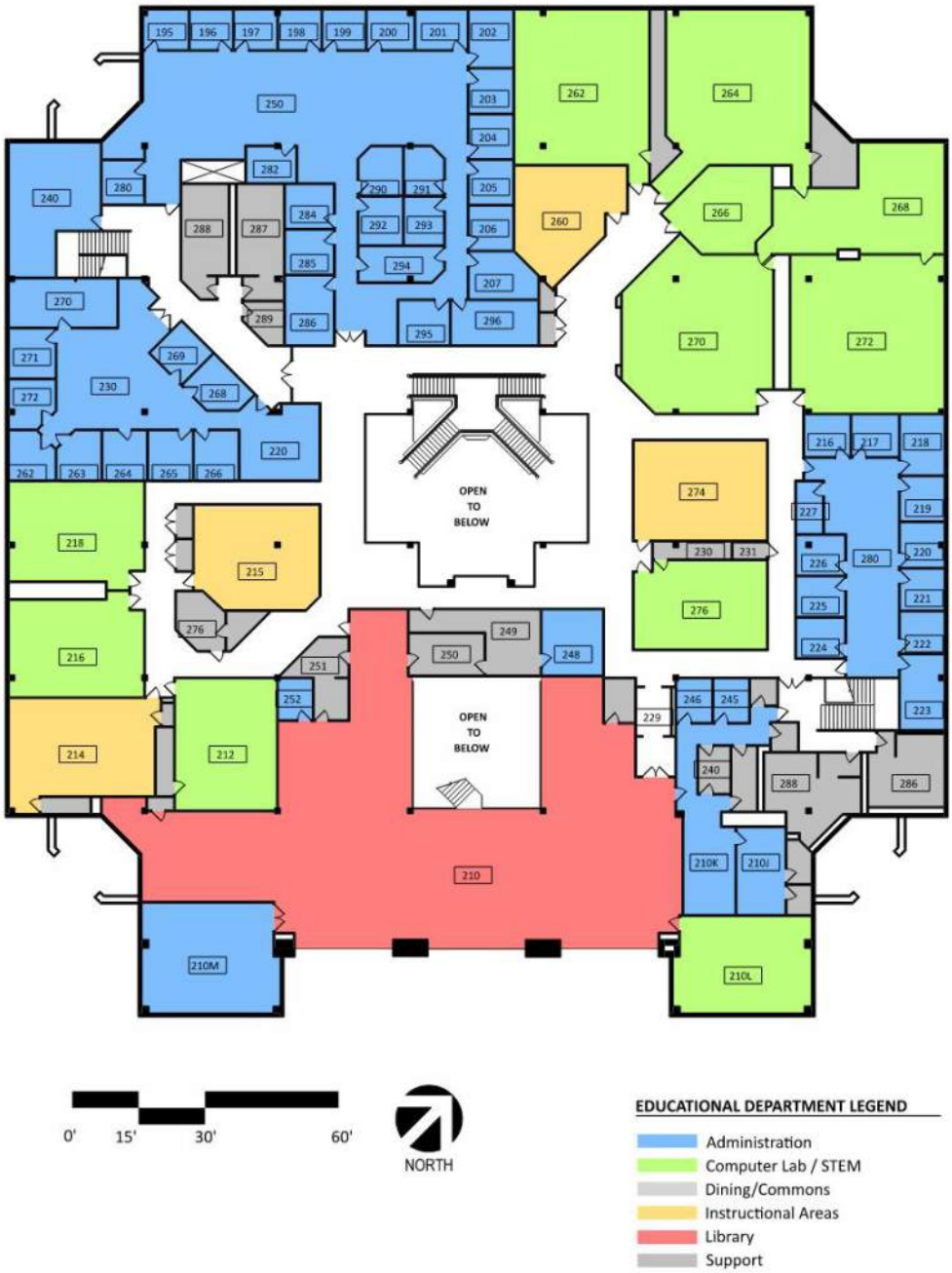
EDUCATIONAL DEPARTMENT LEGEND

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

Existing Conditions / Conclusions

Department floor plans

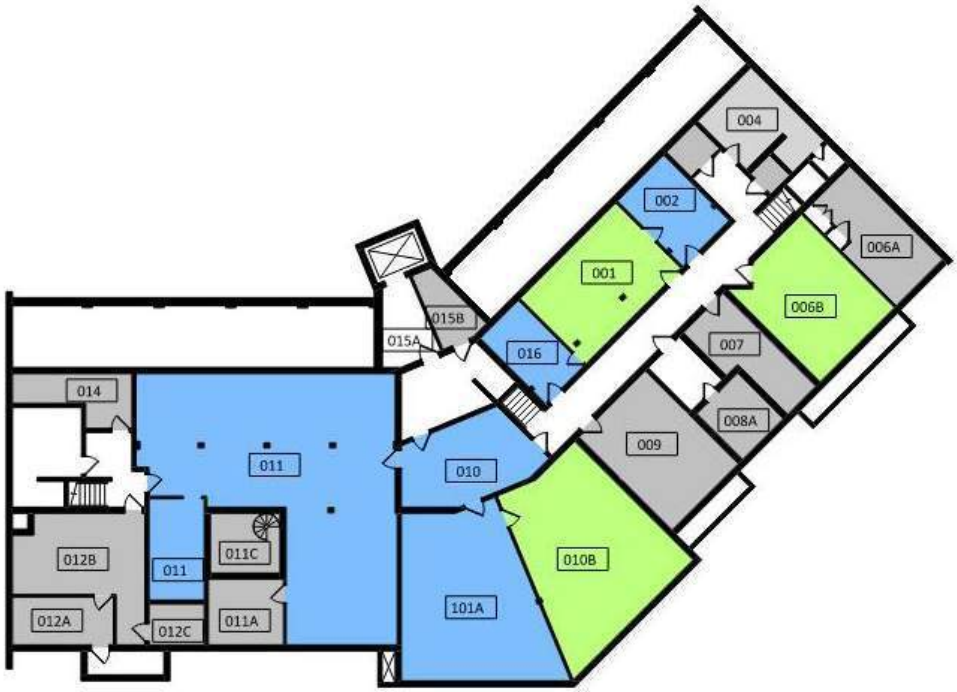
Academic Building - Second Level

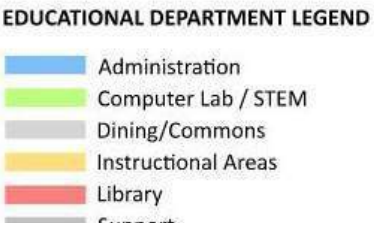


Existing Conditions / Conclusions

Department floor plans

Central Administration Building - Lower Level





Existing Conditions / Conclusions

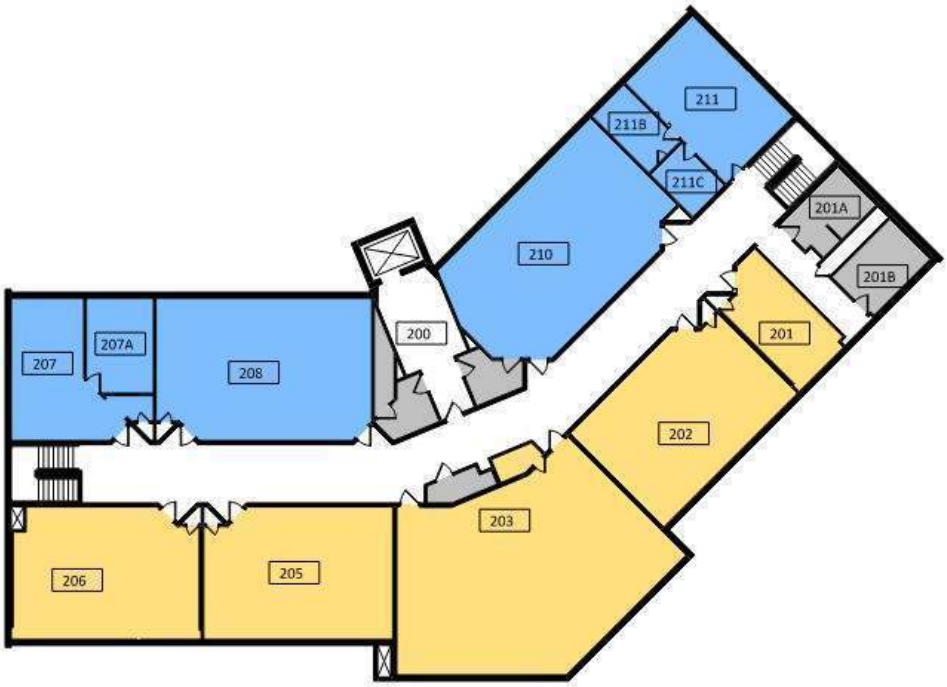
Department floor plans

Central Administration Building - First Level

Existing Conditions / Conclusions

Department floor plans

Central Administration Building - Second Level



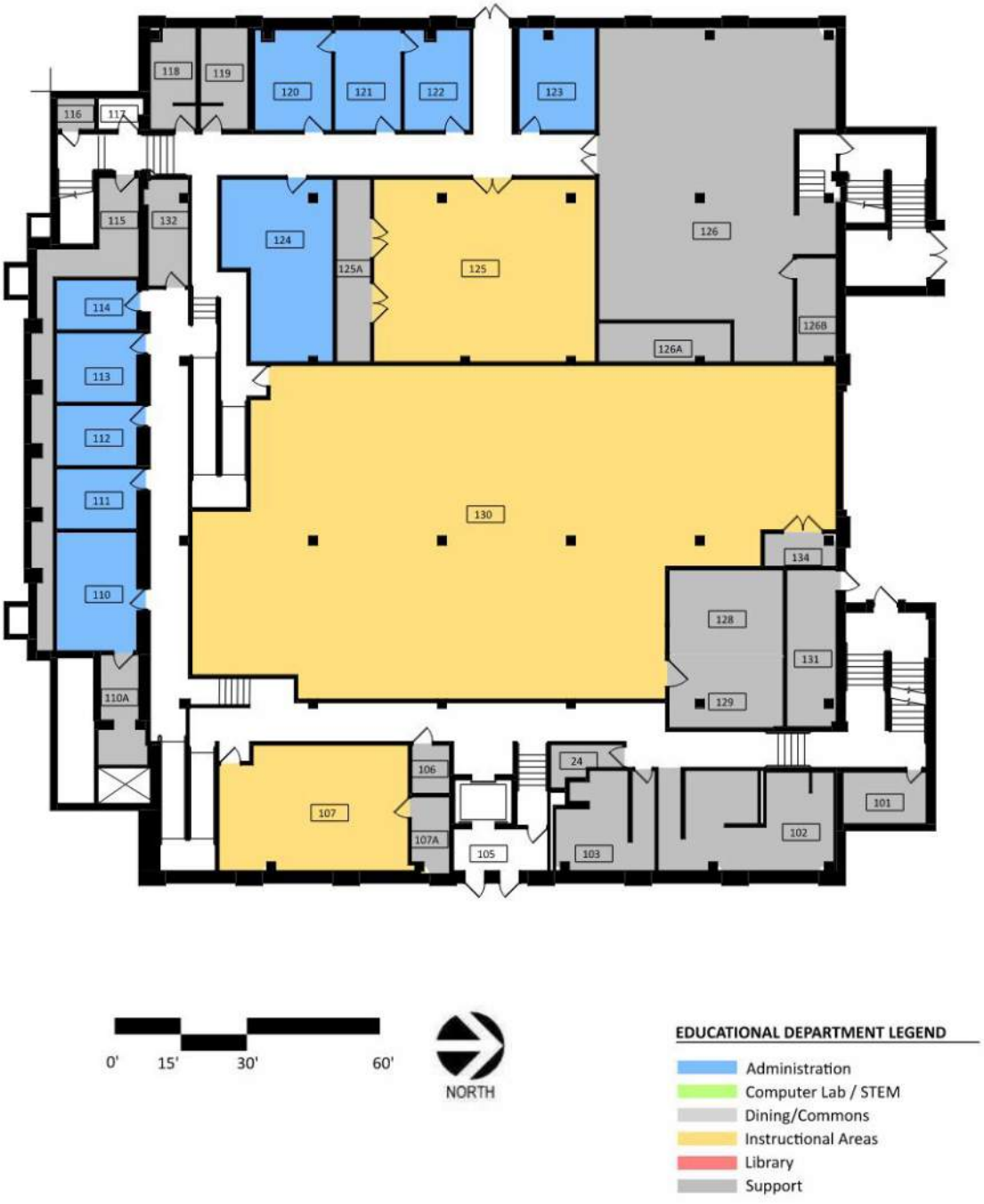
EDUCATIONAL DEPARTMENT LEGEND

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

Existing Conditions / Conclusions

Department floor plans

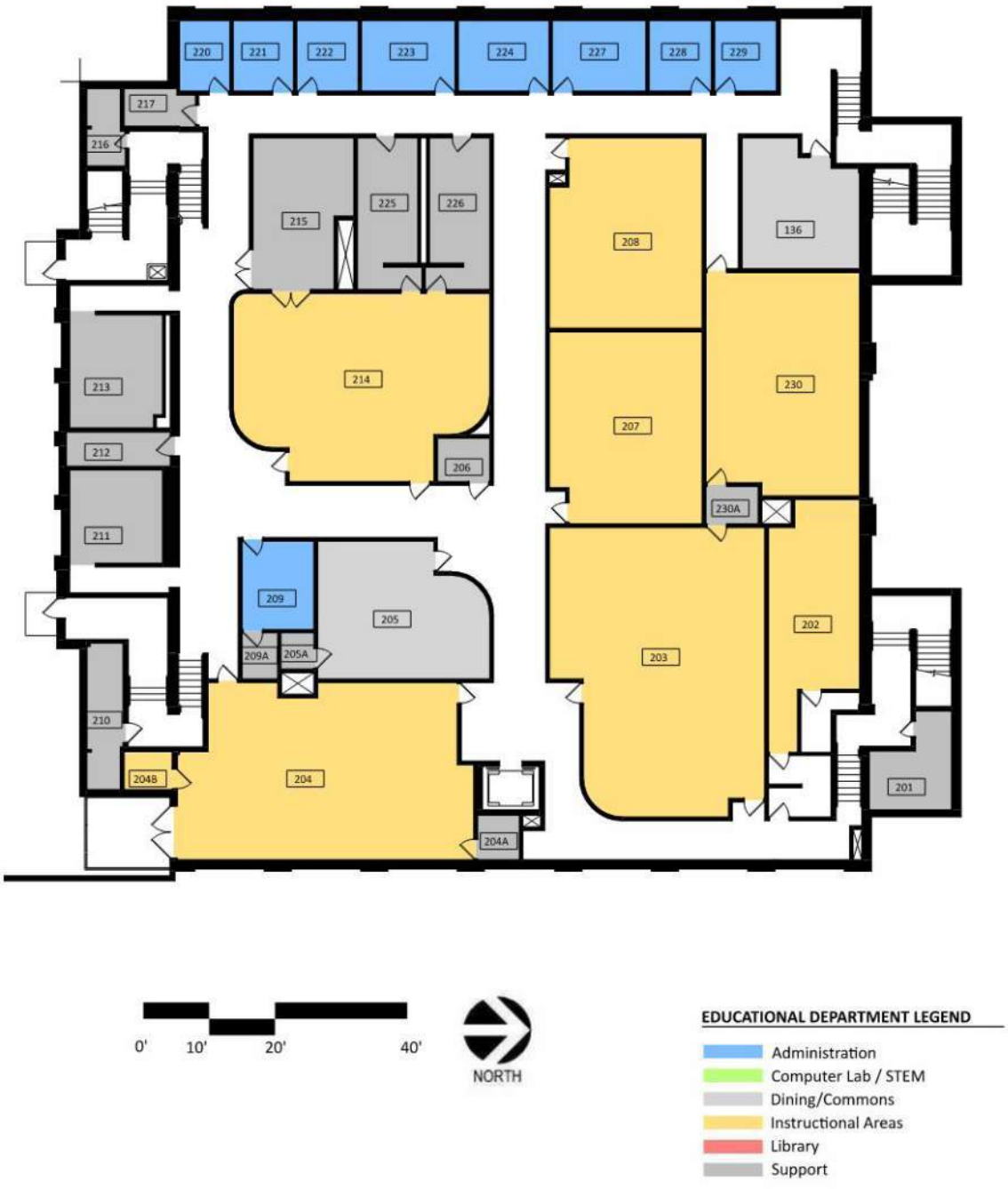
San Juan Building - First Level



Existing Conditions / Conclusions

Department floor plans

San Juan Building - Second Level



Existing Conditions / Conclusions

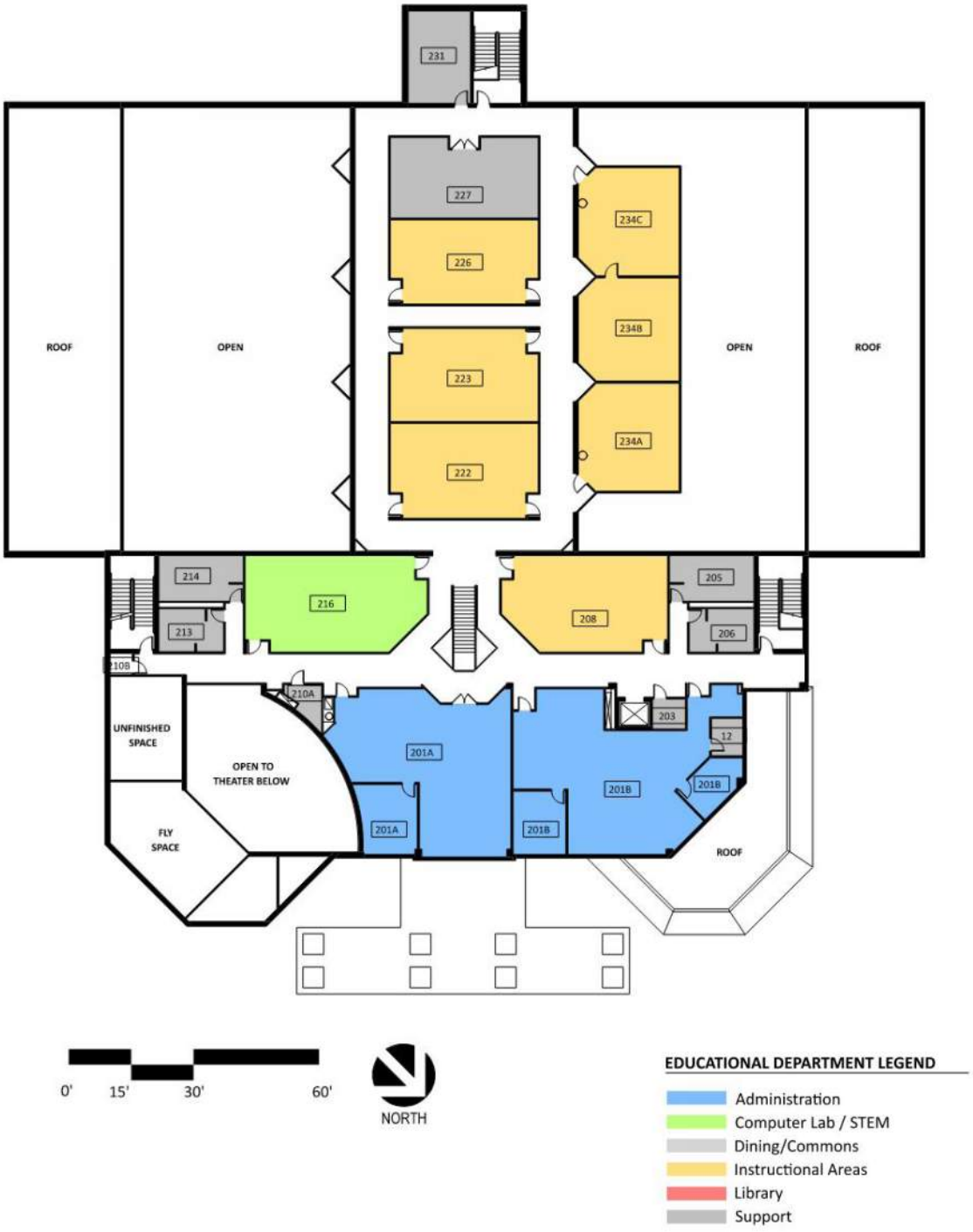
Department floor plans

Gorsich Advanced Technology Center - First Level

Existing Conditions / Conclusions

Department floor plans

Gorsich Advanced Technology Center - Second Level



PROJECT: PCC - Pueblo Campus
DATE: 6/20/2023

Summary of Assessment data: **Facility Compliance**

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

Abbrev. Name	#			
HS	01	Health Science	$	195
HSA	02a	Health Science Annex	$	1,755
MT	02b	Medical Arts	$	9,191
AB	02c	Academic Building	$	28,223
SC	03	Student Center	$	663
GATC	04	Gorsich Advanced Technology Center	$	22,100
SJ-PP	05	San Juan and Physical Plant	$	9,373
CA	06	Central Administrator	$	13,910
		(**Note:** values above include soft costs, but no escalation)		
		Total 0-25	$	85,410
		3 years of escalation @ 6%/yr	$	101,725

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

Abbrev. Name	#			
HS	01	Health Science	$	1,040
HSA	02a	Health Science Annex	$	-
MT	02b	Medical Arts	$	-
AB	02c	Academic Building	$	-
SC	03	Student Center	$	-
GATC	04	Gorsich Advanced Technology Center	$	1,040
SJ-PP	05	San Juan and Physical Plant	$	-
CA	06	Central Administrator	$	-
		(**Note:** values above include soft costs, but no escalation)		
		Total 26-50	$	2,080
		4 years of escalation @ 6%/yr	$	2,626

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

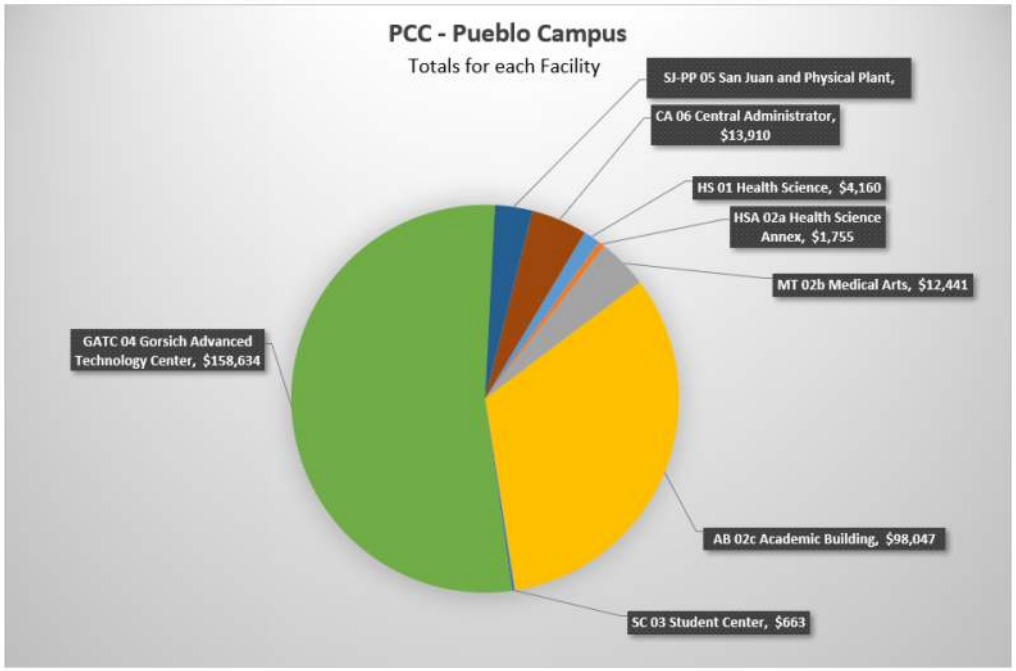
Abbrev. Name	#			
HS	01	Health Science	$	2,925
HSA	02a	Health Science Annex	$	-
MT	02b	Medical Arts	$	3,250
AB	02c	Academic Building	$	69,824
SC	03	Student Center	$	-
GATC	04	Gorsich Advanced Technology Center	$	135,494
SJ-PP	05	San Juan and Physical Plant	$	-
CA	06	Central Administrator	$	-
		(**Note:** values above include soft costs, but no escalation)		
		Total 51-100	$	211,493
		5 years of escalation @ 6%/yr	$	283,025

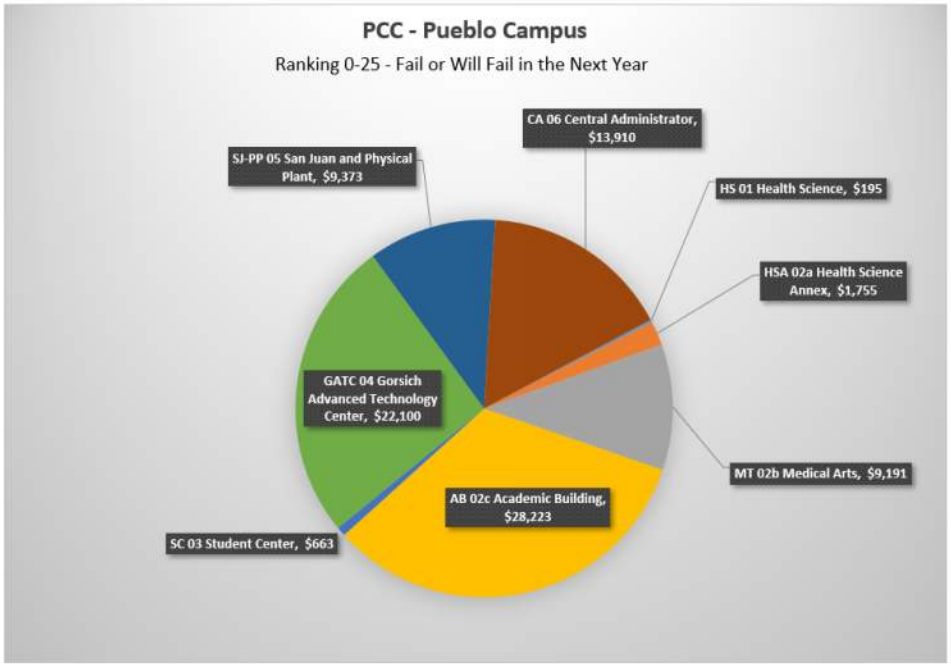
Ranking of greater than 100 indicates that the item has failed but is purely cosmetic

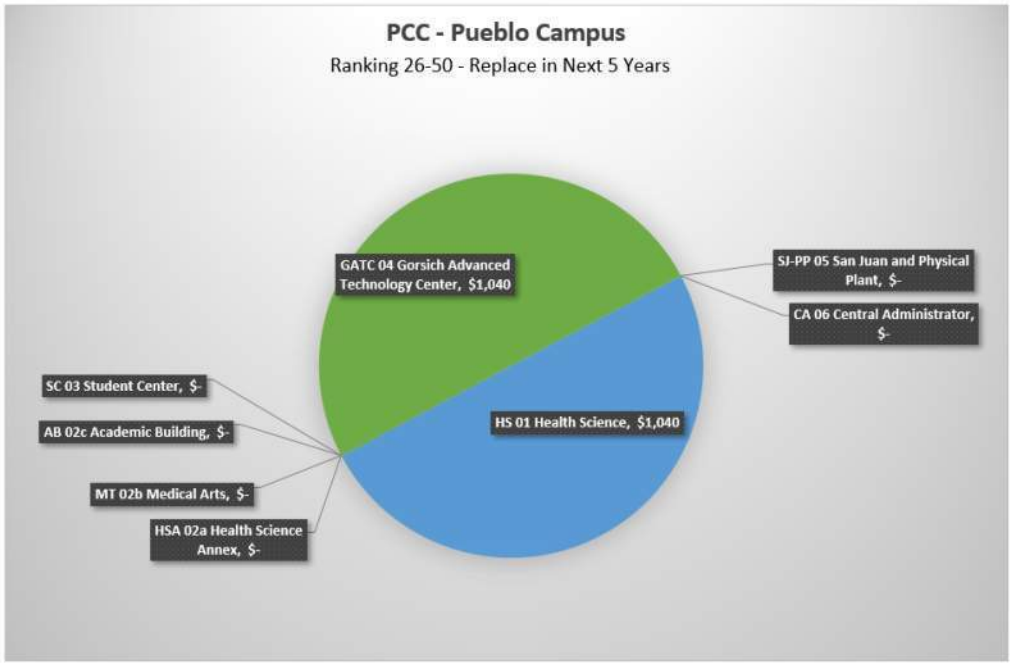
Abbrev. Name	#			
HS	01	Health Science	$	-
HSA	02a	Health Science Annex	$	-
MT	02b	Medical Arts	$	-
AB	02c	Academic Building	$	-
SC	03	Student Center	$	-
GATC	04	Gorsich Advanced Technology Center	$	-
SJ-PP	05	San Juan and Physical Plant	$	-
CA	06	Central Administrator	$	-
		(**Note:** values above include soft costs, but no escalation)		
		Total >100	$	-
		5 years of escalation @ 6%/yr	$	-

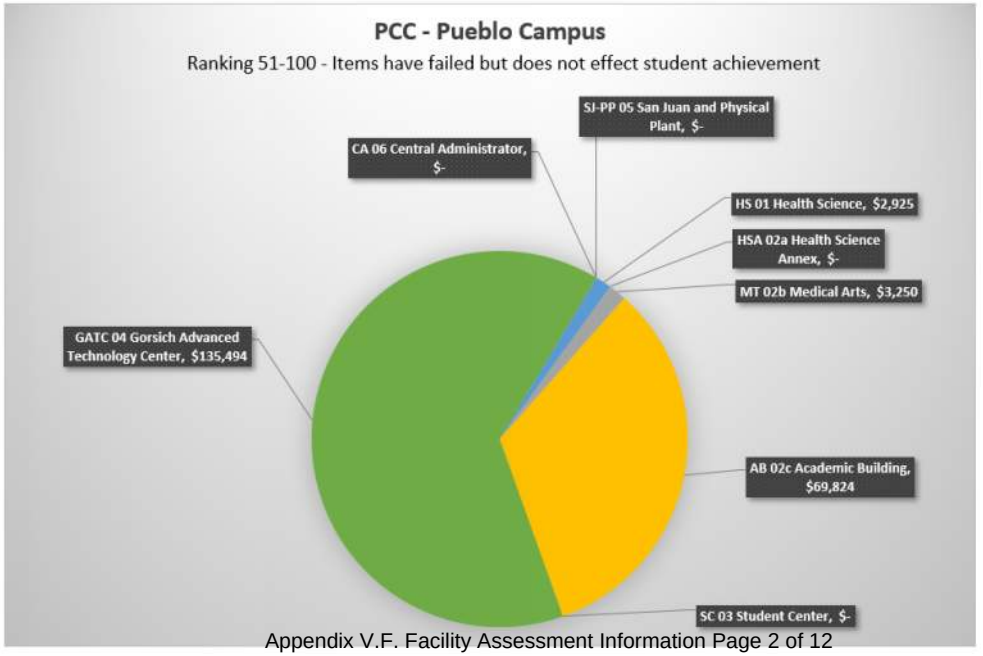
Total for Each Facility (includes all ranks)

	#			
HS	01	Health Science	$	4,160
HSA	02a	Health Science Annex	$	1,755
MT	02b	Medical Arts	$	12,441
AB	02c	Academic Building	$	98,047
SC	03	Student Center	$	663
GATC	04	Gorsich Advanced Technology Center	$	158,634
SJ-PP	05	San Juan and Physical Plant	$	9,373
CA	06	Central Administrator	$	13,910
		(**Note:** values above include soft costs, but no escalation)		
		Total (All Ranks)	$	298,983
		4 years of escalation @ 6%/yr	$	377,459


PCC - Pueblo Campus
Totals for each Facility
SJ-PP 05 San Juan and Physical Plant,
CA 06 Central Administrator, $13,910
HS 01 Health Science, $4,160
HSA 02a Health Science Annex, $1,755
MT 02b Medical Arts, $12,441
GATC 04 Gorsich Advanced Technology Center, $158,634
AB 02c Academic Building, $98,047
SC 03 Student Center, $663


PCC - Pueblo Campus
Ranking 0-25 - Fail or Will Fail in the Next Year
CA 06 Central Administrator, $13,910
SJ-PP 05 San Juan and Physical Plant, $9,373
HS 01 Health Science, $195
HSA 02a Health Science Annex, $1,755
GATC 04 Gorsich Advanced Technology Center, $22,100
MT 02b Medical Arts, $9,191
AB 02c Academic Building, $28,223
SC 03 Student Center, $663


PCC - Pueblo Campus
Ranking 26-50 - Replace in Next 5 Years
GATC 04 Gorsich Advanced Technology Center, $1,040
SJ-PP 05 San Juan and Physical Plant, $-
CA 06 Central Administrator, $-
SC 03 Student Center, $-
AB 02c Academic Building, $-
HS 01 Health Science, $1,040
MT 02b Medical Arts, $-
HSA 02a Health Science Annex, $-


PCC - Pueblo Campus
Ranking 51-100 - Items have failed but does not effect student achievement
SJ-PP 05 San Juan and Physical Plant, $-
CA 06 Central Administrator, $-
HS 01 Health Science, $2,925
HSA 02a Health Science Annex, $-
MT 02b Medical Arts, $3,250
GATC 04 Gorsich Advanced Technology Center, $135,494
AB 02c Academic Building, $69,824
SC 03 Student Center, $-

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

(see scoring tab for details)

Contingency Amoun	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	HS	Pueblo	Per the ADA (208.2) the existing 33 parking spaces would require 2 accessible parking spaces, including 1 van space. Add "Van Accessible" signage to existing van accessible parking space.		Code/ADA	1	5	4	20		$ 150	$ 195	$ 253.50
2	HS	Pueblo	Southwest - Entry Stair - Deteriorating concrete beginning to spall. Center handrail rusted at base and staining concrete.		Parking/Paving	1	7	4	28		$ 350	$ 455	$ 591.50
3	HS	Pueblo	South - Paint steel stair guardrail, handrail, and risers.	Basement Flr Stairs	Interior Finishes	2	6	6	72		$ 450	$ 585	$ 760.50
4	HS	Pueblo	North - Paint steel stair guardrail, handrail, and risers. Lower portion of exteirior CMU walls have efflorescence due to water infiltration.	Basement Flr Stairs	Interior Finishes	2	6	3	36		$ 450	$ 585	$ 760.50
5	HS	Pueblo	South - Paint steel stair guardrail, handrail, and risers.	1st Flr Stairs	Interior Finishes	2	6	6	72		$ 450	$ 585	$ 760.50
6	HS	Pueblo	North - Paint steel stair guardrail, handrail, and risers.	1st Flr Stairs	Interior Finishes	2	6	6	72		$ 450	$ 585	$ 760.50
7	HS	Pueblo	South - Paint steel stair guardrail, handrail, and risers.	2nd Flr Stairs	Interior Finishes	2	6	6	72		$ 450	$ 585	$ 760.50
8	HS	Pueblo	North - Paint steel stair guardrail, handrail, and risers.	2nd Flr Stairs	Interior Finishes	2	6	6	72		$ 450	$ 585	$ 760.50

Condition	Totals	Totals	Escalation Totals
0-25	$ 150	$ 195	$ 254
26-50	$ 800	$ 1,040	$ 1,352
51-100	$ 2,250	$ 2,925	$ 3,803
> 100	$ -	$ -	$ -
Totals ->	$ 3,200	$ 4,160	$ 5,408

3.2 Condition Analysis Matrix

Project: PCC - Pueblo Campus
Facility: **Health Science Annex**
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 wihtin 6-10 Years (Yellow)
4	Improvement Item (Green) - Also indicate remaing years of system life

(see scoring tab for details)

Contingency Amoun	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	HSA	Pueblo	Per the ADA (208.2) the existing 14 parking spaces would require 1 van accessible parking space. Add "Van Accessible" signage to existing van accessible parking space.		Code/ADA	1	5	4	20		$ 150	$ 195	$ 253.50
2	HSA	Pueblo	Accessible route from parking to east entrance has change in level from asphalt paving to concrete stoop that exceeds 1/2".		Code/ADA	1	5	4	20		$ 1,200	$ 1,560	$ 2,028.00

Condition	Totals	Totals	Escalation Totals
0-25	$ 1,350	$ 1,755	$ 2,282
26-50	$ -	$ -	$ -
51-100	$ -	$ -	$ -
> 100	$ -	$ -	$ -
Totals ->	$ 1,350	$ 1,755	$ 2,282

3.2 Condition Analysis Matrix

Project: PCC - Pueblo Campus
Facility: **Medical Arts**
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 wihtin 6-10 Years (Yellow)
4	Improvement Item (Green) - Also indicate remaing years of system life

(see scoring tab for details)

Contingency Amoun	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	AB	Pueblo	Five of the seven accessible parking spaces lack accessible parking signage.		Code/ADA	1	5	4	20		$ 750	$ 975	$ 1,267.50
	AB	Pueblo	Roof leaks at area above Library and skylight above open stair.		Roofing	1	2	3	6		$ 20,000	$ 26,000	$ 33,800.00
2	AB	Pueblo	East-Women's Restroom: Toilet paper dispenser encroaches on 1 1/2" clear space required below horizontal side grab bar. Remove and relocate toilet paper dispenser.	Basement Flr Restrooms	Code/ADA	1	5	4	20		$ 120	$ 156	$ 202.80
3	AB	Pueblo	East-Men's Restroom: Toilet paper dispenser encroaches on 1 1/2" clear space required below horizontal side grab bar. Remove and relocate toilet paper dispenser.	Basement Flr Restrooms	Code/ADA	1	5	4	20		$ 120	$ 156	$ 202.80
4	AB	Pueblo	South-Women's Restroom: Toilet paper dispenser encroaches on 1 1/2" clear space required below horizontal side grab bar. Remove and relocate toilet paper dispenser.	Basement Flr Restrooms	Code/ADA	1	5	4	20		$ 120	$ 156	$ 202.80
5	AB	Pueblo	East-Women's Restroom: Toilet paper dispenser encroaches on 1 1/2" clear space required below horizontal side grab bar. Remove and relocate toilet paper dispenser.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ 120	$ 156	$ 202.80
6	AB	Pueblo	South-Women's Restroom: Toilet paper dispenser encroaches on 1 1/2" clear space required below horizontal side grab bar. Remove and relocate toilet paper dispenser.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ 120	$ 156	$ 202.80
7	AB	Pueblo	South-Men's Restroom: Toilet paper dispenser encroaches on 1 1/2" clear space required below horizontal side grab bar. Remove and relocate toilet paper dispenser.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ 120	$ 156	$ 202.80
8	AB	Pueblo	East-Men's Restroom: Toilet paper dispenser encroaches on 1 1/2" clear space required below horizontal side grab bar. Remove and relocate toilet paper dispenser.	2nd Flr Restrooms	Code/ADA	1	5	4	20		$ 120	$ 156	$ 202.80
9	AB	Pueblo	South-Women's Restroom: Toilet paper dispenser encroaches on 1 1/2" clear space required below horizontal side grab bar. Remove and relocate toilet paper dispenser.	2nd Flr Restrooms	Code/ADA	1	5	4	20		$ 120	$ 156	$ 202.80
10	AB	Pueblo	Flooring: replace carpet at instructional spaces, excludes entire Learning Center spaces and the two contiguous instructional spaces: RMS. 038 & 040	Basement Flr Instructional Spaces	Interior Finishes	2	6	6	72		$ 53,711	$ 69,824	$ 90,771.59

Condition	Totals	Totals	Escalation Totals
0-25	$ 21,710	$ 28,223	$ 36,690
26-50	$ -	$ -	$ -
51-100	$ 53,711	$ 69,824	$ 90,772
> 100	$ -	$ -	$ -
Totals ->	$ 75,421	$ 98,047	$ 127,461

3.2 Condition Analysis Matrix

Project: PCC - Pueblo Campus
Facility: **Academic Building**
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 wihtin 6-10 Years (Yellow)
4	Improvement Item (Green) - Also indicate remaing years of system life

(see scoring tab for details)

Contingency Amoun	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	MT	Pueblo	MT building has 324 parking spaces in the parking lot to the North of the building. Per the ADA (208.2) the existing 324 parking spaces would require 8 accessible parking spaces, including 2 van spaces. Add 2 standard accessible parking spaces and 2 van accessible parking spaces. There is only one accessible entrance on the north side of the building.		Code/ADA	1	5	4	20		$ 600	$ 780	$ 1,014.00
2	MT	Pueblo	MT building has 119 parking spaces in the parking lot to the East of the building. Per the ADA (208.2) the existing 119 parking spaces would require 5 accessible parking spaces, including 1 van space. 5 standard accessible spaces and 2 van accessible spaces are provided. Add 2 accessible parking signs to parking spaces at the southern end of lot. Accessible entrances are located at the east and southeast of the building.		Code/ADA	1	5	4	20		$ 300	$ 390	$ 507.00
3	MT	Pueblo	MT building has 42 parking spaces in the parking lot at the interior courtyard areas of the building. Per the ADA (208.2) the existing 42 parking spaces would require 2 accessible parking spaces, including 1 van space. 1 van accessible space is provided. Add 1 standard accessible space. Accessible entrance is located at the south side of the building.		Code/ADA	1	5	4	20		$ 300	$ 390	$ 507.00
4	MT	Pueblo	Two areas of drainage from the North parking lot extend out to West Pitkin Ave by sidewalk chases. Facility staff stated in heavy rains the chases cannot handle the runoff and water ponds in the drive aisle.		Parking/Paving	2	7	6	84		$ 2,500	$ 3,250	$ 4,225.00
5	MT	Pueblo	Outdoor play area for day care is remote and requires children and staff to cross through parking lot drive aisle to access play area.		Parking/Paving	2	7	6	84		$ -	$ -	$ -
6	MT	Pueblo	Men's Restroom-123: Install vertical grab bar at accessible stall.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ 250	$ 325	$ 422.50
7	MT	Pueblo	Men's Restroom-127: Install vertical grab bar at accessible stall.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ 250	$ 325	$ 422.50
8	MT	Pueblo	Women's Restroom-119: Install vertical grab bar at accessible stall.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ 250	$ 325	$ 422.50
9	MT	Pueblo	Men's Restroom-160: Install vertical grab bar at accessible stall.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ 250	$ 325	$ 422.50
10	MT	Pueblo	Women's Restroom-163: Install vertical grab bar at accessible stall.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ 250	$ 325	$ 422.50
11	MT	Pueblo	South-Women's Restroom: Seat cover paper dispenser encroaches on 1 1/2" clear space required below horizontal side wall grab bar. Remove and relocate dispenser.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ 120	$ 156	$ 202.80
12	MT	Pueblo	Daycare Restroom-169D: Install vertical grab bar at accessible stall.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ 250	$ 325	$ 422.50
13	MT	Pueblo	Daycare Restroom-169E: Install vertical grab bar at accessible stall.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ 250	$ 325	$ 422.50
14	MT	Pueblo	Daycare-169: Provide door to directly to exterior.	1st Floor	Code/ADA	1	3	4	12		$ 4,000	$ 5,200	$ 6,760.00

Condition	Totals	Totals	Escalation Totals
0-25	$ 7,070	$ 9,191	$ 11,948
26-50	$ -	$ -	$ -
51-100	$ 2,500	$ 3,250	$ 4,225
> 100	$ -	$ -	$ -
Totals ->	$ 9,570	$ 12,441	$ 16,173

3.2 Condition Analysis Matrix

Project: PCC - Pueblo Campus
Facility: **Student Center**
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 wihtin 6-10 Years (Yellow)
4	Improvement Item (Green) - Also indicate remaing 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	SC	Pueblo	SC building has 15 angled street parking spaces to the east and 8 off-street parking spaces in the parking lot to the north of the building.Per the ADA (208.2) the existing 23 parking spaces would require 1 van accessible space. 2 standard accessible spaces and 1 van accessible spaces are provided. Add "Van Accessible" signage to existing van accessible parking space.		Code/ADA	1	5	4	20		$ 150	$ 195	$ 253.50
2	SC	Pueblo	Women's Restroom-157: Toilet paper dispenser encroaches on 1 1/2" clear space required below horizontal side grab bar. Remove and relocate toilet paper dispenser.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ 120	$ 156	$ 202.80
3	SC	Pueblo	Men's Restroom-149: Toilet paper dispenser encroaches on 1 1/2" clear space required below horizontal side grab bar. Remove and relocate toilet paper dispenser.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ 120	$ 156	$ 202.80
4	SC	Pueblo	Women's Restroom-217: Toilet paper dispenser encroaches on 1 1/2" clear space required below horizontal side grab bar. Remove and relocate toilet paper dispenser.	2nd Flr Restrooms	Code/ADA	1	5	4	20		$ 120	$ 156	$ 202.80

Condition	Totals	Totals	Escalation Totals
0-25	$ 510	$ 663	$ 862
26-50	$ -	$ -	$ -
51-100	$ -	$ -	$ -
> 100	$ -	$ -	$ -
Totals ->	$ 510	$ 663	$ 862

3.2 Condition Analysis Matrix

Project: PCC - Pueblo Campus
Facility: **Gorsich Advanced Technology Center**
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 remaing 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)	COST NOTES
1	GATC	Pueblo	GATC building has 296 parking spaces in the parking lot to the west of the building. Per the ADA (208.2) the existing 296 parking spaces would require 7 accessible parking spaces, including 1 van space. Currently, a total of 6 spaces, including 1 van spaces are provided. Add 1 van accessible parking space.		Code/ADA	1	5	4	20		$ 150	$ 195	$ 253.50	Parking Stall
2	GATC	Pueblo	Existing van Accessible space is remote.		Code/ADA	1	5	4	20		$ 150	$ 195	$ 253.50	Parking Stall
3	GATC	Pueblo	Provide flush curb/ramp along area of accessible parking spaces to accommodate "shortest accessible route from parking to an entrance".		Code/ADA	1	5	4	20		$ 1,200	$ 1,560	$ 2,028.00	
4	GATC	Pueblo	Northwest - Exterior concrete stair from corridor has spalled concrete at treads and risers. Remove and repair.		Parking/Paving	1	7	4	28		$ 800	$ 1,040	$ 1,352.00	
5	GATC	Pueblo	Northwest - EIFS is deteriorated in and around conductor head/downspout. Remove and repair.		Building Envelope	2	6	7	84		$ 450	$ 585	$ 760.50	
6	GATC	Pueblo	East - Paint hollow metal exterior door. Paint steel stair guardrail, handrail,risers, and concrete treads.	1st Flr Stairs	Interior Finishes	2	6	6	72		$ 800	$ 1,040	$ 1,352.00	One Stair Run / One HM Door
7	GATC	Pueblo	West - Paint hollow metal exterior door. Paint steel stair guardrail, handrail,risers, and concrete treads.	1st Flr Stairs	Interior Finishes	2	6	6	72		$ 800	$ 1,040	$ 1,352.00	One Stair Run / One HM Door
8	GATC	Pueblo	South - Paint hollow metal exterior door. Paint steel stair guardrail, handrail,risers, and concrete treads.	1st Flr Stairs	Interior Finishes	2	6	6	72		$ 800	$ 1,040	$ 1,352.00	One Stair Run / One HM Door
9	GATC	Pueblo	West-Men's Restrooms: Partition door swings into Accessible stall. Replace door to swing out from stall.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ 1,000	$ 1,300	$ 1,690.00	
10	GATC	Pueblo	West-Men's Restrooms: Install Vertical grab bar.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ 250	$ 325	$ 422.50	
11	GATC	Pueblo	East-Men's Restrooms: Partition door swings into Accessible stall. Replace door to swing out from stall.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ 1,000	$ 1,300	$ 1,690.00	
12	GATC	Pueblo	East-Men's Restrooms: Install Vertical grab bar.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ 250	$ 325	$ 422.50	
13	GATC	Pueblo	West-Women's Restroom: Partition door swings into Accessible stall. Replace door to swing out from stall.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ 10,000	$ 13,000	$ 16,900.00	
14	GATC	Pueblo	West-Women's Restrooms: Install Vertical grab bar.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ 250	$ 325	$ 422.50	
15	GATC	Pueblo	East-Women's Restrooms: Install Vertical grab bar.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ 250	$ 325	$ 422.50	
16	GATC	Pueblo	Replace carpet.	1st Flr Instructional Spaces	Interior Finishes	2	6	6	72		$ 20,426	$ 26,554	$ 34,519.94	
17	GATC	Pueblo	Reseal concrete floors.	1st Flr Instructional Spaces	Interior Finishes	2	6	6	72		$ 1,825	$ 2,373	$ 3,084.25	
18	GATC	Pueblo	Corridors: Paint hollow metal exterior doors and frames.	1st Flr Corridors	Interior Finishes	2	6	6	72		$ 528	$ 686	$ 892.32	
19	GATC	Pueblo	Corridors: Paint hollow metal interior doors and frames.	1st Flr Corridors	Interior Finishes	2	6	6	72		$ 1,056	$ 1,373	$ 1,784.64	
20	GATC	Pueblo	East - Paint hollow metal exterior door. Paint steel stair guardrail, handrail,risers, and concrete treads.	2nd Flr Stairs	Interior Finishes	2	6	6	72		$ 800	$ 1,040	$ 1,352.00	One Stair Run / One HM Door
21	GATC	Pueblo	West - Paint hollow metal exterior door. Paint steel stair guardrail, handrail,risers, and concrete treads.	2nd Flr Stairs	Interior Finishes	2	6	6	72		$ 800	$ 1,040	$ 1,352.00	One Stair Run / One HM Door
22	GATC	Pueblo	South - Paint hollow metal exterior door. Paint steel stair guardrail, handrail,risers, and concrete treads.	2nd Flr Stairs	Interior Finishes	2	6	6	72		$ 800	$ 1,040	$ 1,352.00	One Stair Run / One HM Door
23	GATC	Pueblo	South - Replace 2x4 ceiling tile.	2nd Flr Stairs	Interior Finishes	2	6	6	72		$ 960	$ 1,248	$ 1,622.40	
24	GATC	Pueblo	West-Men's Restrooms: Partition door swings into Accessible stall. Replace door to swing out from stall.	2nd Flr Restrooms	Code/ADA	1	5	4	20		$ 1,000	$ 1,300	$ 1,690.00	
25	GATC	Pueblo	West-Men's Restrooms: Install Vertical grab bar.	2nd Flr Restrooms	Code/ADA	1	5	4	20		$ 250	$ 325	$ 422.50	
26	GATC	Pueblo	East-Men's Restrooms: Install Vertical grab bar.	2nd Flr Restrooms	Code/ADA	1	5	4	20		$ 250			
27	GATC	Pueblo	East-Women's Restroom: Partition door swings into Accessible stall. Replace door to swing out from stall.	2nd Flr Restrooms	Code/ADA	1	5	4	20		$ 1,000	$ 1,300	$ 1,690.00	
28	GATC	Pueblo	West-Women's Restrooms: Install Vertical grab bar.	2nd Flr Restrooms	Code/ADA	1	5	4	20		$ 250	$ 325	$ 422.50	
29	GATC	Pueblo	East-Women's Restrooms: Install Vertical grab bar.	2nd Flr Restrooms	Code/ADA	1	5	4	20		$ 250			
30	GATC	Pueblo	Replace carpet.	2nd Flr Instructional Spaces	Interior Finishes	2	6	6	72		$ 45,759	$ 59,487	$ 77,332.71	

31	GATC	Pueblo	Replace carpet.	2nd Flr Instructional Spaces	Interior Finishes	2	6	6	72		$ 23,422	$ 30,449	$ 39,583.18	
32	GATC	Pueblo	Room 127 Stage - water infiltration at Exterior Door Sills - add O.H. Door to floor plan - review exterior grade slope and sill flashing at both doors	1st Flr Instructional Spaces	Door System	2	6	6	72		$ 5,000	$ 6,500	$ 8,450.00	

Condition	Totals	Totals	Escalation Totals
0-25	$ 17,500	$ 22,100	$ 28,730
26-50	$ 800	$ 1,040	$ 1,352
51-100	$ 104,226	$ 135,494	$ 176,142
> 100	$ -	$ -	$ -
Totals ->	$ 122,526	$ 158,634	$ 206,224

3.2 Condition Analysis Matrix

Project: PCC - Pueblo Campus
Facility: San Juan and Physical Plant
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 wihtin 6-10 Years (Yellow)
4	Improvement Item (Green) - Also indicate remaing years of system life

(see scoring tab for details)

Contingency Amoun	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	SJ-PP	Pueblo	SJ building has 120 parking spaces in the parking lot to the East of the building. Per the ADA (208.2) the existing 120 parking spaces would require 5 accessible parking spaces, including 1 van space. 4 standard accessible spaces and 1 van accessible spaces are provided. Add "Van Accessible" signage to the existing van parking space.		Code/ADA	1	5	4	20		$ 150	$ 195	$ 253.50
2	SJ-PP	Pueblo	Accessible route from parking to accessible entrance at east side of building is provided by a concrete sidewalk/ramp. Landing at ramp adjacent to parking lot is not 60" in length. Remove and replace landing to provide required landing length.		Code/ADA	1	5	4	20		$ 1,200	$ 1,560	$ 2,028.00
3	SJ-PP	Pueblo	East - Women's Restroom - Entry door has latch/no closer. Door does not have required pull side clearance. Remove door or provide auto operator.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ 4,000	$ 5,200	$ 6,760.00
4	SJ-PP	Pueblo	East - Women's Restroom - Transfer type shower has required clearances, but facility staff states it is seldom used.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ -	$ -	$ -
5	SJ-PP	Pueblo	East - Women's Restroom - Install vertical grab bar at accessible stall.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ 250	$ 325	$ 422.50
6	SJ-PP	Pueblo	East - Men's Restroom - Transfer type shower has required clearances, but facility staff states it is seldom used.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ -	$ -	$ -
7	SJ-PP	Pueblo	East - Men's Restroom - Install vertical grab bar at accessible stall.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ 250	$ 325	$ 422.50
8	SJ-PP	Pueblo	West - Women's Restroom - Install vertical grab bar at accessible stall.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ 250	$ 325	$ 422.50
9	SJ-PP	Pueblo	West - Men's Restroom - Install vertical grab bar at accessible stall.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ 250	$ 325	$ 422.50
10	SJ-PP	Pueblo	Men's Dressing - Remove and reinstall toilet paper dispenser on opposite wall below side wall grab bar.	2nd Flr Restrooms	Code/ADA	1	5	4	20		$ 120	$ 156	$ 202.80
11	SJ-PP	Pueblo	Women's Dressing - Remove and reinstall toilet paper dispenser and seat cover dispenser on opposite wall below side wall grab bar.	2nd Flr Restrooms	Code/ADA	1	5	4	20		$ 240	$ 312	$ 405.60
12	SJ-PP	Pueblo	South - Women's Restroom - Install vertical grab bar at accessible stall.	2nd Flr Restrooms	Code/ADA	1	5	4	20		$ 250	$ 325	$ 422.50
13	SJ-PP	Pueblo	South - Men's Restroom - Install vertical grab bar at accessible stall.	2nd Flr Restrooms	Code/ADA	1	5	4	20		$ 250	$ 325	$ 422.50

Condition	Totals	Totals	Escalation Totals
0-25	$ 7,210	$ 9,373	$ 12,185
26-50	$ -	$ -	$ -
51-100	$ -	$ -	$ -
> 100	$ -	$ -	$ -
Totals ->	$ 7,210	$ 9,373	$ 12,185

3.2 Condition Analysis Matrix

Project: PCC - Pueblo Campus
Facility: **Central Administrator**
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 wihtin 6-10 Years (Yellow)
4	Improvement Item (Green) - Also indicate remaing 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	CA	Pueblo	Central Administration building is adjacent to 27 angled street parking spaces off of Marilyn Pl. Per the ADA (208.2) the existing 27 parking spaces would require 2 accessible parking spaces, including 1 van space. Currently,only 1 accessible space is provided. Add 1 van accessible parking space and signage if slopes along Marilyn Pl allow.		Code/ADA	1	5	4	20		$ 450	$ 585	$ 760.50
2	CA	Pueblo	Accessible entrances to the building are located at the North and West sides. They are both remote from the parking areas along Marilyn Place and the San Juan building parking lot, which provide accessible parking.		Code/ADA	1	5	4	20		$ -	$ -	$ -
3	CA	Pueblo	Women's Restroom: Install vertical grab bar at accessible stall.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ 250	$ 325	$ 422.50
4	CA	Pueblo	Men's Restroom: Install vertical grab bar and rear wall grab bar at accessible stall.	1st Flr Restrooms	Code/ADA	1	5	4	20		$ 120		
5	CA	Pueblo	Lobby-Stair: The lobby stair leading to the basement has uneven risers at the top of the stair that need to be corrected.	1st Flr Stairs	Code/ADA	1	3	4	12		$ 10,000	$ 13,000	$ 16,900.00

Condition	Totals	Totals	Escalation Totals
0-25	$ 10,820	$ 13,910	$ 18,083
26-50	$ -	$ -	$ -
51-100	$ -	$ -	$ -
> 100	$ -	$ -	$ -
Totals ->	$ 10,820	$ 13,910	$ 18,083

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 reimaging 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

    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 Principles.

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

i. 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!

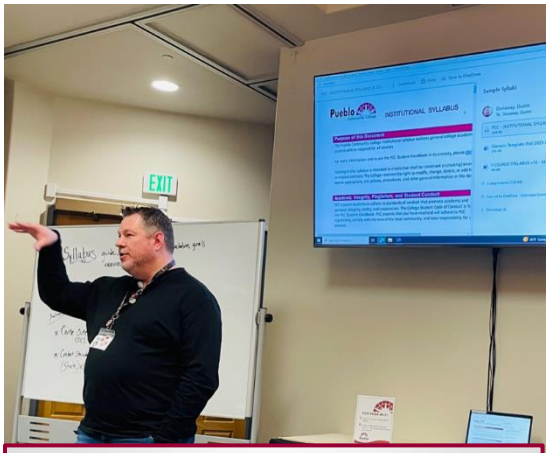
III. Connecting Back to the Statewide Master Plan – How does the college academic plan address the four strategic goals outlined by CCHE?

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 successful 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

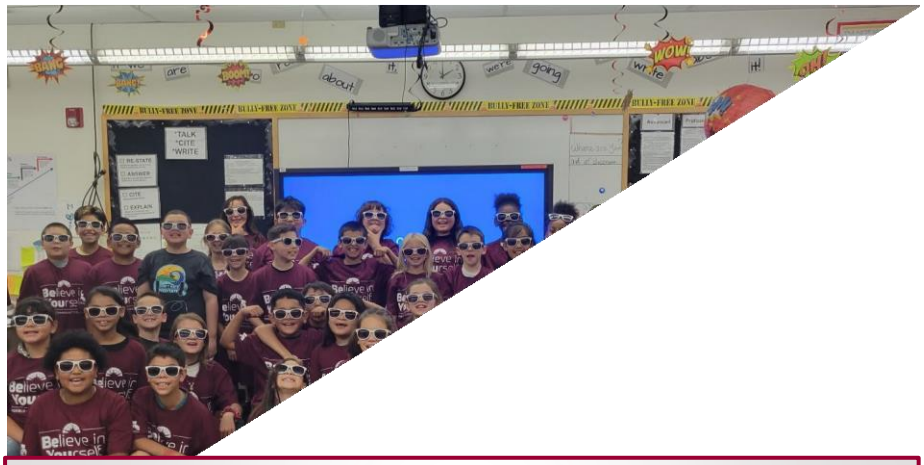
Recruitment and Retention efforts – the division staff partnered with the PCC Recruitment team to host several successful visits, tours and demonstrations throughout the year. There was a focus on student engagement and activities instead of just passive tours and presentations. We received great feedback 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 departments in our division. The students were able to receive treats and souvenirs throughout the year, including PCC t-shirts which they wear proudly!



Eva Baca Students proudly wearing their PCC t-shirts

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.
- The B&AT chairs and coordinators participated in a divisional chair retreat in Canon City during Summer 2022.

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.

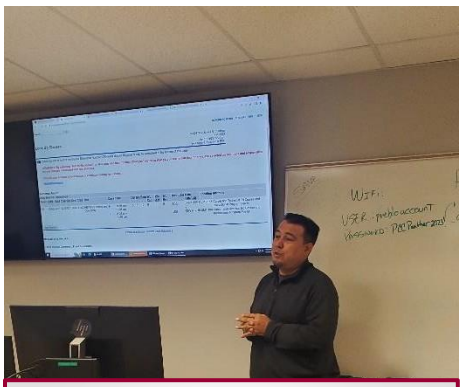
Committee work included positions on all the faculty standing committees throughout the year. Additionally, team members served on committees and task force teams: Pueblo Workforce group, deans council, Neighbor Works board, Packard grant team, community health center board, university boards, regional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

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

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

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

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

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

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!

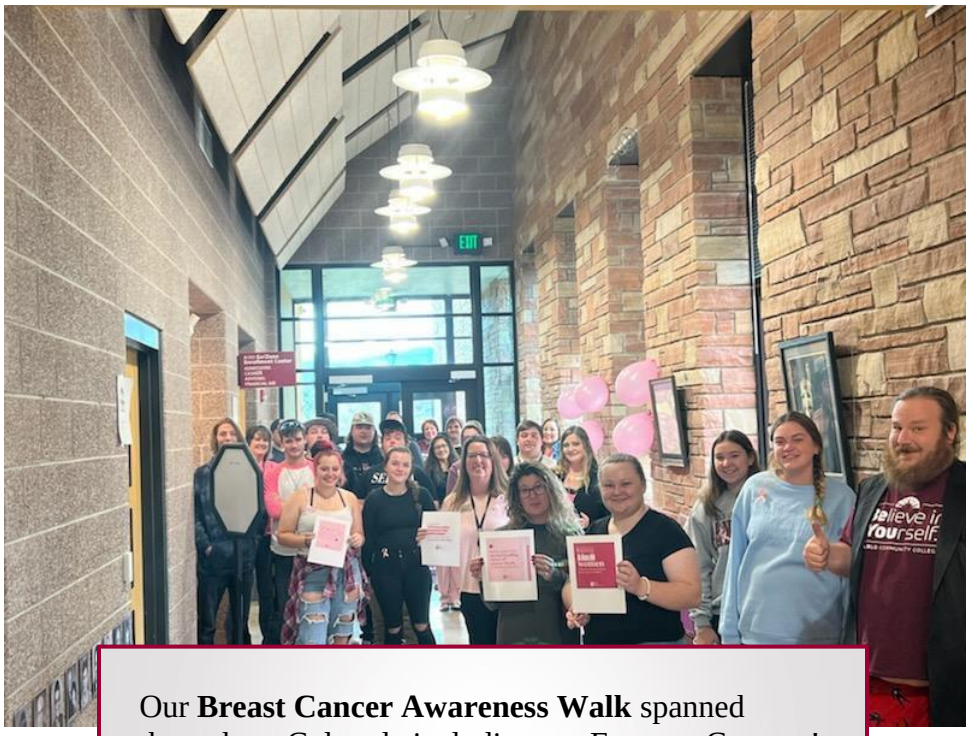
End of the Year Report / Comprehensive Academic Plan Report:

Medical and Behavioral Health

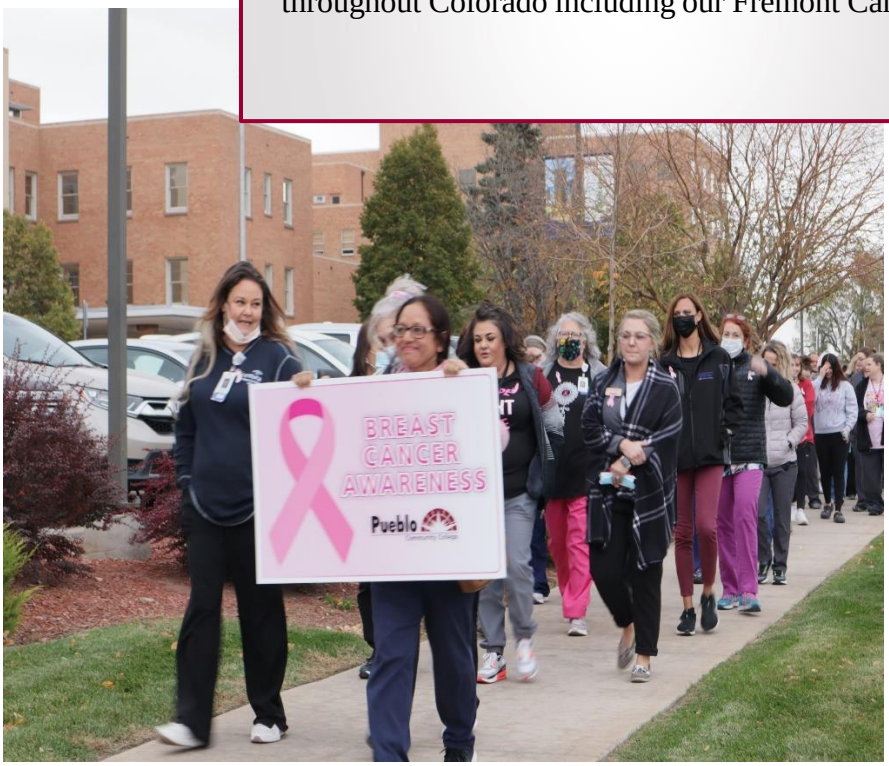
Breast Cancer Awareness Walk Oct 2022

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

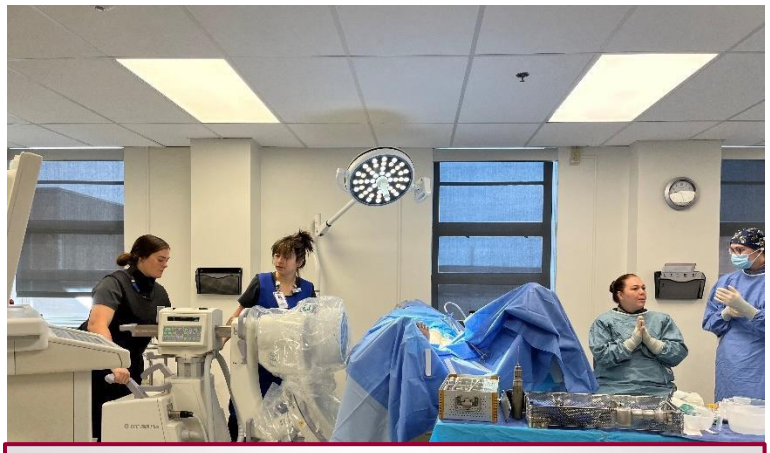
- A new department was created. Starting with the job description of a Department Chair, Coordinator and Student Success coach, we identified office space on the 4th floor in the academic section. We have recruited a new Department Chair, who will be able to give new guidance and direction.
- Several 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 Souring 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 L ab 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 Divison – 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

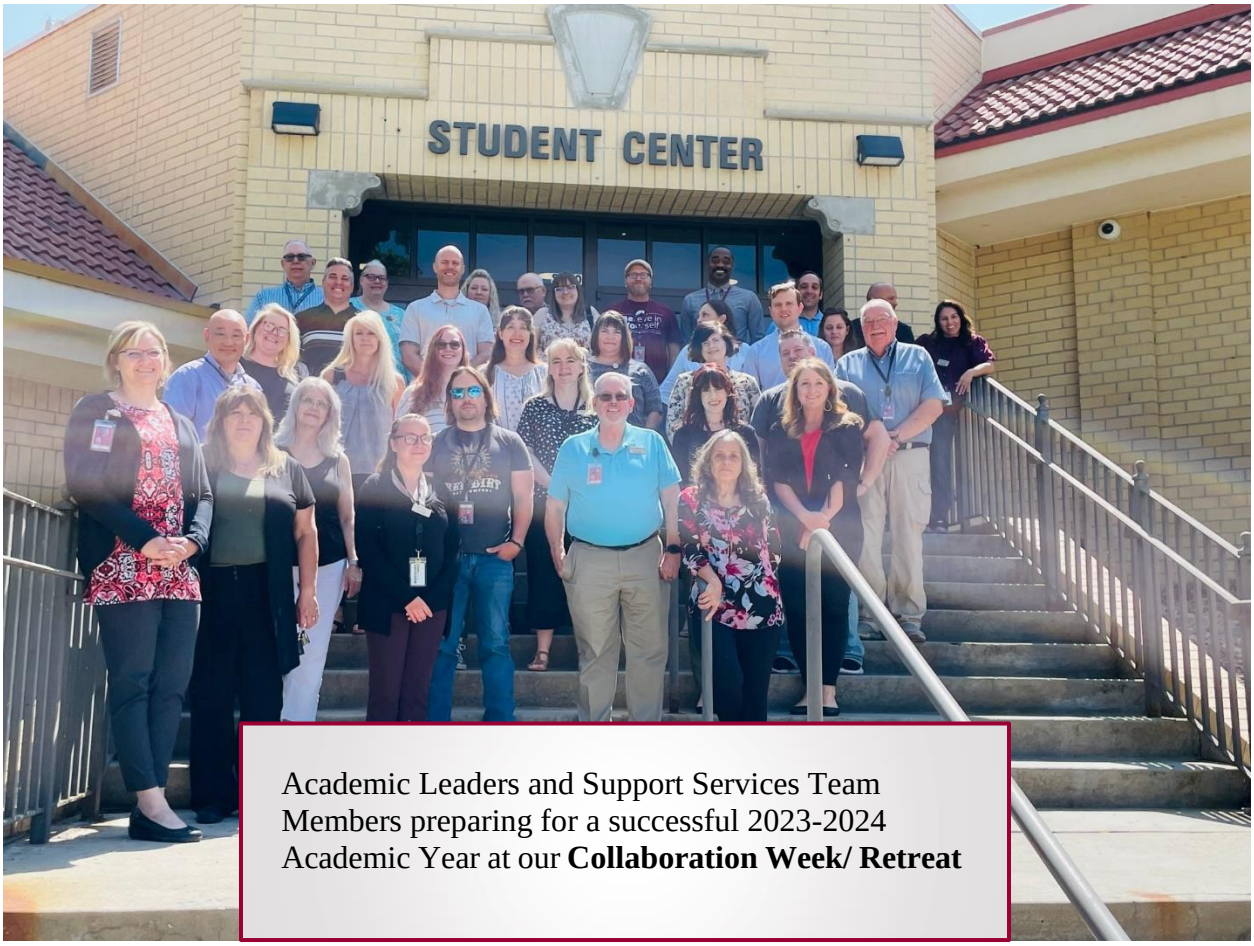
- Diana Montoya, STE Department Chair, conducted a tour the Surgery Tech for Nurse Aide students.
- Medical Assisting offers help and equipment as needed.

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



Academic Leaders and Support Services Team Members preparing for a successful 2023-2024 Academic Year at our **Collaboration Week/ Retreat**

Assessment of Student Learning

The Year in Review

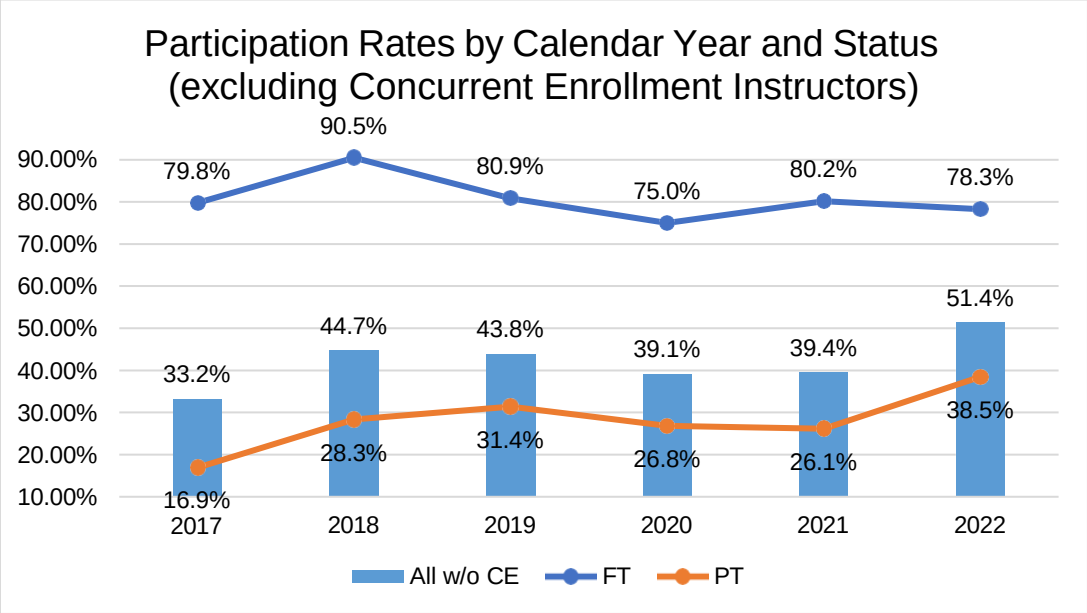
Destination 2027 Achievements

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	• 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%).	• 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.	• 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	• 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.	• Student performance decreased overall by 4.4% from 2021. • The lowest-scoring of our original 5 ISLOs[1] was Literacy (69.9%). • Performance on Quantitative Reasoning declined the most (-7.3%)	• 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	• 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 sample[2] 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).	• 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.	• 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	We continued to offer regular workshops on a wide range of topics, including but not limited to: • eLumen Basic Training/Refresher, • D2L/eLumen LTI Integration, • Running Reports, • Improvement Planning, • Rubric Development, • Open Scoring, • as well as numerous individual/small group workshops.	• 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.	• 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	Initial efforts to establish co-curricular assessment practices have begun: • 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.	• 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.	• 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

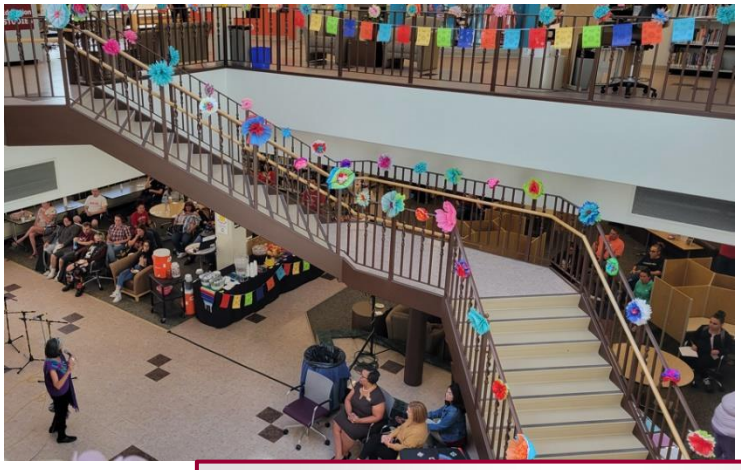
Information Literacy – Awareness and instruction of information literacy is a critical component in academic success. PCC librarians provide classroom orientations, subject and program specific workshops, and one-on-one research assistance. Information literacy statistics for the 2022-2023 Academic Year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

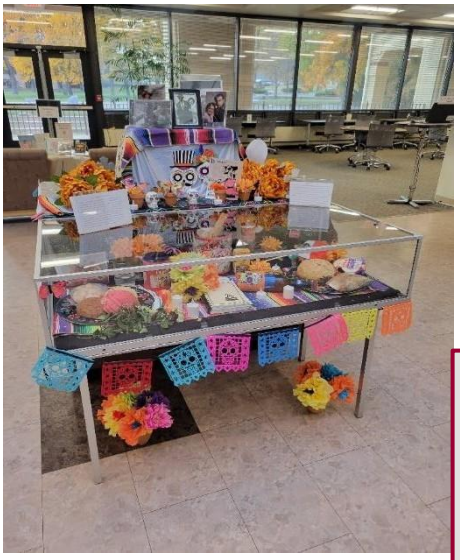
Book a Librarian – As evidenced above, one-on-one research assistance is a popular service provided by PCC librarians. This year, we worked with Student Services to include Book a Librarian in the appointment function in Navigate. Syncing Navigate with Chris and Hannah's calendars was a game changer 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.

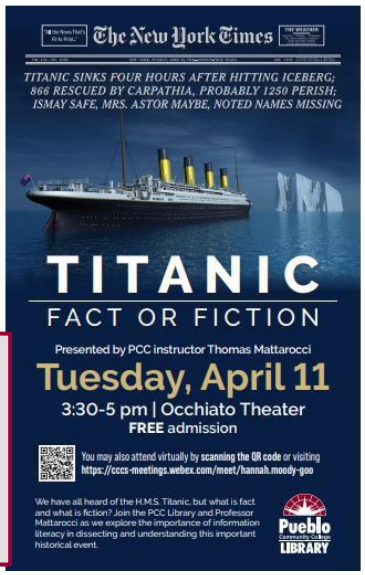


Hispanic Heritage Week Celebrations at the Library

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 McBrayer 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%

Being a Satellite Branch of the Pueblo Public Library	31%

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 role 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:

PUEBLO CITY-COUNTY Library District

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

Colorado Online™
Education at your speed.

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

Ad Astra

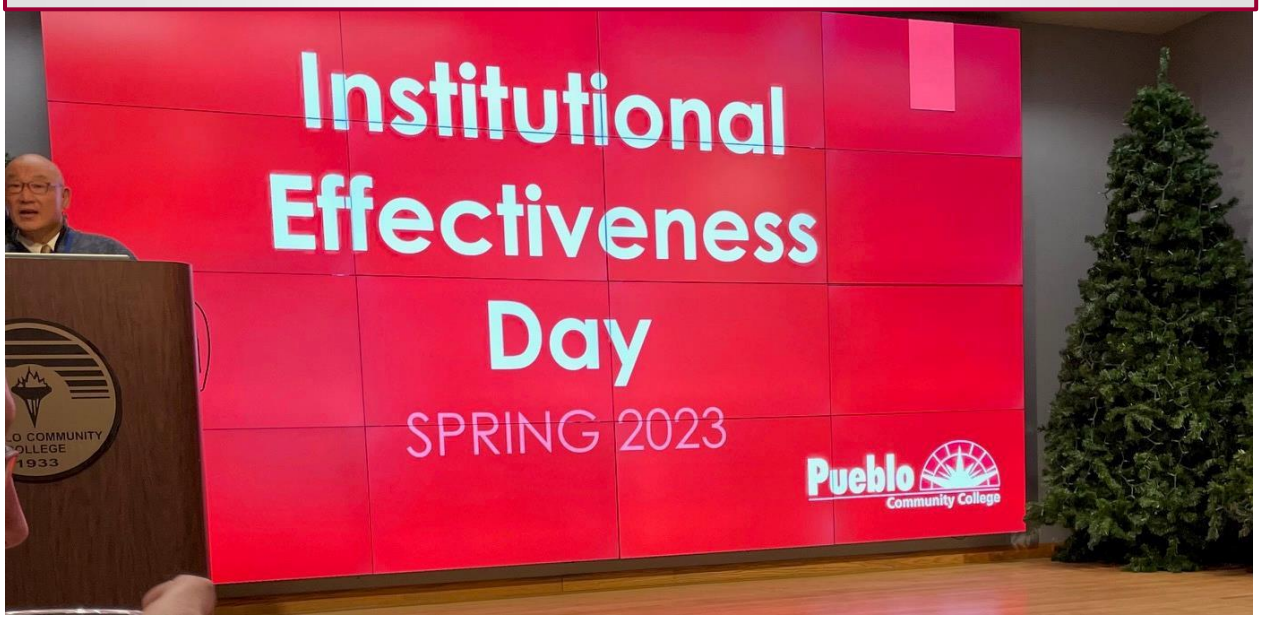
Additional Highlights

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 venders.

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 Oversite,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

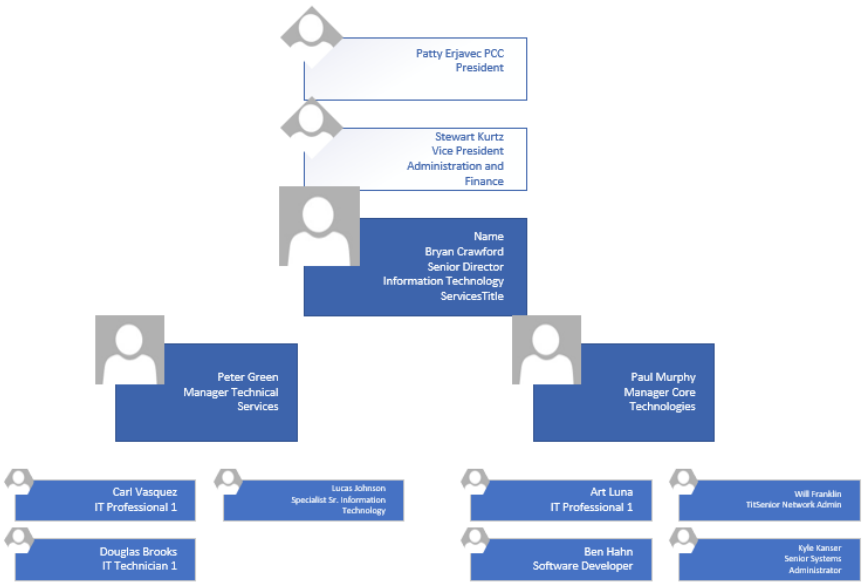
staff. All initiatives should tie to PCC's strategic plan before they are considered for implementation.

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	NOTE CCCS may require this year per standardizatio n project to force all phones to Microsoft 0	300,000
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					

	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.

Criteria for Destination 2027	Strategic Imperatives from Destination 2022			
	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		

Pueblo Community College

destination 2027 Pueblo Community College

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 learningBuild capacity for faculty involvement and leadership in DEI initiatives.
- 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.

CRITERION 5 STRATEGIES & KPIs

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).