YAVAPAI COLLEGE

SELF-STUDY REPORT

Prepared for

THE HIGHER LEARNING COMMISSION

A Commission
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of Colleges and Schools

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Yavapai COLLEGE

Greater Expectations
YAVAPAI COLLEGE SELF STUDY

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CHAPTER 1

OVERVIEW

Yavapai College is a growing two-year college, headquartered in the historical community of Prescott amid the pines and mountains of north central Arizona. The college, part of the Arizona Community College System, is authorized to provide postsecondary educational services throughout Yavapai County.

AREA PROFILE

Yavapai County is one of Arizona's four original counties and encompasses 8,123 square miles—an area greater than New Jersey, Connecticut, Delaware, or Hawaii. It is named for the Yavapai Indians who have long been inhabitants of the area. The county seat, Prescott, has the distinction of having been the capital when Arizona obtained territorial status in 1864.

Yavapai County's population is increasing rapidly. In the 1990 census, the county's population was 107,714; in 2000, the population had increased to 167,517. By year 2020 the population is projected to reach 240,000. A key factor in this population growth has been the influx of retirees who now make up approximately 22% of the county's inhabitants.

Despite these population increases, Yavapai County retains its rural flavor. Historically, the area relied economically on ranching, farming, and mining. In recent times the service sector, light industry, and tourism have become more prominent components of the economy. Major taxpayers in the county include the Cyprus Bagdad Copper Company and utilities such as Arizona Public Service, Qwest, and Citizens Gas. Yavapai College also serves as an important economic influence in the county, contributing $175 million annually to the local economy. Experts estimate that for every dollar of taxpayer money received by the college, more than $11 is injected back into the county's economy.

HISTORY OF YAVAPAI COLLEGE

Yavapai College was established in 1965 by means of a countywide election (Saad, 1995). In the four years that followed, a board was appointed, a bond was passed, college personnel were hired, and curricula were established. The first classes were held in fall of 1969. During this first year of instruction, classes were held at various sites in Prescott while construction of the Prescott Campus was being completed. In February 1970, the college district dedicated its first buildings in Prescott on a 100-acre site that was once part of Fort Whipple, the military base constructed in 1864 to provide security and protection for the territorial capital.

During the past 30 years, the college has expanded to better serve the growing communities in the county. The Verde Valley Campus was established in 1975 on

120 acres at the outskirts of the city of Clarkdale. In 1988, a successful bond election provided $11.3 million in funds to build a Performing Arts Center on the Prescott Campus; to expand and remodel college facilities on the Prescott and Verde Valley Campuses; and to create educational centers in Chino Valley, Prescott Valley, and Sedona. The educational center in Chino Valley was built in 1994; the center in Prescott Valley was added in 1997, and the center in Sedona was completed in the year 2000. In addition, college services are delivered to more than a dozen other communities through the Extended Learning Program.

A successful bond election in November 2000 has provided for further expansion of college services throughout the county. The bond election effort was the culmination of a facilities-planning process initiated in 1995 to address aging structures and the need for space to accommodate growth. The community authorized $69.5 million in bond funds for improvements to facilities as proposed in the facilities master plan: the renovation of 169,000 square feet and the addition of 240,000 square feet district wide.

The first project of the plan brought a $2 million expansion of the Prescott Valley Center in 2001 to accommodate the growing public services programs and the Career Skills Program. Spring 2002 saw groundbreaking in Chino Valley for an 18,000-square-foot Agribusiness and Science Technology Center (estimated cost $3.5 million), a facility three times the size of the existing structure built in 1994. Construction of a 50,000-square-foot combination computer commons/library/information center on the Prescott Campus is projected to begin in 2003. Later phases of the master plan will allow for expansion of educational facilities in Sedona and Clarkdale, construction of an education center in Cordes Junction, and renovation of the four main 30-year-old buildings on the Prescott Campus. The county's taxpayers' support has provided the means for Yavapai College to better serve the county's growing population.

COLLEGE DEMOGRAPHICS

Student enrollment has increased steadily from a head count of 5,898 in Fall Semester 1993 to a head count of 8,178 in Fall Semester 2001. Currently 25% of Yavapai College students are of traditional age (17-24 years) while 27% are 60 years and older. Most of the college's students (85%) are part-time; approximately two thirds (66%) work while attending school. Nearly 40% are attending as preparation for transferring to a four-year college.

Student demographics in terms of percentages have remained fairly constant since the last self-study. In general, the greatest changes by percentage have occurred in students' residence status—the number of out-of-state students enrolled has more than tripled (5.3% in 1993 vs. 17.4% in 2001). This change was the result of shifting Elderhostel students from non-credit to credit status. Almost all of these students reside out-of-state. Further information regarding student demographics can be found in the Yavapai College NCA Library under NCA Background Materials: Introduction.

Since 1994, both the staff and the programs offered by the college have experienced changes. In 1994, college staff consisted of 77 full-time faculty, 293 adjunct faculty, and 173 non-teaching and support employees. Yavapai College now has a

district-wide staff of 92 full-time faculty, 367 adjunct faculty, and approximately 285 non-teaching and support employees**.** In 1994, the college offered 4 associate degrees and 14 certificate programs. The college now offers 5 associate degrees and 20 certificate programs and is a participant in the statewide Arizona General Education Curriculum (AGEC), which ensures that the general education block of courses at Yavapai College will transfer to any of Arizona's public universities without loss of credits. In addition, the college is well known for professional/occupational programs in nursing, gunsmithing, construction management, and digital filmmaking; and it has established a national reputation as a result of its Elderhostel offerings and men's soccer team and an international reputation as a result of its choral music program and The Hassayampa Institute for Creative Writing.

ACCREDITATION HISTORY

Yavapai College was granted "Correspondent Status" in 1968 by the North Central Association of Colleges and Schools (NCA). In 1972, it was granted "Candidacy Status." In 1974, a self-study report for full accreditation was completed and, following an on-site visit in 1975, the college was fully accredited by NCA with a stipulation that annual progress reports be submitted. In 1977, following submission of the second annual report, NCA dropped the report requirement and scheduled the next on-site accreditation visit for spring 1980. That visit resulted in continuing accreditation status. Subsequent on-site visits have been held in 1987 and 1994, each resulting in "Continuing Accreditation."

SELF-STUDY 2002–2003: GREATER EXPECTATIONS

The "Greater Expectations" theme for the self-study is based on an address in which the President of the American Association of Colleges and Universities focused attention on the question of how best to educate college students for life and work in an increasingly global society. He spoke of a nationwide initiative intended to foster intense national dialogue among faculty, administrators, trustees, students, alumni and other core constituents regarding this concern (Schneider, 2000). This concern for how to best educate college students appropriately expresses a major goal of this self-study and underscores a theme from the similarly titled Dickens' novel as well, that the future is shaped by a series of choices. It is hoped that the Yavapai College 2002–2003 self-study will, by providing a solid basis for future choices, serve as an agent for change—allowing this institution to respond effectively to the challenges and opportunities of the 21st Century.

THE SELF-STUDY PROCESS

The self-study process involved five phases: preparation, study, report-review, action/consolidation, and document review. The final self-study report is the result of this process and reflects the purposes and findings of a comprehensive study of the college conducted between February 2001 and July 2002.

Preparation for the 2003 accreditation site visit began in early 2000 with the appointing of self-study co-chairs and forming of the seven-member Steering Committee (three faculty, two administrators, and two professional staff). One co-chair brought extensive accreditation experience to the committee, having

previously been involved in seven different accreditation endeavors. In 2001, the college's Vice President and District Provost was named as NCA Liaison to the Higher Learning Commission of North Central.

As part of the preparation, the college's administration provided adequate budgetary support for purchase of materials, stipends for Steering Committee members, and NCA-related travel. In addition, the college administration provided for staff support to the Steering Committee, creation of an NCA web page and final editing, report layout and design.

A self-study plan that outlined goals, timelines, and organization of the study effort was developed. The plan outlined in *Yavapai College Greater Expectations Self-Study Report Plan for Continued Accreditation* (2001, January) establishes the process of conducting the self-study, the elements of the published document, and the college's integration of the findings and recommendations into college action for institutional improvement.

Six committees were formed to align with the criterion areas identified in the NCA *Handbook of Accreditation* (1997). Committees consisted of volunteers from the college community with each committee directed by a steering committee member. Every college employee was given an opportunity to participate in the process and more than 150 individuals volunteered to serve on the study committees. Detailed lists of individuals involved can be found in the appendix. Once these committees were formed and trained and their areas of study were identified, the preparation phase came to a close.

The study phase began in March 2001. Committees reviewed NCA documents related to their criterion areas and determined their study approaches. Most committees grouped themselves into small task force teams with specific program areas to study. Ultimately, 27 teams were formed. Major areas examined included the college mission, college governance, planning and budgeting, student services, institutional resources, curriculum, instructional programs, assessment, and staff development. Teams were charged with describing college programs and comparing program operations to best practices in the field.

Teams gathered information through personal interviews, questionnaires, surveys, and review of documents. Best practices and standards of excellence were obtained from publications of various accrediting agencies (e.g., NCA and SACS) and materials from journals and conferences. When analyzed, each team's findings provided a pattern of evidence from which team recommendations arose. Team reports were the final result of this process. Each report described the program mission, history, organization, and procedures; analyzed the program; offered recommendations; and itemized the documentation on which the report was based. In all, 59 individual reports were submitted. The first reports were completed in September 2001 with the last reports being submitted in July 2002. The reports and their documentation can be found in the Yavapai College NCA Library under NCA Background Materials.

The report-review phase commenced in October 2001, with submission of the first reports, and concluded in July 2002. As a team completed its report, the report was reviewed by three entities: the criterion committee, the appropriate program director, and, finally, the Steering Committee. Revisions could be proposed by any of the reviewers. Upon approval by the Steering Committee, reports became official

and were made public through posting on the college's NCA web page and filing report documents in the Yavapai College NCA Library located in the library on the Prescott Campus. In conjunction with arranging for posting a report on the web, a Steering Committee co-chair submitted a copy to the college's Vice President and District Provost.

Action and consolidation began in April 2002. The Vice President and District Provost, upon receiving a report from the Steering Committee, then referred the report recommendations to the appropriate college official with a charge to review and respond. If implementation could not be immediately effected, the college official was to develop an action plan outlining the steps for implementation. Follow-up with college officials was managed by the NCA co-chairs.

Consolidation activities, which included condensing, editing, verifying, and updating report materials, were conducted by the Steering Committee. Reports served as the information base for drafting chapters of the self-study document. Summer 2002 was devoted to the consolidation effort.

Self-study document review began in late July and continued through October 2002. However, the central review event took place in mid-August 2002. College faculty and staff were divided into 34 review groups. Participants received portions of the self-study document to review; they were instructed to read and be prepared to discuss the materials. Each review group included a college official; this provided the opportunity to report any progress in implementing proposed recommendations. A review-session recorder was also assigned to each group; feedback was written down and forwarded to the Steering Committee for evaluation and consolidation into the final self-study document. Feedback from the college community continued into September and October until the document was finalized. Through Fall Semester 2002, college officials continued to develop and work on action plans based on self-study recommendations. An addendum report will be prepared in January 2003 to provide an update on action plan activities occurring after finalization of the self-study document. Third party comment from the public was solicited in October 2002 and February 2003 through a large ad in the college's newspaper publication, *YC Today*. This publication is mailed to every household in Yavapai County.

THE SELF-STUDY DOCUMENT

PURPOSES AND AUDIENCES

This self-study document is intended to do the following: (a) report on the comprehensive review of Yavapai College and its programs, (b) acknowledge areas of strength and accomplishment at Yavapai College, (c) advance Yavapai College by identifying and following through on opportunities for improvement, (d) inform and educate the college community and external constituencies regarding the diversity of programs and activities offered by the college, (e) review and respond to the 1994 NCA site visit and report, and (f) provide documentation to support continued accreditation by the Higher Learning Commission of the North Central Association. The document is written with several audiences in mind. First and foremost is the Higher Learning Commission of the North Central Association

and their team of consultant-evaluators who will be reviewing the college for continuing accreditation. Other audiences include the college community, in order to provide them with information on the wealth of college programs and services, and the taxpayers and citizens of Yavapai County, in order to report on the status of the college and its programs.

ORGANIZATION

This self-study document is organized into eight sections. The first provides a brief overview of Yavapai College, its accreditation history, the organization of this report, an analysis of how the college meets the General Institutional Requirements, and a response to the 1994 NCA site visit. The next six sections are organized around the NCA criterion areas: mission, college resources, curriculum and instruction, student services, planning, and integrity. The last section consists of the appendix.

CHAPTER 2

GENERAL INSTITUTIONAL REQUIREMENTS

The Higher Learning Commission of the North Central Association of Colleges and Schools (NCA) requires that in the accreditation process institutions meet 24 General Institutional Requirements. General Institutional Requirements define the broadest parameters of accreditation and reflect the commission's basic expectations of all affiliated institutions of higher education. Yavapai College satisfies these requirements. Evidence to support this contention is provided below.

MISSION

1. It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.

On March 8, 1994, the District Governing Board approved a mission statement, a vision for the future and a list of purposes that were the result of a college wide effort to redefine the mission in preparation for the NCA site visit of 1994.

In January 1998, the District Governing Board revised the mission statement to read: "The mission of Yavapai College is to provide high quality, convenient and cost effective learning opportunities for the diverse populations of Yavapai County." In May 1998, the District Governing Board adopted as part of the college mission, 12 Community Benefits Statements that reflect the critical outcomes for the community that result from college programs and services.

This Mission Statement with strategic initiatives, Community Benefits Statements, Vision and Purposes have since been published in the Yavapai College General Catalog.

As part of this self-study process, the college again re-examined the college mission. This process revealed some ambiguities regarding the mission. The review process resolved the ambiguities resulting in some revision of existing mission documents, a reaffirmation of these documents by the Governing Board, and the approval of a new mission document, Purposes/Core Areas. The District Governing Board, in August 2002, took official action on these changes. A detailed discussion of this process and the revisions appear in *Chapter 4: Mission and Purposes* of this document.

The college is taking action to widely share the current mission documents with faculty and staff and with the college's community constituencies. It is also taking steps to replace the former mission with the current mission in all college documents and administrative processes. The August 2002 mission is included in the appendix in the self-study report.

2. It is a degree-granting institution.

The college catalog lists five associate degree programs offered through Yavapai College: Associate of Arts, Associate of Science, Associate of Business, Associate of General Studies, and Associate of Applied Science. In addition the college offers certificates in 20 occupational programs.

AUTHORIZATION

3. It has legal authorization to grant its degrees and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.

The Yavapai County Community College District, located in Yavapai County, State of Arizona, was duly organized and constituted pursuant to Arizona Revised Statutes 15-1402, Community College Districts, and ARS 15-1444 Powers and Duties, on or about July 1st of 1965. The district is a political subdivision of the state. A copy of the documenting letter is available in the Yavapai College NCA Library under NCA Background Materials: General Institutional Requirements.

4. It has legal documents to confirm its status: non-for-profit, for-profit, or public.

The legal documents confirming Yavapai College as a public community college are available in the Yavapai College NCA Library under NCA Background Materials: General Institutional Requirements. These documents are also on file in the college's business office and with the Arizona State Board of Directors of Community Colleges.

GOVERNANCE

5. It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.

The Yavapai College District Governing Board derives its authority from Title 15, Chapter 12 of the Arizona Revised Statutes. The District Governing Board is subject to the provisions of the constitution of the State of Arizona and the policies, rules and regulations of the Arizona State Board of Directors of Community Colleges. The specific powers and duties of the governing board are spelled out in ARS 15-1444. Included among these is power to enforce the courses of study prescribed by the state board and to examine the management, conditions and needs of the college.

The District Governing Board conducts public meetings on the second Tuesday of each month. Minutes of these meetings are recorded and kept on file.

6. Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

The Yavapai College District Governing Board for Yavapai College consists of five members, elected for terms of six years and each from a designated district within Yavapai County. Each member must reside in the district that he or she

is elected to represent. The District Governing Board determines, by vote of members, the chair of the board and secretary. Board members serve without remuneration. A listing of district precincts, office terms and board member names and addresses is available in the Yavapai College NCA Library under NCA Background Materials: General Institutional Requirements.

Public board meetings provide an opportunity for community members to offer input. Board members, as elected officials, are accessible on an individual basis and receive comment and input from parents, business leaders and county taxpayers.

District Governing Board policies require members to excuse themselves on college issues that may conflict with personal interests. They also require members to focus on broad policy issues, not administrative operations. District Governing Board actions are consistent with the preceding policies. The *Yavapai College Policies and Procedures Manual,* Section One, includes District Governing Board policy. A copy of the section from the manual is available in the Yavapai College NCA Library under NCA Background Materials: General Institutional Requirements.

7. It has an executive officer designated by the governing board to provide administrative leadership for the institution.

Dr. Doreen Dailey was hired by the Yavapai College District Governing Board in 1993 to serve as President and Chief Executive Officer.

8. Its governing board authorizes the institution's affiliation with the commission.

Page two of the *Yavapai College General Catalog 2002-2003* provides a statement of affiliation and accreditation. The statement reads: "Yavapai College is accredited by The Higher Learning Commission and a member of the North Central Association. Membership in this accrediting association makes possible the transfer of Yavapai College credits to other American colleges and universities."

FACULTY

9. It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

Yavapai College offers only associate degrees. The Higher Learning Commission requires that most (i.e., at least two-thirds to three-quarters) of the faculty who teach courses required for the associate's level have earned bachelor's or graduate degrees. At Yavapai, 98% of the full-time instructors have earned bachelors or graduate degrees; 21% possess doctoral degrees; 71% have master's degrees, 6% possess bachelor's degrees and two have degrees less than the bachelor's level. A listing of faculty and their degrees appear in the *Yavapai College General Catalog 2002–2003*.

College employment policies stipulate the minimum requirement for full-time instructors teaching transfer courses is a master's degree or above in their teaching discipline. Adjunct faculty is held to the same standard.

10. A sufficient number of the faculty are full-time employees of the institution.

The college employs 92 full-time faculty and 367 adjunct faculty. The Yavapai College catalog lists more than forty discipline areas that lead to associate degrees. There is at least one full-time faculty member employed in each of these disciplines, except the fields of engineering, fire science and theater. These three fields are staffed by adjunct faculty. The college does not offer degrees in engineering or theater. Adjunct faculty teach approximately 55% of the college's total credit hours. *Chapter 7: Human Resources* presents more detailed information on college faculty.

11. Its faculty has a significant role in developing and evaluating all of the institution's educational programs.

In addition to providing instruction and student advising, college faculty serve on committees that have a vital role in educational programs. Three faculty committees in particular play a central role: the Curriculum Committee, Standards Committee, and Student Learning Outcomes Assessment Committee.

The Curriculum Committee consists of one faculty member from each academic division, the Faculty Association President, the General Education Coordinator, four staff members and others as determined by the committee. This committee meets regularly (i.e., every other week during the academic year) to review all proposals for new and revised course outlines, new programs and program modifications. In these areas, the committee works with the Office of Instruction and Curriculum and reports to the Faculty Senate. Each academic division has a faculty member on the Curriculum Committee who serves as the curriculum liaison to division faculty in preparing proposals for review by the committee.

The Standards Committee consists of one faculty member from each academic division and three members from staff and administration. Only faculty members have voting authority. The purpose of the committee is to safeguard the integrity and credibility of catalog and other statements of policy regarding enrollment, registration, graduation requirements, course prerequisites, etc. It also recommends to the Faculty Senate proposals or modifications to policies dealing with scholastic excellence.

The Faculty Association voted in February, 2002 to amend its constitution to add the Yavapai College Student Learning Outcomes Assessment Committee, maintaining that, while student outcomes assessment is an institutional priority shared by both the administration and the faculty, the faculty should "own and drive the program" (*NCA Faculty Handbook of Accreditation*, 2nd Edition, P.44.) The purpose of the committee is to design, review and recommend student outcomes assessment policies and activities that are consistent with college and academic program missions and that promote continuous improvement in teaching and learning. The committee consists of faculty representatives from all academic areas.

Faculty members are also central to the Institutional Review Committee and the academic and service area program review process. The committee serves as a clearinghouse and review group for all institutional assessments. It has

provided a forum for feedback on, and informal evaluation of, the program review process and reports on instruction and assessment of the general education core, developmental education, and such faculty pilot projects as Starting Block and Ownership Spirit. Faculty chair all academic program reviews and serve on most service area review committees.

EDUCATIONAL PROGRAM

12. It confers degrees.

Yavapai College holds annual graduation ceremonies at the conclusion of the spring semester each year. At the May 2002 graduation ceremony, 96 students received the Associate of Arts degree, 11 the Associate of Science, and 19 the Associate of Business degree. These three degrees are designed for students preparing to transfer to baccalaureate degree-granting institutions. Sixteen students received the Associate of General Studies degree, which is offered to meet the needs of students who are undecided about specific educational or career objectives. Ninety-nine students received the Associate of Applied Science degree which prepares students for direct-employment in occupational areas or enhances the skills of students who are seeking advancement opportunities in technical fields. Ninety-one students received certificates of completion.

13. It has degree programs in operation, with students enrolled in them.

Students first enrolled in classes at Yavapai College in fall 1969. The first graduating class was in May 1971, and there have been graduating classes each year since. In January 2002, 8,200 students enrolled in courses offered for spring semester. On May 18, 2002, 241 students graduated with associate degrees.

14. Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.

The newly revised Yavapai College mission documents include seven core mission/ purposes: Instruction/Student Learning and Student/Academic Support; Transfer and General Education Programs; Career/Technical Programs; Basic Skills and Developmental Programs; Civic Education, Community Services, and Lifelong Learning; Economic Development and Workforce Training; and Administrative Support.

The Associate of Arts, Associate of Science, and Associate of Business degrees specifically address the core mission/purpose area of transfer and general education. The Associate of General Studies degree specifically addresses the core mission/purpose area of Civic Education, Community Services and Lifelong Learning. The Associate of Applied Science degree specifically addresses the core mission/purpose areas of Career/Technical Programs and Economic Development and Workforce Training.

The Arizona Community College Board has approved the five degrees offered through Yavapai College.

15. Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.

New Yavapai College courses, programs, certificates and degrees are submitted to the Office of Instruction and the college Curriculum Committee for review to insure that they meet required academic standards and accepted educational practices. Student transcripts list all courses taken by semester, all credits awarded and degrees conferred.

16. Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.

Transfer and general education is one of the key purposes identified in the Yavapai College revised Mission Statement. Yavapai offers three transfer degrees, each requiring 64 credits. The college's General Educational and Transfer Curriculum is consistent with the statewide transfer system. Each transfer degree has embedded a specific Arizona General Education Curriculum (AGEC), which requires 35 general education credits. This provides a seamless process for students who transfer among the community colleges and to the Arizona universities. Students completing the Associate of General Studies degree are required to take 28 general education credits and Associate of Applied Science students are required to complete a minimum of 20 general education credits.

General education serves as a common core of knowledge for all associate degrees at Yavapai, demonstrating the college's vision of an educated person and reflecting commitment to education as a lifelong process. Following a yearlong review and revision process, the College Curriculum Committee in December 2001 approved revisions to the college general education values, criteria and outcomes. This revised document now guides the review process of all courses that fulfill general education requirements at Yavapai College. These documents also guide instructors as they design course learning activities and assessment measures. All students in degree programs take general education courses. Further discussion of the general education values, criteria and outcomes is found in *Chapter 13: Transfer and General Education* of this self-study document.

17. It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.

The college admissions statement, as found in the college catalog, states: "Yavapai College welcomes and encourages any student who demonstrates readiness and the ability to benefit from college-level courses." This open admissions policy allows students of any age to take classes including students who are under 18 years of age and have not graduated from high school or do not have a GED. These students are encouraged to meet with a college counselor or academic advisor.

Admission policies allow for international students if they have graduated from high school, demonstrate proficiency in the English language, have health insurance coverage and certify that they have financial resources to be self-supporting while attending. Admission policies and practices are discussed in detail in *Chapter 19: Admissions and Registration* of this self-study document.

18. It provides its students access to those learning resources and support services requisite for its degree programs.

A full complement of learning resources and support services are available on the Prescott and Verde Valley Campuses. Each campus has a full service library staffed by qualified library personnel. Each campus provides financial aid assistance with federal and state grants, federal loans, employment assistance, veterans' benefits and scholarships. Each campus provides academic advising, career counseling, assessment testing and personal counseling. Learning centers on each campus provide a variety of support services including tutoring, mentoring, computer based learning, self-paced English modules, English as a Second Language courses, software in reading, writing and support in speaking and listening skills, and adult basic education including GED preparation etc. Accommodations are available for individuals with disabilities including academic support, adaptive equipment, advocacy, interpreters, note takers, etc. Further discussion of the range of learning resources and support services are discussed in *Chapter 22: Student and Instructional Support*, and *Chapter 23: Libraries* of this self-study document.

College centers in Chino Valley, Prescott Valley and Sedona provide limited support services on site. All students are provided complete services through the two campuses.

FINANCES

19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.

Yavapai College undergoes a single annual audit in conformity with the provisions of the Single Audit Act Amendments of 1996; the U.S. Office of Management and Budget Circular A-133; and *Government Auditing Standards*, issued by the Comptroller General of the United States.

On October 5, 2001, the firm of Miller, Allen & Co., P.C., Certified Public Accountants, located at 5333 North 7th Street, Suite 205, Phoenix, Arizona released the most recent college audit report. This report is available in the Yavapai College Business Office.

20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

The college general fund budget for fiscal year 2000-2001 was $23,846,159. Forty-six percent of that budget went to instruction. Another 20% went to academic and student support.

The college reserves 10% of its current year's general fund as restricted reserves. District Governing Board policy also calls for maintaining an unexpended plant fund reserve of $1,000,000 for any unexpected capital expenditures. The fiscally conservative District Governing Board traditionally has set the tax rate lower than the legislation has allowed for, resulting in a favorable position with regard to the state legislated expenditure limit. The expenditure

limitation calculation determines the maximum allowable expenditures capacity for current funds and plant funds.

Reduced revenue in recent years from state appropriations presents an ongoing challenge to all colleges within the state. This has proven especially true since September 11, 2001 as the state legislature has struggled to balance the state budget with declining revenue due to the economic downturn. The conservative financial policies of Yavapai College administration have enabled the college to weather the state financial crisis better than other community colleges in the state.

To offset the reduction in state revenue, college administration has looked at revenue options. The District Governing Board has not increased tuition for the last eight years; however a plan is being considered to raise tuition incrementally for the next five years.

21. Its financial practices, records, and reports demonstrate fiscal viability.

The college has received an unqualified audit opinion on all audits since the last NCA review in 1994. An unqualified audit opinion indicates that the college has complied with all legal requirements in accordance with government auditing standards.

The Government Finance Officers Association of the United States and Canada awarded a certificate of achievement for excellence in financial reporting to the college for its comprehensive annual financial report for each of the last two fiscal years. This certificate of achievement is the highest form of recognition in the area of governmental accounting and financial reporting.

College revenue comes from four major sources. Property taxes account for almost 50% of college revenue. Tuition and fees provide 18% of funds; state appropriations provide approximately 15% and government grants and contracts account for just over 10%. Other smaller sources of revenue include commissions and rents, investment and miscellaneous income.

PUBLIC INFORMATION

22. Its catalog or other official documents includes its Mission Statement along with accurate descriptions of

a. educational programs and degree requirements;
b. learning resources;
c. admissions policies and practices.
d. academic and non-academic policies and procedures directly affecting students;
e. charges and refund policies;
f. the academic credential of its faculty and administrators.

The Yavapai College General Catalog includes all of these items. In addition the college publishes a student handbook that is available to the public. This handbook contains information regarding academic and non-academic policies and procedures directly affecting students. Class schedules, mailed each

semester to county residents, also list educational programs and learning resources, as well as other resources for students.

23. It accurately discloses its standing with accrediting bodies with which it is affiliated.

The following statement of affiliation is published in the *Yavapai College General Catalog*:

Yavapai College is accredited by The Higher Learning Commission and a member of the North Central Association. Membership in this accrediting association makes possible the transfer of Yavapai College credits to other American colleges and universities.

Yavapai College is also a member of the Arizona State Community College System.

24. It makes available upon request information that accurately describes its financial condition.

Each year the Yavapai College Business Office publishes a *Comprehensive Annual Financial Report* that gives a detailed look at the financial condition of the college. This report is available in the Yavapai College NCA Library under NCA Background Materials: General Institutional Requirements and is also available to the public from the business office upon request

CHAPTER 3

RESPONSE TO THE 1994 NCA SITE VISIT

INTRODUCTION

In gathering information for this chapter, three documents were used extensively: *Yavapai College Institutional Self-Study Report*, *Report of a Visit to Yavapai College, October 24-26, 1994*, and *Report to NCA, October 1997*. The last document was a response submitted to the Higher Learning Commission demonstrating progress the college had made in addressing the concerns of the 1994 visiting team. Also, in preparing this chapter the writer conducted interviews with the co-chairs of the 1994 self-study, key members of the self-study steering committee, college administrators, staff, and faculty. These interviews provided background on the 1994 self-study and details of college activities since the site visit. The documents used in preparing this chapter are available in the Yavapai College NCA Library under NCA Background Materials: Response to the 1994 NCA site visit.

The 1994 self-study and NCA site visit occurred during a time of rapid change at Yavapai College. The college was emerging from a difficult period that saw the removal of the college President and replacement of key members of the District Governing Board. In 1993, the college hired a new President, and she set to work in concert with faculty to construct a more open and participatory governance structure. A spirit of optimistic enthusiasm about the college existed as the college community organized into participating groups to assist with the self-study process on October 13, 1993. Faculty took the lead in this effort—8 of the 10 steering committee members were faculty. The *Yavapai College Institutional Self-Study Report* of 1994 reflected that spirit of optimism and excitement. The NCA visiting team noted that atmosphere and mentioned it in their report.

AREAS OF CONCERN AND COLLEGE RESPONSES

In their *Report of a Visit to Yavapai College*, the visiting team identified four areas of concern as a result of their review of the college in 1994 (Bartels et al.). These institutional concerns and the college responses follow.

INSTITUTIONAL CONCERN #1

Institutional research data are not collected, interpreted and documented to better serve the College systems such as planning, budgeting, assessment, program review and evaluation. (Bartels et al., 1994, p. 41)

YAVAPAI COLLEGE RESPONSE

Prior to 1994, the Office of Institutional Research (IR) was an office of three: a director, who reported to the Vice President for Instruction, and two staff members.

Before the 1994 self-study process began, the director resigned. The director's position was not immediately filled; Institutional Research responsibilities were handled by the remaining two staff members. It was December 1995 before a new director was hired. Thereafter, the Office of Institutional Research was asked to serve a larger role at the college, which involved working with both the Planning/Budgeting Committee and the Institutional Effectiveness Committee and responding to data requests from the President's office.

In 1999, the college hired a new director and the Office of Institutional Research was relocated administratively to the Office of the President. The new director brought an extensive background in institutional planning and research. The office expanded to five: the director, two senior research analysts, an administrative assistant, and a part-time programmer. In 2001, the Office of Institutional Research returned administratively to the instructional side under the direction of the Executive Dean of the Prescott Campus.

Since 1994, significant changes have taken place in the role Institutional Research plays at Yavapai College. For example, historically the college has not conducted program reviews on a regular basis. That changed in 1998 when the Office of Instruction initiated an official program review cycle, beginning with reviews of Nursing, Gunsmithing, and Mathematics. When the new director arrived in 1999, he revised the process by placing all academic programs on a five-year review cycle; requiring reviews to be data driven, resulting in findings; and establishing strengths and concerns leading to recommendations that were translated into plans for action. These action plans are now considered by college leaders during the budget development process. Action plans are reviewed and updated each year. The initial cycle of reviews will be completed within the next two years, and the cycle will then begin again. In January 2002, Institutional Research published *Service Area Program Review Guidelines* and selected seven service areas to begin this review process, scheduling the others for the years ahead. Program review has now matured at Yavapai College and has become an important step in the planning and decision-making processes of the college.

The Office of Institutional Research director has also instituted a systematic process to survey key student groups. These include current students, graduates, and former students with marketable skills who are entering careers. The results of these studies are distributed by Institutional Research to faculty and staff and become an important data source in program review. These studies are typically presented and discussed by the division assistant deans in their meetings and by either the Institutional Review Committee or the Yavapai College Instructional Council.

The Office of Institutional Research plays an important role in workforce development initiatives of the college. It participates in conducting community needs assessment for high schools, employers, and citizens throughout the county. This is illustrated through recent work the Office of Institutional Research has done with the Small Business Development Center and the town and high school of Camp Verde.

The Office of Institutional Research played an important role in providing data used by the college in its efforts to inform voters about the college bond proposal in November 2000. The Office of Institutional Research continues to gather information used in the Integrated Master Plan.

As part of his responsibilities within the Office of Institutional Research, the director plays a prominent role in college operations. For example, the director acts as co-chair of the Institutional Review Committee, which serves as a forum and clearinghouse for assessment and effectiveness issues. He has also served as co-chair and leader of the 2000-2003 NCA self-study process.

Institutional Research is heavily used by all sectors of Yavapai College. Since the last self-study, the Office of Institutional Research has evolved from a small and obscure office to a central player in the operation of Yavapai College. Requests cover a wide range of areas: for example, tracking students as they transition from developmental to college-level courses, conducting advising appointment evaluation studies, surveying students to determine satisfaction with residence halls, and surveying supervisors to measure satisfaction with student workers. In addition, it should be noted that data collection and research are conducted throughout the college by many offices and departments (e.g., marketing, registration, counseling). The Office of Institutional Research serves as support and resource for these other data-gathering efforts. At the same time, these efforts supplement data-gathering activities and add to the growing culture of assessment at the college.

INSTITUTIONAL CONCERN #2

The Prescott Campus needs to reassess campus accessibility for the physically challenged. (Bartels et al., 1994, p. 41)

YAVAPAI COLLEGE RESPONSE

Yavapai College began a formal facilities master-planning process in 1995 when the college hired architects to develop an in-depth analysis of facilities and infrastructure across the district. This process focused on capital renewal, learning environments, and space to accommodate growth. The architects were charged to address disabilities issues and adhere to all regulations established by the Americans with Disabilities Act of 1990 (ADA).

In 1996, the District Governing Board provided a budget of $100,000 per year to be used for addressing accessibility issues. A year later the college hired a full-time district ADA Coordinator. Facilities management, in consultation with the ADA Coordinator, began an ADA self-study that surveyed all public and support areas of the district and evaluated ADA code compliance issues. Also, an ADA Task Force, comprised of staff, students, and community members, was formed to review the self-study recommendations and develop a transition plan that would prioritize compliance projects. A plan was developed and facilities management commenced making repairs.

Physical changes stemming from that plan and repair timetable include installing dual-level drinking fountains, illuminating steps, modifying restrooms for accessibility, improving sidewalks with curb cuts, installing automatic doors in buildings, upgrading door openers from knobs to levers, placing high-contrast signs with Braille in buildings, modifying service counters for ADA access, and modifying public telephones for ADA compliance.

In addition to making physical changes within the college environment, special equipment and materials have been purchased to aid disability students. Three

wheelchair elevator lifts were purchased and installed to aid wheelchair patron movement between the main levels of the Prescott Campus. In 1997, a van equipped with wheelchair lift was purchased to assist with transportation needs. In 2001, a newer, larger ten-passenger van with lift capacity and room to accommodate two wheel chairs was obtained. (Also in July 2001, the van coordinator/ADA assistant position, which had been part time since 1995, was increased to full time.) Adaptive technology has been purchased, including touch-screen, large-print, voice-input screen readers; document scanners with optical character recognition; specialized keyboards and voice amplification systems; digitized testing materials for reproduction in large print or Braille; and TDD machines permitting individuals with hearing impairments to access campus telephone systems.

As a result of the voter-approved $69.5 million general obligation bond in November 2000, Yavapai College initiated an aggressive schedule to implement a master plan of new and facilities-upgrade construction. The facilities design and construction require extensive review and approval at various phases of the project. The ADA Task Force will be active in reviewing plans and making recommendations during the design development phase and the construction documents phase.

Areas of key concern in the master plan focus on parking and access to buildings, especially on the Prescott Campus where severe elevation changes exist. The wheelchair ramps created 30 years ago will be removed because they do not meet updated codes. Extensive renovations to each of the four 30-year-old core academic buildings will include installation of interior stairs and elevators. The master plan also calls for creating more than 500 additional parking spaces with a dramatic increase in ADA parking. Implementing this master plan will create easier and more meaningful linkages and accessibility, especially from an ADA standpoint.

The District Governing Board, President, college administration, faculty, and staff have been most supportive in making the changes necessary to provide disability accommodations. These changes and the master plan improvements will bring about a physical environment that will address the needs of Yavapai College patrons without regard to disability.

INSTITUTIONAL CONCERN #3

The vice president for instruction and student services' span of control appears excessive in light of the initiatives outlined in the self-study. (Bartels et al., 1994, p. 41)

YAVAPAI COLLEGE RESPONSE

Many members of the staff and administration shared the concern of the evaluation team regarding the span of control of the Executive Dean of the Prescott Campus (formerly Vice President, currently Vice President and District Provost). The team also emphasized a corollary concern about "the absence of a student services dean or figure of comparable authority" for the college (*Report to NCA*, 1997, p. 4). In late 1995, the Office of Instruction and Student Services was reorganized, and two assistant-dean positions were created on the Prescott Campus with a division of labor established among the Executive Dean of the Prescott Campus and the assistant deans. The Assistant Dean of Students took over primary responsibility for Student Services and the Assistant Dean for Instruction and Curriculum assumed a number of administrative responsibilities

in curriculum, enrollment management, and occupational education. This provided a more flexible and effective managerial structure to assist the Executive Dean.

In 1996, the college modified the existing two-campus administrative structure (Prescott and Verde Valley Campuses) by creating a third campus (the Community Campus) with a third executive dean presiding. A number of program areas, such as Occupational Education, Extended Learning, and the Professional Education Center (later changed to Community and Professional Education Center), were moved from the responsibility of the Executive Dean of the Prescott Campus to supervision by the Executive Dean of the Community Campus.

In summer 2001, the college again reorganized to meet the needs of changing times and conditions. The college moved to a broader, district-wide focus, dissolving the three-campus configuration. Expansion of educational centers in Prescott Valley, Chino Valley, and Sedona and the master plan for facilities construction and upgrades throughout the district called for a more centralized administrative structure. New positions were created in response to geographic realities but also with regard to providing appropriate support for academics.

The reorganization brought significant changes to many areas of the college. These changes, which address the concern expressed by the visiting team in 1994, have resulted in the current distribution of college administrative responsibilities.

A new office, Vice President and District Provost, was created with responsibility for academic matters district wide. Academic support programs throughout the district were assigned to a new office as well—Vice President, Verde Valley Campus and Instructional Support Services. This vice president has district-wide responsibility for instructional support services. Two dean-of-instruction positions were created—one on the Prescott Campus and one on the Verde Valley Campus. The Prescott Campus Dean of Instruction reports to the Vice President and District Provost and is in charge of curriculum district wide as well as handling instructional matters on the Prescott Campus. The Verde Valley Campus Dean of Instruction handles instructional matters on the Verde Valley Campus and reports to the Vice President and District Provost on instructional issues. She also oversees student services responsibilities on the Verde Valley Campus and in these matters reports to the Vice President, Verde Valley Campus and Instructional Support Services.

These new positions were created in response to geographic realities but also with regard to providing appropriate support for academics.

Also, as part of the reorganization, the college changed the position of division chair to division assistant dean. Division assistant deans were put on 11-month contracts. Four other associate dean positions were created to administer services at the college centers in Prescott Valley and Chino Valley and to oversee Extended Learning and Distributed Learning. Programs that had been part of the Community Campus were absorbed by these centers or by the Prescott Campus.

INSTITUTIONAL CONCERN #4

The College needs to formalize planning and the integration of planning and budgeting. (Bartels et al., 1994, p. 41)

YAVAPAI COLLEGE RESPONSE

The visiting team in 1994 observed that "planning process at the college appears to be given over to the activities of small groups" without a single individual being ultimately responsible for the planning process and that the "relationship between planning and budgeting" was unclear (Bartels et al., 1994, pp. 8-9).

The college's strategy for addressing this concern was to rethink the proposed governance system with the intent of integrating its planning, budgeting, and institutional effectiveness (assessment) activities. The new governance system that went into effect during Fall Semester 1995 consisted of four committees: Planning/Budgeting, Institutional Effectiveness, Scanning, and Learning Council. The Executive Dean of Administrative Services headed the Planning/Budgeting Committee and oversaw the planning process. The administration formalized the training of managers and appropriate faculty and staff in the planning/budgeting process. Broadly representative committees of Institutional Effectiveness and Scanning worked collaboratively with the Office of Institutional Research and the Executive Leadership Team to generate and analyze appropriate data, foster improvement, and support the planning/budgeting process. The Learning Council was to oversee the process and disseminate planning and budgeting information via Intranet and governance newsletters. The four committee chairs met biweekly to report on their committees' activities, so that critical information and requests could be communicated to all committee members in a timely manner. This coordination was beneficial in elevating the level of collaboration among the committees.

The four committees working together developed the comprehensive strategic plan *A College Plan for 1997-2002 and Beyond*, which was integrated with the District Governing Board's Community Benefits Statements. The intent of the strategic plan was (a) to provide guidance for decision making and activities leading toward achievement of the college vision, (b) to articulate priorities for college budgeting in support of those decisions and activities, and (c) to create a framework for assessment of the college's performance and accountability to various stakeholders.

In 1997, the President organized a task force to assess community needs through a series of "Strategic Community Dialogues," meetings with community groups. This process was modified in 1998 when the college began an Integrated Master Planning process in preparation for a bond election. The dialogues became a means of gathering information on community needs and also informed the public about the need for the bond election. This gave direction for long-range visioning and planning for the college but diverted focus and energy from internal strategic planning by the new governance system. In late 1997, attendance and frequency of meetings for both Scanning and Planning/Budgeting Committees declined. Interviews with committee members indicated agreement that waning participation was related to perceived unresponsiveness of college management to committee efforts. Although the Planning/Budgeting Committee provided for broad representation and participation in the development of recommendations, there was misunderstanding within the college community of the District Governing Board's strategic priorities and processes. Committee members thought that priority items, which had not been presented to the committee for consideration, were added after the committee had done its work. Many on the committee felt that their recommendations were often ignored or modified. This tended to undermine confidence in the integrity of the budget planning process among committee members and

others in the college community. As a consequence, committee members resigned or stopped attending meetings. By 1999, two of the four central committees in the new governance structure (Scanning and Planning/Budgeting) had dissolved. As a result, the Executive Leadership Team, the principal coordinating entity for the Integrated Master Plan, also became the central entity in planning and budgeting.

The efforts of top-level management in the planning process that created the Integrated Master Plan and bond-election strategy were effective as revealed by the successful bond election. Their efforts also set in motion the extensive facilities expansion and upgrade (often referred to as the master plan) called for in the Integrated Master Plan. An unfortunate casualty of that success was a disruption of internal strategic planning and budgeting processes and a disintegration of the committee governance structure. As a result, the college community became confused about planning and budgeting processes. The processes were not codified or assigned to a specific administrator nor were they understood by a significant portion of the college community. Employees knew of the Integrated Master Plan but were unsure how it related to them. Within the college community, aspects of the Integrated Master Plan that were not devoted to facilities received less attention: the sharing of updated information was uneven and implementation plans to address other objectives were not completed.

In 2001, another, more significant reorganization in college management and governance was introduced by college administrators. While the college community was adjusting to these changes, college leaders began a strategic planning process. Planning retreats by top-level administrators in December 2001 and January 2002 produced the first draft of a strategic planning document. The President discussed this process and the working draft with the college community at the February 2002 staff development day. Workgroups were formed to review the draft document and make refinements. In June 2002, the writing committee completed consolidation of input received and published the *Yavapai College Strategic Plan Update*. When the NCA 2002–2003 self-study is finalized during fall 2002, its findings and recommendations will be incorporated into this strategic plan. At the start of Fall Semester 2002, the President publicly announced her goals for the year, as well as those of the District Governing Board and all top-level management. Faculty members were encouraged to review and support these goals as they developed their own professional goals (performance development plans) for the year. The linking of goals at all levels of the college was a new and positive step in the planning process.

Although this linking of goals is a beginning, the college needs to continue its efforts to integrate the annual goals of the District Governing Board, the President, and the President's direct reports into the *Yavapai College Strategic Plan Update*. Completing this integration would not only eliminate confusion, it would also allow all college community members to develop specific action plans that implement the key elements of the strategic plan.

As changes in the strategic planning process continue to evolve, they need to be codified by college officials and communicated widely throughout the college community. An administrator should be charged with formalizing and publishing the process, overseeing its annual cycle, and assuring that there is clear understanding district wide of the planning and budgeting process and the part played by various college constituencies.

CHAPTER 4

MISSION AND PURPOSES

PROCEDURE, PURPOSE, AND STRUCTURE OF REVIEW

The self-study committee for mission and purposes consisted of a cross section of college employees and a community representative from the college's Yavapai Learning Institute for seniors. The committee reviewed the literature on mission statements in higher education and collected community college mission statements from across the country as comparisons.

In this chapter, the collection of various components of mission and purposes at Yavapai College are referred to as mission documents. As reaffirmed and approved by the District Governing Board in August 2002, the mission documents include the Vision, the Community Benefits Statements, the Mission Statement, the Purposes/Core Areas, and the Values. The review of Yavapai College's mission and purposes focused on several key areas: (a) history of mission documents, (b) awareness of mission documents, (c) comprehensiveness and clarity of mission documents, (d) extent to which unit missions exist and are integrated with the college mission, (e) use of mission documents in planning and decision making, (f) extent to which the mission documents are regularly assessed, and (g) extent that the mission documents reflects the practice of the institution

The committee conducted a series of seven focus groups totaling 70 people. The groups included constituencies within the college and in the community. Included were the Yavapai Learning Institute (a self-governed educational association of seniors), student government representatives, the Instructional Council, a cross section of faculty, members of the Institutional Review Committee, members of the NCA Integrity Committee, and members of the NCA Mission Committee. Twelve interviews were conducted with administrators, faculty, and staff regarding use of the mission documents in district and divisional processes. In addition, the committee collected and reviewed college documents that included any reference to mission (e.g., college catalog, adjunct faculty handbook, employee orientation, planning and budgeting process memorandums, and divisional and departmental mission statements).

Based on the analysis of focus group discussions and reviews of college documents and professional literature, a revised set of mission documents were drafted and submitted to similar focus groups of college and community constituents for review. In this review the district student services group was included as were the Vice President and District Provost; the Vice President, Verde Valley Campus and Instructional Support Services; and the President.

HISTORY OF THE YAVAPAI COLLEGE MISSION STATEMENT

A focus on the institutional mission, vision for the future, and statement of purposes was an initial step in the 1994 Yavapai College self-study effort. Previous mission

statements simply reflected the generic philosophy of the Arizona Community College Board. The 1994 self-study effort saw the development of a clearly articulated mission statement and a shared vision. The mission was designed to stimulate excellence and create a passion for learning.

The process used to develop this mission involved the effort of the entire faculty, staff, and administration. Opinions were sought from the college's constituents. Public discussions were held in outlying areas of the district and on the Prescott and Verde Valley Campuses. Videotaped panel discussions concerning the mission were aired on a local access television channel.

In 1997, a reexamination of the mission statement and related purposes was initiated as part of the District Governing Board's effort to incorporate a policy-based governance model. This model included the development of "end statements" or "core outcomes" that were to reflect benefits to the community resulting from college programs and services. The District Governing Board called these core outcomes Community Benefits Statements (CBS). In developing these, the Board worked with consultants from the Association of College Trustees and sought community input through a series of community forums. The resulting 12 CBS were the District Governing Board's commitment that as a result of Yavapai College the citizens and communities of Yavapai County could expect certain outcomes, such as high quality and convenient educational programs, a better trained workforce, and citizens prepared and motivated to participate in civic and cultural affairs.

In addition, the college and the District Governing Board developed a system of indicators that would measure the extent to which CBS were being realized. Assessment information would then drive strategic planning efforts. The CBS assessment system and report is fully discussed in a later in this chapter.

The District Governing Board also revised the general statement of the mission of the college. The Board determined the existing statement needed to be more concise and focused on the community. The revised statement read, "The mission of Yavapai College is to provide high quality, convenient and cost effective learning opportunities for the diverse population of Yavapai County."

The District Governing Board adopted this revised mission statement as part of a Strategic Plan endorsement in January 1998. This endorsement included a list of four strategic initiatives. The Board adopted the CBS in May 1998 and then adopted both mission and CBS with their adoption of the *Yavapai College Board Policies and Procedures Manual* in December 1998. The District Governing Board adopted this revised Mission Statement in January 1998 as part of *A College Plan for 1997-2002 and Beyond*, a comprehensive strategic plan for the college. Also part of the document was a list of four "strategic initiatives" that would serve to focus the college's energies in the near future. Although these Strategic Initiatives are not part of the college's mission and purposes, they have been closely associated with them. In May 1998, the Board adopted the CBS, and then in December 1998, the CBS and Mission Statement were adopted as part of the *Yavapai Board Policies and Procedures Manual*.

According to the college administration, the 1997 process to develop the revised Mission Statement and the CBS included extensive input by the college community, including multiple reviews by a cross-section policy group (the Learning

Council) and the Faculty Senate. This view of the mission development process was not widely shared by the college community. Focus group participants were consistent in their criticism of the overall process, although a few did refer to meetings in which they provided input into the process. A survey of college employees conducted by a Yavapai College NCA committee found that just under 60% of the 228 respondents had no knowledge concerning the people involved and the process used to create the current Mission Statement for the college.

A further complication arose because the administration and District Governing Board did not clearly articulate the status of the Vision and Purposes statements that were part of the 1994 mission. The college community was not clear whether these remained official mission documents. The confusion that resulted from this oversight is discussed in a later section "Use of Mission in Planning and Decision Making."

ACTIONS TAKEN DURING THE SELF-STUDY

The Mission Committee developed a revised statement of mission and purposes in response to the research and focus group input. The committee also revised the Vision and Purposes statements. Representatives groups within the college; the Vice President and District Provost; the Vice President, Verde Valley Campus and Instructional Support Services; and the President reviewed the initial revisions. The revision included the addition of a phrase to the Mission Statement. The addition "strengthen the economic, civic, and cultural life of the county" reflects the college's increasing role in these areas. The Community Benefits Statements emphasize economic and community service. The addition parallels current institutional practice and the future intention of the college as expressed in recent District Governing Board annual goals. The revision also included a section entitled "Core Area and Community Benefits Statements." This section rearranged and expanded the contents of the CBS.

The college administration recognized that the Vision, Purposes, and Strategic Initiatives as listed in a then current draft of the college's strategic plan needed to be consistent with these same documents as listed in the college catalog and other documents. Individuals from the strategic-plan-writing group and the NCA Mission Committee subsequently worked to bring these two sets of documents together. With the mission and the then current draft of the strategic plan aligned, the President then reviewed the resulting document.

This document combined the CBS with a statement of core values. The President felt that this was not a good time to revise the CBS. The District Governing Board was invested in these statements and the CBS assessment system was increasing in value as the initial baseline data was expanding into trend information. The President did agree that the statement referring to the "Qualities of an Educated Person" needed to be omitted from the document.

The District Governing Board reviewed the mission documents in their July 2002 meeting. The Board directed the college to omit the phrase that had been added to the general Mission Statement and move this content to the introductory paragraph of the Purposes/Core Outcomes. The Board also suggested a few minor changes in wording. With these changes made, the District Governing Board approved the revised mission documents in August 2002.

AWARENESS OF MISSION DOCUMENTS

As reported in focus groups, the college community was unsure about what documents constituted the official mission and purpose statements or mission documents. Some understood the "mission" to be only the general mission statement contained within the single-sentence Mission Statement. Others saw the mission coupled with the Strategic Initiatives and the Community Benefits Statements as constituting the mission. As early as 1998, these three pieces appeared on a poster that was widely distributed throughout the college. Many college employees have this poster on their office walls.

Other college faculty and staff understood the mission documents to include the mission sections listed in the catalog: Mission, Community Benefits Statements, Strategic Initiatives, Vision, and Purposes. The Vision and Purposes statements were included in the mission documents developed in the 1994 self-study, while the Mission Statement and the Community Benefits Statements were developed by the District Governing Board effort in 1997–1998.

The resulting inclusion of all sections in the college catalog, but only some sections in other college documents, was not centrally planned or accomplished in a coordinated manner. The process was instituted by different parts of the college acting independently. For example, institutional planning documents, performance review forms, and college web documents used for orientation of new employees all use different sections of the 1994 and 1998 mission documents.

As of May 2002, the District Governing Board had not taken a position concerning the Vision and Purposes statements. There were official references in the District Governing Board minutes that approved the Mission and Community Benefits Statements as part of the previously mentioned strategic plan, *A College Plan for 1997-2002 and Beyond*. However, it was not clear whether the Strategic Initiatives were meant to be part of the mission. No official documentation was found regarding this issue. Where these documents are found and how they are used is discussed in a subsequent section "Use of Mission in Planning and Decision Making."

A separate process to update the college's strategic plan added complications. Groups working on revisions to the strategic plan that included Vision and Core Values statements were unfamiliar with existing similar mission documents. Further confusion resulted from the District Governing Board's annual goals called "strategic initiatives" and the longer-term Strategic Initiatives referred to in both mission documents and the strategic plan.

These issues were identified and resolved during the self-study process. The Vision statement found in the college catalog and the Vision statement in the strategic plan update were reconciled. Versions in both documents are now identical. The Core Values listed in the strategic plan and the list of Purposes in the mission were combined into a single integrated list. Several college groups reviewed the resulting Values and Vision statements to ensure content consistency among these documents. In addition, the administration is taking steps to clarify the language used in planning. In particular, the term used to describe the District Governing Board's annual goals will be changed from "annual strategic initiatives" to "annual goals." This language change will clarify the difference between the Board's longer-term Strategic Initiatives associated with the mission and the Board's related, but shorter-term annual goals.

ANALYSIS OF MISSION DOCUMENTS

The revised Yavapai College mission documents include several sections: a Vision, the Community Benefits Statements, a Mission Statement, the Purposes/Core Areas, and the Values. It does not contain the Strategic Initiatives. The included sections are complementary, with different sections emphasizing important components and beliefs of the college. Taken as a whole, these documents address all the issues determined to be important by the Yavapai College NCA Mission Committee. An analysis of the mission documents is provided below. A complete copy of the revised Yavapai College mission documents is provided in the appendix.

VISION

The Yavapai College mission documents begin with the college's vision for the future. The Vision is based upon an informed understanding of the college's past, present, and expected future. The Vision establishes Yavapai County as the primary service area and describes the college as an asset to the entire state of Arizona. The Vision notes the county's unique historical nature juxtaposed with the rapid growth and resulting change experienced in recent decades. The Vision emphasizes the importance of the college's role in "nurturing open communication and independent inquiry," establishing these general education values at the heart of the institution. The statement points to the importance to both college and community of "linking local strengths to global knowledge and opportunity." It commits the college to a leadership role in promoting the valuing of "each individual, all cultures, and the natural world." The Vision describes the college's commitment to lifelong learning and community service, creating "a future in which each member of the college community is able to continue to learn and to serve." The Vision confirms the college's commitment to community-based programming in which programs and service "must be defined by flexibility… and customization… to meet the current and emerging needs of our county."

COMMUNITY BENEFITS STATEMENTS

The Community Benefits Statements (CBS) detail a commitment of the District Governing Board to the community served by the college. The 12 statements are "end statements" or "core outcomes" that reflect the critical outcomes produced by the college. As a result of Yavapai College, the citizens and communities of Yavapai County can expect, for example, high quality and convenient educational programs, a better trained workforce, support for economic development, and citizens prepared and motivated to participate in civic and cultural affairs.

Focus groups reviewed the 12 Community Benefits Statements. There was widespread agreement with their general content; however, specific concerns were identified with some content and problems with clarity and comprehensiveness were found. For example, focus group respondents thought there was too much emphasis on economic utility and too little emphasis on educational ideals. The CBS were lacking clear statements concerning the ideals of academe and general education, such as critical thinking, value development, love of learning, and appreciation of cultural background.

In any future assessment of the mission, it would be appropriate to address the concerns identified by focus group participants. Details of these concerns can

be found in the Yavapai College NCA Library under NCA Background Materials: Mission and Purposes.

MISSION STATEMENT

The Mission Statement is a clear and concise statement of institutional purpose. The statement emphasizes the importance of "high quality, convenient and cost effective learning opportunities." The statement targets the primary service area as the "diverse population of Yavapai County."

PURPOSES/CORE AREAS

The Purposes/Core Areas section of the mission documents includes basic statements for all significant parts of the institution. It emphasizes that underlying each area is a commitment to "high quality, convenient and cost effective learning opportunities." These learning opportunities will "strengthen the economic, civic, and cultural life of the county." Central to this effort is partnering with "business, government, education and other community organizations to identify and address educational needs."

Core Areas, as defined in the mission, provide an explanation of the college's combination of academic programs and organize this section. Core Areas include instruction/student learning and student/academic support; transfer and general education programs; career/technical programs; basic skills and developmental programs; civic education, community services, and lifelong learning; economic development and workforce training; and administrative support. The order of these sections is deliberate, emphasizing the institution's primary commitment to excellence both in the teaching provided by faculty and the learning expected of students.

Each area includes statements of core outcomes. These core outcomes provide a direct link to all units of the college so they can develop mission statements and plans. The statements are precise enough to allow qualitative or quantitative measurement of how well the institution achieves them. They establish a general blueprint for the development of processes for assessing achievement and improving institutional effectiveness. The statements provide a framework for the subsequent formulation by the college's various administrative units of more specific goals, including expected educational results. Each section describes basic programs, target populations, and expected core outcomes.

For example, transfer and general education programs provide the first two years of study in arts and sciences and pre-professional fields. These programs target students who wish to transfer either courses or an entire degree. Graduates can expect to have a "foundation in their academic area of specialization" and a foundation in general education to "enable students to succeed in their further studies."

Basic skills and developmental programs open the door to higher education for populations previously under-served. These programs "are designed to provide the necessary skills and confidence to be successful in the next level of education." Program areas include Adult Basic Education (ABE); GED; English for Speakers of Other Languages (ESOL); and developmental education in reading, writing, and mathematics.

VALUES

The Values section of the mission documents affirms for faculty and students the freedom of inquiry that is basic to the intellectual vitality of the college. The section reflects the two focuses of the mission: (a) teaching and learning and (b) community service and economic development. The college "must be a learning community of which students are the key component and in which clear communication among all constituencies is promoted."

The initial section of the Values emphasizes the centrality of seeking excellence in education in everything the college does. This process must "involve the entire college community in modeling and instilling a passion for learning, renewing the thrill of discovery, and striving for excellence." A litmus test for college decision making is determining what will provide "the highest support for the growth and learning of all members of the college community." Other aspects of learning that are emphasized include independent thinking; reasoned values; open inquiry and open exchange of ideas; mutual respect among different cultures, ethnic groups, races, ages, and genders; ethic of community service; and assessment of and flexibility in addressing varying needs of learners.

The second section concerns serving the people of the region. The college must "strive always to understand more fully the region and the people we serve, their needs, and their contribution...." College faculty and staff must "be good stewards of the land and culture." Strong occupational programs that "develop entrepreneurship and job readiness" must be responsive to the "changing nature of work, livelihood, and personal fulfillment."

The final section concerns the cycle of evaluation, assessment, and improvement. The college has made a commitment to "regularly assess learning outcomes and institutional effectiveness, seeking the best methods to understand and measure the wholeness of sustained individual learning and the long-term vitality of the learning community." Assessments of college programs and services will be reported "regularly to the learning community and the people of the region."

USE OF MISSION IN PLANNING AND DECISION MAKING

Yavapai College's mission is the central focus of the institution's planning and decision-making processes. This section documents the validation of mission-based planning and decision-making. It reviews strategic planning and initiatives, assessment of the mission, community benefits assessment system, outcomes assessment and program review, departmental planning, and other institutional processes.

STRATEGIC PLANNING AND INITIATIVES

Yavapai College's strategic planning process is the subject of the chapter on planning and budgeting. This chapter focuses on the extent to which the mission documents drive strategic planning.

The college's current planning effort can be traced back to the Integrated Master Plan effort begun in 1998. In 1999, the *Yavapai College Integrated Master Plan* document was published, and subsequent editions were published in 2000 and 2002. In all

documents it is evident that the Mission Statement is the foundation. For example, the July 1, 2002 edition of the *Yavapai College Integrated Master Plan* states:

> The foundational future of Yavapai College is embedded in the institution's ability to determine direction, demonstrate flexibility while also staying the course to achieve greater academic excellence. Specific planning strategies and documents help set the stage for all other activities, programs and initiatives. These include Yavapai College Mission, Community Benefits Statements and Strategic Initiatives.

The Integrated Master Plan highlights two parts of the mission documents—Mission and Community Benefits Statements. The plan also links the Strategic Initiatives to the Mission Statement. As discussed earlier, the college's use of some but not all parts of the mission documents and the consistent coupling of the Strategic Initiatives with the Mission and Community Benefits Statements have caused some confusion. The District Governing Board's Strategic Initiatives 2002-07 are available in the Yavapai College NCA library materials under NCA Background Materials: Mission and Purposes.

The Strategic Initiatives 2002–07 clearly reflect the mission documents. For example, the student-centered education is a concept included in the Vision and the Community Benefits Statements. Assessing county and regional needs and anticipating workforce and economic change are concepts included in the Vision, the Community Benefits Statements, the Purposes/Core Areas, and the Values. Being a reasonable steward of public monies is both a community benefit and a key item in the Purposes/Core Areas and Values sections.

Being mission-directed, the Strategic Initiatives then become the foundation for both long- and short-range action plans for the college as a whole and for the various administrative parts of the college. The initiatives provide direction to each of the college's divisions and departments and are a guide for administrative decisions regarding overall direction and budget and planning prioritization. For example, in the *2002 Yavapai College Strategic Plan Update*, August 13, 2002, plans in various administrative areas are tied directly to the Strategic Initiatives 2002–2007, which in turn are based on the mission documents. This same interrelationship can be seen in the annual goals of the District Governing Board and President and the performance objectives of the President's Executive Leadership Team. In many areas this same relationship is seen throughout the administrative structure. The college is taking steps to ensure that this connection to the college's mission is maintained throughout the administrative structure in all areas.

ASSESSMENT OF THE MISSION

The processes used to assess and revise mission documents in 1994, 1997, and 2002 varied significantly. In each case, different methods were employed and different groups of people were involved. The college does not have a plan in place to review the mission on a periodic basis. The last statement within the 1994 Purposes section, which called for annual assessment of the Vision, Purposes, and Mission, each year was never implemented.

The set of mission documents reflects the understanding of the institution's purposes and its basic approach to meeting both current and future commitments. In some

respects, the corporate development of this document—including both internal and external constituencies—is as important as the document itself. Full representation in the development of the mission documents is the key step toward ensuring internalization, reflecting the document in the day-to-day work of the institution.

It is suggested that the college assess the mission documents when the strategic initiatives are updated. This processes normally occurs at three- to five-year intervals. The college should involve the college community in determining the accuracy, strengths, and weaknesses of the mission documents at that time. This may entail surveys and/or focus groups or other data-collection approaches. Both community members and college faculty and staff should be involved in the initial review and in the subsequent review of any revisions or updates.

COMMUNITY BENEFITS ASSESSMENT SYSTEM

Evaluative indicators for each of the 12 Community Benefits Statements have been developed to reflect the extent to which the college is addressing the community outcomes of the Yavapai College mission expressed in the Community Benefits Statements. For example, indicators for the statement assuring "high quality, convenient and cost-effective learning opportunities" include, among others, the following: "satisfaction with instruction of current students," "passing rates for developmental courses," "percent of career graduates who found jobs," and "comparison of tuition rate with regional colleges and universities." Over time, the college leadership has made revisions to the existing indicators and added new indicators.

The CBS and indicators are documented twice a year in the Community Benefits Statements Report. The May 2002 edition of the CBS Report includes 70 indicators. For each indicator, narrative highlights of the results are provided with tabular and/or graphic displays of the data. Data are provided that compare Yavapai College with other institutions or show trends or both. Updates to these data reports are distributed to the District Governing Board, administrators, and faculty.

The Vice President and District Provost shared the college's progress in using the CBS in a District Governing Board work session in spring 2001. In the May 2002 update of the CBS, the Vice President, Verde Valley Campus and Instructional Support Services, provided examples of indicators that would help shape future action: e.g., the percentage of classes that are cancelled will be reduced by a specified percent. At a Board meeting in May 2002, the acting chair of the District Governing Board underlined the importance of the CBS and shared how the data helped to direct development of the five-year Strategic Initiative and the annual goals and annual goals. In an interview, the President noted that the CBS's usefulness continues to be enhanced as the District Governing Board and the college become more familiar with the data contained within the document and as more information is added. Future editions of the CBS report should reflect all mission documents. In a forum at the National Conference of the Association of College Trustees in fall 2000, the President presented the CBS assessment system as an exemplary practice.

Use of and involvement with the CBS is evident on departmental and higher levels and among most faculty and staff. However, the survey conducted by the NCA Task Force Team on Governance indicated that many individual faculty and staff were not aware of the system or did not understand the system's origin. About one third

of college employees surveyed strongly disagree or disagree with the statement that they knew what the CBS were and just over one half of the respondents strongly disagree or disagree with the statement that they knew who created the CBS. Fewer than one in ten administrators strongly disagree or disagree with the statement that they knew what the CBS were and fewer than two in ten strongly disagree or disagree with the statement that they knew who created the CBS.

Some effort has been made to more widely inform faculty and staff of the CBS; for example, presentations have been made to the academic divisional assistant and associate deans. However, more needs to be done in this area. For example, a position brief could be prepared for college-wide distribution explaining the system and its origins, and presentations could be made to the various employee associations (classified, professional, and faculty) to explain the system and to field questions.

OUTCOMES ASSESSMENT AND PROGRAM REVIEW

The outcomes assessment and the program review processes are mission-centered. The Outcomes Assessment Coordinator is developing a process by which each measurement of outcomes and their reported use and effect are keyed to departmental mission and purposes. Faculty members will be encouraged to record examples of classroom assessment activities that promote instructional objectives consistent with the mission documents. This information will then be used as a means for documentation and sharing across disciplines. Some departments are well underway with this process while others are in the initial stages.

Academic and service area reviews begin with a section on mission, goals, and planning. Several programs that recently completed a review reported that an extensive assessment of their mission was a key part of the process. A good example is the English Program review process in which the department spent considerable time assessing their program's purposes. This resulted in a revised statement of mission and purpose that included a general mission statement, a value statement, a vision, and separate lists of purposes for learning and for program emphases. Another example is the Automotive Technology Program that used an analysis of mission to help redirect the program from being centered primarily on serving driveway and small-shop mechanics to a program geared toward working in large automotive dealerships.

DEPARTMENTAL PLANNING

Departments have developed mission statements that are directly linked to the college mission and that are used for departmental planning. Eleven departments or divisions were selected for interviews. Four of these were administrative, two were student or instructional support, and five were instructional. Included were Facilities, Human Resources, Information Technology Services, Purchasing, Libraries, Verde Valley Student Services Division, Communications, Liberal Arts, Verde Valley Division II (i.e., accounting, management, art, business, computers, early childhood), and Visual and Performing Arts. In every case, departments had developed mission statements. The Verde Valley Student Services Division and Division II noted that every department under their respective areas had developed mission statements. In each case, respondents reported that the mission for the department or division was directly linked to the college mission. In each case the respondents shared examples of how their missions guided their planning and

decision-making efforts. One respondent noted, "We have an annual retreat and we start with the college mission statement to see what the strategic goals are, what the president and executive deans have listed as their goals and from that we formulate departmental goal and objectives."

Some of the mission statements consisted of a general statement of the department's or division's purpose. Other statements were quite developed. For example, the library mission statement included a vision, a general mission and list of purposes, a description of major functions, and a profile of key customers. The mission statements for the Communications Division and Academic Advising were similarly quite detailed. For example, Academic Advising included a general mission statement, a list of primary services, and the core purposes of Academic Advising. It would be helpful if every department included a more detailed mission statement, beyond the minimum of a general statement and list of purposes.

As mentioned earlier in this chapter, a general mission statement and a list of purposes are central to the outcomes-assessment and the program-review processes. In the next two-to-three years, all academic and service areas will complete a program review. The academic and service-area guidelines could be modified to more strongly encourage departments without detailed mission and purpose statements to develop these. In that way, all academic and service-area departments will eventually develop extended statements of mission and purposes. All departments examined during the self-study had, at a minimum, mission and purpose statements.

Some academic departments expressed difficulty in relating their missions to the CBS. According to some departmental heads, the general Mission Statement was generic enough to relate to anything the college did, but the CBS did not clearly address areas such as general education and transfer. These departments did find the Vision and the former Purposes (now Values) very useful in crafting their mission and purpose statements. A recommendation of the NCA Mission Committee—to clearly include the Vision and Values as part of the mission documents—has clarified this issue. The addition of the Purposes/Core Areas makes a direct connection between departmental and college missions apparent.

OTHER INSTITUTIONAL PROCESSES

The mission documents are used in a variety of institutional processes. For example, the Community Benefits Statements and related Strategic Initiatives have been used in budget building, in applications for staff development support, in performance objective development, and in new employee orientation. As mentioned earlier, other sections of the mission documents have been used in other processes. For example, all parts of the mission documents are listed in the catalog and the Vision and Purposes/Core Areas are provided in a handbook for adjunct faculty.

The college clearly sees the importance of mission as a reflection in many aspects of the institution. The effectiveness of mission in internal college processes will be enhanced by the clarification that all parts of the mission documents are included in the mission, and the practice of referring to all parts of the mission in various institutional processes. Different parts of the institution will emphasize difference parts of the mission documents as they work in various governance and administrative arenas. This step will enhance overall communications at the college by helping to

focus discussion on the mission. A statement within the Values section of the mission reminds the college to "measure the worth of all decisions against the highest support for the growth and learning of all members of the college community."

PRACTICE OF INSTITUTION IN FULFILLING MISSION

Yavapai College is fulfilling its mission through its programs and services. Supporting evidence for this overarching contention can be found throughout the self-study report. Using the Mission Statement and the Purposes/Core Areas as an organizing rubric, these section points readers to the chapters that are most central in addressing mission-based mandates found within each core area of the college.

Evidence that the college provides high quality, convenient and cost effective learning opportunities can be found in. *Chapter 13: Transfer and General Education* and *Chapter 14: Career and Technical Education*. These chapters provide patterns of evidence to support this conclusion for these core credit programs. Graduates have a foundation in academic areas of specialization and general education. Students transfer and are successful at their transfer institutions. Students find employment in a first career, career change, or career advancement, and they are well prepared for the workplace.

Evidence concerning outreach activities that extend programs and services to the diverse populations of Yavapai County can be found in *Chapter 16: Continuing Education, Chapter 17: Distributed Learning*, and *Chapter 23: Libraries*. *Chapter 16: Continuing Education* and *Chapter 12: Curriculum* speak to the college's partnering with business, government, education and other community organizations to identify and address educational needs. *Chapter 13: Transfer and General Education* and *Chapter 15: Developmental Education* address the premise that the college facilitates transitions from or to other educational sectors. These programs are designed to provide the necessary skills and confidence for students to be successful in the next level of education.

Enriching the civic and cultural lives of people in its service area is a basic tenant of Yavapai College's purpose. Evidence to substantiate the claim that the college offers a wide range of cultural and artistic events, speakers, professional and technical assistance, and civic education can be found in *Chapter 16: Continuing Education*, *Chapter 6: Institutional Support Services*, and *Chapter 18: Community Services*. In particular, chapter 16 provides evidence that programs, courses, and activities enhance lifelong learning in the areas of academic, cultural, social, recreational, and personal development. This chapter also makes the case that the college has directed special attention to its large senior population. In addition, chapter 16 demonstrates how the college is a catalyst in promoting and supporting the county's economy, providing programs and services specifically designed to meet the workforce training and retraining needs of business and industry.

Chapter 12: Curriculum; Chapter 13: Transfer and General Education; and *Chapter 14: Career and Technical Education* make the case that fundamental to the college is a commitment to teaching excellence and student learning and that instructors are committed to instructional excellence. *Chapter 11: Assessment of Student Academic Achievement* speaks to the central position that assessment of student learning holds in this effort; *Chapter 17: Distributed Learning* speaks to the role of technology in promoting student learning and effective instruction.

Chapter 23: Libraries and *Chapter 17: Distributed Learning* address how the library, media, and learning laboratory services are effectively providing instructional, student, and community support. *Chapter 20: Advisement, Financial Aid, and Student Employment*; *Chapter 21: Campus Life*; and *Chapter 22: Student and Instructional Support* make the case that the college effectively provides assistance in the academic, career, and personal development of a diverse student body, by providing timely and accurate information.

Evidence to attest to the facts that the Yavapai College administration is committed to good stewardship of the public trust and that programs and services demonstrate accountability with respect to quality, productivity and the changing needs of the community can be found in several chapters. These include *Chapter 5: Governance*, *Chapter 6: Institutional Support Services*, *Chapter 7: Human Resources*, *Chapter 8: Financial Resources*, *Chapter 9: Physical Resources*, *Chapter 10: Technology Resources*, *Chapter 24: Planning and Budgeting*, and *Chapter 25: Integrity*.

SUMMARY AND ANALYSIS

The self-study committee for mission and purposes consisted of a cross section of college employees. The study process included broad input from both college and community and a careful look at the literature of addressing the mission in the community college. The review also included the history of the mission at the college and a determination of awareness and use.

Members of the Yavapai College community were aware of and used some of the mission documents but they were unsure about what documents were official. The review found some problems with the use of the Community Benefits Statements as a stand-alone document. The Purposes/Core Areas section explains the particular combination of academic programs provided by the college. Vision and Values sections (formerly vision and purposes) were edited, and with their inclusion in the official documents, all issues identified in the study were addressed. The revised mission documents reflect the practices of the college and provide a framework from which the institution and its various units can plan. The college can further advance the use of the mission documents by expanding its Community Benefits Statements assessment system and by including all mission documents in institutional planning and administrative processes.

Considerable evidence was found that the mission provides a blueprint for college programs and services, and the mission documents guide college planning and decision-making. With the implementation of these recommendations, the institution has provided a pattern of evidence to demonstrate that Yavapai College has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

RECOMMENDATIONS

It is recommended that the college

1. **Share the revised mission documents with the college community and its various constituencies.**

The college could develop a public information campaign to explain the contents and rationale of the mission documents. This campaign could include various types of publications detailing all or parts of the mission documents. The campaign could also include forums within the college community and among the college's constituencies where the revised mission documents could be discussed.

2. **Reference the revised mission documents in all appropriate institutional processes and documents.**

   The college needs to make a thorough review of all college documents and processes where mission documents are used. A plan could then be developed to systematically replace former mission documents with the newly approved documents. These replacements should be communicated widely, and in particular to units of the college that are directly affected.

3. **Expand the Community Benefits Statements assessment report to include the use of all mission documents as sources of assessment indicators.**

   The CBS assessment report is keyed to the 12 CBS. The report should be expanded to include the use of all mission documents as sources of assessment indicators. In this way the degree to which the college is addressing all areas of mission will be assessed. This will entail the addition of assessment indicators. The process may require a reorganization of the report.

CHAPTER 5

GOVERNANCE

DESCRIPTION

INTRODUCTION

This chapter reviews management and governance at Yavapai College. Management refers to the structures that implement policies and procedures. Governance refers to the decision-making processes that determine policies and procedures. This chapter will (a) describe the management structure and decision-making processes used in arriving at policies and procedures, (b) describe the history of management and governance since the last self-study, (c) analyze management structures and governance processes, (d) offer recommendations for improving the efficiency and effectiveness of management and governance at Yavapai College. Documents used in preparing this chapter are available in the Yavapai College NCA Library under NCA Background Materials: Governance.

AUTHORIZATION

Yavapai College has legal authorization to grant degrees and to operate as a community college district in Yavapai County pursuant to Arizona Revised Statutes (Title 15, Chapter 12, pgs. 315-343). The district was created on or about July 1, 1965, and until June 30, 2002 operated under the authority of the State Board of Directors for Community Colleges of Arizona. In spring 2002, the Arizona State Legislature repealed State Board of Directors for Community Colleges as of June 30, 2002, transferring most rights, powers and authority to the local district governing boards. Yavapai College is a political subdivision of the state.

ADMINISTRATIVE LEADERSHIP

DISTRICT GOVERNING BOARD

Yavapai College has a governing board that possesses and exercises the necessary legal power to establish and review basic policies that govern the institution. The District Governing Board derives its authority from Title 15, Chapter 12 of the Arizona Revised Statutes. The Board is subject to the provisions of the constitution of the state of Arizona and the policies, rules, and regulations of the State Board of Directors for Community Colleges in Arizona. The specific powers and duties of the governing board are spelled out in the Arizona Revised Statutes (Title 15, Chapter 12, pgs. 341-343). Included is power to enforce the courses of study prescribed by the State Board and to examine the management, conditions, and needs of the college. On the second Tuesday of each month, the District Governing Board of Yavapai College holds meetings that are open to the public. Minutes of these meetings are recorded and kept on file.

The District Governing Board consists of five members, each from a designated precinct within Yavapai County, elected for terms of six years. Each member must reside in the precinct that he or she is elected to represent. The Board determines, by vote of members, the chair and secretary of the Board. Board members serve without remuneration. A brief biography of each District Governing Board member is available in the appendix.

ADMINISTRATION

Senior administration consists of the college President, Dr. Doreen Dailey; the Vice President and District Provost, Mr. Robert O. Salmon, who also serves as the chief academic officer; the Vice President, Verde Valley Campus and Instructional Support Services, Mr. Paul Kessel; the Vice President for Workforce and Economic Development, Ms. Joan Laurence; and the Vice President of Finance and Facilities, Mr. Terry Bowmaster.

Mid-level managers include two deans of instruction (Prescott and Verde Valley Campuses), four associate deans (Prescott Valley, Chino Valley, Extended Learning, and Distributed Learning), an assistant dean of student services, nine division assistant deans, and a variety of directors and assistant directors over various college offices and programs.

MANAGEMENT

EXECUTIVE LEADERSHIP TEAM

The Executive Leadership Team serves as the management arm of the college President. Membership consists of seven college leaders besides the President, including four vice presidents, the master plan project manager, and the directors of Human Resources, and Marketing.

LEARNING COUNCIL

The Learning Council, which meets monthly, serves as the discussion and recommending body for issues that impact policies and procedures that are non-academic in nature**.** The chair of the Learning Council is appointed annually by and reports to the President.

The Learning Council has 17 members: Yavapai College President; Vice President and District Provost; Vice President, Verde Valley Campus and Instructional Support Services; directors of Institutional Research, Marketing, Human Resources, Athletics, and Distributed Learning; PSA (Professional Support Association) president; OSA (Operating Staff Association) president; Faculty Association president; a representative of Administrative Management; a representative from the Verde Valley Campus; a student representative; and three at-large positions.

There are a number of college groups and committees that funnel matters directly to the Learning Council. They include the Operating Staff Association, Professional Support Association, and Administrative Management Group.

INSTRUCTION

The Vice President and District Provost is the chief academic officer and reports to the President on all academic and instructional matters. These are managed through the Instructional Council and Faculty Senate.

INSTRUCTIONAL COUNCIL

The chief academic officer serves as chair of the Instructional Council. Membership includes two deans of instruction, nine division assistant deans, and four associate deans, the assistant dean of student services, the Faculty Association president, and all program directors with academic responsibilities. The council meets every other week and serves as the management arm for the chief academic officer in instructional and academic matters.

FACULTY ASSOCIATION SENATE AND COMMITTEES

Faculty leadership is provided through the Faculty Association officers—president, president-elect, secretary, treasurer, and archivist—and senators elected at large. The officers of the Faculty Association are members of the Senate, with the Faculty Association president serving as chair. Senators are elected for two-year terms. The Senate is empowered to make rules governing its own internal organization and procedures and to act as the ex-officio coordinating body of its five standing committees: Curriculum, College Standards, Faculty Affairs, Professional Growth, and Student Learning Outcomes Assessment. Issues considered by these committees are referred to the Senate where, following approval, they are forwarded as recommendations to the chief academic officer.

The Curriculum Committee is a large committee consisting of 12 voting faculty and a number of non-voting members. This committee meets every other week during the academic year to review proposals for new and revised course outlines, new programs, and program modifications. In these areas the committee works with the Office of Instruction and reports to the Faculty Senate. Each academic division has a faculty member on the Curriculum Committee who serves as the liaison for the division in preparing proposals for review by the committee.

The College Standards Committee has a faculty member from each academic division and several non-voting members from staff and administration. The purpose of the committee is to recommend to the Faculty Senate modifications of unreasonable or unworkable policies, and to develop such new policies as may be necessary to promote excellence in scholastic affairs.

The Faculty Affairs Committee consists of five faculty members. The purpose of the committee is to ensure that all policies affecting faculty appointments and working conditions are consistent with the best interests of the faculty and the institution.

The Professional Growth Committee is a committee of a faculty member from each academic division. The purpose of the committee is to make recommendations regarding sabbaticals and professional leaves of absence as well as to make recommendations regarding general staff development activities.

The Student Learning Outcomes Assessment Committee consists of a faculty member from each academic division, the outcomes assessment coordinator, the general education coordinator, two faculty appointed at large, one adjunct-faculty representative, one student representative, and a representative appointed from counseling and the library, and by the Dean of Instruction and Curriculum. The committee designs, reviews, and recommends student outcomes assessment policies and activities that are consistent with college and program missions and that promote continuous improvement in teaching and learning.

INSTRUCTIONAL SUPPORT COUNCIL

This council, created in September of 2002, is comprised of the direct reports to the Vice President, Verde Valley Campus and Instructional Support Services, as well as other key personnel of the instructional support departments. These departments include student services, library services, distributed learning, Sedona center administration, Verde Valley campus administration, center for productive aging, registration, northern Arizona regional skill center and information technology.

The purpose of this council is to bring instructional support issues and concerns to light that may affect the college and to make recommendations on solutions. This council also serves as an informational forum where members exchange ideas and educate the council on pertinent goal-oriented activities.

GOVERNANCE

College policy regarding governance stipulates that decisions regarding the creation of or changes in institutional programs and priorities must involve a broad range of participation by affected groups, including the District Governing Board, President, faculty, and staff.

Faculty views are represented through the Faculty Senate and its standing committees, especially with regard to curriculum, academic standards, assessment, conditions of employment, academic/personnel policies, professional growth, facilities, and compensation. The Faculty Senate president submits policy recommendations to the chief academic officer, the Vice President and District Provost, for administrative review. The chief academic officer submits approved policy recommendations to college President with recommendations regarding its submission to the District Governing Board.

Matters of a non-academic nature that are of concern to college staff, programs, and departments are discussed within the respective employee groups or program areas and submitted by the leader of the group or program to the Learning Council for administrative review. The chair of the Learning Council submits approved policy recommendations to the President with recommendations regarding submission to the District Governing Board.

The college President, upon receiving a recommendation from the chief academic officer or chair of Learning Council, may authorize action on the matter or return the recommendation for clarification or further deliberation. The President may also take the issue to the Executive Leadership Team for discussion or place the issue on the District Governing Board agenda.

GOVERNANCE BACKGROUND AND HISTORY

The college was just emerging from a difficult time when the last self-study was undertaken. This period came to a close with a faculty vote of no confidence in the President and led to his resignation and to replacement of most of the District Governing Board members. Dr. Doreen Dailey, hired in 1993 as the new President, set to work in concert with faculty to bring about a governance system that was more open and participatory. A feeling of optimistic enthusiasm existed about the college. The entire college community organized into participating groups to assist with the self-study process. The 1994 *Yavapai College Institutional Self-Study Report* reflected that enthusiasm. The NCA visiting team noted that atmosphere and mentioned it in their report. The 1994 self-study called for creating a new management structure that would allow broader participation by college groups in the discussion of issues and concerns. It was filled with ideas and suggestions for the new governance model.

In late 1994, a cross-functional governance group was formed to respond to the suggestions in the self-study. The team consisted of a dozen or more faculty, staff, and administration from across the college community. The team evaluated the governance system at the college and ultimately made a proposal for revision. Their process included canvassing the college community during staff development day and using results of that survey in the proposal. They described their proposal as a "model, which is flexible, adaptive. . . and positions the College to anticipate the challenges of the next century" (Cross-Functional Governance Team, personal communication, August 16, 1995). The new governance structure was presented to the college community in August 1995 and received approval from the various college employee groups, the President, and the District Governing Board. The new governance structure was implemented during Fall Semester 1995. The plan called for replacing the key policy-making body of the college (the President's Cabinet) with a Learning Council. This body was to monitor, review, and recommend policy and procedures; to advise the President on planning and budget priorities; and to coordinate the activities of other college committees. Three new committees were created to provide input to the Learning Council: Institutional Effectiveness, Scanning, and Planning/Budgeting.

The Institutional Effectiveness Committee collected information regarding accomplishments of college programs and services and measured the effectiveness of improvement programs, empirically linking feedback to assess the relevance of the college's mission and purposes. The Scanning Committee was to review educational and economic trends around the county, state, and nation; to analyze and evaluate policy initiatives; and to provide data and recommendations for the planning process. The Planning/Budgeting Committee was to ensure that the college mission and purposes statements were realized. In this, the committee was to review and evaluate the strategic decision areas of the college and monitor college action plans in these areas.

The new management system was implemented with support from all employee groups. Committees ranged from 15 to 25 members, each containing a cross section of the college community (staff, faculty, and administration). In the words of one faculty member, "a lot of people rolled up their sleeves and went to work" (B. Boone-Roberts, personal communication, March 28, 2002).

During 1996, the college added a new administrative structure, the Community Campus. The idea behind the Community Campus was to bring the educational programs and services offered on the Prescott and Verde Valley Campuses to outlying areas of the county and to extend the college's outreach in areas of civic leadership and workforce development. The educational centers built in Chino Valley and Prescott Valley became part of the Community Campus and, eventually, the vocational technology programs did as well. The development of the Community Campus contributed to significant advancements in the delivery of programs and services throughout the district. It also, however, contributed to ambiguity regarding authorized roles in a number of areas and contributed to confusion regarding the overall administrative structure of the college. Recent reorganizations have addressed many of these issues; however, some matters regarding district responsibilities still need to be clarified.

As time went by, some committees created by the new system began to experience difficulties. Attendance at meetings declined as people resigned or just stopped attending. By 1998, the Planning/Budgeting Committee and college-wide Compensation Committee (a holdover from the old structure) disbanded. The Scanning Committee dissolved the following year. The Institutional Effectiveness Committee was restructured in 2000 with a slightly different focus, thus becoming the Institutional Review Committee**.**

During the period from 1996 to 1999, committees, task-force teams, and groups spent considerable time and effort preparing reports on a variety of projects about which little or no feedback was received (e.g., Scanning Committee Annual Report, Governance Review Task Force, The Britton Group). This lack of response, considering the time and effort expended by many people, was discouraging to participants and impacted the morale of the college community.

Dissatisfaction from these and other incidents reached a peak when the Prescott Executive Dean resigned in December 1999. A number of meetings attended by faculty, staff, and mid-level administrators were held to discuss the state of dissatisfaction. Ideas were exchanged about possible avenues of action. At length, the decision was made to express concerns at a public meeting called by two District Governing Board members. The meeting was held in early January 2000 at the Prescott Valley Center. Over 100 faculty and staff met with the two District Governing Board members. Governance concerns were shared. The Board members took notes and appeared sympathetic to the issues. As a result many staff and faculty left the meeting feeling they had been heard and things would change.

Throughout this time, a number of top-level administrators left the college**.** The Director of Facilities resigned in 1999. The Executive Dean of the Prescott Campus left in December 1999. His resignation was followed in spring 2000 by the resignations of the Executive Dean of the Community Campus and the Assistant Dean of Student Services. The Executive Dean of the Verde Valley Campus left a year later. While these individuals left for several different reasons, it is reasonable to assume that the reasons for leaving were not primarily for career advancement.

ANALYSIS

The information that follows draws on material obtained from college documents, meeting minutes, and interviews with faculty, staff, and administration and from

input provided by the college community on staff development day. In addition, an institution-wide survey of the college community was conducted by the NCA Governance Team in February 2002. Approximately 800 questionnaires were sent out; 228 were returned (29% response). The results are discussed in this section.

ADMINISTRATIVE LEADERSHIP

DISTRICT GOVERNING BOARD

The members of the District Governing Board take seriously their trusteeship of the college on behalf of the taxpayers. They spend countless unpaid hours keeping current on issues regarding education and management; participating on state and national committees, and preparing for and attending District Governing Board meetings. A key example from the year prior to the college bond election is the effort and activity of Board members in educating the leaders and citizens of the county about the facilities master plan for the college and the benefits it would provide to the taxpayers of the county.

North Central Association General Institutional Requirement 6 requires that the governing board be "sufficiently autonomous from the administration and ownership to assure the integrity of the institution" (1997, p. 20). The monthly District Governing Board meetings are public meetings where the general public can attend, speak, and offer input to the Board. Board members, as elected officials, are also accessible on an individual basis and receive comments and input from parents, business leaders, and county taxpayers. This helps to establish Board autonomy from administration.

However, the role and function of the District Governing Board is not always understood by faculty, staff and, at times, even by Board members themselves. The college NCA Governance Team survey of the college community revealed that 51% of respondents did not know the procedure for communicating information to the Board, and 52% of employees did not know that the Board was the author of the Community Benefits Statements that appear in the college mission. Some faculty members have not understood the prerogative of the Board to determine specific policies of the college: e.g., the decision by the Board in 1998 to change college policy regarding admissions and placement testing.

In the earlier hard-copy version of *Yavapai College Policies and Procedures Manual*, the section entitled "Governing Board Members' Code of Ethics" states, "Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in Board polices." It also states that "Board members' interaction with the President or with staff must recognize the lack of authority in any individual Board member or group of Board members except as noted above" (1998, p. 9). At times individual Board members have stepped beyond the bounds of their own Board's code of ethics. Attempts have been made by the chair of the District Governing Board to educate the Board as to its appropriate role. Incidents of individual Board members contacting staff have decreased but remain a concern. Staff has been instructed as to the appropriate protocol when responding to Board-generated contact. Memos were distributed during Spring Semester 2002, describing the appropriate official response and directing specific concerns to be funneled through established channels. A broader understanding of the Board and its role

by the entire college community, as well as increased opportunities for appropriate Board interaction within the college community, would help overcome some of the misconceptions described above.

ADMINISTRATION

The President has been a force in accomplishing goals to advance the college. A key example is the part the President played in bringing baccalaureate and graduate degree opportunities to Yavapai County citizens through college partnerships with Northern Arizona University and Old Dominion University. Another example of the President's influence is the work to bring about passage of the college bond in the November 2000 election and the facilities master plan development, particularly the Chino Valley Agribusiness and Science Technology Center and the Sedona Center for Arts and Technology. The President delegates the operations of college affairs to the Executive Leadership Team.

MANAGEMENT

The management structure at Yavapai College for the most part works well. The annual increases in student enrollment; the numbers of graduates; the achievements of graduates; the financial practices of the institution; the Integrated Master Plan and, in particular, the associated expansion and renovation of college facilities district wide; and the citizen support shown by overwhelming passage of the bond election are all evidence that Yavapai College is doing well. Recent reorganizations eliminating the three-campus concept have contributed to reducing most of the confusion regarding authority for various functions throughout the district. Some confusion regarding district responsibility in certain areas still exists. An example would be new student orientation activities on the Prescott and Verde Valley Campuses. The programs are similar, and while there is coordination between the two campuses, there is no single position or department responsible for student orientation for the district. Proposals have been submitted to address these areas. Other details related to recent organizational restructuring remain to be determined.

EXECUTIVE LEADERSHIP TEAM

As the management arm of the President, the Executive Leadership Team has served well. A key example is the role they played in preparing the Integrated Master Plan for the college and then, working in concert with the President and the District Governing Board, in planning and promoting the successful bond education campaign. Individually, the members of the Executive Leadership Team are qualified and capable individuals. Five of the eight Executive Leadership Team members are relatively new to the college, having been hired in the last three years. The college has used the turnover as a springboard, matching qualifications with changing and expanded directions. The newly hired Executive Dean of the Prescott Campus (the current Vice President and District Provost) took the lead in this change. He spent his first six months listening and observing, and then, with support from the Executive Leadership Team, he began to recommend changes. By summer 2001, the college announced a major restructuring of administration, management, and governance. These changes dissolved the Community Campus and brought about the management and governance system that has been described earlier in the chapter.

LEARNING COUNCIL

The Learning Council was created in fall 1995 to be the policy-recommending body of the college. It, however, had difficulty functioning in that capacity because the President's Cabinet (newly renamed Executive Leadership Team), which had functioned prior to 1995 as the key policy-recommending body of the college, remained in place rather than dissolving as some understood would happen. It appeared that the life of the Learning Council was about to end in 2001 when the Vice President and District Provost recommended terminating it. The President rejected that recommendation and appointed the Vice President and District Provost to chair and revitalize the Learning Council. With this charge, the Vice President and District Provost, supported by the other vice presidents, restructured the academic and non-academic matters of the college. Academic issues were no longer brought to Learning Council; it now concerned itself only with the non-academic issues of the college. Since that restructuring change, through the leadership of the Vice President and District Provost, the role and function of the Learning Council in management and governance at the institution has been clarified. However, the membership of the council remains unchanged. It is suggested that council membership should be re-evaluated and consideration should be given to changing the name.

INSTRUCTION

Since the arrival of the current chief academic officer, the Vice President and District Provost, the position has become a more visible and prominent office at Yavapai College. Through his efforts, academics and instruction are the central focus of the college. The management structure is aligned to serve instructional needs and to encourage and support faculty initiatives.

INSTRUCTIONAL COUNCIL

The Instructional Council, as the management arm of the chief academic officer, is the vital implementing body for academic and instructional matters. The division assistant deans and the associate deans shoulder a considerable load in managing the instructional process. The advancement of their positions (from division chairs and directors) in July 2001 was a significant change. This was one of the important steps taken by the chief academic officer to enhance the academic side of the college. He directed a complete review of the job description of division chairs that elaborated their duties and responsibilities, making clear the extent of their academic role and the range of their authority. The change in title from division chair to division assistant dean was not intended to be cosmetic. It was intended to make a statement about academics. Division assistant deans were academic leaders who were paid more and required to spend more time on the job (11-month contract).

With these changes have come concerns. The survey conducted by the NCA Governance Team in February 2002 disclosed perceptions that the new division assistant deans were less accessible and delegated more to already overburdened staff. Input received from the August 2002 staff development day echoed these sentiments. In addition, faculty have expressed puzzlement over the new titles (i.e., assistant dean, associate dean) and voiced a perception that division assistant deans are serving less as faculty advocates and peers and more as directive administrators. It appears that the purpose and rationale for the title change from division chair

to division assistant dean was not widely communicated. After the first year, the Office of Instruction conducted interviews with all division assistant deans to assess the success of this change. It is suggested that the results of this assessment as well as the original purpose and rationale for the change be more widely shared with the college community.

FACULTY ASSOCIATION SENATE AND COMMITTEES

The faculty leadership structure as outlined in the *Constitution of the Yavapai College Faculty Association* is appropriate for the functions it is designed to serve. There are changes and modifications made from time to time to adjust and adapt more efficiently. For example, the Constitution was revised in 1999, creating the office of Archivist to better monitor minutes, motions, and meetings. Then early in 2002, the Constitution was revised to add a new faculty committee (Student Learning Outcomes Assessment) to give faculty a larger role in college-wide assessment. Most recently, the newly elected faculty leadership held a "constitutional convention" during summer 2002 to consider changes to better promote faculty business and operations.

The standing committees of the Faculty Association have proven to be steady and reliable participants in the development and review of instructional/academic policies and procedures. For example, through the Faculty Affairs Committee, faculty worked closely with the chief academic officer in reviewing and revising the instructional portion of the *Yavapai College Policies and Procedures Manual* in 2001-2002. Also, through the Curriculum Committee, perhaps the most labor-intensive committee of all, faculty provides oversight to the development and modification of curriculum, programs, and degrees. Over the years, the faculty committees have proven to be consistent workhorses in management at Yavapai College.

The faculty has experienced some challenges with regard to leadership within the faculty. The effectiveness of the Faculty Association leadership, including the Senate, was hampered between 1999 and 2002 by lack of support from faculty and low morale at the college in general. Each year it became more and more difficult to find faculty willing to run for elective office. As a result, elections for Faculty Association offices and the Faculty Senate were not held in a timely fashion. Attendance at Senate meetings dropped off and senators resigned. Some Faculty Association office positions went unfilled. A critical point was reached in May 2002 when the terms of office of Faculty Association leadership were about to expire and elections had not been held to fill those positions. With support from the chief academic officer, the faculty held a half-day retreat in mid-May 2002 to evaluate faculty issues and discuss ways to encourage greater participation by faculty in leadership. Out of that retreat came a new slate of faculty leaders and an agenda that included plans for a summer constitutional convention and other ideas to strengthen the ability of faculty to participate constructively in college governance. There is optimism that the faculty leadership elected for 2002-2003 will, in conjunction with support from the chief academic officer, provide the direction to revitalize faculty in the governance at the college.

CAMPUS AND EDUCATIONAL CENTERS

Since the last NCA review, the college has added and expanded several educational centers: the Sedona Center for Arts and Technology, Prescott Valley Center, and Agribusiness and Science Technology Center in Chino Valley. The college continues

to expand its efforts to deliver complete program requirements and comprehensive student services to each of these locations. The Vice President and District Provost and Vice President, Verde Valley Campus and Instructional Support Services, will continue to monitor this evolution to ensure that at the appropriate stage campus status is achieved and necessary notifications and arrangements are made with the Higher Learning Commission.

GOVERNANCE

As mentioned in the "Governance Background and History" section of this chapter, the last self-study and the process that created the new management structure spoke enthusiastically of a participatory or shared governance structure in which there was broad opportunity to participate in decision making at the college. The committees created in the restructuring provided ample opportunity for wide participation. Inspired by college leadership, volunteers from all segments of the college stepped forward to serve in the new management structures. All committees were up and running by the end of Fall Semester 1995.

The Faculty Association president sent out information updates on the changes. A college flier entitled "What's Happening with Governance?" was periodically circulated, reporting on the activities of each newly formed committee. In the early years after being hired, the President sent out "A Current Events Update," reporting on directives from her office. The college has employed other information-sharing avenues such as the newsletters *Rough Notes*, *Talent Search Times*, *Yavapai Learning Institute News*, and *Yavapai College Today*. However, consistency, coverage, and timeliness have all been lacking in the exchange of college information.

As noted earlier, within four years after institution of the new management structure, the atmosphere at the college had changed. A key indication that something of a serious nature had happened was the fact that several of the newly formed committees dissolved or were not meeting regularly. Interviews with a number of administrators, key faculty leaders, and staff who worked and served in the management structure during these years offered some insight. A common conclusion reached by many was that committee participation was ineffectual—upper-level management did not act on or respond to information the committees provided.

In addition to having meaningful input into decision-making processes, it is also important for constituencies to be informed of policies when they are decided and to have access to policies and procedures. A point made in the *Final Report: Governance Review Task Force* was the need for individuals who serve on committees (e.g., Senate, College Standards, Learning Council, Institutional Review, and Instructional Council) to report back to constituents in a timely fashion. College administrators have voiced frustration when faculty and staff expressed uncertainty and sometimes ignorance of processes and policies. A central theme emerging from the February 2002 NCA Governance Team survey was that information often does not get passed on. Comments indicated that it was not only important to disseminate information regarding decisions made, but also to include rationale for decisions. It was felt that this would contribute towards closing the loop in communications.

Despite the turmoil, unrest, and dissatisfaction of the 1990s, it is believed that constructive changes in management and governance have taken place at the college.

A pattern of evidence is emerging to confirm that Yavapai College has in place a management system that works and that the college's administrators are open to constructive and meaningful input. Administrative support to faculty in rejuvenating faculty leadership, administration's encouragement in the NCA self-study process, and the follow-through shown on self-study recommendations are excellent examples of the pattern.

It will take time and "walking the talk" to convince all in the college community that the past is indeed in the past and that a promising situation now exists**.** There may yet be additional changes needed as the college moves forward, but it is believed that the college is headed in the right direction. The improving climate at the college, the adjustments in management structure, and the plans for physical plant changes that will come from implementation of the master plan are evidence of the new direction.

RECOMMENDATIONS

It is recommended that the college

1. **Re-evaluate Learning Council membership and name.**

   The function of the Learning Council today differs from the function envisioned for the council when it was created, yet council membership remains much the same as in 1995. It is felt that the present makeup of the council is not well suited for the role the Learning Council now plays. Some suggest also that the name is misleading and not descriptive of council functions. The recommendation is for the Vice President and District Provost to review this matter and make appropriate changes.

2. **Codify the management and governance process at Yavapai College.**

   The college has undergone significant management and administrative changes in recent years. It is not surprising, then, that the NCA Governance Team survey of February 2002 revealed some bewilderment by respondents regarding these matters. The college needs to detail in a readily accessible public document the structure, policies and procedures, rules of operation, communication links, and chain of accountability for the management system and governance processes at the college.

3. **Explore avenues for more effective ways of sharing information, especially regarding policies, procedures, and governance.**

   There is often a disconnect between what one area of the college thinks is happening and what some other area believes to be occurring. A key challenge in governance is providing the communication linkages that enable all within the organization to be informed in a timely fashion.

CHAPTER 6

INSTITUTIONAL SUPPORT SERVICES

INTRODUCTION

This chapter will examine eight different areas that are designed to provide support for the institution as a whole: Office of Institutional Research, Marketing Department, Office of Student Recruitment, Design Services, Development and Grants Office, Yavapai College Foundation, Food Services, Bookstore, and Printing Services. Four separate task force teams, involving both community members and a cross section of employee groups from the Prescott and Verde Valley Campuses, combined to complete these reviews. The reports and supporting documentation for this chapter are available in the Yavapai College NCA Library under NCA Background Materials: Institutional Support Services.

OFFICE OF INSTITUTIONAL RESEARCH

DESCRIPTION

MISSION AND PURPOSE

The mission of the Office of Institutional Research is to develop an institutional assessment system in support of academic and administrative decision making. The office accomplishes this mission by (a) conducting and supporting institutional research and analysis; (b) fulfilling ad hoc requests for information gathered from college databases and from sources external to the college; (c) complying with state, federal, and other agencies' requests for information and required reports.

HISTORY AND BACKGROUND

Prior to1994, the Office of Institutional Research (IR) was an office of three: a director, who reported to the Dean of Instruction, and two staff members. Before the self-study process of 1994 began, the director resigned and left the college. The director's position was not immediately filled; the remaining two staff members handled institutional research responsibilities.

In October 1994, Yavapai College hosted a team of consultant-evaluators for the NCA site visit. In its report, the visiting team commented on the operation of the Office of Institutional Research and expressed concern that "institutional research data are not collected, interpreted and documented to better serve the College systems such as planning, budgeting, assessment, program review and evaluation" (Bartels, et al., 1994, p. 41).

It was December 1995 before a new director was hired. Thereafter the Office of Institutional Research was asked to serve a larger role at the college, which involved

working with the Planning/Budgeting Committee, Institutional Effectiveness Committee, and Office of the President in their requests for data.

In 1997, Yavapai College submitted a report to NCA wherein the college responded to the concern of the 1994 visiting team. The report indicated that the Office of Institutional Research had been reorganized.

In 1999, the college hired a new director. At that time, the Office of Institutional Research was moved from supervision by the chief academic officer to direction by the President. The new director brought an extensive background in institutional planning and research. Under his direction, the Office of Institutional Research became a more visible and directive office in the operation of the college. In 2001, the office was returned administratively to the instructional side under the direction of the Vice President and District Provost.

ORGANIZATION

The Office of Institutional Research consists of the director, two senior research analysts, a part-time information system analyst, a student assistant, and an administrative assistant. Staff members bring a broad background of academic and practical experience to the office.

ANALYSIS

Since 1994, significant changes have taken place in the role the Office of Institutional Research plays at Yavapai College. For example, program review historically had been talked about but irregularly conducted. That changed in 1998 when an official program review cycle was organized, beginning with reviews of Nursing, Gunsmithing, and Mathematics. When the new director arrived in 1999, the process was revised and all academic programs were placed on a five-year review cycle. Reviews were required to be data driven, resulting in findings that establish strengths and concerns. Identification of strengths and concerns leads to recommendations that are translated into plans for action. These action plans are considered in budget development, and actions taken are updated each year. The initial cycle of reviews will be completed within the next two years and the cycle will then begin again. In January 2002, the Office of Institutional Research revised the guidelines for service area review. Seven service areas were selected to begin this review process with the others scheduled in the years ahead. Program review has now matured at Yavapai College and has become important in the planning and decision-making processes of the college.

The director has also instituted a systematic process to survey key student groups. These include current students, graduates, and former students who have marketable skills and are entering careers. Studies are distributed to faculty and staff and become an important data source in program review. These studies typically are presented and discussed in meetings of the division assistant/associate deans, the Institutional Review Committee, and the Yavapai College Instructional Council.

The Office of Institutional Research also plays an important role in workforce development initiatives of the college. Staff conducts community needs assessments for high schools, employers, and citizens throughout the county. This is illustrated through recent work the office has done with the Small Business Development Center and with the town of Camp Verde and Camp Verde High School.

The Office of Institutional Research played an important role in providing data that supported the college's efforts in passing the $69.5 million bond election in November 2000. It continues to gather the information used in the Integrated Master Plan.

In April 2002, the chair of the NCA Criterion 4 Committee surveyed college leaders (program directors, division assistant/associate deans, assistant deans, Executive Leadership Team) to better understand the value of the Office of Institutional Research at Yavapai College. Of the 31 college leaders, 15 responded to the survey. Responses indicated that the Office of Institutional Research staff worked very well with and responded to all levels of Yavapai College decision makers. In fact, Office of Institutional Research service received very satisfied to superior ratings from 87% of all respondents; special data/report requests received very satisfied to superior ratings from 73% of the respondents; and response time received very satisfied to superior ratings from 67% of respondents. Not a single respondent expressed dissatisfaction with any of the five different service areas surveyed.

In conclusion, this study found that the Office of Institutional Research was heavily used by all sectors of Yavapai College and their services were highly valued. More than 100 requests were made in the 2001-2002 academic year, covering a wide range of needs. These included, to name a few, tracking students as they transitioned from developmental to college-level courses, conducting advising appointment evaluation studies, surveying students to determine satisfaction with residence halls, and surveying supervisors to measure satisfaction with student workers. In short, since the last self-study, the Office of Institutional Research has evolved from being an underutilized support service to being a central player in the operation of Yavapai College.

RECOMMENDATIONS FOR THE OFFICE OF INSTITUTIONAL RESEARCH

Findings did not merit a recommendation.

MARKETING DEPARTMENT

DESCRIPTION

PURPOSES

The purpose of the Marketing Department is two-fold: (a) to develop and manage marketing strategies and processes to maximize awareness of the college's programs and services and (b) to increase enrollment, customer satisfaction, and community benefits. An underlying marketing assumption is that every Yavapai College employee is an ambassador for Yavapai College by virtue of performing his or her job in such a way as to increase the value each customer is receiving.

ORGANIZATION

The Marketing Department consists of a director who reports directly to the college President and six full-time staff members, including an assistant marketing director,

a communications coordinator, two design services personnel, two recruitment coordinators, and an office manager. In addition, the department regularly hires freelance professional services staff to assist with the completion of various projects.

There have been a number of strategic shifts in the composition of the Marketing Department (formerly the Advancement Office) since the last NCA study. At that time, the Advancement Office was a blend of marketing and development activities that consisted of the Marketing Department, Design Services, Yavapai College Foundation, and Development and Grants Office.

In August 1998, the Development and Grants Office was moved under the Office of the President. Another significant change occurred in July 2001 when the Yavapai College Foundation board of directors amended their bylaws allowing Yavapai College to designate a college employee to serve as the Foundation's managing director, reporting directly to the college President. The administration also recently approved a new "Director of Development" position beginning July 1, 2002. This person will be responsible for soliciting support for the master plan through a planned-giving program as well as through a capital-resources program. These changes effectively separated the development activities from the marketing activities.

As these changes were occurring, the college administration was also recognizing the need to expand its marketing efforts to remain competitive in the current higher education market, so it shifted the efforts of the Office of Student Recruitment to the marketing team. The Marketing Department now includes Office of Student Recruitment and Design Services.

The Marketing Department coordinates the college's communication efforts. Yavapai College has a full-time communications coordinator who is the primary spokesperson for the college and is responsible for maintaining open, consistent, and professional communication with the county constituency. The communications coordinator works with the media to promote the college throughout the district and coordinates the distribution of college information at community events. In addition, the coordinator creates *Yavapai Today*, a quarterly publication highlighting the college's educational programs and people, the progress of the college's master plan, and other newsworthy items. This publication is distributed at 66 locations district wide and mailed to about 85,000 households.

Yavapai College has a number of educational sites located throughout Yavapai County. Interviews, surveys, and research tools are utilized to determine the most effective marketing targets and techniques for each location's population. Additionally, marketing personnel attend various county events and meet with community business leaders to build alliances and discuss potential training needs.

Recent marketing strategies encourage the concept of lifelong learning and have shifted toward more targeted marketing in advertising and promotions. Specifically, the following markets have been identified: (a) high school students, both currently enrolled and graduating seniors; (b) students seeking to start their college career and transfer to another university; (c) working adults returning to school for new careers; (d) working adults seeking skills or certificates to enhance careers; and (e) senior adults seeking life skills and enrichment classes.

OFFICE OF STUDENT RECRUITMENT. Since fall 2001, the Office of Student Recruitment has been part of the Marketing Department. Marketing Yavapai College to high schools and businesses is the responsibility of the recruiters. Until recently, the college had one main recruiter who was responsible for all of the recruitment activities district wide. Restructuring took place in May 2001. In addition to the recruiter housed on the Prescott Campus, a recruiter on the Verde Valley Campus is increasing efforts in that area.

Yavapai College recruits at high schools within and beyond the county. Recruiters are on the road approximately six weeks every year, disseminating information on institutional programs and services to prospective students. In addition, the college offers 20 "Discover Yavapai" programs every spring. Prospective students and their families attend informational sessions about the college's programs of study, orientation options, and financial aid issues. Attendees are also given a tour of the campus by student ambassadors.

The recruiters have begun increasing efforts toward building relationships with the business community to provide information regarding Yavapai College programs and services of value to them. This will be especially valuable on the Verde Valley Campus to ascertain local business needs and suggest program direction for the new Northern Arizona Regional Skill Center.

DESIGN SERVICES. Design Services is a component of the Marketing Department and is responsible for designing, producing, and/or outsourcing all of the institutional advertising campaigns and consumer information requests that are generated district wide. One of the first things that the new marketing director noticed was the lack of consistency in the image of institutional publications. As a result, a new college logo was developed and is now required on all printed materials.

Design Services utilizes a priority system for determining which projects are completed in-house or outsourced at the originator's expense. Generally, the highest priority jobs include all FTSE-generating printed material, such as published advertising, college catalogs, semester schedules, commencement programs and graduation certificates, program/service brochures and flyers, registration and marketing campaigns, and the student handbook. All other job requests are either produced by Design Services, based on the availability of financial and personnel resources, or referred to local free-lance graphic artists. The vast majority of job requests are completed in-house. To ensure consistency of design and image, free-lancers use a Yavapai College marketing kit.

Although theoretically responsible for maintaining a consistent and professional image on the college website, Design Services has not been involved since designing the original templates for the website's creation in 1995. The website has experienced dramatic growth since its inception, and this rapid growth has resulted in problems that are currently preventing it from being an effective site. One of the most critical problems seems to be lack of clarity regarding control and ownership of website management. Regarding control of the website, the Marketing Department is one viable option; however, Information Technology Services and Distributed Learning are very reasonable alternatives.

The administration has recognized the importance of redesigning and re-engineering the website and has been exploring upgrade options. Interact Communications, Inc., was retained to plan, conduct, and complete an objective, professional assessment of Yavapai College's presence on the World Wide Web. The study was completed in August 2001, and a proposal concerning website upgrade recommendations was submitted.

ANALYSIS

The administration recognizes that institutional success is partially tied to the effectiveness of its marketing efforts and has taken the necessary steps to place a greater emphasis on the marketing campaign for Yavapai College. Significant increases in the Marketing Department budget have assisted these efforts. As evidenced by the passage of the $69.5 million bond election in November 2000, Yavapai College has been successful in building and maintaining strong communication with the community.

The Office of Student Recruitment has a combination of experienced and knowledgeable staff, as well as the advantage of an influx of young and energetic personnel to carry out the renewed emphasis and expanded vision of student recruitment. The establishment of the "Student Ambassador" program in fall 2000 will contribute to the ongoing successful recruitment of traditional-age students. This team of college students is trained to answer questions, provide campus tours, and serve as role models and share their college experience. Their contributions will also allow the full-time staff to expand efforts in the community to reach varied nontraditional target populations. A recently developed system for tracking and maintaining contact with prospective students will provide a valuable database to determine future areas of focus.

The Design Services unit is staffed with skilled and creative personnel who are willing to use new technologies. As a result, Yavapai College's printed materials have become very competitive by current standards. Because of time and personnel restrictions, a few departments and a small number of individuals within the institution have established alternate avenues for producing publication materials. Although there is value in continuing these efforts, it is imperative that there be centralized management to ensure image consistency and prevent possible duplication of marketing efforts.

RECOMMENDATIONS FOR THE MARKETING DEPARTMENT

It is recommended that the college

1. **Make a definitive determination about website management.**

   Chapter 10: Technology Resources comes to the same conclusion, pointing out that the college has taken steps to identify problems and the administration has begun to develop an institutional response. It is now time to move this issue to closure.

DEVELOPMENT AND GRANTS OFFICE

DESCRIPTION

PURPOSES

The purposes of the Development and Grants Office include the following: to research and determine funding opportunities, to create and design county-wide partnership programs, to communicate funding opportunities to staff and faculty, and to conduct faculty and staff training regarding the grant-writing process and program funding opportunities. Additionally, the office is charged with initiating and assisting in the grant-writing process by developing action teams, preparing proposals, and submitting applications and budgets related to grant projects and development activities for all college departments and functions district wide.

ORGANIZATION

In July 1991, Yavapai College was awarded a federal grant (the last year of a five-year Title III grant) to establish a grant department and begin researching and initiating grant projects. The office was entirely funded by this grant. When the grant ended in June 1992, the college created a permanent full-time senior-program-associate position, which has a working title of "Development and Grants Officer."

The Development and Grants Office staff consists of one senior program associate who reports to the Office of the President. Through various reports and forms, the development and grants officer establishes goals and documents progress toward achieving them. For the fiscal year 2000-2001, the Development and Grants Office processed 31 federal grants in the amount of $4,748,059, 11 state grants in the amount of $188,932, and 15 private grants in the amount of $58,001. As reported in the January 2002 *Yavapai College Grant Status Report*, funded grants ranged in amount from a $3,900 transition services extension project funded through the Arizona Department of Education to a $1,200,000 Northern Arizona Regional Skill Center project funded through U.S. Department of Commerce.

ANALYSIS

Figures for fiscal year 2000-2001 indicate grant funding increased over the previous year, thus the office fulfilled its responsibilities. The office met its goal for percentage of grants awarded per applications submitted, and all of the grants eligible for renewal over the last two years were renewed.

An important aspect of this office is its communication with the college in terms of notifying staff and faculty regarding possible funding opportunities and training them in how to write successful grants. To this end, the office issues a "Grant Opportunity" flyer when a grant is available and is aligned with the goals of the college. The development and grants officer is also charged with training staff and faculty in grant writing; however, this training must be balanced with other job responsibilities and therefore tends to occur infrequently. There is a need to develop a stronger internal communication program regarding the role of the Development and Grants Office. Opportunities need to be provided to introduce more employees to the opportunities and benefits of grant writing.

The Development and Grants Office is functioning at peak efficiency for its current staffing level. The current officer has experience in the process of writing grants and works cooperatively with key stakeholders of each grant. Faculty and staff working on grant applications and projects spoke positively of the officer as flexible, time-sensitive, thorough, available, and tenacious.

College growth presents a challenge for the Development and Grants Office, as the officer is currently hard pressed to meet all the position requirements in the course of a normal workday. As the college expands, it is likely to seek more grant funding opportunities to help meet its mission. The Development and Grants Office will undoubtedly play a significant role in these efforts but will need assistance to meet growing demands. Some staff and faculty have become quite knowledgeable regarding this process and have completed successful grant renewals. Utilizing these experienced college employees as mentors would help to provide needed assistance.

It is important that formal procedures regarding initiating the grant funding process be established and similar procedures be identified for obtaining grant approval. The development and grants officer has created a grant action review process and "Grant Application Review" form to ensure that proposed grants hold value for the college; however, this form and process have only recently been created. The form and review process should be required for all grants actions. In addition, these actions should be reviewed with the Executive Leadership Team on a regular basis.

Grants pay for direct costs of projects funded. However, there are a number of indirect costs that also come with grant projects. Items such as building space, telephone use, copying, computer facilities, accounting services, employee supervision, and grant administration are expenses that are not part of the direct project expenses included in a grant proposal. Thus, when a grant is funded, the college must pay for these project expenses, which can amount to as much as 35% of a project total. Some state and private funding agencies, however, allow these indirect expenses to be included in the grant project proposal. In order to include these indirect costs, federal funding agencies require that the institution have a pre-negotiated rate for general and administrative expenses. This rate can then be applied as a percentage of the direct project costs and included in the total cost of a project. The college should pursue applying for such a negotiated rate for general and administrative expenses.

RECOMMENDATIONS FOR THE DEVELOPMENT AND GRANTS OFFICE

It is recommended that the college

1. **With the assistance of the Marketing Department, develop a stronger internal communication program regarding the role of the Development and Grants Office.**

2. **Through the Development and Grants Office, solicit the assistance of staff and faculty with grant-writing experience to volunteer as mentors to others who are just beginning to write grant proposals, thereby stretching the knowledge base of the development and grants officer, who must allocate his time judiciously.**

3. **Formalize grant-related procedures for initiating a search, obtaining approval, and communicating regularly with Executive Leadership Team members.**

   A form and procedures have recently been put in place; however, these are still being tested and will be reviewed and revised regularly to make necessary adjustments.

4. **Pursue applying for a negotiated rate for general and administrative expenses associated with supporting grant-funded project activity.**

YAVAPAI COLLEGE FOUNDATION

DESCRIPTION

MISSION

The mission of the Yavapai College Foundation is to support Yavapai College objectives and activities through resource development and to promote community awareness of the college and its programs. As a private, community-based nonprofit organization, the Yavapai College Foundation is fiscally and organizationally separate from the college. The Foundation has its own articles of incorporation and separate revenue streams, complete with a board of directors and separate budget and accounting system. As a volunteer-based organization, there is a need for administrative support from the college to provide ongoing integrity with regard to monitoring and completion of their projects.

HISTORY AND BACKGROUND

The net worth of the Foundation is more than $4.1 million. Of this amount, more than $2.5 million is held in scholarship endowment funds, more than $500,000 in the Performing Arts Charitable Endowment (PACE) and approximately $100,000 in specific program and Foundation auxiliary accounts. The scholarship endowments generate average yearly support to students district wide in excess of $100,000.

The remainder includes land and buildings used for classrooms and administrative offices in Prescott, Chino Valley, Prescott Valley, and Cottonwood, as well as real property held in support of the Construction Technology Program. Land and buildings located on Rush Street in Prescott are used for classrooms and administrative offices. The Rush Street buildings are rented to the college and this rental income is used by the Foundation to fund its operations.

Since the previous NCA self-study report in 1994, Yavapai College Foundation completed a planning document for the period 1995-2000. This document, adopted March 5, 1996, may be found in the Yavapai College NCA Library under NCA Background Materials: Institutional Support Services.

ORGANIZATION

The Yavapai College Foundation is governed by a board of directors, according to the bylaws of the organization. Voting members of the Foundation board of directors include officers elected from the general membership of the Foundation, chairs of standing committees, the immediate past president of the Foundation, the

President of Yavapai College, chairs of organized chapters, and such additional appointments as may be approved by the Foundation board. Non-voting members of the Foundation board of directors include the business manager of Yavapai College, a liaison from the Yavapai College District Governing Board, and the "Manager of Foundation Affairs." The budget of the Foundation is separate from the college budget and funding sources.

Any person making a financial contribution to the Foundation is considered a general member and is entitled to attend and vote at the annual meeting of the year in which the contribution was received. The Foundation board of directors may confer "lifetime" membership status on those individuals who have made significant contributions, either in a single year or over a number of years. The Foundation bylaws allow for a maximum of 21 directors, who are elected from the general membership at the annual meeting. The Foundation's 2001-2002 board of directors includes doctors, attorneys, financial consultants, business executives, and teachers. Foundation board-of-directors' meetings are held monthly, and a meeting for the entire Foundation membership is held annually.

Standing committees of the Yavapai College Foundation include Finance/ Investment, Board Development, Fundraising, and Scholarship. Endowment committees include the LeGate Endowment and the Performing Arts Charitable Endowment. Foundation auxiliaries include Friends of Yavapai College Art, Roughrider Club, and Sunderman Foundation. Special committees are also in place for major projects. Revitalization of the Yavapai College Foundation Verde Valley Chapter and organization of a Sedona Center Chapter began in February 2002.

The Foundation has a managing director who reports to the college President as well as to the Foundation board of directors. The position is officially part of the college organization, but the salary and benefits are reimbursed by the Foundation. Duties of the manager include tracking auxiliary and league memberships, recording donations to and purchase of memorials or honorariums for the Sculpture Garden, providing accurate donor lists for Foundation-related mailings, and representing the college at Foundation-sponsored events. In June 2002, a "Director of Development" was hired with responsibilities for soliciting support for the master plan through a planned-giving program and the capital-resources program. As the Foundation manager coordinates with the director of development, administrative responsibilities will increase, and it is imperative that a full-time assistant position be funded to ensure a professional image in the community.

CONTRIBUTIONS TO THE COLLEGE

In 2001-2002, the Foundation board of directors voted to accept responsibility for four projects identified during the 2000 bond initiative as primary needs for student enrichment: (a) Family Enrichment Center at $1.2 million, (b) Outdoor Events Complex at $3.3 million, (c) Chapel or Sacred Space at $400,000, and (d) Recital Hall at $3.25 million. The first two projects listed have been identified as immediate priorities.

Throughout the Yavapai College Foundation history, thousands of students have been the beneficiaries of scholarships made possible through the generous contributions of community members. The Yavapai College Foundation aids in this

process by creating a vehicle for endowed scholarships, which ensures that scholarship funds will be available in perpetuity. More than $120,000 in student scholarships was allocated for the 2001-2002 fiscal year. Allocations to Yavapai College staff include the Barbara McClurg Award for Innovation and Creativity of $1,000 each to one full-time and one adjunct faculty member nominated by their associates. Enhancement awards are made to employees who are continuing their education and/or seeking employment enrichment opportunities.

With the help of the Performing Arts Charitable Endowment, Yavapai College consistently provides quality entertainment and learning opportunities for the people of Yavapai County through Yavapai College Community Events. From the 6 performances in 1976 to between 35 and 40 performances currently offered annually, Yavapai College Foundation support for the performing arts ensures enrichment for the community.

ANALYSIS

Yavapai College Foundation is integral to the realization of Yavapai College's goals and objectives. Resource development and community awareness promoted through Foundation activities are important to the vitality of the college.

In fall 2001, the Foundation's managing director took an informal poll of Arizona community college foundations' scholarship endowments and allocations. With the exception of Maricopa County and Pima County Community College Districts, Yavapai provides the largest amount in scholarship endowments and allocations to students.

The Foundation's manager reports that the physical location of the Foundation office is satisfactory; however, office space is crowded and not adequate for properly conducting donor-related activities. Plans to address these concerns are included in the master plan. The Foundation purchases its own specialty software, which Yavapai College Information Technology Services supports. Technology currently in use is rated as state-of-the-art by the manger, with no improvements necessary at this time.

At the present time, two part-time assistants provide bookkeeping and general administrative duties. Bookkeeping alone requires approximately 12 hours per week and includes generating deposits and writing checks for four accounts, logging account valuations on more than 70 scholarship endowment accounts, reconciling monthly accounts and financial reports, and working with the Foundation auditor to ensure that processes and procedures are followed. Combining the duties and salaries of the two part-time positions would create one full-time position and help to remedy delays in communication, data entry, and research caused by having only part-time support staff.

RECOMMENDATIONS FOR YAVAPAI COLLEGE FOUNDATION

It is recommended that the college

1. **Review staffing levels to determine if they are sufficient to meet the growing administrative need.**

FOOD SERVICES

DESCRIPTION

Chartwells College and University Dining Services, a revenue-shared contract resource of Yavapai College, has provided food service for the Prescott and Verde Valley Campuses since 1991. This corporation provides similar services to more than 200 learning institutions across the United States. The contract for food service is for a nine-year term, reviewed annually. As a result of shared renovation costs between Yavapai College and Chartwells during 1999 and 2000, a three-year extension of the existing contract was granted. Yavapai College owns and maintains all equipment used to store and prepare meals.

The 3,500-square-foot food court service area at the Prescott Campus, which was newly renovated in 2000, offers students, faculty, staff, and visitors a wide array of food and beverage selections. The dining room seats about 215 people and is about 4,600 square feet in size. Yavapai College residence-hall students are required to purchase meal plans but they may choose from a number of options. For example, six meal-plan options were available for 2001.

At the Verde Valley Campus, Chartwells provides a snack bar available to students, faculty, staff, and visitors. Because it is a contracted service, Chartwells currently offers at a loss a limited selection of beverages, sandwiches, grill orders, and food items prepared in advance. On November 1, 2001, Chartwells began a project to improve the food service available.

To ensure Yavapai College is receiving the contracted service promised by Chartwells, a contract manager in the Purchasing Department oversees the operation. This managerial oversight has improved the service to Yavapai College and its food service customers. This contract manager addresses customer concerns on a daily basis and works closely with the management staff of Chartwells to ensure the food service operation meets or exceeds the standards set by the college.

ANALYSIS

Space limitations are an issue, and with the rapid growth of the Verde Valley Campus, Chartwells will need to improve its efforts there to better serve the college community. The Verde Valley food service facility should be enlarged, and a food service manager should be hired to oversee the expansion of food variety and to work with Chartwells to make the Verde Valley Campus a profitable venue.

One method of evaluating many areas of service at one time is the survey or questionnaire. The following recent surveys identified customer service ratings for Chartwells: (a) *Yavapai College Exiting Student Survey Conducted Fall 2000 and Spring 2001* (2002, January); (b) *2001 Customer Satisfaction Benchmarking Survey* developed by the National Association of College and University Food Services (NACUFS) identifying customer service ratings (2002, January); (c) Campus Life-Chartwells focus groups (2000, December 4); and (d) Yavapai College Back to School Impressions focus groups (February 6, 2002). The results of these surveys are available in the Yavapai College NCA Library under NCA Background Materials: Institutional Support Services.

In general, results indicated a varying range of satisfaction, and results in the *2001 Customer Satisfaction Benchmarking Survey* were consistent with those of Campus Life-Chartwells focus groups and Yavapai College Back to School Impressions focus groups. In both of these focus groups the most commonly expressed concerns dealt with items related to value received and the variety, especially vegetarian selections, in the menu.

The *Yavapai College Exiting Student Survey Conducted Fall 2000 and Spring 2001* (2001, Fall) reported a 49% satisfaction rating (responses of good or very good). In the *2001 Customer Satisfaction Benchmarking Survey* (2002, January), although Chartwells scored relatively well in the areas of overall customer service, 4.07 (1=very dissatisfied, 5=very satisfied) and in the category related to helpfulness of staff, 4.09, customer satisfaction continues to be a concern both for the college and Chartwells (NACUFS, 2002, January, p. 4). An ongoing challenge to improvement in this area results from a high turnover rate for many positions. It would be beneficial to put in place, perhaps as part of the new employee orientation, a customer service training program that addresses how to deal with daily situations and includes topics such as initial customer contact and working with difficult customers.

Since the "Customer Satisfaction Benchmarking Survey" is administered in mid-November and the results are distributed the following January, there is limited opportunity to address and resolve any problem areas identified by the survey. It would be preferable to have results earlier in the fall semester in order to establish a benchmark and to evaluate the effectiveness of actions taken. This would require conducting surveys earlier, preferably by the end of September or first week of October.

The contract manager role within the Purchasing Department has been productive and should be continued. With the ongoing oversight of the contract manger, customer service should continue to improve.

RECOMMENDATIONS FOR FOOD SERVICES

It is recommended that the college

1. **Expand food selection, improve customer service, and add an on-site food service manager on the Verde Valley Campus.**

BOOKSTORE

DESCRIPTION

Follett Bookstore is a revenue-shared contract resource of Yavapai College. It has been providing a service district wide since 1996. At Follett's bookstore locations on the Prescott and Verde Valley Campuses, customers are able to purchase textbooks, study materials, college supplies, Yavapai College apparel, and many other items. The contract between Yavapai College and Follett is reviewed annually and expires in 2003.

Services offered by Follett Bookstore to students, faculty, staff, and visitors include in-store shopping, phone orders and assistance, and 24-hour Internet sales. For the

2001 calendar year, Follett Bookstore completed sales totaling $1,319,052; of this, $1,125,125 was for sales of new and used books. Yavapai College realized sales revenue totaling $102,847.

ORGANIZATION

Follett Bookstore has one person that manages locations on both Yavapai College campuses, and in November 2000, Follett hired a new store manager. The Purchasing Department of Yavapai College oversees contract and customer service issues and serves as a liaison between Follett Bookstore and Yavapai College, ensuring that communication between the two entities and the college's interests within the contract are maintained.

Follett Bookstore on the Prescott Campus is located on the second floor of Building 1. The small 1,100-square-foot location is convenient for on-campus students, faculty, and staff. It is open Monday through Thursday, 8:30am. until 7:00pm., and Friday, 8:30am. to 3:00pm. At the two busiest times of the fall and spring semesters, the Saturdays before and during the first week, Follett is also open 9:00am. until 1:00pm.

The Follett Bookstore is located in building K on the Verde Valley Campus. The business hours are 9:00am. to 2:00pm., Monday though Thursday. During the first week of each new semester, the bookstore remains open into the evening and has abbreviated hours on Saturday.

ANALYSIS

Being a sole provider of textbooks for the district with the price of textbooks sometimes accounting for 75% to 125% of tuition cost, Follett Bookstore is continually faced with varying levels of dissatisfaction. The Purchasing Department developed a Follett Bookstore "Customer Satisfaction Survey" that is to be distributed at the beginning of each semester. Comments from recent student and faculty surveys and questionnaires have indicated an improvement in customer service.

Three general surveys have been conducted that included the Follett Bookstore. One survey conducted during 2000 by the Purchasing Department addressed four areas: customer service, availability of textbooks, staffing, and store appearance. Dissatisfaction regarding the availability of textbooks was identified as a concern during this informal Internet survey. The Yavapai College E*xiting Student Survey Conducted Fall 2000 and Spring 2001* (2001, Fall) indicated 59 out of 133 students rated the bookstore as good or very good. The students were only asked to respond to one general question: "Rate your satisfaction with the following college support services" (Office of Institutional Planning, Research, and Assessment, 2001, Fall, p. [25]).

An informal survey was conducted February 11, 2002, asking faculty of the Verde Valley Campus to evaluate the bookstore and its staff (Good). Faculty members were also asked to respond with their perceptions of how the students would evaluate the bookstore. The seven responding faculty members identified the cost of textbooks, both new and used, as a primary concern. The majority of those surveyed believed customer service was improving and rated it as fair to good.

The faculty, the instructional departments, and Follett Bookstore need to develop a better understanding of the others' functions. Improved communication will enhance customer service. Students and faculty continue to identify problems relating to textbook and course material availability. However, with limited space, Follett is unable to stock large quantities of textbooks and materials without prior commitment of course offerings. Neither of the bookstore locations is conveniently accessible for those only on campus to make textbook or material purchases; both locations require a person to walk a distance and/or climb steps.

It is suggested that Follett Bookstore evaluate its hours of business and consider providing consistent hours of operation at all Yavapai College locations and possibly extending its hours to accommodate students who are unable to conduct their business during daytime hours.

RECOMMENDATIONS FOR THE BOOKSTORE

It is recommended that the college

1. **Consider providing for additional space and relocation of bookstores at both the Prescott and Verde Valley Campuses during the master plan implementation.**

2. **Conduct evaluations of customer service, compare results with other educational institutions, and analyze results to determine necessary improvements.**

   A survey of faculty and students to identify specific areas of accomplishments and deficiencies is suggested. It should include a comparison of satisfaction at other higher educational institutions, enabling Yavapai College to identify actual problems at each location.

PRINTING SERVICES

DESCRIPTION

Print Services serves the internal audience of Yavapai College by processing free black-and-white copies for faculty and staff. The service can save Yavapai College money when batches of copies exceed 20 pieces, so a procedure has been put in place that limits to 20 the number of copies that are made at each external campus location.

Through the courier service, originals can be submitted to Print Services one day and, at most locations, copies will be returned the next. The only location that does not enjoy 24-hour turnaround is the Sedona Center for Arts and Technology, which experiences a four-day turnaround. The longer turnaround time is due to originals and copies being routed through Verde Valley Campus. Although Print Services does not provide service directly to students, coin-operated copiers are available for their use at various sites throughout the college.

ORGANIZATION

Print Services, which reports to the Purchasing director, employs two full-time staff members. Staff members are required to have technical expertise, as equipment

repairs normally handled by a technician are frequently performed by Print Services staff.

ANALYSIS

The processes that are in place for providing service are not fully understood by staff at the outlying college centers. Print Services is experiencing an increase in projects with short lead times. This makes day-to-day planning of project loads difficult.

As technology is moving rapidly forward, Print Services is falling behind. Although copiers have been replaced, the Print Services Department has not been able to upgrade its technology and broaden its services as requested by customers. A color copier would assist faculty members in producing more graphically outstanding products for their students at a cost of 18 cents to 25 cents per copy as compared to 75 cents to 85 cents on the open market, an average savings of 50 cents per copy.

To meet the growing needs of the two campuses and other satellite centers, Print Services may need to be moved into a larger space that will allow for more equipment and staff. A review of the Print Service processes seems warranted to ensure consistent polices throughout the Yavapai College district. This will reduce the load on copiers in all locations and reduce the overall expense to the college. A needs assessment for a color copier would assist Print Services in determining the return on investment for purchase of this new piece of equipment.

RECOMMENDATIONS FOR PRINT SERVICES

Findings did not merit a recommendation.

CHAPTER SUMMARY

Yavapai College has a normal range of institutional support programs that provide important services for the college. The people who staff these programs are experienced and capable. Formal and informal surveys show general satisfaction with the services provided. Grant monies secured by the Development and Grants Office and annual scholarship money provided by the Yavapai College Foundation are examples of the value these programs add to Yavapai College. The recommendations identified indicate areas of challenge, but the pattern of evidence is clear: Institutional support programs at Yavapai College provide key services the college needs to meet its mission and purposes.

ITEMIZATION OF CHAPTER RECOMMENDATIONS

It is recommended that the college

1. **[regarding the Marketing Department,] Make a definitive determination about website management.**
2. **With the assistance of the Marketing Department, develop a stronger internal communication program regarding the role of the Development and Grants Office.**

3. **Through the Development and Grants Office, solicit the assistance of staff and faculty with grant-writing experience to volunteer as mentors to others who are just beginning to write grant proposals, thereby stretching the knowledge base of the development and grants officer, who must allocate his time judiciously.**

4. **Formalize grant-related procedures for initiating a search, obtaining approval, and communicating regularly with Executive Leadership Team members.**

5. **Pursue applying for a negotiated rate for general and administrative expenses associated with supporting grant-funded project activity.**

6. **[for Yavapai College Foundation,] Review staffing levels to determine if they are sufficient to meet the growing administrative need.**

7. **[through Chartwells,] Expand food selection, improve customer service, and add an on-site food service manager on the Verde Valley Campus.**

8. **Consider providing for additional space and relocation of bookstores at both the Prescott and Verde Valley Campuses during the master plan implementation.**

9. **[for Follett Bookstores,] Conduct evaluations of customer service, compare results with other educational institutions, and analyze results to determine necessary improvements.**

CHAPTER 7

HUMAN RESOURCES

INTRODUCTION

This chapter reviews the human resources that support the Yavapai College mission to provide "high quality, convenient and cost effective learning opportunities for the diverse populations of Yavapai County." Hiring and retaining the best-qualified people possible enables the college to maintain the learning and working environment that contributes to creating a learner-centered educational institution. To that end this chapter will discuss the Office of Human Resources, the various classifications of college employees, hiring and recruitment, professional development, and compensation/benefits. Research for this chapter was conducted by the Human Resources task force team. The team report and supporting documentation for this chapter is available in the Yavapai College NCA Library under NCA Background materials: Human Resources.

DESCRIPTION

Personnel with the Office of Human Resources coordinate human resource practices, policies, and procedures approved by the District Governing Board. They provide services that include hiring/recruitment, staff development and compensation/benefits.

ORGANIZATION AND STAFFING

The human resources office consists of a director and five full-time staff members. Two staff members are assigned direct liaison responsibilities with college academic divisions. A third is responsible for faculty/staff development and enrichment programming. The director serves on several college committees and is a member of the Executive Leadership Team. These assignments provide a convenient flow of human resources information, input and discussion between college staff and management, including the District Governing Board.

Policies and procedures relating to human resources are found in the *Yavapai College Policies and Procedures Manual* available on the college website. The office administers this section and is responsible for notifying college staff of additions, deletions, or modifications. This is done through postings on the college intranet server.

COLLEGE EMPLOYEES

As of spring 2002, Yavapai College employed 92 full-time faculty, 367 adjunct faculty, and approximately 285 non-teaching and support employees. Fifty-two percent of the full-time employees are female. These employees are classified in one of the following categories:

ADMINISTRATION. These college officials provide leadership for instruction, student development, and various administrative and financial services. They are exempt employees as defined by the Fair Labor Standards Act. There are 41 leadership and management employees in the district.

PROFESSIONAL SUPPORT STAFF. Professional support staff members are mid-level management employees that direct processes by which work is performed, and/or are individuals who have specific and recognized knowledge required for carrying out specialized assignments. They are exempt employees as defined by the Fair Labor Standards Act and are hired on salary to perform their managerial and/or professional responsibilities. There is 101 professional support staff in the district.

OPERATING STAFF. Operating staff provides clerical, technical, secretarial, maintenance, and administrative support to the college, as well as work in the skilled trades. They are non-exempt employees. Non-exempt employees are paid one and one half times their regular pay for hours worked in excess of the normal workweek. There are 145 members of the operating staff throughout the district.

PART-TIME EMPLOYEES. Part-time employees work in non-faculty positions with an expected commitment of 29 hours or less per week. There are approximately 350 employees in this category throughout the district.

FACULTY. Faculty members provide academic instruction. They are exempt employees as defined by the Fair Labor Standards Act. There are 92 full-time faculty members in the district. Three faculty members come from an ethnic minority background. At the time of the previous NCA Self Study there were 77 full-time faculty members. Degree information on full-time faculty is published annually in the college catalog. Full-time faculty members are defined as either probationary or continuing contract.

All newly appointed faculty begin with probationary status. Their contracts are for one year or less without a guarantee of renewal. They are extensively evaluated during the probationary period. Probationary status is for three years. During 2001-2002, there were 27 full-time faculty members throughout the district with probationary status.

Continuing contract status is awarded faculty who complete the three-year probationary period and go through a performance review. The review process requires the faculty member to provide a portfolio that documents key areas of the faculty job description. Successful completion of this review results in continuing status and the assurance of a contract each successive year pending good behavior. A normal load for full-time faculty is 30 credits per year.

Adjunct faculty members are not full-time and are generally limited to teaching only nine credits per semester. They teach assigned courses and are paid on a per credit or per course basis. They are considered exempt employees as defined by the Fair Labor Standards Act.

Since inception of the college, faculty members have been certified by the State Board of Directors for Community Colleges. This certification process has been facilitated and documented by the Yavapai College Office of Human Resources. In spring 2002, the state legislature, as a cost cutting measure, ended the role of the

state board in overseeing the certification process, effective June 30, 2002. Arizona was one of only three states that still relied on state agency certification.

To manage the transition from a central certification model to a decentralized model, the state board commissioned a working committee of college presidents, chief academic officers, state board staff, human resource officers, and faculty to study the issues and offer recommendations. On July 1, 2002, the Office of Instruction on the Prescott Campus assumed responsibility for certifying faculty credentials for the district. Division assistant/associate deans shoulder the workload in this process.

HIRING AND RECRUITMENT

Human resources personnel work with campus leadership and with departmental management in defining college jobs for posting, recruitment and hiring of faculty and staff at the college. Additionally, the human resources and instruction offices assist each other in ensuring that an instructor is appropriately certified to teach the courses assigned.

The hiring process for full-time faculty involves assessment, position development, recruitment, screening, and final interview. Assessment of programmatic and operational needs by division assistant deans leads to determining a position opening. The division assistant/associate dean completes a notice of vacancy form that details position requirements and from that point works with the human resources director in developing a recruitment strategy; including establishing a hiring timeline, announcing and advertising the position. The screening process involves appointing a screening committee, establishing screening materials (e.g., paper reviews, developing interview questions), conducting the screening (e.g., telephone interviews, personal interviews, checking references), and making recommendations to the hiring supervisor. Final interviews are conducted by the college president and/or appropriate vice president. The president and/or appropriate vice president gathers feedback from the committee regarding the process and candidates and after making the final decision communicates this back to the committee.

The hiring of administration, professional support and operational support follows a similar process. Once hired, new faculty and staff receive an orientation from human resources staff. New employees are invited to new employee monthly gatherings; a newly developed orientation program designed to share information, ideas, experiences, and resources. Items presented cover such areas as academic programs, student services, budgeting, purchasing, campus design and master plan update, grants and resources, etc. This program resulted from multiple comments from various employee groups identifying such a need. Initial comments from participants have been very complimentary.

FACULTY AND STAFF DEVELOPMENT

Professional development of faculty and staff is promoted through the annual performance review process, planned development activities, and funding individual professional development.

ANNUAL PERFORMANCE REVIEW. All employees are given the opportunity to participate in performance review. Each year faculty and staff set goals that are reviewed and approved by supervisors. The key purpose of the performance review process

is to encourage employee growth and professional development. In November and April, supervisors review employee progress in accomplishing goals. Annual salary increases are tied to satisfactory progress in achieving goals. A review by the human resources office revealed that less than one percent failed to earn their supervisor's approval for salary increase.

PLANNED DEVELOPMENT ACTIVITIES. Planned development activities take shape in three ways, the leadership development program, individual department activities, and college wide staff development days.

The college developed a pilot leadership development program in fall 2000 to advance organizational leadership and develop career enhancement capabilities for college faculty and staff. The program was subsequently adopted and funded as part of an ongoing college commitment to provide professional growth and development opportunities for its employees. The year long program includes team-building exercises, retreats, seminars, workshops and mentoring experiences for its participants. Current annual enrollment is limited to 20 with the prospect for additional participants as the program grows.

College departments encourage employee development through periodically sponsoring special seminars, retreats and workshops. For example, in August 2001 the Liberal Arts Division, along with the library director, provided workshops on information literacy. Similar activities are conducted each year by other academic divisions. In May 2002, the Faculty Association held a half-day faculty retreat for the purpose of exploring faculty issues. Non-academic departments hold their own workshops and encourage employees to attend relevant conferences as well as register for continuing education courses to enhance job performance. Such decentralized activities are a small but noteworthy source of professional development efforts at the college.

The college sponsors four staff/faculty development days throughout the academic year. These days are organized to promote shared goals and values and provide an opportunity for all members of the college community to connect with each other. For example, the central theme of staff development day activities for academic year 2002-2003 is the NCA self-study. The August 19, 2002 staff development day brought self-study team leaders, college leadership and others together in discussion groups. They reported self-study findings and recommendations, as well as action plans by college officials to address self-study recommendations, and provided focus group participants the opportunity to suggest revisions and action activities that could be reflected in the final self-study document.

Staff development day also provides opportunities to participate in activities designed to teach new skills, broaden awareness of trends in higher education, and discuss strategies for dealing with the challenges of the work environment and community. Human resources personnel play a key role in arranging program content.

COLLEGE FUNDING FOR PROFESSIONAL DEVELOPMENT. The college annually budgets funds for professional development of faculty and staff. These funds come from department budgets or the Office of Instruction. However, two specific college entities, the Innovation College and Professional Growth Committee, provide funds for professional development.

The table below shows professional development funds budgeted for various categories of employees for year 2001-2002.

PROFESSIONAL DEVELOPMENT FUNDS 2001–2002		
Employee Group	**Number of Requests**	**Funding Amount (s)**
Administration	39	$21,172
Professional Support	59	$21,000
Operating Staff	62	$21,000
Faculty	41	$37,914
*Adjunct Faculty	73	$ 8,861

*The amount for adjunct faculty professional development was consolidated during the 2001-2002 academic year by the Office of Instruction for group rather than individual activities, explaining the large number of participants for such a small aggregate amount of funds.

The Innovation College is a unique college program that provides financial resources to support faculty interested in development of new strategies for instruction, and to provide expertise and support for faculty efforts in teaching and learning.

In 1996, the District Governing Board approved funding in the amount of $100,000 each year to encourage faculty creativity in teaching and learning. The Innovation College was formed to coordinate dispersal of these funds. This was a positive response by the District Governing Board to a 1994 NCA self-study proposal in this area. These funds were to reward innovative faculty beyond their normal contracts for researching, initiating, and sharing new teaching methods leading to improved student learning. Funds cover release time, travel, research, education or conference expenses. Funded faculty members are invited to progress meetings that are held twice a month during the course of the project or semester. These meetings serve as an idea sharing and support mechanism for faculty who are submitting project applications or implementing projects. During the 2001-2002 academic year, $69,540 was distributed to 50 faculty and staff for 37 different projects.

A coordinator and coordinating committee handle the operations of the Innovation College. The coordinator serves as the contact point for faculty interested in obtaining funding and as a resource for writing proposals. The coordinating committee serves as technical support to the coordinator and faculty, but the primary role is reviewing faculty project proposals and submitting recommendations for funding to the chief academic officer.

The Professional Growth Committee is a standing committee of the faculty association. Its purpose, much like the Innovation College, is to allocate funds for professional growth activities, but also to screen faculty sabbatical applications.

Each year the college provides $20,000 for the committee to use for professional growth projects. Faculty members submit applications; the committee reviews and

recommends approvals to the chief academic officer. Project requests typically include travel to conferences, research, curriculum development, creation of assessment measures, etc. Each year the committee expends all funds provided.

Faculty, professional staff, and administrative staff are eligible to apply for sabbatical leaves after six years of continuous service. Sabbatical leave benefits include full normal salary compensation for a one-semester leave or 60% of normal salary compensation for a full year leave. Four sabbatical requests have been approved since the 2000-2001 school year.

COMPENSATION/BENEFITS/AWARDS

For classified staff, the college has established compensation grades that are competitive with similar local employers. Staff salaries are based on employee grades as determined by a Position Description Questionnaire. When a staff position is created or changed, a Position Description Questionnaire is completed. This involves a detailed and comprehensive review of the position duties followed by a subsequent evaluation and grading by trained human resources staff. The last review and modifications to staff grades and salary occurred on July 1, 1998.

Faculty salaries are determined in a different process that includes a salary schedule establishing broad salary parameters along with consideration of current market conditions ascertained by annual salary reviews of colleges and universities. Faculty salaries are average when compared nationally. The last review and adjustment to the faculty salary schedule occurred on July 1, 1999. The candidate pool for most open positions is usually strong, probably because of the quality of life available within the community. Some areas, such as mathematics, speech communication and the business division have experienced greater difficulty with a strong candidate pool.

The college has an optional retirement plan available to its staff—one of only two community colleges in the state with this benefit option. It is also one of two colleges in the state with a 457 deferred compensation plan, and one of two that offers cafeteria-style medical benefit options for its employees. Details of college benefits are provided in the Yavapai College NCA Library under NCA Background Materials: Human Resources. The Yavapai Combined Trust on a regular basis considers changes and modifications in benefits. The latest modifications to the plan were introduced January 1, 2002.

The college employs a number of methods to officially recognize faculty and staff for excellent performance. At District Governing Board meetings, the chief academic officer, Vice President and District Provost, regularly highlights the accomplishments of faculty or faculty groups. In addition, once each year the college holds a special staff recognition day. The college President presides at this event where nominated faculty and staff are honored with a certificate in recognition of efforts above and beyond the call of duty.

The most prestigious award given to faculty is the McClurg Award. This unique award was created in honor of Dr. Barbara McClurg, a respected college administrator who retired in 1995. Each year two faculty (one full-time and one adjunct) are honored. The Yavapai College Foundation provides an award of $1,000 for each recipient. Division assistant/associate deans nominate outstanding faculty who meet

the award requirements. The Office of Instruction convenes a committee to review nominations and to forward award recommendations to the chief academic officer.

ANALYSIS

The Higher Learning Commission of North Central Association of Colleges and Schools requires that most (e.g., at least two-thirds to three-quarters) of the faculty who teach courses required for the associate's level have earned a bachelor's or graduate degree. Ninety-eight percent of Yavapai College full-time faculty has earned bachelors or graduate degrees. Twenty-one percent possess doctoral degrees, 71% have master's degrees, 6% possess bachelor's degrees and 2 have degrees less than the bachelors level. All faculty teaching transfer courses hold graduate degrees and many faculty teaching technical courses also hold a graduate degree. All degrees are from institutions accredited by recognized accrediting agencies. Faculty teaching general education courses have at least 18 hours in the discipline that they are teaching. In technical areas, faculty members who hold less than the baccalaureate possess special training, experience, creative production or other accomplishment or distinctions that qualify them for their specific assignments. Part-time faculty teaching credit classes are required to have the same basic credentials as full-time faculty.

The college has a sufficient core of full-time faculty to provide content expertise for all academic programs offered by the college. Full-time faculty members teach approximately 45% of the college's total credit hours. There is; however, very little ethnic diversity among faculty, who reflect neither the ethnic diversity of the campus enrollment (5.2% Latino, l.9% Native American, and .5% African-American) nor of the county (9.8% Latino, 1.6% Native American; 0.4% African-American). There is also concern regarding the limited ethnic diversity among the full-time faculty who teach the general education classes at the college. Although no discrimination was found in college hiring policies, it is recognized that a more diverse faculty is desirable. College officials have been active in promoting awareness of ethnic diversity and have initiated a variety of strategies to bring about greater ethnic diversity within the college community and especially among faculty. For example, the college has employed a special search team to aid in the development of recruitment strategies to attract minority applicants and has targeted specific minority populations with hiring advertisements.

The college does offer students and the community multiple opportunities to study and learn about an array of diverse cultures. During 2001-2002, the college offered 85 international/multicultural studies courses, which had an enrollment of 1,209. These included such courses as Cultural Anthropology, Women in Cross-Cultural Perspectives, Global Issues, Islamic Civilization, T'ai Chi Chih and Eastern Philosophy. The college has an international club and nearly 100 foreign students. The college performance hall's annual schedule includes many international presentations such as the Russian Ballet, Caribbean dancers, and Irish folk singers.

It is recognized that the college needs to encourage positive relationships among diverse groups, and to provide an environment that promotes cultural understanding and opportunities for interaction with all people regardless of gender, age, race, ethnicity, religion, disability, class or sexual orientation. Creating such a diverse college community is a future challenge.

Full-time faculty is sufficient to provide leadership and ownership of the curriculum. They develop curricula, approve all curricular offerings and establish ways to evaluate the effectiveness and currency of curricula. They also are the key information sources in the program review process. Faculty is accountable for these roles through both the Office of Instruction and the Faculty Association governance structure. To underscore this important role, the Faculty Association voted in February 2002 to amend its constitution, and add the Student Learning Outcomes Assessment Committee. The rational for this was that while student outcomes assessment is an institutional priority shared by both the administration and the faculty, the faculty should own and drive the program. The structure and work of the faculty association and academic divisions clearly establish faculty as the primary drivers of curriculum affairs. A more detailed explanation of these processes is provided in *Chapter 12: Curriculum*.

Adjunct faculty play a significant role in teaching and learning at Yavapai College. As noted previously, there are 367 adjunct faculty compared with 92 full-time faculty. This is a district ratio of approximately four adjuncts to every one full time faculty member. The ratio on the Verde Valley Campus is higher. For fall 2001 semester, the Verde Valley Campus ratio was six adjuncts to every one full-time faculty member. That semester adjuncts were listed (in the schedule of courses) as teaching 87% of the courses offered. Adjuncts taught 63% of the full time student equivalency on the Verde Valley Campus.

Some college programs rely more extensively on adjunct instructors than others. For example, adjuncts teach a significant portion of developmental classes. Fifty percent of the developmental English classes are taught by adjuncts on the Prescott Campus, but adjuncts teach 75% of these courses on the Verde Valley Campus. In mathematics, where over 50% of the class sections offered are developmental, adjuncts teach 88% of the sections. While adjuncts teach approximately 55% of the total credit hours at the college, they teach approximately 68% of the developmental classes.

Adjunct faculty are required to meet the same credential standards as full-time faculty and are required to document fulfillment of professional development requirements each year. Adjunct faculty are welcome to participate in college staff development activities and the regular meetings of the academic divisions, but few adjuncts are able to participate because these meetings are held during the day.

Adjunct faculty is represented by the Adjunct Faculty Association. Members meet each semester to discuss adjunct issues and concerns. Beginning spring 2002, the college initiated a $2,500 per semester stipend for the president of the Adjunct Faculty Association for serving in that capacity. In addition to the semester adjunct meetings, communication and business is conducted among adjuncts via campus mail and e-mail. The Faculty Association also discusses adjunct issues and concerns. The Faculty Association sponsors development workshops for adjuncts and communicates college initiatives to adjuncts.

Adjunct faculty represents the largest number of college employees district wide, and yet they are one of the populations receiving the least compensation, benefits and professional development funding. Typical adjunct issues include compensation, benefits, office space and communication. The $495 per load hour adjunct

salary compares favorably with the rate paid adjuncts at other community colleges throughout the state. In a recent compensation survey, Yavapai College ranked at the top of the Arizona rural community colleges in adjunct faculty compensation. However, areas designated as Metropolitan Service Areas by the US Census Bureau pay more than rural areas of the state. Adjuncts do not qualify for the usual full-time benefits (e.g., retirement, medical coverage), but they do receive an education benefit that allows them to take courses without paying tuition. Since the last self-study, the college has provided adjuncts with access to computers and office space that was not previously available. For example, each division on the Prescott Campus now has an adjunct office with computer access and other resources. These same accommodations are not yet available on the Verde Valley Campus or at the other college centers. It is expected that more office space will be available once the facilities master plan is completed.

Communication with adjuncts remains a challenge. Division associate/assistant deans have the most immediate contact, but adjunct attendance at division meetings where most instructional issues are discussed is infrequent. The Adjunct Faculty Association is exploring alternative ways to communicate with adjunct faculty, offer professional workshops, and conduct peer evaluations.

Faculty has been critical of the process used in hiring new employees. A survey conducted by the NCA Human Resources Task Force during fall semester 2001 identified the hiring process to be an area of concern to many. Several specific complaints surfaced. In advertising faculty positions, division assistant/associate deans have felt that their input has not been valued as position descriptions were written and positions advertised. Some felt that hiring policies have not been consistently followed. For example, some positions have been filled without posting them as required by policy. Others were concerned with limitations placed on supervisor's involvement in the interview process.

Similar complaints surfaced in the Internal Process Issue Survey conducted by the Office of Institutional Research in November 2000. Human resources indicates it is addressing both of these issues by moving toward a centralized recruitment and hiring process which will give departments the option of having human resources staff work with the hiring supervisors in the screening and interview process. It would seem beneficial to promote awareness among college faculty and staff regarding how to access the human resources section of the *Yavapai College Policies and Procedures Manual*. The development of the Yavapai College Toolkit, a single location site on the college intranet that combines numerous links to useful college procedures and processes, is a helpful step in that direction.

The annual performance review process has been in place for a number of years and is regarded as a positive program for encouraging professional development. However, faculty in particular, have expressed frustration with the forms used feeling they unnecessarily limit the process by restricting goals to predefined categories. Faculty has asked for a more flexible way in which to establish annual goals. Although most employees participate in this performance review, a few who have reached the top of their salary scale have chosen not to participate. Faculty salaries, while generally good at the lower end, have been subject to criticism by instructors who feel faculty top out too quickly. This fact is believed to be a reason for diminished applicant pools in some disciplines.

Staff development day programming has varied through the years ranging from imported organizational and motivational speakers to skill-focused discussion groups. Recently, however, attendance has dropped off. A survey conducted by the NCA Human Resources Task Force team registered dissatisfaction with staff development day programming. Survey respondents expressed finding little relevance in the recent offerings and have questioned the expense of the events. Senior management is reviewing this activity.

Yavapai College has capable faculty with appropriate educational credentials to meet the requirements of the growing student population. Faculty members are appropriately involved in both curriculum and governance at the college. The college offers a wide variety of professional development opportunities to enable employee growth and the ability to keep current with national best practices. However, there has been criticism of college-wide staff development activities. Also provided are compensation and benefits that allow the college to recruit and hire additional qualified faculty and staff to continue the tradition of excellence that Yavapai College has established through the years.

RECOMMENDATIONS

It is recommended that the college

1. **Review human resources policies and procedures regarding the hiring process.**

   The Human Resources Director has recognized the need for a reassessment of hiring practices and has indicated that the department is moving towards a centralized recruitment and hiring process that will address the concerns of the college community. The director should complete the review of human resources polices and procedures, and with input from the college community, make necessary changes determined by the review.

2. **Enhance adjunct faculty employment at Yavapai College.**

   Adjunct faculty represent the largest group of employees at the college and they teach a significant portion of the overall instructional load, yet they are among the populations that receive the least compensation, benefits, professional development funding, and recognition. The college should explore ways to increase resources to adjuncts, increase campus awareness of adjuncts and increase adjunct participation in college processes.

3. **Improve the ratio of full-time to adjunct faculty on the Verde Valley Campus.**

   The Verde Valley Campus relies more heavily on adjunct faculty to cover the instructional load than does the Prescott Campus. The college should explore ways to align more closely the adjunct to full time faculty ratios of the two campuses.

4. **Reevaluate the annual performance review form.**

   The introduction of the annual performance review process is viewed as a worthwhile and positive step in employee management; however, concerns have been expressed over the appropriateness of the forms being used,

especially the faculty form. The Human Resources Director, with input from the appropriate segments of the college community, should develop a new model reflective of individual goals and the college's mission and purpose.

5. **Reassessment of staff development day programming.**

   In light of dissatisfaction throughout the college regarding staff development day activities, the chief academic officer, with the assistance of the Office of Human Resources, and representatives of the appropriate employee groups should reassess college staff development activities. At the completion of this review, implement changes that will better promote the professional development of employees.

CHAPTER 8

FINANCIAL RESOURCES

INTRODUCTION

This chapter describes and evaluates the financial resources of Yavapai College and discusses the effectiveness of the Office of Business Services in managing these resources. A task force of four members—two faculty members from the Business and Computer Science Division, the controller from the Office of Business Services, and the assistant dean for student services—completed the review. The primary sources of evidence reviewed were the *Comprehensive Annual Financial Report* (2001, June 30); the *Yavapai County Community College District-Audited Financial Statement, June 30, 1994-2001*; Arizona Department of Economic Security, Research Administration; and multiple interviews with various college staff. Documents and support materials are available in the Yavapai College NCA Library under NCA Background Materials: Financial Resources.

DESCRIPTION

ORGANIZATION

The Office of Business Services has the fiduciary responsibility for college-wide financial management. This includes establishing and maintaining effective control over the college's financial resources and providing accurate financial information in a timely manner. The Office of Business Services is also responsible for coordinating the creation of the annual budget. After the adoption of the budget by the District Governing Board, the Office of Business Services monitors compliance with the budget by the departments of the college. In addition, the Office of Business Services performs analysis of financial conditions, including interim and annual financial reports, and recommends financial policies to the President and District Governing Board. The Office of Business Services has oversight responsibility for payroll, accounts payable, general accounting, budgeting, and collection of revenues.

The Office of Business Services is supervised by the Vice President of Finance and Facilities. The office, located on the Prescott Campus, is comprised of eight full-time staff members**:** a controller, bursar, grants and fiscal analyst, payroll manager, payroll specialist, cashier, and two fiscal control assistants. In addition, the director of Purchasing and Contract Services reports directly to the Vice President of Finance and Facilities. Other positions reporting directly to the Vice President of Finance and Facilities include the director of Facilities Management, the Community Events manager, and the Performance Hall technical specialist.

FINANCIAL MANAGEMENT

Management of the college's resources is provided through internal control,

budgetary controls, cash management, and financial reporting. These measures fulfill the college's responsibilities for stewardship, safeguarding of assets, and accountability to resource providers.

INTERNAL CONTROL

Internal controls are financial procedures designed to provide reasonable assurance for maintaining the accountability of assets and safeguarding them against loss from unauthorized use or disposition. The controls also help insure the reliability of financial records for preparing financial statements. The concept of reasonable assurance recognizes that the cost of a control should not exceed the benefits likely to be derived, and that the evaluation of costs and benefits requires estimates and judgments from management.

BUDGETARY CONTROLS

The college maintains budgetary controls in the form of line item budgets, budget transfer restrictions by function and object, and instruction of staff in budget and fund data entry. The goal of these budgetary controls is to ensure compliance with the annual budget adopted by the District Governing Board and the legal level of budgetary control is shown by the summary line items for the current funds and the plant funds.

CASH MANAGEMENT

Yavapai College must comply with state statutes relating to the overall investment of idle public funds. The fiduciary responsibility of such investments is entrusted to the District Governing Board and facilitated through the Vice President of Finance and Facilities.

FINANCIAL REPORTING

An independent auditor selected by the State of Arizona Office of the Auditor General audits Yavapai County Community College District on an annual basis.

ECONOMIC RESOURCES

The Yavapai County Community College District has three major sources of revenue: property taxes, state appropriations based on annual full-time student equivalent (FTSE) numbers, and student tuition and fees. The college also receives funding restricted to specific programs or uses from various federal and state sources and additional funding for capital acquisitions from the state. The college can finance capital expenditures through general obligation bonds, revenue bonds, or lease purchases. General obligation bonds must be approved by the voters and are retired through local property taxes. Revenue bonds generally pledge tuition and fees to retire the debt. The Yavapai College District Governing Board must approve both revenue bond and general obligation bond issues. Lease-purchase agreements are secured by the capital asset being leased and are approved by the college's District Governing Board. Property taxes with a percentage rate set by the Board provide the majority of funding for the college.

ANALYSIS

FINANCIAL MANAGEMENT

Improvements in technology have enabled the staffing levels to be consistent with those of the last NCA review in 1994**.** A review of financial management functions indicates that the college, through the Office of Business Services, has demonstrated above average performance in these areas**.** Auditing review has determined that the college has adequate internal control procedures in place. A review of the *Comprehensive Annual Financial Report* submitted June 30, 2001, revealed that the college has demonstrated adequate budgetary controls.

Yavapai College complies with Arizona statutes, which in the past required that a report of the college's adopted budget for current funds and plant funds be filed annually with the Arizona State Board of Directors for Community Colleges. The college also demonstrates compliance by issuance of an annual budgeted expenditure limitation report that is examined by the state's Office of the Auditor General. The expenditure limitation calculation determines the maximum allowable expenditure capacity for current funds and plant funds.

The college invests all idle funds in a prudent, conservative, and secure manner for the highest yield as prescribed by state statutes and has maintained a cash-forecasting program to obtain the highest yield on idle cash. It has invested idle funds principally in a pooled investment with the Yavapai County Treasurer that has provided the college with a safe, high-yielding liquid investment. The resulting income has been between $200,000 and $275,000 annually.

Yavapai College has received an unqualified audit opinion on all audits since 1994, the last NCA review. This "unqualified" opinion indicates that the college has complied with all legal requirements in accordance with government auditing standards issued by the Comptroller General of the United States. (In contrast, a "qualified audit opinion" or an "except for" opinion indicates a significant material weakness in compliance with auditing standards.)

The Government Finance Officers Association of the United States and Canada awarded a Certificate of Achievement for Excellence in Financial Reporting to the Yavapai County Community College District for its comprehensive annual financial report for the fiscal year ended June 30, 2000, and for the fiscal year ended June 30, 2001. The Certificate of Achievement is the highest form of recognition in the area of governmental accounting and financial reporting, and its attainment represents a significant accomplishment by a government and its management.

ECONOMIC RESOURCES

Property taxes were 66% of total General Fund revenue in 1994 and 65% in 2001. Property tax revenues have increased by an average of 9% per year for the past seven years, from $10,222,274 in 1994 to $16,533,362 in 2001. The assessed value of property has increased by 9% for the same period. This trend is projected to continue throughout the next decade due to the continued population growth in the area, resulting in continued increase in the assessed valuation.

State appropriations provide the next largest single source of resources for the college: 22% in 1994 and 20% in 2001 of total General Fund revenues. While the percentage of the total college budget representing state appropriations has continued to shrink, dollar amounts from this source have increased by an average of 7% a year from 1994 to 2001. State appropriations, which were $3,400,900 in 1994, have grown to $5,079,600 in 2001 in spite of Arizona's elimination of augmentation aid. The state's dependency on sales tax may jeopardize the growth of state shared revenues in future years. This source of revenue is subject to legislative actions and the overall health of the state's economy. The Arizona Department of Economic Security Research Administration forecasts Arizona's economic growth rate to be considerably below the peak growth rate of the past decade (Wehbey & York, 2001, Spring).

Tuition and fees have increased from 9% of the revenue in 1994 to 13% of the total General Fund revenues in 2001. Part of that increase was due to the instituting of a technology lab use fee to help cover the increasing costs of supplies, hardware, and personnel for delivering adequate technology-based instruction.

The college receives additional revenue from several other sources. In 2000-2001, governmental grants and contracts totaled $3,655,123, an increase of $428,751 over the previous year, as a result of a successful increase in grant-writing activity. Commissions and rents revenue totaled $1,300,790, a decrease of $30,609 mostly from dormitory rentals and food service sales, which was offset by an increase in investment income. Other income increases were general in nature and not attributed to any one area.

Additional resources are made available for specific programs through the Yavapai College Foundation. Examples from 2000-2001 include $120,000 for student scholarships and $45,000 for the LeGate Endowment (a private fund to advance nursing).

An additional source includes restricted funds of $400,000 from Proposition 301 funds for workforce development, which will support new and expanded programs. These programs include the following: (a) expansion of the Agribusiness Technology Program, (b) development of an Engineering Technology Program, (c) digital photography/commercial graphics courses on the Prescott Campus, (d) development of a digital sound program at the Sedona Center for Arts and Technology, and (e) county and statewide initiatives in teacher education and certification.

COLLEGE EXPENDITURES

SEVEN-YEAR COMPARISON

The General Fund provides the resources for funding education and instructional support expenditures. Expenditure trends in the General Fund for the past seven fiscal years by major functions as a percentage of total General Fund expenditures were as follows: a 1% drop in academic support, a 1% drop in instruction, a 0.8% drop in public service, a 6% drop in operation and management of plant (the result of energy-saving projects implemented in the mid-1990s), and a 0.3% increase in student services. Institutional support remained the same at 24%. Transfers to other funds increased by 9% as the direct result of an accounting change in the deposit of tuition and fees, which were originally split between the General and the Auxiliary Funds; now all such revenue is deposited in the General Fund and then transferred appropriately.

COMPARISON OF 1999-2000 WITH 2000-2001

A comparison of General Fund expenditures for years 1999-2000 with 2000-2001 showed a 11% increase in instruction expenditure. This growth was attributed to the expansion of educational programs. Public services expenditure decreased by 26% as a result of reduction in federal grants, which resulted from the elimination of specific grant programs and delay in start time of the new grants. Academic support expenditures increased by 6% due to additions in the areas of curriculum development, technology upgrades, and instructional technology support and expansion. Student services expenditures increased by 13% as a result of an additional $250,000 in federal grants received in 2000-2001. Institutional support expenditures increased by 14% as a result of master plan project planning, new administrative software system implementation, and needs in Information Technology Services. An increase in operation and maintenance of plant expenditures (7%) was not specific to any one area but was attributed to the general maintenance of facilities. The scholarship expenditure increases (5%) were due to increased Pell Grants. Additions to expenditures for auxiliary enterprises (2%) were general in nature and not attributable to any single area. A transfer of $800,000 to the unexpended plant fund for fiscal year 2000-2001 to support capital expenditures resulted in an increase (74%) in the amount of funds transferred. Further details are provided in the *Comprehensive Annual Financial Report* (2001, June 30).

A review of the evidence for 1999-2000 and 2000-2001 indicates that allocation of resources has been consistent throughout most of the budget categories. The area in which a measurable shift occurred was the reduction in the operation and maintenance of the physical plant, which increased again over the last years because of the aging of the facilities.

The college's financial resources will continue to be impacted to a significant extent by several factors. First is the recent successful bond election. On November 7, 2000, 59% of the Yavapai County electorate voted to fund the $69.5 million master plan. Voter approval of funding for the district-wide facility expansion and renovation project provides for additional space and infrastructure upgrades to accommodate Yavapai College's growing student population, maintain the college's position in the rapidly changing technology environment, and continue to meet the learning needs of students.

The Auxiliary Enterprises Fund was responsible for 23% of college expenditures in 2000-2001. The fund shows cumulative losses of $1,242,580, mainly as a result of three activities**:** Elderhostel-Special Interest Edventures, Performance Hall uses and events, and Community Events. These activities support college goals for continuing a positive college image and promoting interaction with the community; however, changes in supervision of these activities have recently been made in response to reductions in state revenue. After reviewing the *Comprehensive Annual Financial Report* (2001, June 30) regarding the Auxiliary Enterprises Fund losses, the college has decided to reduce the deficit on an incremental basis over a five-year period. During the next five years, transfers from the General Fund should return the Auxiliary Enterprises Fund to a positive balance.

The reduction in revenue from state appropriations presents an ongoing challenge to the college as it anticipates increased demands in two areas**:** growth in enrollment and the temporary increase in maintenance and operations costs during the

implementation of the master plan. In addition, The District Governing Board has not increased in-state tuition for the last eight years. A plan to raise tuition incrementally for the next five years has been submitted to the District Governing Board for consideration. The Board is also considering other options for producing additional revenue to offset reductions in state revenue.

Two fiscal policies of the college have provided sufficient flexibility to respond to the very negative, potentially debilitating reduction in state revenue. First, the college reserves 10% of estimated expenditures for the current year's General Fund as restricted reserves. College policy also calls for maintaining an unexpended plant fund reserve of $1 million for any unexpected capital expenditure. Second, the college has traditionally followed a fiscally conservative policy of setting the tax rate lower than legislation allows. This has resulted in a favorable position with regard to the state-legislated expenditure limit (a calculation which determines the maximum allowable expenditure capacity for current funds and plant funds), in spite of a 4.5% reduction of funds during the current budget year (and after the budget had already been set) and an anticipated additional revenue reduction of approximately 4%.

A casual review of the General Fund expenditures indicates a slightly reduced percentage of expenditures in the areas of instruction and academic support in spite of increasing numbers of students and the need for continual improvement in technology. It is understood that a reduction of percentages can result from a number of considerations, including reorganizations such as departments being moved to different categories. However, a more detailed review clearly needs to be conducted and steps must be taken to insure that adequate revenue continues to be available for instruction and academic support.

The college has already begun to address this concern by earmarking FY2001-2002 $400,000 of Proposition 301 sales tax funds (reserved for workforce development) to fund new faculty positions in agribusiness technology, digital photography on the Prescott Campus, computer science on the Prescott and Verde Valley Campuses, and Cisco networking technologies. These funds are based on a voter-approved state sales tax increase of 0.6% for education. Community colleges will receive 3% of the revenue generated. Yavapai College received $400,000 from these sales tax collections in FY2001-2002, with projected increases in future years as sales tax dollars increase.

RECOMMENDATIONS

Findings did not merit a recommendation.

CHAPTER 9

PHYSICAL RESOURCES

INTRODUCTION

The physical resources of Yavapai College, including their expansion and maintenance, were reviewed by a task force of six members representing a cross section of employee groups at both the Prescott and Verde Valley Campuses. The primary sources of information used in this review included the following: *Yavapai College Integrated Master Plan* (2000, July 1); *Concept Paper: Prescott Campus Expansion Plan* (2000, January); "Yavapai College Building Inventory"; "Equipment [Vehicle] Report (Simple List)" (2002, June 20); results from a "Physical Resources Questionnaire" (2002, February 1); and over a dozen interviews with various college employees, architects working on the master plan, and community members. The self-study report, a complete list of the documents used, and the reference materials consulted as the basis for this chapter are available in the Yavapai College NCA Library, most under NCA Background Materials: Physical Resources.

DESCRIPTION

Yavapai College's physical presence in the county currently consists of two campuses and four educational centers. The addition of at least two new educational centers and the expansion of all existing facilities are planned for the next decade. As part of the Integrated Master Plan, the college is addressing facilities planning, utilities integration, and space utilization in order to provide the best contemporary teaching and learning environment possible.

PRESCOTT CAMPUS

The original campus of five buildings—three for instructional use, one as a student residence hall, and one for student services and administration—was established in 1970 and encompassed approximately 165,000 square feet. Periodic expansion in the past three decades has resulted in a campus that now has 24 buildings with 328,720 usable square feet. Notable additions to the Prescott Campus have been the construction of a Performance Hall with facilities for art and music instruction, a nearly three-fold increase in residence hall space, and the acquisition of nearby property and buildings for administrative and instructional use. The Prescott Campus works closely and shares some administrative and other services with the Chino Valley Education Center, the Agribusiness and Science Technology Center, and the Prescott Valley Center.

VERDE VALLEY CAMPUS

Located in Clarkdale, approximately 50 miles east of Prescott in the Verde Valley, the college's second campus was initially constructed in 1975. The original campus was composed of four buildings totaling less than 6,000 square feet. Later, five

portable buildings added nearly 9,000 square feet to the total. Subsequent additions, including a library, faculty offices; administration building; bookstore; computer lab; and instructional areas for science, mathematics, art, and music, have enlarged the campus to 11 buildings with more than 40,000 square feet in use. The Verde Valley Campus shares some administrative and other services with the Sedona Center for Arts and Technology.

CHINO VALLEY EDUCATION CENTER AND AGRIBUSINESS AND SCIENCE TECHNOLOGY CENTER

Two educational centers are located 18 miles north of Prescott in the Chino Valley area. In 1993, an education center of 4,660 square feet was built in Chino Valley; it houses an administrative office, a faculty office, four multi-use classrooms, and a computer classroom. In 2000, the initial phase of Yavapai College's new Agribusiness and Science Technology Center was completed. The initial phase included a 1,400-square-foot classroom/office building and a 7,200-square-foot greenhouse. In October 2002, work began on a second phase, which will include two computer labs, a science laboratory, a distance learning classroom, a student commons area, and regular classrooms when completed.

PRESCOTT VALLEY CENTER

In rapidly growing Prescott Valley, nine miles east of Prescott, Yavapai College established an educational center in 1997. Originally, the center housed four classrooms and offices for the Northern Arizona Regional Training Academy (NARTA) and the Career Skills Program. The 7,000-square-foot center was expanded to 18,695 square feet in 2001. In addition to providing space for general education and various other classes, it now also houses all of the college's public services programs: Fire Science and Emergency Medical Services, as well as Police Certification/Law Enforcement (NARTA).

SEDONA CENTER FOR ARTS AND TECHNOLOGY

Established in 1995, the 17,500-square-foot facility in the internationally recognized community of Sedona is located on the Sedona Cultural Park grounds. The center provides space for general education and various other classes; however, the Sedona Center for Arts and Technology is dedicated primarily to digital media and digital film curricula. It houses the Zaki Gordon Institute for Independent Filmmaking and hosts the institute's Student Film Festival. In the Verde Valley, the Sedona Center is the location for the Cisco certification lab and the sponsoring organization for the Verde Valley Chamber Orchestra. In addition, the facility contains art gallery space and regularly hosts major community events on a variety of topics.

OTHER FACILITIES

At various sites throughout the county, Yavapai College contracts for instructional and office space as needed. When necessary, the college provides furniture, equipment, and supplies to these Extended Learning sites. Some of the Extended Learning sites used by Yavapai College include office space at the Veterans Administration Medical Center, a classroom at Antelope Hills Golf Course, videoconferencing/computer access and shelf space at the Mayer Public Library, a classroom/computer lab in the Camp

Verde Town Center and three classrooms at the Camp Verde Elementary School, and a building in the mining community of Bagdad. Other Extended Learning sites in Yavapai County have included Ashfork, Black Canyon City, Congress, Cordes Lakes, Crown King, Seligman, Skull Valley, Wilhoit, and Yarnell.

FACILITIES MANAGEMENT

Responsibility for maintenance of the college infrastructure systems—property, grounds, buildings, and equipment—resides in the Facilities Management Department, which currently has a full-time equivalent (FTE) staff of 56. The director of Facilities Management, who reports directly to the college President, has six managers: facilities analyst, custodial services supervisor, assistant director of facilities management for the Verde Valley Campus, landscape and grounds supervisor, maintenance and operations supervisor, and facilities specialist.

The facilities managers consider staffing levels sufficient to meet current needs. Forty-seven staff members are based at the Prescott Campus, seven at the Verde Valley Campus, and two at the Sedona center. Members of the Prescott Campus staff also maintain the centers at Prescott Valley and Chino Valley.

Staffing is expected to increase in order to maintain new and larger buildings resulting from master plan implementation. Facilities Management personnel have planned for additional positions to effectively keep pace with the added responsibilities and are confident of administrative support to fund those positions.

MASTER PLAN

The *Yavapai College Integrated Master Plan*, adopted in July 2000, includes construction of 10 new buildings and complete major renovations of existing facilities. This facilities improvement program, often referred to as the master plan, will support comprehensive and essential educational services in Yavapai County and will require $79.7 million. General obligation bonds approved by county voters in November 2000 will provide $69.5 million; a federal grant from the U.S. Department of Commerce for development and construction of the Northern Arizona Regional Skill Center will provide another $1.2 million; the balance will be funded by private donations through the Yavapai College Foundation. The development plan will allow Yavapai College to meet rapidly growing countywide needs in the areas of academic instruction, professional growth, skilled worker training, and employee retraining. The plan calls for renewing outmoded facilities, eliminating deteriorating modular classrooms, upgrading inadequate technology and communication systems, improving overcrowded parking conditions, and providing learning environments. Improvements to Yavapai College facilities will enhance the college's ability to meet community, business, and educational needs well into the new century.

The master planning process began with college and community leaders conducting a comprehensive marketing and communications campaign that included holding meetings with community members and business leaders throughout the county. Early sessions in 1997 and 1998 were held to determine local educational needs, while later meetings in 1999 and 2000 were held to communicate the specifics of the master plan and assess public reaction. From 1998 through 2000, college

administrators held 45 formal "Strategic Dialogue Sessions" with more than 500 individuals in 11 communities across the county. In total, the college leaders made 197 presentations to 5,858 people across Yavapai County during 1998-2000, outlining proposed capital improvements and providing an opportunity for individuals to offer feedback. Regular meetings with faculty, students, and staff were also conducted throughout the process, resulting in valuable contributions from the educational and support perspectives (Goodell & Bowmaster, 2000, January).

When completed, new and renovated facilities and on-site improvements, including parking, roads, sidewalks, area lighting, and security systems, will improve campus safety and permit better accessibility under federal ADA requirements. The college will also be able to make utility infrastructure improvements that are necessary for energy conservation and environmental safeguards.

The master plan calls for increasing current space by 240,000 square feet (an addition of nearly 35%) and renovating 169,000 square feet (nearly 50%) of the district's existing facilities. These figures include the buildings and property the college will acquire (and subsequently renovate) from the Arizona Department of Transportation as a result of a cooperative transfer worked out by the college, the State of Arizona, and Yavapai County.

Proposed projects at each site are briefly described below. Further details may be found in the Yavapai College NCA Library under NCA Background Materials: Physical Resources.

1. Prescott Campus: Seven projects are planned for the Prescott Campus: (a) construct a new building to house classrooms, computer commons and library complex; (b) complete major renovation and modernization of the four main 30-year-old academic/student services buildings; (c) create an arts complex adjacent to the Performance Hall; (d) create a Family Enrichment Center; (e) acquire adjacent property from Arizona Department of Transportation and renovate buildings; (f) create an athletic field for intercollegiate soccer matches; (g) renovate physical plant and infrastructure for greater efficiency and safety.

2. Prescott Valley: Two projects are planned for Prescott Valley: (a) expand the police, fire, and emergency medical services training facility and (b) construct the Business and Technical Center, including a computer commons and skill development complex.

3. Chino Valley/Paulden: Two projects are planned for the Chino Valley/Paulden area: (a) construct the Regional Technology Training Center, including facilities for agribusiness technology and associated programs, and (b) complete an addition to the center in five-to-seven years.

4. Cordes Junction/Hwy 69 Corridor: The project planned for this area is to construct a new education center to accommodate area training and instructional needs in five-to-ten years.

5. Verde Valley Campus: Four projects are planned for the Verde Valley Campus: (a) construct the Northern Arizona Regional Skill Center; (b) construct an additional building to accommodate new classrooms, meeting space,

student support services, labs, and instructional facilities; (c) remove older portable buildings; and (d) improve and add parking areas and landscaping.

6. Sedona: The project planned for this area is to acquire additional land and create an expansion to the Sedona Center for Arts and Technology in three-to-five years.

ANALYSIS

In recent years, the college has been aggressive in providing new facilities throughout the district and conducting a comprehensive planning process that will provide significantly increased physical resources in the near future. Regular evaluation of facilities and other physical resources is conducted as part of the Community Benefits Statements assessment, the annual budget cycle, program reviews of various work units (including Facilities Management), and safety and compliance inspections.

Although the formal program review process for the Facilities Management Department will be conducted in 2002-2003, the master planning process has focused considerable attention on the college's facilities. The February 2002 survey of students, faculty, staff, and community members provided insight into current perceptions about facilities. In that survey, members of the college community addressed the size, condition, and convenience of facilities at district locations ("Physical Resources Questionnaire"). Generally positive ratings were given to grounds and open space, restrooms, and residence halls at the Prescott Campus. Instructional space received a favorable assessment, but concerns were expressed regarding insufficient numbers of rooms and small and/or crowded rooms. Concerns were also noted for a number of other areas. Two areas were rated positively but with specific concerns: food service (insufficient space on Verde Valley Campus) and student support services (location of registration on the Prescott Campus, congestion in several areas; insufficient space on the Verde Valley Campus). Areas of notable concern were parking (insufficient space, poor condition), libraries (insufficient size, inadequate rooms for varied uses), and furnishings and equipment (uncomfortable desks, crowding caused by equipment).

The areas of concern expressed in the survey are addressed and resolutions are prescribed in the master plan. In general, instructional space will increase substantially, with new spaces being added in locations throughout the county. In addition, much of the current instructional space will be renovated and upgraded, and improvements to parking are planned at every college site. Final specifications have not been established, but student service units will be moved to optimize workflow and student convenience. Libraries and student unions (including dining services) will be expanded or built entirely new.

As noted, there has been considerable attention focused on the physical facilities of the college during the process of developing the Integrated Master Plan. Continual review, evaluation, analysis, modification, and re-evaluation have produced a widely accepted plan for moving the college forward. (It is valuable to note that all of the concerns expressed by respondents to the February 2002 survey, which was conducted separately from the master planning process, are addressed

in the master plan.) Regular reviews and evaluations of the college's physical resources—in concert with review and evaluation of academic programs—are necessary to ensure that the college is equipped with the infrastructure to provide high quality educational programs.

RECOMMENDATIONS

Findings did not merit a recommendation.

CHAPTER 10

TECHNOLOGY RESOURCES

INTRODUCTION

A four-person team obtained the information in this chapter. Members interviewed the Information Technology Services (ITS) director, selected support staff, and administrators from other departments who were identified as primary technology users. Support documents in the form of outside consultant reports, customer satisfaction survey results, and internal reports covering technology needs within the college were reviewed. A final report was prepared describing ITS, analyzing services and offering recommendations. That report is available on the Yavapai College NCA web page and in the college NCA Library under NCA Background Materials: Technology Resources.

DESCRIPTION

HISTORY AND BACKGROUND

One of the initiatives that resulted from the last NCA study was to "make technology the centerpiece for reforming and reshaping college-wide communication." (Lovell & Wing, 1994, p.162) This has clearly been accomplished. For example, the college has made a significant investment in technology resources since the last NCA study. In 1994, the ITS budget for operations and equipment was approximately $1.5 million. This investment has more than doubled, as the current fiscal year budget is $3.3 million. ITS currently provides and services nearly 1,400 computers compared to about 300 in 1994. Faculty now has the availability of voice mail, email accounts, and electronic calendaring. In addition, the availability of policies, documents, minutes, etc., on the Intranet has provided employees with institutional information at their fingertips. Meetings involving staff from multiple campuses have benefited from the availability of video conferencing techniques. Access to the Internet has provided instant research tools at the desktop. Upgraded security measures and automated virus protection software installed on each computer have contributed to the integrity of all data.

Over the years, ITS has taken a number of steps to create a more flexible and robust infrastructure and has been successful in expanding network services to a much larger geographical area. Some of the most significant improvements include the development of a fiber optic cable plant based on high bandwidth. This technology has enabled the high-speed data network necessary for the implementation and success of all other technology related goals of the institution. In addition, the replacement of the core switch and router increased performance and reliability. ITS found a replacement system for the aging and soon-to-be obsolete microwave based WAN connection that supported the interactive TV classrooms between the Prescott and Verde Valley Campuses. The college changed to a technology utilizing

leased data circuits that enabled continuation of the course delivery system. However, maintaining state-of-the-art equipment in this fast-changing technological environment continues to be a challenge.

ORGANIZATION

The ITS department consists of a director, 22 full-time and 2 part-time positions. The director reports to the Vice President, Verde Valley Campus and Instructional Support Services. Staff provide administrative support, software development, instructional/lab support, web development, telephony/telecommunications, desktop services, network services, and standards development. In addition, outside consultants are commissioned to assist in evaluating current systems and/or make recommendations concerning future projects.

Technology resources are a critical component of all changes that take place at any postsecondary educational institution. ITS staff participate in a number of committees and advisory groups in order to provide input regarding assessment of technology needs and budget development necessary for the implementation of new institutional projects. They also meet with department personnel regarding individual needs and provide support, such as software development and creating interfaces with department software in order to automate and further streamline electronic processes.

SERVICES

DESKTOP COMPUTERS. Every full-time faculty and staff member has a network-connected office computer. Shared computers are also available for part-time staff and adjunct faculty. This accounts for about half of the district wide computer usage. The other half is utilized for instructional and student use in classrooms and labs, as well as in the library, residence halls, and other areas around the college.

ADMINISTRATIVE SUPPORT. At the time of the last self-study, all administrative software applications were served by the DEC Alpha systems. The DEC Alpha systems continue to serve the student information and financial systems, however, all of the other functionalities have been placed on individual servers (over 65 to date). Utilization of the administrative software system has dramatically improved as a result of the development of a student accounts receivable system that is fully integrated with the college legacy student information system. ITS also created an interface with the financial aid software system enabling the electronic delivery of financial aid funds.

To achieve the goal of implementing a fully automated administrative system, the college made a commitment to purchase a full Enterprise suite of products from PeopleSoft, Inc., to replace the college's Legacy system. To date, the college has completed the conversion of the human resources and payroll modules. Further evaluation has resulted in the decision to upgrade the current student information system rather than sacrificing functionality and bearing the considerable expense inherent to the PeopleSoft conversion. The upgrade of the current system will entail converting the database to a different hardware platform using SQLSERVER database solutions on a Microsoft NT or Windows 2000 operating platform.

The college developed a website in 1996 and since that time the college's web presence has dramatically increased with the creation of department and division web

pages. This growth has been accompanied by the creation of a wealth of other web-based services such as an electronic student services delivery system offering online registration using a fully compliant online course catalog and degree/certificate information system; online application processes for admission, housing, and scholarships; records access and update, as well as an option to view financial aid records.

INSTRUCTIONAL SUPPORT. There has been a significant increase in the availability of hardware and software for students to facilitate learner-based education. There are approximately 700 network-connected computers available throughout the college district for student use. Most are housed in the 29 electronic classrooms and labs that are available district wide, while others can be found in the library residence halls, and various offices located throughout the district. Every lab and classroom computer is networked and students have access to resources including email, Internet, storage space on servers, and software required to support instruction.

In addition to traditional classroom based computer technology, Yavapai College has provided other means to provide technology-based education. The mobile computer lab delivers a laptop computer network to outlying and rural areas within the county. Students can take advantage of various curriculum offerings, in addition to network and Internet services. An access center has been implemented in partnership with the Mayer Public Library as part of an intergovernmental agreement. This access provides students in that rural area with computers and the software, network, and Internet services that are available at any college campus or center. Intergovernmental partnering with various K-12 institutions throughout the county has secured additional means to deliver learner-based education utilizing their existing computer technology. ITS staff provides technical support and training for all of the computer classrooms and labs. In addition, ITS insures that computer technology utilized through partnering with other educational facilities meets the hardware and software requirements necessary to deliver the same quality of learner-based education found at its own sites. Computer hardware, software, and classrooms are analyzed and where needed, ITS personnel have assisted in upgrading and configuring its educational partners' technology to college standards and requirements.

TELECOMMUNICATIONS. Distributed Learning provides support and development of instructional efforts that go beyond the traditional instructor-led classroom by providing quality, asynchronous (not occurring at the same time or place) education opportunities through the effective use of technology. Through this department, the college has been successful in providing access to its educational services throughout and beyond the county by delivering courses via interactive television, the Internet, and cable/access television. ITS works closely with distributed learning staff in addressing any technology issues encountered.

ANALYSIS

Yavapai College recognized early on the substantial benefits that could be reaped by making solid and continued investments in technology resources. With the rapid advances in technology resources, projected increased enrollments, expansion plans, and continued training demands, it is imperative that the college maintains its high level of commitment towards funding technology resources. The college

also has a skilled and dedicated ITS team that produces technological solutions that have resulted in enhanced quality, expanded access, and improved productivity.

In 1999, ITS developed a five-year plan to improve technology resources and is currently well on its way to the successful completion of these goals. However, providing appropriate technical support and training is a challenge. ITS staff has long been stretched in supporting the entire district in its expanding use of technology resources. Training costs should be included with plans to upgrade software and hardware.

ITS manages a policy of annually replacing one quarter to one third of all desktop computers and reallocating them to areas with less demanding technological needs. They have also implemented desktop management tools to increase user productivity and made available a help desk to address user problems and provide training in the use of technologies. Improved network connections have given faculty, staff, and students access to email and Internet resources at the desktop, which allows for enhanced communication and the availability of the vast array of information resources on the World Wide Web.

The DEC Alpha systems resulted in sluggish and undependable performance. This was exacerbated by the fact that there existed no integration between and among operations and many administrative functions were still being done manually. To upgrade the system, the college has moved to individual servers where possible. This has been an improvement. The DEC Alpha systems continue to serve the student information and financial systems. While enhancements have served to automate and streamline what were previously manual processes, many users of the system feel that the college Legacy system is cumbersome to navigate and not user-friendly.

The absence of a completely integrated administrative support system is an area of concern. Although many enhancements have been made to improve performance and streamline processes, the system doesn't always reflect changes in real time and requires additional manual adjustments to complete the changes. The system is perceived by many as convoluted in design. Although the desired data is there, it is often not easily retrieved. Again, this is an acknowledged problem with solutions identified. The original decision to perform the PeopleSoft conversion has since been replaced with the decision to upgrade the design and platform of the Legacy system. Findings and analysis in *Chapter 19: Admissions and Registration,* and *Chapter 20: Counseling/Advising, Financial Aid, and Student Employment* reached similar conclusions resulting in recommendations. Findings from this chapter lend support for those recommendations.

Departments and divisions creating their own web pages drove the growth of the web since 1996. This growth did not develop from a systematic, planned approach. The lack of integration of web design is a result of this development. Students and staff alike complain that the site lacks logical navigation tools to easily locate areas of interest. In addition, as individual departments are responsible for developing their own web pages, the Lotus Notes platform is considered unduly restrictive and not user-friendly. The Marketing director has been charged with evaluating fundamental changes in its design, content, tools, and support structure. The administration has recognized the importance of redesigning and reengineering the website and has been exploring upgrade options. Interact Communications, Inc.,

was retained to plan, conduct and complete an objective, professional assessment of the college's presence on the World Wide Web. The study was completed in August 2001, and a proposal concerning website upgrade was submitted but the expense of the recommended upgrade has delayed progress. A question has been raised about control and ownership of website management. At present control and management rests with ITS; however, other possible alternatives include the Marketing Department and Distributed Learning. A recommendation concerning this issue is provided in *Chapter 6: Institutional Support Services*.

The largest technological investments have been made in an effort to enhance curriculum, expand access, equip students with state-of-the-art hardware and software, and provide flexible, convenient, high quality course offerings and services. The ratio of full time student equivalence to computers available for student use is 3.4 to 1. This is a very commendable ratio for community colleges based on a recent survey conducted by The COSTS Project (Cost of Supporting Technology Services) indicating an average ratio of 5.8 to 1 for institutions of similar size.

A consistent and reliable means of measuring the quality of service and student satisfaction of services provided in computer labs does not appear to be in place. For example, one computer lab uses attendance to measure the quality of service given to the student. Number of students does not necessarily equate to quality of service being delivered.

With a service area as large as Yavapai County, it is necessary to utilize means other than traditional classroom instruction to deliver educational opportunities. In 1994, the college highlighted a state-of-the-art microwave (interactive television) system. This technology enabled the distance delivery program. Over the years, this method of course delivery has grown in popularity and now features course offerings representative of nearly every area of study. Enrollment in interactive television courses during Spring Semester 2002 was nearly 600. Currently, this type of technology has only been available to students attending the Prescott and Verde Valley Campuses; however, point-to-multi-point television delivery systems are being evaluated to integrate additional sites into interactive television classrooms. Unfortunately, the specialized equipment that provides the department's mission-critical delivery systems is considered antiquated by today's standards and/or on the verge of obsolescence. Notably deficient is the broadcast equipment for interactive television courses (some components a decade old) and production equipment (audio and video editing units, cameras). While funding has been provided for initial purchases of equipment, there has not been funding for replacement of equipment, nor has there been an allowance in the department's budget designated for planned obsolescence or upgrades.

Interactive television is clearly a proven delivery system that is economically valid. The budget needs to support upgrades and replacement of obsolete equipment. Should the interactive television system be expanded to other college centers (i.e., Prescott Valley, Chino Valley, Sedona), technology must support delivery to multiple locations. *Chapter 17: Distributed Learning* includes a recommendation concerning this system. Findings from this chapter lend support for this recommendation.

The birth and burgeoning of the Internet as a vehicle for delivery of instruction occurred since the last NCA review. Yavapai College embraced this method of delivery

and increased its web-based enrollment from 83 students in six sections in fall 1997 to over 200 students in 20 sections in fall 2001. Continued growth is forecast as a result of increased availability of high-speed Internet access in the county, as well as the growing comfort level of the faculty in developing course material into this new format without sacrificing content or quality. Higher capability equipment will be regularly needed to maintain the quality that students are accustomed to on the Internet. Included are sufficient bandwidth and ability to include audio and video components in online delivery.

Over the years, the college has also broadcast courses on cable/access television, and has been working with other local educators to coordinate programming and funding to create a profitable cable station for the community. This has not, as yet, proven successful due to the high level of financial support that is required for this type of endeavor.

Training has been identified as a focal issue within distributed learning and throughout the college. Continual learning is required to remain proficient using the hardware and software tools in the constantly changing technology environment; training subsequently needs to be provided to faculty who are utilizing the technology to deliver instruction. A recent faculty/staff survey indicated a notable amount of dissatisfaction with training and technical support. Conclusions by a consultant group retained to conduct an analysis of ITS support services also identified a serious shortage in support staff personnel. Emphasis needs to be placed on the training and support necessary to provide students, faculty, and staff with the opportunity to better utilize technologies, take advantage of extended help desk hours, and receive quicker response times to training and support requests.

There is a wealth of technology resources available to college employees and it would be invaluable to all new employees, as well as to the institution, to have a mandatory training program available in order to learn all the fundamental tools necessary to become proficient. Ongoing training opportunities should also be available to learn new skills and make use of new technologies.

In 1996, the college retained the consulting firm Ghyselinck & Associates to evaluate the college's network and telecommunications infrastructure. The firm concluded that ITS had created a solid infrastructure which supports high performance applications at the desktop, on the backbone, between college sites and to the Internet. They further concluded that the department was well positioned to perform the designs, upgrades, and implementations that are the requirements of the college's master plan.

The director and selected ITS personnel have participated in all of the infrastructure design and planning meetings with the architects in the initial planning phases of the college's master plan. Toward this effort, staff has updated, rewritten, the *Telecommunications Design Guide and Infrastructure Standards* portion of the *Technical Standards Manual* (Technical Standards Manual, p. 84) which will serve as the established standards for voice, video, and data wiring in all new construction and remodeling to ensure district-wide availability and consistency of all technolog-related services.

To further its commitment to provide the most up-to-date technology to facilitate and enhance a learner-centered instructional environment, the master plan

includes designing a state-of-the-art technology center that will offer open labs, computer classrooms, team rooms, and distributed learning rooms. There is discussion concerning the overall configuration of smaller subject-specific labs versus large general use labs. Some members of the faculty are concerned that they be included as decisions are made. In addition, every classroom in new and remodeled buildings will be technology ready.

RECOMMENDATIONS

It is recommended that the college

1. **Increase the level of technical support to students, faculty and staff.**

   A faculty/staff survey indicated concern regarding training and technical support. Emphasis needs to be placed on the training and support necessary to provide students, faculty, and staff with the opportunity to better utilize technologies, take advantage of extended help desk hours, and receive quicker response times to training and support requests.

2. **Establish a comprehensive technology one-on-one or group-training program for all new employees and regular refresher courses for existing employees.**

   New employees could benefit from a comprehensive training program introducing them to the wealth of college technology resources available. Ongoing training opportunities should also be available to learn new skills and make use of new technologies.

CHAPTER 11

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT

INTRODUCTION

Research for this chapter was conducted by a five member NCA task force team. The team report and supporting documentation is available in the Yavapai College NCA Library under NCA Background Materials: Assessment of Student Academic Achievement.

DESCRIPTION

MISSION AND PURPOSE

Yavapai College reaffirms its commitment to an assessment philosophy that respects the student as a unique and whole person. It supports an educational culture that values excellence in both teaching and learning, and measures student learning using best practices in higher education. The purposes of student outcomes assessment at Yavapai College are to document for our various constituencies that learning outcomes have been met, to improve teaching and learning within classes and programs, and to make appropriate, informed decisions about curriculum, instruction and allocation of resources. Outcomes assessment, then, is defined as the continuous process by which the college measures, records, and interprets information about student learning for these purposes.

HISTORY AND BACKGROUND

In fall 1993, a district-wide assessment committee was created with the appointment of two faculty co-chairs and recruitment of a leadership core. This committee authored the Yavapai College plan for *Assessment of Student Academic Achievement and Institutional Effectiveness* (1994 NCA Self-Study report). The plan contained the college's philosophy of assessment, goals and activities for institutional effectiveness, an official assessment policy, proposed administrative procedures for assessment, and a timeline for implementation of the assessment plan. It also outlined the roles and responsibilities of faculty, staff, students, alumni, department and division chairs, institutional research, and college administration in helping the college achieve its assessment goals. Three new entities were specifically created to oversee assessment activities: the position of assessment coordinator for academic outcomes, an assessment coordinator for occupational outcomes, and a committee for Assessment of Student Academic Achievement and Institutional Effectiveness. Each assessment coordinator received three hours of release time for his/her duties. However, as the duties of the occupational assessment coordinator remained unfilled, this position was eliminated and all assessment duties were assigned to the academic outcomes coordinator. This remains the case today. To date, four

different faculty members have served as assessment coordinator (now referred to as outcomes assessment coordinator).

The Assessment of Student Academic Achievement and Institutional Effectiveness committee never coalesced into a standing committee, and as a result several different committees oversaw assessment of student academic achievement to some degree. The Yavapai Center for Excellence in Learning and Teaching was proposed in the 1994 self-study. A group of volunteers began using the title and were active for or a year or so in cooperation with the assessment coordinator. The next committee was Institutional Effectiveness, which later evolved into the current Institutional Review Committee, which is co-chaired by the director of Institutional Research and the outcomes assessment coordinator. This committee reviews and tracks all institutional assessments and works closely with institutional research, helping the college to design and distribute various assessments, as well as publish assessment findings for internal and external constituencies.

Changes in committee oversight of student outcomes assessment and assessment coordinator were accompanied by a turnover of chief academic officers, thus impacting continuity and support of assessment. In spring 2001, the outcomes assessment coordinator organized an assessment team of representatives from the academic divisions to act as liaisons with the faculty to share information about outcomes assessment, work with division assistant and associate deans and help organize and promote faculty workshops.

ORGANIZATION

OFFICE OF INSTRUCTION. Administrative oversight of the assessment of student academic achievement, or outcomes assessment rests with the Office of Instruction. Significant progress in supporting outcomes assessment has been made in the past two years by creating a generous, line-item budget for outcomes assessment and a full-time outcomes assessment coordinator faculty position. The Office of Instruction has also funded such faculty activities as a pilot portfolio/media lab and staff on the Prescott and Verde Valley Campuses. This pilot assists students in documenting achievement of learning outcomes and ongoing student assessments such as the general education portfolio and the English department's writing portfolio project.

The Office of Instruction indicated its commitment to outcomes assessment by funding a variety of professional development activities. Fifteen people attended the 2001 Summer Assessment Academy in Flagstaff. On campus workshops conducted by both college faculty and outside assessment experts, from Thomas Angelo in 1995 on Classroom Assessment Techniques to Michael Zeilik in 2002 on FLAG (Field-Tested Learning Assessment Guide) and the use of classroom assessment tools in math and science. The Faculty Association and the Office of Instruction also encourage an institutional culture of assessment by recruiting and training full-time and part-time faculty to serve on the Student Learning Outcomes Assessment Committee, and provide assessment leadership within academic divisions through funding of faculty attendance at assessment conferences and stipend provision for adjunct participation.

In May 2002, a transition group of representatives of all 11 academic divisions and other interested faculty held a two-day work session supported by the Office of Instruction. Facilitated by the outcomes assessment coordinator, this group

reviewed program missions, outcomes and assessments and researched three assessment projects: a pilot to use an adapted form of the Student Assessment of Learning Gains, the assessment component of the college's Curriculum, Learning Outcomes and Assessment website, and a pilot worksheet as a tool for designing and reporting class and program assessment plans. Recommendations from the two sessions were then forwarded to the Office of Instruction, division assistant/associate deans and the Faculty Senate to insure follow through in the 2002-2003 academic year.

STUDENT LEARNING OUTCOMES ASSESSMENT COMMITTEE. The purpose of the Yavapai College Student Learning Outcomes Assessment Committee is to design, review, and recommend student outcomes assessment policies and activities consistent with college and academic program missions, that promote continuous improvement in teaching and learning. The Faculty Association voted in February 2002 to amend its constitution to add the committee, maintaining that, while student outcomes assessment is an institutional priority shared by both the administration and the faculty, the faculty should own and drive the program (*Handbook of Accreditation*, 2nd Edition, p. 44). The committee will expand the membership of the current assessment team and formalize its reporting processes to both the Faculty Senate and the Office of Instruction.

INSTITUTIONAL REVIEW COMMITTEE. The Institutional Review Committee serves as a clearinghouse and review group for all institutional assessments. Members have provided a forum for feedback on, and informal evaluation of, the program review process and reports on instruction and assessment of the general education core, developmental education, and such faculty pilot projects as Starting Block and Ownership Spirit.

The present organizational structure reflects the college's clear and solidified commitment to assessment of student achievement. Additional resources have been allocated to support faculty training, information sharing, and other assessment-related activities. It is now essential to expedite writing a comprehensive and integrated college assessment plan, modeled after best practices.

GENERAL EDUCATION CORE CURRICULUM

In 1986, an *Ad Hoc* Committee on Core Curriculum convened with a faculty chair and college wide representation to strengthen general education by evaluating and ultimately revising the curriculum. A General Education Values Statement was created which expressed the shared vision and philosophy of general education at Yavapai College. This statement has served as the required theoretical base for assessment of Yavapai College's integrated core curriculum in liberal studies and general education. In 1992, the *Ad Hoc Report on General Education Outcomes Assessment* identified five goals that are common to all general education courses at Yavapai College. Two pilot assessments, a general education portfolio project and a classroom-based research project, were proposed to measure these goals across the general education curriculum. All departments/programs developed mission and goals statements analogous to the general education values statement and criteria.

In spring 2001, another broad-based *Ad Hoc* faculty group reviewed and revised the Yavapai College General Education Core mission and purposes, and worked with divisions to create measurable learning outcomes for each academic area within the core.

The committee's work was very successful in producing revised general education values statements, general education outcomes statements, and criteria for general education courses. The resulting document represents broad-based input for general education assessment and continuous improvement. A 2002 Outcomes Assessment Survey of faculty indicates that 84% of the 97 respondents participated in revision of course outlines/outcomes, and 68% in review of department or division mission and goals.

In 2000, one of the two recommended program assessments from the NCA Self-Study, the capstone portfolio, became a graduation requirement for the 35-credit Arizona General Education Curriculum, and for students completing Associate of Arts, Associate of Science, Associate of Business, and Associate of General Studies degrees. In theory, as an assessment of student outcomes the general education portfolio can provide meaningful feedback about learning to both the student and the college. It also benefits the institution by providing evidence of the degree to which general education outcomes are being met. The capstone assessment certainly seems to epitomize the AAHE Assessment Forum's *9 Principles of Good Practice for Assessing Student Learning* through its connection to the general education values statement published in the college catalog, its emphasis on integrated learning over time, and emphasis on both the processes and products related to student outcomes.

Data collected by trained, interdisciplinary raters of the pilot general education portfolios were analyzed quantitatively to identify areas of strength and concern and a subsequent report written and disseminated by the Assessment Coordinator. The same assessment process whereby interdisciplinary teams use the portfolio outcomes matrix, revised in spring 2002, to rate the capstone portfolios against established anchors will take place every two years using a sampling from the archived paper and electronic portfolios across the district. The outcomes assessment coordinator and general education coordinator will then prepare a formal report for the Office of Instruction analyzing both quantitative and qualitative findings, providing conclusions and recommendations to the appropriate divisions, programs and committees. The first data analysis of the new capstone portfolio will be completed in fall 2002.

Students are encouraged throughout their Yavapai College educational career to view the portfolio process of self-evaluation/selection/reflection as a part of lifelong learning and good employment practice rather than just the end of their college education. Faculty is taking increasing responsibility for encouraging self-reflective practices and documentation of learning throughout the curriculum. The 2002 Outcomes Assessment Survey indicated that 32% of the respondents have used study habits or skills inventories in their classes, and 49% have discussed general education outcomes and the capstone requirement with their students. For programmatic purposes, the archived capstone portfolios are to be reviewed every two years by interdisciplinary readers trained to rate student portfolios, using a scoring matrix derived from the general education outcomes. Results will be reported to the Office of Instruction, appropriate committees and division supervisors. Currently, there is no formal data-driven report on what is being garnered about student learning as a result of the portfolio process.

The second assessment recommended in the 1994 NCA Self-Study was classroom–based research, in particular use of classroom assessment techniques. In 1995, a

group of faculty participated in a pilot classroom-based research project documenting the design, implementation and use of assessment results in their classes to the Outcomes Assessment Coordinator. Follow-up workshops on classroom assessment, often held on Saturdays or in the evening for the convenience of adjunct faculty, have borne results. When asked specifically about their use of classroom assessment tools in the 2002 Outcomes Assessment Survey, 57 of the 97 respondents reported using one to three classroom assessment tools within the last two years, and 17 reported using four to nine. Respondents included full-time and part-time faculty across all academic disciplines, not just general education instructors. Further, the same survey indicates that these faculty members use assessment results to redesign course projects and activities (87%), try new assessment strategies (73%), and revise course outlines (67%).

Other suggestions from the 1994 NCA self-study included consideration of a sophomore essay, and a pilot project to assess communication and critical thinking skills. Although a sophomore essay has not been piloted, students in the capstone portfolio course LSC200 write a reflective essay, the Educational Values Statement, which asks them to articulate their own philosophy of education, analyze the role of general education in their own academic experience, and assess their own academic strengths and needs. This essay could be used for a qualitative analysis of target general education outcomes. According to the Director of Institutional Research, a faculty member trained by institutional research could conduct this analysis.

A pilot project to assess writing through portfolios was conducted in 1995 on the Prescott Campus. It became an integral part of the composition program in 1996. The Writing Portfolio Project grew significantly with a peak, in 1998, of 42 of 46 composition sections from the Prescott Campus, Chino Valley, Prescott Valley and other sites using portfolio evaluation as their primary assessment tool.

As with the general education capstone assessment, both students and the English composition program have benefited from the writing portfolio assessment. As a direct result of feedback from instructor surveys and departmental discussion, instructional changes have occurred. Course outlines have been revised, and scoring guides developed and continuously revised for every level of composition. Workshops provide an alternative evaluation strategy for non-native speakers, and new guidelines for sequencing documentation and research skills have been created. The writing portfolio project is responsive to systematic review and feedback at the student, instructor and program levels.

Further efforts to improve and document student performance in writing, communication, and critical thinking have included implementation of a graduation requirement in oral communication as of fall 2002, including discussion of a pilot assessment of student entry level performance and exit level outcomes. Monitored writing requirements were initiated in general education core courses, revision of course outlines to include outcomes related to precise writing and critical thinking, and faculty training in writing across the curriculum. Faculty received training in discipline-specific assessments (e.g., creating and using discipline-specific scoring guides, foreign language training in outcomes and assessments for the four language domains of speaking, listening, writing and reading, LSC team-training in instruction and assessment).

ASSESSMENT OF DEVELOPMENTAL EDUCATION

Yavapai College's open door admissions policy, combined with its shift from a teaching to a learning institution, requires an increased commitment to student success and retention, with particular attention to students who need developmental coursework. The college offers developmental classes in reading, composition, mathematics, and ESOL through the Communications and Math/Science Divisions, Learning Centers, the traditional classroom, and in online and modular formats. The majority of students take developmental courses at some point in their academic career. According to data compiled over the last three years, 436 out of 781 Yavapai College graduates had taken one or more remedial courses. However, Yavapai College has neither a clearly identified, integrated developmental education program with visible, trained leadership nor a standing committee for developmental education that would bring together developmental instructors and staff from student support services. Indeed, in a faculty survey conducted this year regarding student levels of preparedness for general education courses, several concerns were identified. More than half of the respondents stated that many students are not prepared for the rigor of their classes, with main shortcomings identified in reading, writing, and the ability to focus attention. Many instructors stated that they had to take valuable time away from the entire class in order to facilitate the learning of the under-prepared students. Despite instructors' efforts, students who were not adequately prepared tended to do badly in courses. Instructors also noted a higher dropout rate for struggling students who did not have proper preparation.

The majority of faculty surveyed suggested that with mandatory assessment/placement testing, students could be placed at the proper developmental levels in reading, writing, and mathematics. Thus, students would not only obtain the required skills, but they would also experience success rather than failure. Both of these factors could help students better prepare for more advanced courses. Faculty also felt that prerequisites should be enforced, providing another method to ensure students are adequately prepared for their courses.

Results of the Yavapai College faculty survey echo those found in a study done by NCA in 1997. In an article by Mark Nutter in *New Designs in Higher Education Research Reports*, 21,300 community college faculty members were surveyed, and they noted their frustration with the level of preparation of their incoming students. Comments included "Because of our open door policy, many students do not enroll in remedial classes before taking college level classes. We lack mandatory placement in remedial courses, so our students are not prepared with needed background knowledge" (Nutter, 2001, p. 97).

In the early 1990s, the English department undertook a review of its reading program, including use of placement and outcomes assessments, discussion of literacy thresholds, and coordination between the English departments and Learning Centers on the Prescott and Verde Valley Campuses. In a 1993 *Report on Reading Program at Yavapai College*, it was recommended that the college establish a minimum threshold of 6th grade reading level for entry into college-delivered developmental courses, continue to use the Nelson-Denny for placement purposes along with identification of decision zones for determining which level of reading is appropriate for the student, and maintain an English faculty position in the Learning Center for stronger coordination of developmental classes between the centers and

English department. The report also found that the issue of outcomes assessment needs to be further investigated both on a local and national level. The current goal of the developmental reading program is to use meaningful, ongoing, and authentic assessment in the classroom, incorporating a variety of strategies to insure more effective student learning. Direct evidence of student learning has been gathered through such assessments as pre- and post- tests of reading comprehension and vocabulary; scoring rubrics; informal classroom inventories, such as classroom assessment tests, student reflections, and peer teaching; portfolios; demonstrations; multiple-choice/matching tests; and interviews.

Reading instructors also worked with institutional research in 2001 to design a system for tracking developmental reading students. Data generated is used to make assessment decisions, including number of students enrolled in and passing reading courses, number of students enrolled and passing the next sequential reading class (ENG 029, 030, 140) over a five year period, and number of students who enrolled in reading courses and later graduated or transferred with 45 credit hours. Both these indirect assessments and the outcomes assessment results have been used to refine the instructional format of reading courses, improve student learning, and bring about a closer alignment of learning outcomes with student performance.

Responsibility for developmental writing instruction has also been shared between the Learning Center and English department, although the large majority of classes (ENG 060 and ENG 100) are taught through the English department. On the Prescott Campus, holistic grading guides were developed for all levels of instruction and student outcomes for ENG 060 and 100 are assessed as part of the writing portfolio project. Results of portfolio assessment have been used to guide planning of faculty workshops in consideration of such developmental education issues as appropriate standards for assessing non-native speakers and effective writing assignments to prepare students for successful transition to college level composition courses.

At Yavapai College, approximately 73% of all first time students enroll in one of three developmental math courses. Of students taking the first developmental class, MTH 082, only 9% of those enrolled completed a college-level algebra course at Yavapai College. Further, of the 32 sections of development math taught at Prescott, Prescott Valley, and Chino Valley locations in fall 2001, 28 were taught by adjunct faculty members, who may not have training in college level developmental education. Research indicates that mathematics instruction in remedial/developmental programs must move beyond rote learning, isolated skills training, and the memorization of isolated facts to a focus on learning how-to-learn skills and processes. Since thinking, reasoning and metacognitive skills are now essential student outcomes, faculty teaching high-risk students need professional development to bring their instructional and assessment practices in line with current theory. Efforts have been undertaken in this direction. Meetings were held in fall and spring 2001- 2002 of a developmental education group, including instructors and student service specialists, to make recommendations for a standing committee on developmental education, specialized faculty training, and appointment of a developmental education coordinator. A National Science Foundation grant proposal was submitted to provide technical and financial support for development of an assessment website modeled after the Field-Tested Learning Assessment Guide, which has adapted classroom assessment tests to specific uses in math, science, engineering and technology. Although this grant proposal was not funded,

recommendations generated from the proposal were forwarded to the Office of Instruction and assessment team for action. Learning communities geared toward high-risk students were piloted. These included the Accelerated Business Certificate (ABC) at the Prescott Valley Center and Starting Block on the Prescott Campus, using integrated instruction and assessments.

Specific recommendations concerning assessment in developmental education can be found in *Chapter 15: Developmental Education*.

ASSESSMENT OF VOCATIONAL/TECHNICAL EDUCATION

Yavapai College offers degree and certificate programs in agribusiness, business and computer science, nursing and allied health, public services education and training, technology, graphic design, and digital media and filmmaking, and early childhood education. Department personnel are responsible for development and regular review of mission statements, program outcomes, and program assessments. Instructors in these areas have actively engaged in revision of course outlines to update student learning outcomes and assessment to meet the standards provided by the Office of Instruction and the Curriculum Committee. As with general education, responsibility for supervising and reporting program assessments is that of the division assistant and associate deans, who provide documentation to the Office of Instruction.

The 1994 NCA self-study described and recommended a position of occupational assessment coordinator with a minimum of three hours release time and 20 extra duty days. The college then created and staffed the position. About a year later, the college decided to consolidate the academic and occupational coordinator positions. A major consideration in folding dual responsibilities into a single outcomes assessment position was to promote greater integration of general and occupational education. Vocational/technical faculty members are now working with their four-year counterparts at the Arizona universities to encourage certificate and terminal degree students to consider upper division degree options in such areas as construction technology, nursing, accounting, and business. With the implementation of interdisciplinary learning communities and the capstone requirement for students seeking an Associate of Business degree, instructors in both occupational and general education programs are working closely to design assessments that measure learning in both areas. Students in the summer Accelerated Business Certificate block at the Prescott Valley Center completed employability portfolios, incorporated technology in their humanities courses, and were evaluated for communication and technology skills in their development of a business plan. One drawback of having a single outcomes position has been that four of the five outcomes assessment coordinators have been general education instructors. The current coordinator has a strong background in general education assessment, but little experience with vocational/technical education and has found that state and national assessment conferences such as AAHE and NCA provide very little professional development related to occupational education.

Vocational/technical programs have often been leaders in higher education outcomes assessment because of the accountability for students' skills and training through various licensures and state and/or federal testing. Yavapai College has a long-standing, strong relationship with community employers, who serve on

advisory committees and participate in regular surveys and focus groups that provide indirect assessment of student outcomes. Division assistant/associate deans and individual instructors work closely with institutional research to develop and analyze results of both student and employer satisfaction surveys. A survey conducted by Emergency Medical Services program asking employers to rate college completers on critical thinking, communication, interpersonal and technical skills indicated students are weak in written communication skills, a finding that the NCA Assessment Subcommittee suggests should be part of a larger discussion of core education requirements for occupational students.

Although the majority of faculty members in vocational/technical programs are adjuncts, many are seasoned practitioners in their fields. They provide valuable feedback on student performance. The Director of the Paralegal Program uses faculty retreats to elicit input from lawyers and other legal professionals who teach part-time. Instructors review course outlines to insure learning outcomes are aligned with current best practices in the profession.

Articulation task forces and professional alliances also provide guidance related to maintaining current outcomes and assessments. For example, the Arizona Foreign Languages Articulation Task Force is currently developing a portfolio of assessment resources for measuring student learning outcomes. Nursing department personnel are part of a consortium of higher education institutions that, in a May 2001 meeting, engaged in content mapping, sharing of assessment activities, and consideration of curriculum changes and whether they can develop assessment measures that can be used in all programs.

Direct assessment of student learning in vocational/technical classes often involves public display and recognition of student performance. Agribusiness students sell flowers and vegetables, poinsettias at Christmas, and bedding plants in the spring, at various college locations. Digital film students at the Sedona Center for Arts and Technology present their films at a yearly student film festival open to the public. Construction technology students build and sell a house every year, showcasing not only their construction skills, but also the program's commitment to cutting edge, environmentally efficient "green" technology. Graphic design students accept college marketing projects, such as English department literature offerings and the capstone portfolio, that require design and implementation of a complete marketing plan. Typical assessments include skills lab demonstrations, clinical performances, and simulations, as well as exams and papers.

A challenge in working with vocational/technical instructors on classroom assessment of student learning has been how to record and report these assessments. Faculty in these areas comment that they are continuously observing and validating student performance so that they can move on to each new skill or level of performance and that their courses have so many student outcomes that formal recording of each is awkward and time consuming. The assessment team suggests that future faculty development activities focus specifically on instruction and assessment in occupational areas.

ASSESSMENT OF STUDENT LEARNING AT THE CLASSROOM LEVEL

At the classroom level, Yavapai College faculty members throughout the college

district and across academic divisions are evidencing their commitment to a culture of assessment and to student-centered instruction. Spring 2002 Outcomes Assessment Survey respondents show a strong pattern of using multiple and varied assessments that respect student diversity in learning styles and promote active learning, metacognition, and communication across disciplines. When asked how many types of assessments they had used in the previous two years, 19% of the 95 respondents to this section of the survey marked 1 to 3 different assessments, 46 % marked 4 to 8, 28% 9 to 14, and 6% 15 or more. Adjunct faculty tended to use fewer types of assessments.

Although instructors in the survey indicated they are using results from these assessments in a variety of ways, they do not have a clear or informed understanding of how assessment results impact academic decision-making at the program or institutional level. Development of both the Faculty Association's Blackboard website and the Office of Instruction's Curriculum and Learning Outcomes Assessment website are positive responses to the faculty's need for more information and feedback on all components of the outcomes assessment cycle. The Faculty Association site will include agendas, minutes, and work products from the Student Learning Outcomes Assessment and Institutional Review Committees pertaining to assessment of student learning. The Office of Instruction site will include divisional/program assessment plans and reports along with resources for classroom assessment planning and implementation.

Strategies for faculty development have evolved over the last several years from very specialized assessment workshops facilitated by the outcomes assessment coordinator and designed to provide information and training for a broad audience (often adjuncts at a particular location), to more discipline-specific workshops or retreats planned by divisions or programs and co-facilitated by assessment leaders within divisions and the coordinator. Workshops clearly link review of program mission and outcomes with discussion of active learning strategies and appropriate, meaningful assessment tools. Between spring and fall of 2002, faculty from foreign languages, the paralegal program, biological sciences, and the nursing program all participated in workshops or retreats. One paralegal adjunct noted in his evaluation of their summer retreat that this was the first time he had understood the big picture of the relationship between program mission, goals, outcomes, and his own course outcomes and assessments. Individual divisions and programs have taken a more active role in faculty development and provided expanded opportunities for adjunct faculty to have input into academic decision-making.

Outcomes assessment is a process, and college personnel continue to refine and define that process. Step one relates to curriculum. A new curriculum process, started in 1996, placed emphasis on development of clear and measurable learning outcomes for each course. The expectation was that all faculty members would build their course syllabi and assessment strategies around the stated outcomes. One of the intended goals of the curriculum process was to establish consistency in learning outcomes, regardless of where or by whom a course was taught.

Step two relates to the planning process. Course outcomes are the basis for developing assessment plans at the program level, which in turn drive the development of departmental and division level assessment plans. Currently, assessment plans are in various stages of development within all divisions.

CONCLUSIONS

INSTITUTIONAL CULTURE: COLLECTIVE SHARED VALUES AND MISSION

While confusion over mission documents has at times made it difficult for academic units to identify their relationship to the college's mission, most departments have forged their own missions that are consistent with overall college goals. All current mission statements and purposes underscore the value Yavapai College places on student learning. The current mission is being revisited as part of this self-study, to shore up any discrepancies.

The college community at large shares an understanding of the purposes, advantages, and limitations of assessment. Almost all programs have developed statements of purpose and educational goals tied to the college mission. As part of the ongoing program review process, all departments, academic and support, will examine and revise their missions over the next two years.

SHARED RESPONSIBILITY: FACULTY

While faculty members across the district take responsibility for using a variety of assessment tools, and all have been charged with developing measurable outcomes for their courses, it is not consistently clear how/whether individual goals are aligned with their program goals and objectives. However, faculty members are becoming knowledgeable about the assessment program, learning the vocabulary and practices of assessment, contributing to assessment discussions, and both planning and participating in professional development related to teaching, learning, and outcomes assessment. Several programs are exploring the uses of assessment in research of learning theories and active learning strategies (i.e., learning styles, and multiple intelligence).

SHARED RESPONSIBILITY: ADMINISTRATION AND STUDENTS

Concerns over the last self-study assessment plan are being addressed by this self-study. Also, the chief academic officer, Vice President and District Provost and Office of Instruction have oversight responsibility for the assessment program. A large number of students have learned about the assessment process through the Capstone Portfolio requirement, emphasis on assessment provided by classroom teachers and student services staff. Membership on the Student Learning Outcomes Assessment Committee includes student representation.

However, specific changes in modes of instruction, staffing, curriculum, and student and academic services—proposed by faculty and supported by administration on the basis of assessment results—could occur more consistently throughout the district.

INSTITUTIONAL SUPPORT: RESOURCES AND STRUCTURES

The college now has a budget for a full-time assessment coordinator and has provided a number of professional development opportunities for faculty and staff to learn more about assessment. There is a standing assessment committee, and all faculty members are required to indicate on all syllabi measurable objectives and related assessments of student learning.

Current funding is sufficient to provide the technological support, physical facilities, and space needed for a viable assessment program. The college currently is working on completion of a comprehensive assessment plan (at program and college wide levels) and an annual calendar for the implementation of the plan.

EFFICACY OF ASSESSMENT

In years past, assessment progressed at a slower pace than desired. Although much progress has been made in the integration of assessment efforts in recent years, some confusion remains about the relationship among faculty evaluation, assessment of student learning, program review, and institutional effectiveness. Faculty are actively using various types of assessments in their own courses and are increasingly engaged in interpreting assessment results, discussing their implications, and recommending changes at the program levels. However, changes made in pedagogy and curriculum to improve student learning are not consistently documented.

RECOMMENDATIONS

It is recommended that the college

1. **Write a comprehensive and integrated college assessment plan.**

   The assessment plan proposed in the 1994 self-study was broad in scope, and is no longer appropriate based on institutional changes (i.e., appointment of a full-time assessment coordinator, a newly formed college-wide assessment committee, and the Integrated Master Plan).

   This committee recommends the outcomes assessment coordinator and the Student Learning Outcomes Assessment Committee write a comprehensive and integrated assessment plan that will be communicated throughout the district. The plan should address the three key purposes of student outcomes assessment identified in page one of this report. It should incorporate key concepts/best practices identified as important to any college assessment plan and identify assessment activities that will measure the effect on college institutional goals. The plan should provide a feedback system for improving assessment based on what is learned about student academic achievement.

2. **Conduct assessment of student learning outcomes.**

   Through the work of the Curriculum Committee, the college has revised course outlines to contain student outcome statements. Furthermore, at the direction of the general education coordinator, learning outcomes have been written for all general education core curriculum areas. However, there is not a formal system in place that captures the attainment of student learning outcomes and their use to improve teaching and learning.

   The committee recommends the outcomes assessment coordinator, with assistance from the Student Learning Outcomes Assessment Committee and the curriculum office, develop a feasible system for recording the process by which student outcomes are reviewed, measured and results disseminated to faculty and other appropriate constituents within the district.

3. Complete the process of measuring and reporting on the capstone portfolio project.

To more firmly support the claim that the Capstone Portfolio project will allow the college to assess the learning essential to a two-year education, this committee recommends that the process begun in summer 2002 to analyze and report on data collected from the general education capstone portfolios include both an analysis of student learning outcomes and of the assessment instrument itself.

CHAPTER 12

CURRICULUM

DESCRIPTION

MISSION AND PURPOSE

The Office of Instruction and Curriculum supports district faculty and instructional administrators in the planning and development of curriculum to prepare students for transfer to other postsecondary institutions, provide students with skills for direct employment, and make available opportunities for lifelong learning.

HISTORICAL OVERVIEW

Originally, the Arizona State Board of Directors for Community Colleges defined general criteria for the development of credit curricula in each community college district and required the use of a comprehensive review process. The Curriculum Committee, a faculty committee at Yavapai College, has responsibility for both the process and the product of curriculum development. A significant change in both process and product was set in motion when Yavapai College began the transition to a learning-centered process for curriculum planning and development six years ago.

During a summer work session in 1996, the Curriculum Committee examined the curriculum development process and the resulting product. In response to their findings and other college initiatives, the committee decided to make the transition to a learning-centered process. This transition was to be the foundation for establishing measurable learning outcomes and assessing those learning outcomes. The committee used the first year to inform all faculty members about the process, troubleshoot problem areas, and make the initial transition. The committee directed that all new and modified curriculum proposals be in full compliance with the new learning-centered focus.

Another major transition came in summer 2000 when the curriculum development process was streamlined and developed for online access. The system became a readily available resource. All the forms, instructions, and information required to develop a curriculum proposal were available whenever and wherever a faculty member had Internet access. This increased level of access accelerated updating and maintenance of the existing curriculum while facilitating the development of new proposals. The initial implementation in Fall Semester 2000 was intended to be only a pilot phase; however, faculty adopted the new system so quickly that the complete conversion was made simultaneously with the pilot.

The most recent addition to the curriculum process is the online syllabus design component. The importance of integrating the course outlines into course syllabi became apparent once the learning-centered curriculum process was in place. An informal survey of faculty revealed that most faculty members had never had

training in syllabus development. In order to analyze current course syllabi and establish a method of assisting faculty with syllabus development the Office of Instruction funded the Syllabus Project.

In summer 2001, a work group of faculty reviewed a sampling of course syllabi from across the district, considering such aspects as organization; tone; clarity of information; and inclusion of assessment criteria, grading information, and college policies. As a result of the review, the work group established required components for every course syllabus. In fall 2001, an online syllabus template was developed based on recommendations from the work group, and the new standards for course syllabi were introduced during the 2001-2002 academic year. The template was used effectively in adjunct orientations and immediately began to serve as a tool for faculty and instructional supervisors.

In order to further facilitate the integration of curriculum development and learning outcomes assessment, faculty determined that only one website would act as a portal to all curriculum and assessment activities. In addition to course and program development information, the syllabus development template and resources are accessed through the Curriculum website. The learning outcomes assessment section, which is still under construction, is accessed through the Curriculum website as well.

ORGANIZATION

THE OFFICE OF INSTRUCTION AND CURRICULUM. The Dean of Instruction and Curriculum serves as the district-wide curriculum administrator and reports to the chief academic officer, the Vice President and District Provost. The Office of Instruction and Curriculum provides direct support to faculty in the development of new curriculum proposals and in the maintenance of the existing curriculum. In collaboration with the Curriculum Committee, the Office of Instruction and Curriculum maintains all curriculum development policies, procedures, and processes. In addition to the Dean of Instruction and Curriculum, the office employs a curriculum specialist to maintain the district course bank, to update course-outline files, and to support the work of the Curriculum Committee.

CURRICULUM COMMITTEE. The faculty is responsible for college curriculum, instruction, and assessment of learning with accountability through both the Office of Instruction and Curriculum and the Faculty Association governance structure. In each division, the representative to the Curriculum Committee acts as a mentor and plays an instrumental role in providing information and feedback to the initiator of any proposal. The committee includes representation from 11 academic areas as well as non-voting participation by representatives from other areas: counseling, library, registration, instruction/curriculum, and outcomes assessment.

The Curriculum Committee reviews all proposals for new programs, program modifications, and new and revised course outlines. Proposals for new programs and program modifications are reviewed to insure that documents are accurate, clear, and complete; new and revised course outlines are reviewed to insure that learning outcomes are clearly stated and measurable and are correlated to instruction and assessments.

CURRICULUM DEVELOPMENT

Curriculum development and revision are the responsibility of full-time faculty at the college, although adjunct faculty members are also involved in the process on a regular basis. The comprehensive review process includes evaluation of instructional requirements and district-wide communication and review. All new permanent courses and new programs undergo a comprehensive review and approval process. The procedures for curriculum development are available on the Curriculum website and in the Yavapai College NCA Library under NCA Background Materials: Curriculum.

Since regular maintenance is required to keep the curriculum current and viable, modifications in courses and programs require faculty review and evaluation. Instructional oversight is provided by the college deans, Vice President and District Provost, President, and District Governing Board.

NEW COURSE DEVELOPMENT. Most new courses at the college are introduced through the quick-start option. This option provides for an experimental period of three semesters during which the course is tested for enrollment potential and instructional effectiveness. The quick-start option still requires that a course outline and syllabus be developed in accordance with college standards, but the review process is limited. At the end of the three semesters, the course must either be proposed for permanent status, including a comprehensive curriculum review, or it is allowed to "expire" because it did not meet enrollment or instructional requirements.

NEW PROGRAM DEVELOPMENT. Since the development of a new program generally involves the commitment of institutional resources and considerable curriculum development, the first step is to secure pre-planning authorization to proceed. The district conducts a needs analysis to determine if the new program is viable. If it is, curriculum is developed, and program justification documents are prepared according to curriculum proposal requirements and submitted for comprehensive review. The District Governing Board must approve any new program.

COURSE AND PROGRAM MODIFICATION. Major course modifications and program modifications must undergo a comprehensive review. It is expected that the existing curriculum will be reviewed and maintained every three-to-five years. This review often occurs in conjunction with the program review process.

COURSE OUTLINES. A course outline is required for every credit course offered in the district. The outline defines the course content and learning outcomes that are to be achieved in the course for any delivery method wherever it is taught in the district. The course outline is approved through the district curriculum review process and becomes the benchmark for the learning that is to occur in the course. All course outlines are available on the Yavapai College website and can be easily accessed by faculty, students, and advisors.

COURSE SYLLABI. A course syllabus is required for every course that is offered at Yavapai College; and, in order to put into operation the learning-centered curriculum developed through the college-wide process, it is important that the syllabus not only be prepared according to established college standards but also reflect course learning outcomes and assessment. Although the course outline serves as the foundation for the course syllabus, the syllabus allows for communication of

instructional creativity and innovative assessment strategies, as well as directed accountability. In addition to providing a learning plan for students, the syllabus is a reflection of the individual instructor's teaching philosophy and personality. Every instructor must develop a course syllabus for each course and provide the division assistant/associate dean with a copy of the syllabus each time the course is offered.

As noted in the historical overview, the online syllabus design component is the most recent addition to the curriculum process. The development of this component was the result of a faculty-driven project designed to integrate a learning-centered focus into syllabus development which, in turn, would support student achievement of course outcomes across the curriculum. Although the template was piloted during the 2001-2002 academic year and revised as a result of student and instructor input, this is an area that will require ongoing training and workshops in order to support all faculty district wide.

PUBLICATION OF CURRICULUM INFORMATION. Information about approved curricular offerings at Yavapai College is available through the college's website, the general catalog, the schedule of classes, and individual program brochures. Information regarding general education courses, degrees and certificates, and articulation, as well as transfer guides for Arizona's state universities, may be found on the Curriculum website.

ANALYSIS

The 1994 self-study did not explore curriculum development as a separate issue. The only reference to curriculum development appears in the discussion of Criterion Three, with a brief statement that Yavapai College has "a comprehensive array of curriculum offerings" (Lovell & Wing, 1994, p. 147). Although the 1994 NCA visiting team found no problems or areas of concern in the last self-study, the Dean of Instruction and Curriculum has moved the college forward to insure continuous improvement of the curriculum development process. As a result, the process has changed significantly since the last self-study. The Curriculum Committee's work in moving the college to a learning-centered focus has provided the foundation for a solid, district-wide system of outcomes assessment. All new and revised course outlines have been reviewed to insure that learning outcomes are clearly stated, measurable, and correlated to instruction, and this work is ongoing. Building on the work already accomplished, the college can establish clear links between intended outcomes and specific assessments for measuring those outcomes.

The Curriculum Committee identified a need to encourage faculty to use multiple assessment measures to document that learning had occurred. A "boilerplate" of potential assessment measures is now listed on each course outline as a way to inform faculty that a number of assessment tools may be used. Faculty members are encouraged to identify assessment measures that most appropriately and authentically document the accomplishment of learning outcomes. On some course outlines, required assessment measures are indicated due to specific district-wide requirements, specifications of outside agencies, or licensure/certification standards.

The focus of the curriculum development, syllabus development, and outcomes assessment processes is to provide resources and tools for faculty. Rather than building separate processes and systems that are not related, the faculty at Yavapai

College has searched for workable solutions that can readily be integrated into every course and effectively used by all faculty members.

The transition to the online curriculum development system was smooth. Training sessions were conducted for all college instructional units and locations. What was intended to be a pilot phase quickly grew into full implementation because faculty found the system so easy to use. In addition to ease of use, the quality of the curriculum proposals improved immediately upon implementation of the online system.

Implementation of the recently developed online syllabus template and resources is still very new, and the accompanying integration of the course outline and learning outcomes assessment into syllabus development requires yet another transition for faculty. Therefore, this is a priority training area for the 2002-2003 academic year.

The web has proven to be an effective tool in upgrading the curriculum systems and processes at Yavapai College. It has been much easier for both curriculum representatives and the Office of Instruction and Curriculum to provide faculty with instructions, resources, and forms; they can access all the necessary materials from their desktop at the college or at home. The website has even been able to inject an element of fun into what is sometimes perceived as a boring and dry process. In addition to facilitating the curriculum development and syllabus development processes, the website makes course outlines, advisement check sheets, articulation information, and program information available online to faculty and students.

RECOMMENDATION

It is recommended that the college

1. **Conduct training for instructional leaders and faculty on creating syllabi.**

   To complete the efforts begun by the Office of Instruction and Curriculum in the Yavapai College Syllabus Project, it is recommended that all division assistant/associate deans mentor their faculty (both full- and part-time) with respect to the development of syllabi and insure that all courses (both old and new) comply with the new syllabus guidelines.

CHAPTER 13

TRANSFER AND GENERAL EDUCATION

DESCRIPTION

MISSION AND PURPOSE

The 2001-2002 Yavapai College catalog describes the goal of general education as follows: "To encourage and challenge ourselves, the learning community, to assess our academic strengths and weaknesses, to cultivate successful academic and work habits, to form and refine values, and to master a broad range of skills that are needed in today's competitive and technologically complex society. Learning is a lifelong endeavor, and those who develop a body of coherent knowledge, practiced discipline, curiosity, and empathy will be more self reliant, motivated, understanding, successful, and fulfilled individuals."

General education serves as a common core of knowledge for all associate degrees at Yavapai College. It demonstrates the college's commitment to a liberal arts education and education as a lifelong process.

TRANSFER EDUCATION

Transfer education is one of the college's core purposes. Three transfer degrees are offered, Associate of Arts, the Associate of Science and the Associate of Business. Each degree requires the completion of 64 credits, and includes embedded a specific Arizona General Education Curriculum. In addition, completion of a transfer pathway and common courses gives students transferring to an Arizona public university the ability to complete the baccalaureate degree in 56 credit hours.

Information regarding Arizona General Education Curriculum and transfer degree requirements can be found in the college catalog. This information, along with descriptions of common courses, transfer pathways, transfer guides, and the course equivalency guide is available through the Yavapai College Academic Advising website at University Transfer Resources and Links. A transfer student ombudsperson has been designated at each community college and university to assist students who experience conflict with their transfer process. These representatives can be identified through the advising office. Students experiencing problems with transfer of their Yavapai credits to the Arizona universities have been few, and those problems have been quickly resolved through the collaborative efforts of the transfer student ombudsperson.

Students who plan to transfer to an Arizona or out-of-state college or university are encouraged to utilize the resources available in the advising office, on the college website, in the college catalog, and at the college libraries. In addition to working closely with Yavapai's counselors and academic advisors, students are encouraged

to establish admissions and major department contacts at the desired transfer institution.

Students who do not complete Arizona General Education Curriculum requirements, or who receive an associate of general studies degree, will have their transcripts evaluated on a course-by-course basis. A link from the Yavapai College Academic Advising website connects students to out-of-state colleges and universities.

New transfer agreements have been developed over the past few years allowing students who complete an associate of applied science degree to transfer all credits from their degree to a university and fulfill additional general education and major requirements for completion of a bachelor's in applied science. These partnerships have opened new opportunities for educational and career advancement for vocational students.

HISTORY AND BACKGROUND

Yavapai College developed the Transfer General Education Core Curriculum in the late 1980s, and in 1991 successfully negotiated the first general education transfer agreement in the history of the state. This set the stage for the implementation of the subsequent statewide general education transfer articulation agreements.

In 1997, the Arizona Board of Regents and the Arizona Community College Board mandated a new transfer articulation agreement, which consisted of the general education blocks referred to as the Arizona General Education Curriculum, along with specific requirements for the three transfer degrees (Associate of Arts, Associate of Science, Associate of Business). The agreement ensures completion of the 35-credit Arizona General Education Curriculum at any Arizona community college, will result in transfer of all lower division general education requirements to any of the Arizona public universities without loss of credit.

In addition, common courses were identified in each major discipline ensuring that at least six credits of a student's major will be accepted at any of the three state universities. Transfer pathways were developed and transfer guides updated yearly to provide students and advisors additional information about which classes will be accepted at Arizona State University, Northern Arizona University, and the University of Arizona.

In 1998, a committee of faculty and administrators convened to discuss curricular changes needed to comply with the state mandate. The Yavapai College Transfer General Education Core Curriculum, a 41 credit hour block, had to be reduced to the 35 credit Arizona General Education Curriculum, and the three transfer degrees accordingly modified. Curriculum Committee members subsequently approved the reduction in credits in the liberal studies core (from seven to six credits), and in the social and behavioral science and humanities categories (from nine credits to six in each of these categories).

Another revision to the Liberal Studies Core requirements was the addition of Technology and Human Values, a team-taught, interdisciplinary course, which could be taken in place of Western Civilization. It was conceived to address vocational students' requests for a course relevant to their interests, but it has proven to be as popular with transfer students.

The 1994 self-study contained recommendations for a portfolio or sophomore essay as a means to assess general education outcomes. Capstone Portfolio was developed and piloted with honors students, and became an Arizona General Education Curriculum requirement in 1999. A portfolio evaluation matrix is utilized for assessing student outcomes. Capstone Portfolio is usually taken the semester prior to graduation, helping students to synthesize their learning in general education courses.

Previous to May 1998, the college required all first semester students go through an assessment testing process to determine ability levels in reading, writing and mathematics. Advisors used test results to place students in classes appropriate for their academic skills. In May 1998, the college modified this policy. The policy change removed the mandatory requirement for assessment testing, leaving the decision regarding whether or not to participate in assessment testing up to the student. Students who now see advisors are strongly encouraged by advisors to take assessment tests, and a high percentage of students do. A minority of students exercises their choice and opts out of the assessment testing process. In January 2001, the college also removed all prerequisites for entry-level college classes. Any stated prerequisite that was considered developmental, or below college level, was removed. For this purpose, entry-level college classes were identified as ENG 101 and MAT 152. This meant that ENG101, College Comp I and MAT152, College Algebra no longer had prerequisites. Any class leading up to these levels was considered developmental (i.e. ENG 060, ENG 100, MAT 082, MAT 092, MAT 122) and no longer could be required as a prerequisite, only as recommended preparation. These changes were made without going through the curriculum review process, and in spite of concerns registered by faculty and student support staff.

In February 2001, a committee of 25 general education faculty members met, under the direction of the general education coordinator, to review and revise the college's existing general education criteria and values statement. They modified the general education criteria, adding values and outcomes categories for each general education area. In August 2001, faculty workshops were held to discuss the general education revisions, and opportunity was given for additional input.

In December 2001, the Curriculum/General Education Committee approved the revisions in the general education criteria, values, and outcomes. Information was disseminated to all faculty, counselors and academic advisors, division assistant deans, and division assistants. The document will now guide the review process of all courses that currently fulfill general education requirements. Courses will be added to or deleted from the lists as a result of this review process.

In addition to the transfer opportunities within the state, since the last self-study, Yavapai College has developed partnerships with Northern Arizona University and Old Dominion University. Students can complete a wide range of baccalaureate degree programs through these institutions without leaving the Prescott or Verde Valley area. The number of student registrations for Old Dominion University classes went from 21 in 1999, to 100 in 2001, and fall 2002 recorded 124 student registrations.

ORGANIZATION

The Curriculum Committee serves as a general education committee having

oversight for all modifications to the general education program. Communication regarding general education and transfer courses takes place through the statewide Articulation Task Force process. Articulation Task Force representatives receive yearly training from the Office of Instruction and Curriculum including sessions on responsibilities, resources, and reporting procedures. A General Education Articulation Task Force meets as a statewide committee to make policy recommendations regarding articulation matters to the Academic Program Articulation Steering Committee. The college's general education coordinator is a member of this group.

All students in degree programs take general education courses. Those pursuing an Associate of Arts, Associate of Science, or Associate of Business degree complete the 35-credit Arizona General Education Curriculum. Students completing the Associate of General Studies degree are required to take 28 general education credits; those in the Associate of Applied Science tract complete 20 credits (with the exception of two programs, construction technology, which requires 22 credits, and nursing, which requires 27 credits).

Some certificate programs require general education courses, usually math and English, but this is not a consistent requirement. Yavapai College offers 29 certificate programs, which range in number of required credit hours from 16 to 44. Nine of these certificates require at least one general education course, the most common being English. Some certificate-seeking students take general education courses, while others do not. If the student chooses to take the English and math skills assessment, and the results show a need for remedial work in writing, reading, or math, the student may take those courses, whether or not they are required for the certificate.

COLLEGE HONORS PROGRAM

The College Honors Program was created in 1985 by the then Prescott Campus Dean of Instruction. It was designed to give top students an opportunity to receive financial benefits, expand their intellectual and personal horizons, and participate in leadership development.

The program is directed by a coordinator who receives three hours release time to organize activities related to the program, research scholarship opportunities, graduate school and career information, and review four-year college applications. There is also an Honors Advisory Committee responsible for screening student applications, awarding stipends, monitoring the progress of students and permitting continuation in the program.

Students who are interested in the College Honors Program must go through a stringent application process. They should be incoming freshman in the top 15% of their high school class carrying a cumulative grade point average of 3.5 or better. Continuing college students must have completed between 14–36 credits (at the 100 level or above) with a grade point average of at least 3.4. The student must then write a letter of intent, submit two letters of recommendation (one from a teacher), copies of transcripts and write a critical essay on a topic selected by the advisory committee. For example, the most recent essay topic was *Personal Freedoms and the Government.*

Up to 25 students are admitted to the program each year. Students selected receive stipends of $1,200 per semester, for up to four semesters. Once in the program the

students must enroll in at least 13 credit hours, including the Honors Colloquium, must maintain the required grade point average (depending on number of credits completed) and participate in all College Honors Program activities. They must also be pursuing coursework with the intention of graduating with an associate degree.

There are several aspects to the program. The Honors Colloquium is a one-credit required course for all participants. Each meeting of this class is a student-designed and directed discussion group providing students with an opportunity to explore and discuss topics that expand their intellectual horizons. Volunteer service in the community, enrichment activities, such as trips to museums, concerts, etc, and an honors trip to a national or international location round out the required components.

ANALYSIS

GENERAL EDUCATION AND COLLEGE MISSION

The *Handbook of Accreditation* 1997 p. 24, states "It is essential that an institution of higher education seeking initial or continued affiliation with the commission document and make public the centrality of general education to its educational endeavors. An evaluation team considers whether the institution's mission and purpose statements articulate the centrality of general education."

As the mission chapter of this document indicates, there was confusion in previous years regarding what the college mission statement really was. The single sentence mission statement was very broad necessitating one to look to other college declarations to find direct reference to general education values and transfer concerns. College Strategic Initiatives, Vision and Purpose statements (pp. 8-10, YC catalog) have supportive clauses, as did the *Yavapai College Integrated Master Plan* (July 1, 2000, pp. 23-25, 30-33). While there were references to general education in these documents, the centrality of general education was not as evident in the mission statement or the Community Benefits Statements. The mission committee, as part of this self-study process, addressed this concern. The mission committee proposed modifications in the college mission documents approved by the District Governing Board during its August 2002 meeting. Transfer and general education are now featured as core mission/purposes of the college.

SUCCESS OF GENERAL EDUCATION AND TRANSFER PROGRAMS

The success of the general education and transfer programs can be measured partly in terms of the number of students who complete the Arizona General Education Curriculum and transfer associate degrees, and successfully complete their baccalaureate degrees.

From 1994-2000, Yavapai College experienced a steady decline in the number of students who completed Associate of General Studies and the Associate of Science degrees, and a steady increase in the number of students who completed transfer degrees. Since the Associate of General Studies degree does not contain a guaranteed to transfer block of general education courses, it seems that students are choosing degrees with the guaranteed articulation. Since the statewide transfer degrees were just made available in 1999, the college has yet to see the full impact of these agreements. Prior to 1996, the Associate of Science degree required only

27 credits of general education and did not require Calculus as the minimum math requirement. The decrease is explained by adding general education requirements and Calculus as the minimum math requirement. The number of students who complete the Associate of Science degree is expected to increase, based on the guarantee of transferring as a junior, with all credits transferable, which the previous Associate of Science degree did not provide.

NUMBER OF STUDENTS COMPLETING THE ASSOCIATE OF GENERAL STUDIES DEGREE						
1994	1995	1996	1997	1998	1999	2000
29	23	16	16	11	7	6

NUMBER OF STUDENTS COMPLETING ASSOCIATE OF ARTS, ASSOCIATE OF SCIENCE, AND ASSOCIATE OF BUSINESS DEGREES								
Degree	1993	1994	1995	1996	1997	1998	1999	2000
AA	32	35	49	26	35	73	82	83
AS				38	26	19	21	5
ABUS							1	12

The Arizona State System for Information on Student Transfer data warehouse became available in February of 2002, and has provided the Institutional Research office with the data in the chart that follows.

TRANSFER STUDENT DATA 1993–2000							
Year	1993–1994	1994–1995	1995–1996	1996–1997	1997–1998	1998–1999	1999–2000
Cohort size	8606	8740	9150	9118	9493	10007	10980
Degree-seeking, non-returning	2284	2410	2302	2272	2296	1988	2507
AZ university transfers	392	395	421	439	434	432	450
AZ community college transfers	345	284	303	334	378	300	297

The cohort size is the number of students who were enrolled at Yavapai College in the fall and spring semesters. Degree seeking is a self-reported item. The number of students who transfer to an Arizona university has steadily increased, while the number of students who transferred to a different community college has decreased. Universities and community colleges report the number of students who transfer. Along with an increase in enrollment, Yavapai College has seen a steady increase in the number of students who have transferred to a university.

Of the 1,000 students surveyed in the Current Student Survey, Spring 2000, 62% indicated that easy transfer of credits to four-year college was one of the factors influencing their decision to attend Yavapai College.

The Yavapai College Student Transfer/Employment Survey, Graduates from Fall 1995 to Spring 1997, included 78 student responses, and of those who originally planned to transfer to another college or university, 74% actually did. Comments from students indicated satisfaction with transfer of courses in Arizona, with students recommending that students complete the Transfer General Education Core Curriculum. Two students who transferred to out-of-state schools, had to petition for acceptance of a couple of courses.

According to the Yavapai College Graduate Follow-Up Survey, published in spring 2000, 90% of graduates with a transfer goal have attended school since graduating from Yavapai College and 89% are attending full-time. The average Yavapai College grade point average for a transfer student was 3.41 on a 4-point scale. Sixty percent of the transfer graduates attended one of the three public Arizona universities. Thirty percent of the respondents indicated that between one and five Yavapai courses were not accepted at their transfer school. Thirty-six percent indicated that six or more courses were not accepted. These percentages seem quite high; however, not knowing which courses did not transfer, it is difficult to understand if there really was a problem. Many Yavapai students take at least one developmental (0-level) class, and those will not transfer. Many students take elective courses in the vocational areas, and some do not transfer. Sixty-five percent of transfer graduates were either satisfied or very satisfied with the preparation they received at Yavapai College.

An exiting student survey, conducted in fall 2000 and spring 2001, was completed by 134 (58%) of the 233 graduates. Half of the students surveyed indicated they planned to attend a four-year college. Three-fourths of the students completed their Yavapai College degree in four years or less. The Associate of Arts was the most frequently awarded degree (33%).

A Graduate Follow-up Study, conducted spring 2001, provided specific information about transfer graduates. Ninety-six percent of transfer graduates indicated their educational goals were either completely or partially reached. Nine out of ten have attended school after graduation from Yavapai College. Over 80% were satisfied or very satisfied with their preparation for transfer. Ninety percent indicated that they were receiving A's and B's at transfer schools. Twenty percent of students indicated that six or more Yavapai College courses were not accepted in transfer. Sixty-five percent of transfer graduates were attending one of the three public Arizona universities.

BEST PRACTICES

In reviewing best practices with regard to general education and transfer education, a review of how the college's general education program compares with the mandated Arizona General Education Curriculum was conducted. Yavapai College is consistent with the mandates of the Arizona Board of Regents, and has a general education curriculum that is similar to the other Arizona community colleges. The uniqueness of Yavapai College's program is its required Liberal Studies Core. This core is a focal point in the general education block where students are required to make conscious connections among their various classes as well as between what

they learn in classes and what they know of the world. Its unique approach of team teaching, intensive writing and applied critical thinking are the cornerstones of the general education curriculum at Yavapai College.

Several Arizona community colleges (Arizona Western, Cochise) and the California community colleges include second year foreign language on their arts/humanities lists. Other schools include foreign language as part of their general education options category (Mohave, Coconino). The 200-level second language courses at Yavapai College currently do not meet the arts and humanities general education criteria, and the college does not have the options category, due to a commitment to the Liberal Studies Core. Although not a specific requirement for any associate degree, most students will need two to four semesters of a second language for a baccalaureate degree at any of the Arizona public universities. Up to 16 credits of second language will count toward a transfer pathway for the Associate of Arts degree, so although Yavapai students cannot take foreign language as part of the Arizona General Education Curriculum, many have the option of taking these classes as part of their transfer degree.

Recognizing the importance of promoting cultural understanding and critical thinking skills, Yavapai College general education requirements and statewide Arizona General Education Curriculum requirements include a three-credit ethnic/race/gender awareness course for transfer students. This requirement is not a part of the general education requirements for Associate of General Studies or Associate of Applied Science or certificate students. The college may want to consider if such a requirement might be included for non-transfer students, since students pursuing a curriculum which leads to direct employment will need skills and awareness to work effectively with people from cultures different from their own. Although Yavapai is the least ethnically diverse county in Arizona, many students attain employment in other parts of the state or country. Diversity among students, faculty, and staff will further enhance the general education value of exploring alternative ways of perceiving and knowing, and comprehending problems and issues of diversity.

One of the patterns found in the research was that many Arizona and out of state colleges require an oral communications course within their general education curriculum. The community college systems in Illinois and Colorado, the lower division general education requirements in New Mexico, and the California State University system are examples of those that have an oral communication requirement, as do some of the Arizona community colleges (the Maricopa district, Central Arizona College, and Arizona Western).

Supported by this data, and other research, in fall 2001, Yavapai College Communications faculty made a strong argument for inclusion of an oral communications class within the Arizona General Education Curriculum. A committee of faculty and administrators convened to discuss the proposed requirement. It was decided that within the confines of the current Arizona General Education Curriculum requirements, and with the college's strong commitment to the Liberal Studies Core, as the focal point of our general education curriculum, there was simply no room for an additional requirement within the 35-credit hour block.

Recognizing the importance of communication skills, a subsequent Curriculum Committee meeting approved a three-credit communications requirement for the

Associate of Arts, Associate of Science, and the Associate of General Studies degree, effective fall 2002. The Associate of Business degree already incorporates a communications requirement.

Additional best practices research found the inclusion of information literacy as a general education requirement. Along with revisions in general education cited above, it was determined that information literacy would be best integrated across the general education curriculum. This category incorporates knowledge related to the ability to navigate the universe of information, how to conduct research and evaluate the quality of information, and how to use information to show relationships, develop insights, and resolve questions. Incorporation of information literacy will be a focus of revised general education course outlines.

Another current issue in best practices literature on general education is outcomes assessment. Some institutions use standardized instruments for the purpose of pre and post testing of student skills. Since Capstone Portfolio is a fairly recent degree requirement, the impact of this means of assessment is not fully known, and due to the lack of mandatory entry skills assessment, the college does not have a baseline for fully measuring student progress.

Currently, the college has no plan in place to assess general education outcomes for non-transfer degree students (i.e. the Associate of Applied Science and Associate of General Education degree). However, a plan is being developed to assess all degree and certificate programs, which will include both general education and skills based outcomes.

The Capstone Portfolio assessment is intended to provide data about trends across programs, not to collect information about individual students or individual instructors. At present the Capstone Portfolio process does not provide baseline comparison data for students, or value added learning, but rather is used to measure outcomes (i.e., get a picture of what students are able to do, what they know, etc, but not how much they've grown). Skills assessments such as used for English and math could provide some important baseline information, but the college does not have any pre-test for critical thinking skills, information literacy, etc. that are part of what is looked for in the Capstone Portfolio.

STUDENT SURVEY

A student survey was conducted with ENG100, Introduction to Composition, and ENG102, College Composition II students enrolled in sections throughout the college district. The intent of the student survey was to determine the level of knowledge students have about the Arizona General Education Curriculum and transfer articulation process, as well as determine if students fully understand the benefits of completion of transfer general education blocks and degrees. Highlights of the results follow:

Of the 175 students throughout the district who completed the survey,

- Forty-two percent of the students were enrolled in ENG100 and 58% students in ENG102.
- Seventy-four percent of the students had completed 16 or fewer credits at Yavapai College, so most were in their first or second semester.

- Sixty-three percent indicated intent to transfer to a university, and another 21% were undecided about transfer.
- Twenty-three percent had never met with an academic advisor.
- Forty-four percent meet with an advisor once per semester.
- Fifty-six percent recommended that degree seeking and transfer students be required to meet with an academic advisor every semester.
- Very few students had a clear understanding of the components of the Arizona General Education Curriculum or its benefits.
- Only nine percent of students knew how many credits are required within the Arizona General Education Curriculum.

When asked how students find out whether Yavapai courses transfer to an Arizona university, how to find out if a course satisfies general education requirements, and how to find information about degree planning, the most frequent response was from the academic advisor. Very few students utilize the college catalog to find this information, and fewer still use the college website. Fifty-four percent of respondents indicated that the responsibility for degree and transfer planning should be shared between the student and advisor, and 34% indicated that it is the student's responsibility alone.

When asked what the student would do if some courses did not transfer to an Arizona university, answers ranged from "whine, complain, be bummed, be violent, speak to the college president" to "talk to someone, move on, deal with it, have your advisor help you, retake the courses." Based upon their responses, it was not surprising that, when asked if students knew about the role of the transfer student ombudsperson, 90% said they did not know or did not answer the question. Effective with spring 2002 graduates, a letter is sent to those students who have completed a transfer degree informing them of the availability of a transfer student ombudsperson.

FACULTY SURVEY

Faculty members were surveyed to find out their impressions about how well prepared students are for general education courses. The faculty survey was conducted at the February 2002 staff development day. Forty-four faculty members from the Prescott and Verde Valley Campuses, and the Sedona Center for Arts and Technology, representing a wide range of disciplines (general education and vocational/technical areas) completed the survey.

More than half of the respondents stated that many students are not prepared for the rigor of their classes. The main shortcomings were in reading, writing, and the ability to focus attention. Many instructors stated that they had to take valuable time away from the entire class in order to facilitate the learning of the under-prepared students. Instructors felt very frustrated with this. Faculty stated that, despite their efforts, students who were not adequately prepared tended to do badly in courses. They also noted a higher dropout rate for struggling students who probably could have done well enough if they would have had the proper preparation.

When asked what might make students more prepared, the majority suggested that if the college had mandatory assessment/placement testing, students could

be placed at the proper developmental levels in reading, writing, and mathematics. Thus, students would not only obtain the required skills, but they would also experience success rather than failure. Both of these factors could help students better prepare for more advanced courses. Faculty also felt that prerequisites should be enforced, which would be another way of helping to ensure that students were adequately prepared for their courses.

Chapter 15, Developmental Education includes a recommendation concerning assessment testing and placement. Findings from this chapter lend support for this recommendation, and these findings are summarized with the recommendation provided in chapter 15.

The survey also included questions to ascertain whether faculty felt that all students, including those in certificate and technical degree programs, should have a strong grounding in general education courses. Their comments were almost equally divided on the subject.

Results of the faculty survey echo those found in a study done by the NCA in 1997. In an article by Mark Nutter in the *New Designs in Higher Education Research Reports*, 21,300 community college faculty members were surveyed, and they noted their frustration with the level of preparation of their incoming students. Comments included: "Because of our open door policy, many students do not enroll in remedial classes before taking college level classes. We lack mandatory placement in remedial courses, so our students are not prepared with needed background knowledge."

HONORS PROGRAM

The College Honors Program is a jewel in the college's crown. Many programs at community colleges serve those students that are under prepared for college level work, but few programs target those students who have achieved academic excellence. One of the goals for a community college is to assist qualified students in transferring to senior institutions. Honors programs, with an emphasis on academic preparation and challenge, can help forward this goal.

The Honors Colloquium class gives students the chance to act as both instructor and student. Each student must be part of a group that designs a seminar for the rest of the class. Through this assignment, students develop organizational skills and learn to evaluate the quality of responses, which promote critical thinking. Students who are not part of the leadership team for a particular seminar must still read or review all resources and be prepared to discuss the chosen topic. Participation in this class requires the student to go above and beyond normal classroom activities, as it should be for an honors course. Participation in cultural activities and an annual trip provide students the opportunity to broaden their knowledge and perspectives, and to form bonds with other program participants.

There is concern that the number of students who can be admitted to the program will be decreased due to budget constraints. Several years ago many programs at the college were asked to take a five percent cut in an effort to reduce operating costs. The original budget was never reinstated for the honors program and funding continues to be a problem. Scholarship amounts have remained level even as costs for books, supplies, transportation, etc., have risen. Cultural enrichment is an integral part of the program and costs for travel and participation in cultural activities has

also risen while the level of funding has remained flat. The program has responded with fund raising projects organized by honors students, and through budget supplements provided by other college departments.

The College Honors Program is fulfilling its mission and providing academically talented students educational enrichment opportunities and a chance to expand their horizons as they pursue their education.

CHAPTER SUMMARY

Transfer education is a core purpose of Yavapai College as evidenced by the fact that three of the five degrees offered are transfer degrees and that articulation processes enables Yavapai students to transfer credits to other state institutions with a minimum of difficulty. Survey data show that Yavapai students tend to be very successful after transferring to other institutions; however the level of student understanding of transfer processes and ways of gathering transfer information is a concern.

General education also is central to the mission of the college as indicated in the college core mission/purposes statements. This fact is further illustrated through the general education criteria, values and outcomes, and the way in which general education courses are embedded in the transfer curriculum. The college general education and transfer curriculum is consistent with the statewide transfer system. This provides a seamless process for students who transfer among community colleges, and/or to the public Arizona universities. The college Liberal Studies Core is somewhat unique and is the focal point in the college general education block yet the college is exploring additional ways to broaden general education offerings. The college Capstone Portfolio process is one method to assess general education outcomes. A survey found faculty concerned that some students are not prepared for the rigor of their classes and associate that with the fact that the college does not have mandatory assessment testing and placement.

The College Honors Program provides educational enrichment opportunities and scholarship incentives in attracting superior students to Yavapai College.

RECOMMENDATIONS

It is recommended that the college

1. **Institute accountability for general education outcomes.**

   The college recently revised general education values and criteria, and outcome statements were written for general education courses. However, as the Capstone Portfolio course currently is the central college mechanism for measuring student understanding of general education values, there is no pre-testing in order to supply baseline data for measuring student success.

   Committee members recommend that the Outcomes Assessment Coordinator and representative faculty from all general education areas explore both standardized and homegrown assessment measures for their respective courses, in order to insure faculty buy-in, external credibility with college stakeholders, and internal manageability of the tools used. Then, develop a set of rubrics for pre and post testing of each general education outcome, and standardize

these tools across the district so the college can effectively track and report on student academic achievement.

2. Address student transfer issues.

A recent survey of 175 students taking ENG100 or ENG102 indicated that many were not fully aware of transfer degree requirements or how to find transfer information. The opinion of the majority of students indicated that the academic advisor was the best source of information, but without mandatory advisement, many students do not avail themselves of this resource. Graduate follow-up studies have revealed that some students experience difficulties in the transfer of courses. With the advent of the statewide transfer agreements, these problems theoretically should decrease. However, if students are not aware of the agreements, if they do not use academic advisors, and if they are not aware of the resources available to assist them if difficulties arise, they may not resolve these problems.

The committee recommends development of promotional materials that provide incoming and continuing degree seeking and transfer students information on the Arizona General Education Curriculum, transfer degrees, pathways and common courses, and how to research transfer information. Further, the committee recommends the college require mandatory first semester academic advisement for degree seeking and transfer students and document that advisors provide students with the information just described.

3. Review of General Education for certificate programs.

Yavapai College does not consistently require general education training in certificate programs, yet there is evidence that general education skills are lacking in certificate graduates and that employers desire graduates with these skills in addition to technical training.

The committee recommends the Associate Dean for Occupational and Technical Education, with input from faculty, employers, regulatory agencies and other critical stakeholders, review general education requirements for Yavapai College certificate programs and revise as appropriate. Further, because there is an on-going debate at local and national levels as to how much a school can fit into a learning program, committee members recommend the college explore models from other schools that have successfully addressed this issue and have a track record of high employer/stakeholder satisfaction.

4. Secure Adequate funding for the College Honors Program.

The college will continue to draw excellent students with a program such as the honors program. More qualified students are applying each year and costs for academic and cultural activities continue to increase. In order to continue to offer this high quality honors program, there must be adequate funding for enrichment activities and scholarship.

It is necessary for the college community to explore ways of increasing the budget for the College Honors Program to adequately fund student enrichment activities and the scholarships.

CHAPTER 14

CAREER AND TECHNICAL EDUCATION

INTRODUCTION

Career and Technical Education plays an important role in workforce development for many community colleges, and Yavapai College is no exception. The 1994 self-study indicated that career and technical programs had a solid reputation with employers, quoting a study conducted by the independent consulting firm of Fancher & Associates: "All programs at Yavapai Community College are consistent with labor market demands and…most…are basic to the employment needs of the nation, state, and region" (Lovell & Wing, 1994 p. 47).

However, the Fancher report did express some concerns. Specifically, that in the future, programs needed to (a) undergo self-analysis and modifications to keep current with changing technologies; (b) form tech prep linkages with feeder high schools; (c) make short-term training a goal for every program and become more flexible in its delivery system, in order to respond to industry needs for short-term, open-entry instruction that updates employees in technology; and (d) provide training at the work site, beginning at the end of the workday or evenings/weekends (Lovell & Wing, 1994 p. 49).

These issues in the Fancher report touch on themes that have become more critical over the past decade, fostering international discussion on best practices for career and technical education in the 21st century. These best practices—and their relationship to Yavapai College programs—are the focus of this current self-study. This chapter contains the research from task force team reports of college career and technical programs. The completed reports and supporting documentation are available in the Yavapai College NCA Library under NCA Background Materials: Career and Technical Education.

DIVISION OF BUSINESS AND COMPUTER SCIENCE

DESCRIPTION

HISTORY AND BACKGROUND

The Division of Business and Computer Science offers a wide spectrum of programs and classes, including transfer and non-transfer degrees/programs. Offerings include Associate of Applied Science degrees in accounting, computer systems and applications, management development, office administration, and paralegal studies. Certificate programs are available for accounting assistant, administrative medical assistant, administrative office specialist, a basic certificate in business, computers in business, computer maintenance and repair technician, Internet publishing, legal office administration, medical transcription, paralegal studies post degree, paralegal studies legal nurse, and word processing administration.

This report addresses that portion of the curriculum designed to prepare students for entry-level employment, or to enhance the skills of those already employed, and are usually not intended for university transfer students.

Since the last NCA visit, the division has added five certificates. Probably the most significant changes have been the restructuring of the paralegal studies curriculum. These changes were made in order to gain American Bar Association approval. Although there are approximately 1,200 paralegal studies programs in the country, only about 260 meet the exacting requirements for approval by the American Bar Association, with Yavapai College now being one. Paralegal studies now also has a full-time faculty member shared with business programs.

POLICIES AND PROCEDURES

The Division of Business and Computer Science serves three distinct populations: university transfer students (usually of the traditional 18-22 years of age), students (often re-entry students changing careers, etc.) obtaining degrees or certificates for direct employment, and a number of students taking business, or computer classes for personal enrichment. Each of these cohorts constitutes approximately a third of the total division student population. Commonly, students taking classes for personal enrichment are retirees. In the past, separate sections were created for students seeking personal enrichment, since these students had different goals (and perhaps often different attitudes) from those seeking employment or from those sharpening their job skills. Recently, enrichment students have been integrated into the same classes as the other students. Often when the cohorts were separated, class enrollments were too low. Combining the cohorts alleviates this problem.

AGRIBUSINESS TECHNOLOGY PROGRAMS

DESCRIPTION

MISSION AND PURPOSE

The mission of Agribusiness Technology Programs at Yavapai College is to change the image of agricultural education by providing students with marketable skills through collaborative relationships with global employers. The Associate of Applied Science degree currently offered is in agriculture technology management, with emphasis placed on agriculture education (training future instructors), equine science, golf and sports turf management, aquaculture, and environmental structures management.

HISTORY AND BACKGROUND

In fall 2000, Agribusiness Technology Programs were introduced at Yavapai College with the building of a 6,000 square foot agribusiness facility in Chino Valley. The program's associate dean brings an extensive background in agricultural education to his new position—having introduced a successful agriculture program that received statewide attention in the Chino Valley High School. The associate dean reports to the Vice President and District Provost of Yavapai College regarding operational & facilities issues, and to the Dean of Instruction and Curriculum on the Prescott Campus regarding instructional issues.

Nationwide growth in agribusiness disciplines has been tremendous, and the response to Yavapai College programs has been excellent. As agribusiness career opportunities continue to expand, the college anticipates addition of programs to prepare students for those new opportunities. Discussions are being held concerning additional programs where there currently is a nationwide need, including forestry, agriculture communication, agriculture sales and marketing, landscape design and installation, and biotechnology.

GRAPHIC DESIGN PROGRAMS

DESCRIPTION

MISSION AND PURPOSE

The Graphic Design Program mission is to provide high quality, convenient and cost effective learning opportunities within the courses, certificate and degree programs available in Graphic Design at Yavapai College. These programs include an Associate of Applied Science degree and advanced certificate in graphic design. Certificate and degree programs prepare students for entry-level employment in their field of study. All students have a portfolio requirement, which contains real work examples that demonstrate their design and computer skills.

HISTORY AND BACKGROUND

Created in 1973 as a partnership with the institution's design services department, the Graphic Design Program has evolved from a college service to a viable educational program. The 1994 self-study report commended the program, stating, *"*The innovative Graphic Design Program combines design-based curriculum with technology.*"* It further defined it as "…a program that not only develops the design principles of the visual arts but prepares students with the desk-top publishing skills required for today's job market*"* (Lovell & Wing, 1994, p. 48).

Effective fall 1999, a full-time coordinator was hired to oversee the program. This individual reports to the Division Assistant Dean of Visual and Performing Arts. The coordinator has reactivated the Graphic Design Advisory Committee, expanded tech prep partnerships, and is actively engaging the business community for internship opportunities. Fifty-five students were enrolled in graphic design programs in fall 2001.

PUBLIC SERVICES PROGRAMS

DESCRIPTION

MISSION AND PURPOSE

Public Services Programs at Yavapai College are focused on public health care and safety. This report focuses on those programs that fall under the jurisdiction of the Associate Dean of Public Services, located at the Prescott Valley Center. Students can pursue associate degrees and/or certificates in fire science, emergency medical services, gunsmithing, police training through the Northern Arizona Regional Training Academy, administration of justice, and career skills.

HISTORY AND BACKGROUND

In January 2002, Yavapai College spent the first of its $69.5 million bond, approved by voters in November 2000, to expand the existing Prescott Valley Center to house police officers, fire science, and emergency medical training programs, and to allow additional space for the continually growing student population. A 13,464 square foot, $2.5 million wing was added to the existing 7,000 square Prescott Valley building. Within the next five years, the college plans to construct another 18,000 square foot building just east of the current facility.

Currently, public services graduates include approximately 60 police officers, 60 firefighters, and 25 detention officers each year through certificate programs. In addition, the program serves approximately 150 administration of justice students, 100 fire science students, and 200 emergency medical services students each year. Career skills is an integrated program of pre-college level skill development. Curriculum incorporates the five areas of personal development, career and education exploration, computer literacy in the workplace, job readiness, and workplace dynamics.

TECHNOLOGY DIVISION

DESCRIPTION

MISSION AND PURPOSE

The Technology Division consists of programs in architectural graphics, automotive technology, construction technology, and welding. The division also offers courses in home crafts, though this is not a specialized program. Each technical program has its own purpose(s), depending on its specialization. For example, the Automotive Technology Program prepares students for employment, at all levels, in the increasingly sophisticated automotive repair industry. The purpose of the Construction Building Technology Program is to teach students how to design, manage, and build quality houses for the 21st century that are energy efficient, healthy, and sustainable. The purposes of the architectural graphics and the welding are to prepare students for entry level or higher employment in their respective fields.

HISTORY AND BACKGROUND

The most important recent change to the Technology Division was the transfer of gunsmithing into public services. Currently, Technology and Public Services consist of an associate dean, a division assistant, and faculty (both full-time and adjunct).

DIVISION OF NURSING AND ALLIED HEALTH

DESCRIPTION

MISSION AND PURPOSE

The Division of Nursing and Allied Health provides a program leading to the Associate of Applied Science degree. Students earning this degree may apply to write for the exam for licensure as a registered nurse. The program is accredited

by the National League for Nursing Accrediting Commission and approved by the Arizona State Board of Nursing. There is an option for students who complete only the first year of the program to apply for licensure as a licensed practical nurse. The division also offers a course providing training for students wishing to become a certified nursing assistant.

The Division of Nursing and Allied Health produced a Self Study Evaluation Report in 1998. Since this study (prepared for the National League for Nursing Accrediting Commission), the curriculum has undergone a major reorganization. The rationale for this change was to enter into a consortium, the Healing Community, with four other community colleges and Northern Arizona University. Institutions participating in this consortium have adopted a shared curriculum and philosophy allowing students to move between programs with a minimum of transfer issues. For example, these changes facilitate transfer of Yavapai College Associate of Applied Science students into the Bachelor of Science in Nursing program at Northern Arizona University.

POLICIES AND PROCEDURES

Student admission into the Nursing Program requires submitting, along with official transcripts, scores from the Nurse Entrance Test, a standardized test published by Educational Resources, Inc., and used by many nursing programs around the country. Student scores are ranked, and the top students are accepted into the program. Licensed practical nurses who apply to the program must take a standardized test as well, and those accepted into the program are accepted with advanced status. The Division of Nursing and Allied Health submits annual reports to the National League for Nursing Accrediting Commission. The commission requires annual information on demographic data, changes in admission policies, implementation of distance education, graduation rates, and faculty credentials.

The division has five full-time faculty. All are required to have active Arizona Registered Nurse licenses and at least a Master's degree in nursing. Part-time clinical instructors are likewise licensed Arizona Registered Nurses, and must have at least a Bachelor's degree in nursing. All faculty have community college teaching certification. Full-time faculty provide both didactic and clinical instruction. Part-time faculty provide skills and clinical instruction. In addition, two full-time faculty coordinate teaching teams, with one faculty coordinating the first year of instruction and the other coordinating the second. Coordinators schedule clinical times, organize student clinical groups, assist clinical faculty, facilitate meetings of the teaching teams, and serve as liaisons with the program administrator.

Presently, four full-time faculty are based on the Prescott Campus and one on the Verde Valley Campus. The division assistant dean reported that the program needs at least one more full-time faculty member dedicated to the Verde Valley Campus, and that the Nursing League for Nursing Accrediting Commission has recommended additional full-time faculty for this campus. Although Yavapai College is securing an agreement with Yavapai Regional Medical Center to fund a full-time nursing faculty member, this position is for three years only, and will be based in Prescott. The additional position, while helpful, will not alleviate concerns about the need for an additional full-time faculty at the Verde Valley Campus. Since all didactic instruction is provided by full-time faculty members, all classes are consequently offered using interactive television.

DIGITAL MEDIA ARTS AND INDEPENDENT FILMMAKING: SEDONA CENTER FOR ARTS AND TECHNOLOGY PROGRAMS

DESCRIPTION

MISSION AND PURPOSE

The goal of the Digital Filmmaking Certificate Program, offered by the Zaki Gordon Institute for Independent Filmmaking, is to train students in all aspects of digital filmmaking technologies to further professional, academic, or personal interests in the field. The goal of the Digital Video Certificate, offered through the Digital Media Arts Program, is to prepare students for work in a variety of fields; including the creative arts, publishing, and education. Students may also pursue an Associate of Applied Science Degree in digital media arts with an emphasis in Internet publishing, which transfers to Bachelor of Applied Science degree programs at both Arizona State University East and Arizona State University West. In addition, the Certified Network Associate (Cisco) program is currently being offered at the Sedona Center.

HISTORY AND BACKGROUND

In June 2000, the Yavapai College Sedona Center for Arts and Technology was opened. The center provides digital media training, educational and enrichment classes, with a full range of academic and student support services. Initially, the center was intended to house both the Zaki Gordon Film Institute and the Yavapai College Digital Media Arts Program, as well as a conference facility for a variety of corporations and businesses. The focus is changing to workshops and seminars dedicated to digital arts and filmmaking. The general manager of the Sedona facility reports to the Vice President of the Verde Valley Campus and Instructional Support Services regarding operational and facilities issues, and to the Dean of Instruction and Curriculum on the Verde Campus regarding instructional issues.

ANALYSIS

A literature review of national and international stakeholder expectations for career and technical education included research from the Office of Vocational and Adult Education, Secretary's Commission on Achieving Necessary Workforce Skills, American Association of Community Colleges, Association of International Intercultural Education, Council for Higher Education Accreditation, and North Central Association of Colleges and Schools.

While each of these organizations has a distinct mission to fulfill and may have varying agendas regarding occupational education, this self-study revealed a core set of best practices articulated by all organizations, which are expected of all post-secondary occupational education. Expectations are that career and technical programs will (1) stay current with technology, and utilize those technologies that best meet the goals of the institution; (2) offer flexible educational delivery systems, including accelerated and non-traditional formats which provide competency certification; (3) partner with local businesses and community organizations to aid in workforce development and economic growth; (4) have clearly defined, on-going programs of assessment; (5) exhibit clear communication between the institution and affiliated accrediting bodies; and (6) in addition to the certification

of technical skills, provide students with the knowledge and competence needed to live and work in a global, multicultural society; interpersonal skills that allow them to work in teams, and to teach, serve, lead, and negotiate with people of diverse backgrounds; and an ethic of community service, participation in government, and the design of one's own future. These six expectations, or best practices, are used in assessing the strengths and concerns of career and technical programs at Yavapai College in the following pages.

TECHNOLOGY

Most career and technical programs do stay current with technology and utilize technologies that best meet the goals of the institution. For example, the construction of a new Agribusiness and Science Technology Center began in spring 2002, as part of the college's $69.5 million master plan. The latest technology is planned for the facility, from environmental building considerations that lessen the impact on the land, to water reclamation from the greenhouse and aquaculture facilities to be used in the 165 yard par three hole training course. Once completed, this building will be one of only 14 in North America utilizing such technologies.

In January 2002, the District Governing Board ratified an agreement with Lamb Chevrolet—a local auto dealership and service facility—to share space and equipment with the Yavapai College Automotive Technology Program in their new facility located near Prescott Gateway Mall. This will provide students with hands-on training in state-of-the-art automotive technologies, under the guidance of certified technicians.

And, before taking his position with the Yavapai College Digital Media Arts Program, the director started a new media program at Gilbert High School in Chandler, Arizona; nationally recognized for an innovative curriculum and use of new technologies—including instruction in interactive media and web design. This program received the Computer World Smithsonian Award, nominated by Steve Jobs for innovative use of information technology in education and art. The director now brings this innovative expertise to Sedona programs—exploring new avenues in Internet publishing, videography, and multimedia.

CONCERNS. The Division of Business and Computer has difficulty staffing high tech classes. For two semesters in a row, the division tried to meet student demand for an A+ computer maintenance and certification course. With both classes filled to capacity and a student waiting list, both times the division lost its adjunct instructors to industry positions. Exacerbating this instructor shortage is the fact that Yavapai College is supposed to offer the A+ certification course in seven high school locations throughout the district. But until campus courses can be adequately managed, delivering classes at high school locations is not feasible. Also last semester, the CSA 201 (software maintenance and trouble-shooting) course was scheduled, and filled to capacity with 21 students; but the adjunct instructor dropped out two weeks into the semester to take an industry job in Phoenix.

FLEXIBLE DELIVERY

Yavapai College does an exemplary job of offering flexible educational delivery systems, including accelerated and non-traditional formats, which provide

competency certification. All programs offer a variety of instructional formats, including open entry and exit labs, online instruction, interactive television courses broadcast between sites, and accelerated classes. For example, the Sedona Center for Arts and Technology has been a forerunner in exploring flexible, non-traditional class formats for students. Most offerings are currently one credit each, delivered in a Sat/Sun format, 9am.–5pm. each day over four weekends.

The Business and Computer Division has computer classes available with open entry and exit labs, and in accelerated five- and seven-week formats. Open entry and exit courses have been effective, with higher retention rates than traditional formats. And most paralegal classes are offered via instructional television.

A flexible delivery course for students who work predominantly 24-hour shifts is being piloted by the Fire Science Program, allowing students to attend class during off-duty hours. Career skills courses are offered in six to eight-week timeframes, preparing students for re-entry to college, or for promotion within their current jobs.

Each year, instructors with the Construction Technology Program teach students to design high performance, energy and resource efficient, healthy, sustainable homes. Competencies are certified through the actual building of a home that is sold on the local market. Courses are offered at night to accommodate students already working in the construction industry during the day.

Welding courses are exclusively independently paced. Automotive courses are often internship-based with cooperation from local businesses. Based on input from Vocational Rehabilitation and the Automotive Advisory Committee, a nine credit hour, modularized, certificate program in automotive shop maintenance certificate was developed.

CONCERNS. All nursing classes are televised between campuses via the interactive television system. With four full-time nursing faculty based on the Prescott Campus and one in Verde Valley, the program needs at least one more full-time faculty member dedicated to the Verde Valley Campus as recommended by the National League for Nursing Accrediting Commission. Accelerated formats have not been attempted for any of the courses in the nursing curriculum. Since all such courses are taught in teams, there are not enough full-time faculty to provide such formats.

Also, although the NCA acknowledges a growing demand for flexible educational delivery systems, and that such systems may contradict use of the traditional Carnegie unit, it does stipulate that programs document that students are achieving the mastery of skills and knowledge expected in traditional courses. In April 2002, a computer course (CSA 126) was offered at the Sedona Center for Arts and Technology in an unusual, highly condensed format (traditionally a three-credit hour class that teaches students to use the software applications Word, Excell, Access and PowerPoint). The course was delivered over two weekends, (four days total, 9-5pm. each day); with students required to put in additional lab time outside of the classroom. Ten students enrolled, four were withdrawn by the instructor, one has not yet been graded, and five students completed.

While attrition in and of itself may not be an issue for concern, the innovation represented here raises three questions. Are there student populations served well

by short, versus traditional, format courses? How should courses be designed for intensive short format? Could the project-centered, outcomes based method of evaluation used for short duration courses be applied to a traditional format course?

The original three-credit course outline for CSA 126 appears to be the same one used in the short-format version, indicating that the following content and learning outcomes are expected in two weekends. Course content for both courses appears to have been the same: Intro to Microsoft Office, Microsoft Word, Microsoft Excel, Microsoft Access, Microsoft PowerPoint, Microsoft Schedule, and an office integration project including creating a Microsoft Office Binder. Learning outcomes for both courses were also the same. They included the demonstration of MS Windows and MS Office fundamentals, use word processing, spreadsheet, database, and presentation features and techniques, description and definition of a personal information management system; demonstration of object linking and embedding, and description and definition of Microsoft Office Binder.

PARTNERSHIPS

Yavapai College programs do an outstanding job partnering with local businesses and community organizations to aid in workforce development and economic growth. Partnerships are often the life-blood of career and technical programs, and college efforts toward that end are exemplary. For example, internships are required for all paralegal students, with nearly every major law firm in the Prescott area providing internships, as well as local courts and judges.

Arizona Game and Fish allows unlimited access to their facilities, and provides fingerlings to support the college's aquaculture program. Antelope Hills Golf Course has retrofitted its maintenance shop to allow for classes. Hines Nurseries provides seedlings for college greenhouses. Rafter 6 donates 20 horses throughout the year for use by equine science students To date, 100% of students applying for internships with the Arizona Game and Fish have been accepted. In addition, Antelope Hills Golf Course and Hines Nursery Corporation have hired 13 students both full- and part-time while they are completing their degrees.

Graphic design students develop print collateral for the local, non-profit community organization Dress A Child. They also work with a variety of college departments to prepare marketing materials. Advanced students have internship opportunities with the college's *RoughWriter* student newspaper. A collaborative project of the Yavapai College Communication Division and the Art Department is the award winning *Threshold Creative Arts Magazine,* completely written and produced by college students.

Emergency medical services faculty recently obtained a $3,500 scholarship grant from the Northern Arizona Emergency Medical Council to fund an Emergency First Responder course in Seligman, Arizona. Graduates will serve residents of the local schools and community. In 1997, college staff worked with National Department of Transportation officials to pilot an experimental EMT-I program; developed by a nationally recognized group of experts in the field. The pilot program has been used to set new national standards for emergency medical technician training.

Representatives from college technology areas have worked with local high schools to establish excellent articulation programs for workforce development and economic growth. In certain instances, such as automotive technology, high school

students take classes on the Prescott Campus and receive dual high school and college credit. Also, as a member of the Yavapai County Tech Prep Consortium, the Technology Division works with Northern Arizona University to coordinate summer education internships for vocational/technical instructors.

In addition, the first phase of a partnership between the Sedona Center for Arts and Technology, and the Museum of Northern Arizona is complete and opens on July 5. Yavapai College produced an interactive interface for the KIVA Gallery, and will continue with additional work on a major digital version of the exhibit to be displayed worldwide in 2004. A joint proposal between the Sedona Center the Yavapai/Apache Nation has been submitted. If approved, the three-year program will include development of digital media tools for the preservation and instruction of the Yavapai/Apache languages. The final result will be the first Native American Digital Storytelling Festival.

CONCERNS. Nursing has several contractual agreements with Yavapai County health care providers to provide nursing students with access to facilities for clinical instruction. Partners include three major hospitals, Yavapai Regional Medical Center, Verde Valley Medical Center, and the Veterans Affairs Hospital, and many others. However, shortages of licensed nurses are chronic and ubiquitous, and Yavapai County is no exception. It is in the best interests not only of the college, but also for healthcare providers throughout the county, to partner in providing facilities that will prepare additional qualified nurses for one of the largest economic sectors in the state.

ASSESSMENT

Many vocational programs, because they are competency-based, have clearly defined, on-going programs of assessment. For example, many have pre-designed curriculum mandated by their affiliated accrediting bodies, which include closely supervised assessment and testing standards. These outside agencies include the Department of Transportation Highway Safety Board, the State of Arizona Police Academy, and the Arizona State Fire Marshal's Office.

In addition to quality standards set by outside entities, the college also has its own assessment procedures in place—including program review and the general education portfolio requirement. The Office of Institutional Research has designed and implemented a comprehensive and ongoing system to provide research data for program review, including assessment for every career and technical program. Included in this system are student profiles, class profiles, job outlook, student evaluations of instruction, current student survey, graduate exit and follow-up surveys, employer surveys, capstone assessment, and ad hoc studies.

To date, the majority of programs reviewed indicate a high level of satisfaction among program graduates and their employers. For example, graduate follow-up surveys indicate that 88% of nursing graduates passed the NCLEX-RN the first time. Two thirds of the nursing graduates surveyed were employed full-time and 25% part-time—a very high level of employment. Seventy-seven percent of those surveyed had jobs directly related to their training at Yavapai College, and about the same number started their jobs after leaving Yavapai College, while an additional 19% started their current jobs while still enrolled at Yavapai College. In March 2002,

the President of Yavapai College and the Zaki Gordon Institute for Independent Filmmaking received recognition in a film student award ceremony at Columbia University. The caliber of writing at the Zaki Institute was compared as being "… overall head and shoulders above USC and UCLA and absolutely on a par with the very best of what is coming out of Columbia…" (*Daily Courier*, March 29, p. 14A).

CONCERNS. Short format courses at the Sedona Center for Arts and Technology are based upon projects that students must complete during the course. Project specifications are detailed, and those specifications form the basis of evaluation of student work for the course. In addition, students are evaluated on their teamwork, attitude, and attendance. At the end of the course, students turn in a portfolio of all development materials and their completed project. After assessment of the portfolio, a grade for the course is issued. This process seems appropriate, but attrition for the spring 2002 CSA 126 course appears high, 10 enrollees and five completers.

The program director indicated successful models for short format courses already exist. For example, the University of Phoenix, Northern Arizona University, and the University of San Francisco all use short format courses. The director also noted that, as part of his graduate work at Northern Arizona University, he had to take classes that met usually over three weekends, with required projects to be completed in that timeframe.

If the short format version of CSA 126 is as effective as the traditional format, it will be important for faculty district wide to have this understanding. The director has also pointed out that many students enter with working technology skills, and are able to progress quickly to new competency levels. However, since community colleges typically represent a wide spectrum of age ranges and technology abilities in adult learners, it may be helpful to insure that students and class formats are carefully matched. This may alleviate some of the attrition.

COMMUNICATION WITH ACCREDITING ENTITIES

In every instance, college programs affiliated with outside accrediting agencies exhibit clear communication between the institution and affiliated accrediting bodies. For example, the Paralegal Studies Program is one of a minority of programs nationwide officially approved by the American Bar Association. Maintaining this approval requires regular communication with the bar association, including petitioning for re-approval every seven years, and submitting interim reports every two years. Achievement of American Bar Association approval demonstrates the effective, close communication between program representatives and the American Bar Association.

The Fire Science Program, accredited by the International Fire Science Accreditation Congress, recently received a full five-year accreditation in "…recognition of the high standards of quality espoused by the college and the program" (Program Review, Fall 2000).

The Automotive Technology Program is NATEF certified in all eight areas eligible for certification. Course outlines in each of these areas, and the equipment necessary to support those classes, were already in compliance with the national standards set forth by NATEF in 1997, when the certification was first awarded.

For the past 22 years, students enrolled in the Construction Technology Program have designed, built, and sold an energy-efficient home. For each of those 22 years, the program has received its certificate of occupancy from local building officials. In addition, the program has been recognized by the Energy and Environmental Building Association as one of the most outstanding residential building technology programs in the country.

CONCERNS. In the last inspection of the Nursing Program by the Nursing League for Nursing Accrediting Commission in 1998, accreditation was renewed until fall 2006, with four major areas of concern identified. Concerns included the ratio of full-time faculty to part-time—four full-time to nine part-time —was too low; student learning on the Verde Valley Campus was restricted by the physical facilities; program unit requirements were very high; and a need for more consistency in grading policies. These last two concerns have been addressed by the curriculum reorganization discussed in the introductory paragraphs of this report, and also by a strong effort by nursing faculty to work as a team in devising tests, test questions, and other assessment procedures, and otherwise striving for greater consistency in grading. The first two concerns have not been addressed.

GENERAL EDUCATION CURRICULUM

In many instances programs, in addition to certification of technical skills, provide students with the knowledge and competence needed to live and work in a global multicultural society. They gain interpersonal skills that allow them to work in teams, and to teach, serve, lead, and negotiate with people of diverse backgrounds, and an ethic of community service, participation in government, and the design of one's own future. For example, business classes expose students to a variety of international/global topics, including trends in the international job market, new cultural values, international trade, current business issues, and international economics. And because the ability to work in teams is much sought after by businesses when recruiting new employees, business classes often emphasize group projects and teamwork.

Agribusiness students work on site in teams to produce agricultural products, alternating the role of manager among students to allow for the development of negotiating and leadership skills. Students work on team projects and give oral presentations with the use of PowerPoint. Internships and service learning courses (up to six credit hours each) provide opportunities for work and personal development. Community service projects include college student participation with high school students in competitions throughout the state.

Team projects are an integral part of numerous courses in the Graphic Design Program. Students work on magazine production in teams to design the layout and negotiate with each other to develop a consistent look for the final product. They also make project presentations and fellow students critique their work.

Public service students are immersed in a training environment that requires them to develop interpersonal skills, by working in teams, conducting career interviews, and completing on-the-job emergency scenario training, and delivering class presentations. As a consequence, employers of recent graduates indicate high satisfaction with students' interpersonal skills.

Students enrolled in construction technology courses learn universal building science principles, allowing them to analyze environmental factors relative to any region in the world. This focus has aided the program in becoming a national/international model for building energy efficient, sustainable, economically friendly homes, as well as preparing students with the skills to take a lead role in construction wherever they live. This program also partnered with Habitat for Humanity to completely build a house during the 2001-2002 academic year to benefit a local family in need.

Automotive students sponsor the Auto Club, a non-profit, campus-affiliated club. Members recondition six to eight vehicles each year and donate one or two to needy families. Students and faculty also perform automotive service and automotive repair work for people with financial hardship, sponsors families each Christmas by providing gifts, food, and clothing, and organizes fun runs and car shows to build program awareness.

Students enrolled in programs at the Sedona Center for Arts and Technology work in teams, requiring them to negotiate differences of opinion in creativity and multimedia content. Like other career and technical programs, students pursuing an Associate of Applied Science degree must meet new general education requirements that include—among other things—outcomes on global awareness.

CONCERNS. Gunsmithing program review indicated a less-than-satisfactory score on graduates' writing skills. A frustration voiced by an instructor regarding this lack of employer satisfaction with student writing skills, is that students are forced to choose between English courses that will transfer (ENG 101 & 102) or English courses that have direct application to the job field they are seeking (ENG 135 & 136). In the non-transferable courses, students are working on practical exercises in technical writing specific to their field(s) of study. In the transferable courses, they receive a strong foundation in composition and literature. This dilemma has been a long-term issue, now accentuated by the fact that the Associate of Applied Science degree has become a transfer degree.

There is a growing need for students in public service fields to be exposed to diversity issues that may impact the communities and citizens they serve. For example, students in the Administration of Justice Program must understand criminal justice practices in other countries. And, students interested in law enforcement are encouraged to take Spanish courses since, in some areas and some assignments and certain jobs, it is expected that new hires will speak Spanish. Nursing students must be aware that African-Americans are at greater risk for diabetes and hypertension than Caucasians. In addition to ethnicity and culture, students are encouraged to be aware of other diversity issues, such as gender and age.

Finally, while the above discussion regarding multicultural issues was focused specifically on public services, it is important to note that concerns over global awareness apply to all career and technical programs. The U.S. melting pot continues to grow in diversity. The Asian-American population more than doubled from 1980 to 1990, and then grew an additional 40% by 2000. The number of Hispanics grew from nine million in 1970 to a little over 24 million in 1996, and by 2010 the Hispanic population is expected to exceed 39 million—outnumbering the African-American population. At that point, more than one-third of American children will be African American, Hispanic, or Asian; and by 2030 about 40% of the U.S.

population will be nonwhite. Also, since nearly half of all immigrants to the U.S. move to the states of California, Texas, Florida, New Mexico, and Arizona, this trend has direct impact on the Arizona workforce.

Add to this discussion the fact that, in today's global economy, U.S. companies pursuing longevity must go global, because 75% of the world market potential exists outside our borders. Chances are good that college graduates may find employment at work sites located in other countries. All of these factors indicate that Arizona colleges may either choose, or be compelled, to prepare students for work in a global village. And, while it is assumed that general education requirements in degree programs will address many of these issues, the requirements do not apply to certificate programs; although employer demand for the core set of skills discussed in this section is the same for graduates of certificate programs.

RECOMMENDATIONS

It is recommended that the college

1. **Secure a pool of qualified technology instructors for the Business and Computer Science Division.**

   An ongoing problem is the difficulty of losing adjunct faculty to high tech positions in larger cities. When courses are filled to capacity and an instructor is lost to industry after a semester has already begun, the quality of education and credibility of the college may be compromised.

   This committee recommends that the Division Assistant Dean of the Business and Computer Science Division form a high tech ad hoc committee to clearly define the opportunity costs of lost instructors and compromised classes district wide, and explore ways to appropriately staff these classes. Members of the committee may include the Directors of Institutional Research, Information Technology Services, Distributed Learning, and the Cisco Program—for consultation on technology-driven program needs and faculty recruiting methods.

2. **Explore foreign language skills for public service students.**

   Since there are a variety of reasons public service graduates should be prepared to communicate with people of various ethnic and language backgrounds—whether their employment opportunities take them inside or outside of U.S. borders—this committee recommends that a foreign language requirement be explored for degree seeking students.

3. **Address the English composition versus practical English debate.**

   Since many students in public service initially seek workforce entry over transfer, but may later return for more education, and since many employers require graduates to have technical writing skills specific to their profession, this committee recommends that the Associate Dean of Public Services work with the Division Assistant Dean of Communication regarding the revision of ENG 101 and 102; to include components in technical writing specific to students' chosen career fields. This will provide critical workforce skills, and transferability if students decide to later pursue further education.

4. Promote successful technology programs.

Several Yavapai College technology programs offer unique training not widely found at colleges across the country. For example, a Construction Technology Program that allows students to design and build a high tech, energy efficient home. Agribusiness programs that offer career avenues in golf course management, equine science, and aquaculture. And, the automotive department is frequently contacted by shops from around the country, seeking well-trained graduates. In order to publicize and benefit from the lead role that the college has taken in several vocational areas, this committee recommends division assistant deans of occupational programs consult with each other, and with the college's Marketing Director to explore a national (possibly international) recruiting and marketing for unique and successful technology programs.

5. Seek additional contractual agreements for nursing.

Contractual agreements with health care agencies allow nursing students access to good facilities without cost to the college. To increase the number of nurses being trained, clinical agencies must agree to provide more experiences for more students. Although the new Prescott Valley hospital will provide such experiences, clinical experiences for student nurses must be sought from other healthcare providers as well. To increase the number of nurses being trained, this committee recommends that the college explore ways to increase participation with clinical agencies throughout Yavapai County.

6. Approve an additional full-time nursing instructor for the Verde Valley Campus.

The major impediment to growth of the program is the need for more full-time faculty, particularly on the Verde Valley Campus. This recommendation was indeed made by the National League for Nursing Accrediting Commission in 1998. The addition of even one more full-time faculty member there would enhance the ability of the college to serve the Verde Valley students. This committee wishes to point out that, while securing funding assistance for a full-time, three-year position from Yavapai Regional Medical Center will certainly alleviate the shortage of faculty in Prescott, it does not address the even more acute shortage on the Verde Valley Campus.

7. Evaluate the effectiveness of short format courses.

If short format courses are an effective way to teach students, it will be important to document and share this information across the district**.** This committee recommends that the Office of Instruction identify criteria for determining which courses are appropriate for condensed format and establish assessment criteria for those courses. The committee further recommends that, anytime a condensed course is also offered in a traditional term format, the college insure that the outcomes are consistent for both courses.

8. Insure skills beyond technical competencies for all career and technical students in degree and certificate programs.

Research indicates that, in addition to certification of technical skills, employers desire graduates with the knowledge and competence needed to live and

work in a global multicultural society; interpersonal skills that allow them to work in teams, and to teach, serve, lead, and negotiate with people of diverse backgrounds; and an ethic of community service, participation in government, and the design of one's own future. While general education requirements may address some of these areas for degree seekers, they are not consistently addressed in degree and certificate programs. In addition, each career field may have specific competency needs related to these core skills that should be identified and met. For example, multicultural competence may be defined differently for a nurse than for a construction technology worker, or an automotive technician, and so on.

This committee recommends that division assistant/associate deans of all career and technical programs consult one another, and work with faculty district wide to define how these concepts apply to their programs, discuss stakeholder expectations for their programs in these areas, and define how these concepts may be applied to both degree and certificate programs**.**

CHAPTER 15

DEVELOPMENTAL EDUCATION

INTRODUCTION

Yavapai College is the primary provider in Yavapai County of educational programs for students in need of developmental education and adult basic skills development. At Yavapai College, programs for these students currently include courses and services provided by the English and Mathematics Departments and the Adult Basic Education Program. Several entities provide support services as well. The original report and documentation upon which this chapter is based is available in the Yavapai College NCA Library under NCA Background Materials: Developmental Education.

HISTORY AND BACKGROUND

Developmental education at Yavapai College began as an integrated program in 1979 with a Title III grant. Following recommendations of a previous NCA self-study, the Prescott Campus Learning Center was established in 1986, offering remedial mathematics, composition, and reading, as well as General Education Development (GED) classes. Developmental education on the Verde Valley Campus also began as an integrated part of the Learning Center and Student Support Services. In 1989, a full-time Adult Basic Education (ABE) coordinator was hired to oversee English for Speakers of Other Languages (ESOL) classes on the Prescott Campus and GED classes throughout the district.

On the Prescott Campus, mathematics and reading specialists were hired as part of the Student Support Services grant to supplement the instructors in the Learning Center. A request for discretionary funding (1990-1991) was submitted to provide support for some of the positions funded through the original grant; the mathematics and reading specialist positions were among these. In the early 1990s, these positions were moved into the Mathematics and English Departments.

It is evident that developmental education and its role at Yavapai College have been of concern for many years. The 1990-1991 discretionary resource request mentioned earlier stated that the college was "one of just a few institutions without a coordinated approach to developmental education." In this request, two of the factors mentioned as resulting from this lack of coordination were confusion concerning the role of developmental education and negative implications for students. Also, in 1996, an attempt to establish a developmental education council was not successful. Even though the college continues to serve large numbers of developmental students, a coordinated developmental education program has not yet been realized.

In recent years, District Governing Board changes to policy have increased concerns about developmental education at the college. In 1998, mandatory assessment and placement were eliminated; in 2001 prerequisites were removed for developmental

and college entry-level classes in English and mathematics. Now, new students who meet with an advisor or counselor are strongly urged to take the assessment tests to determine what their skills are and where they might be most successful; however, meeting with an advisor is not mandatory for registration. These changes were made in spite of concerns registered by faculty and student support staff.

The National Association of Developmental Education (NADE) states that "developmental education programs and services commonly address academic preparedness, diagnostic assessment and placement, development of general and discipline-specific learning strategies, and affective barriers to learning" (2001). Principal purposes of developmental education are (a) to preserve and make possible educational opportunity for each post-secondary learner, (b) to develop in each learner the skills and attitudes necessary for the attainment of academic career and life goals, (c) to ensure proper placement by assessing each learner's level of preparedness for college-level coursework, (d) to maintain academic standards by enabling learners to acquire competencies needed for success in mainstream college courses, (e) to enhance the retention of students, and (f) to promote continued development and application of cognitive and affective learning theory (Boylan, 2001).

The principal components of developmental education include mandatory assessment testing and placement (with exceptions), instruction (reading, writing, and mathematics at multiple levels), support services (counseling, learning center, study skills, college success courses, tutoring), and evaluation (Boylan, Bonham, & Bliss, 1994). Yavapai College developmental education efforts include support services for students (Learning Center, tutoring, Student Support Services, counseling/advising) and programs, courses, and services in the English Department, Mathematics Department, and Adult Basic Education Program.

ENGLISH DEPARTMENT

DESCRIPTION

MISSION

According to the English Department's 2001 program review, its mission is "to achieve excellence in teaching reading and writing in an effective learning environment" (Haynes and Pratt, p.1). The English Department has supported transfer and general education since the beginnings of the college. It has always included a developmental component, and developmental English courses comprise approximately 25% to 30% of the department's offerings. In the 2001-2002 school year, developmental English enrollment of 642 students was approximately 25% of the entire English enrollment of 2,610.

ORGANIZATION

The department has 14 full-time faculty members at the Prescott and Verde Valley Campuses. Full-time instructors teach approximately 40% of the English courses on the Prescott Campus and 25% of the English courses on the Verde Valley Campus. The English Department is a component of the Communications Division that is overseen by the Division Assistant Dean for Communications on the Prescott Campus and the Division I Dean on the Verde Valley Campus. The division assistant

deans report to the deans of instruction, who in turn report to the Vice President and District Provost.

The English Department offers a comprehensive array of developmental classes typical of most community colleges. The department also offers ESOL (English for Speakers of Other Languages) classes for college students whose primary language is not English but who have college-level skills in other areas. Developmental classes are offered on the Prescott and Verde Valley Campuses and at the college's educational centers in Prescott Valley and Chino Valley.

POLICIES AND PROCEDURES

According to the *Yavapai College General Catalog 2002/2003*, the college "welcomes and encourages any student who demonstrates readiness and the ability to benefit from college-level courses" (p. 17). There is no standard admission procedure for entry into developmental English courses. Students are encouraged to take the COMPASS Skills Assessment Test to determine proper placement. Preparedness recommendations are provided for any student who goes through the advising process. However, students can enroll in any of the 13 developmental (zero-level) courses or in the college-level basic composition class (ENG100) without an appropriate assessment test score or successful completion of a prior course. Mandatory assessment testing and placement are not required for developmental or college entry-level English courses.

ANALYSIS

In recent years, the English Department has added full-time faculty at both the Prescott and Verde Valley Campuses. Although the department on the Verde Valley Campus had not been able to consistently offer reading courses, in fall 2001 the Learning Center manager, who is also an English instructor, began efforts to make reading courses available on a more regular basis. The English Department on the Verde Valley Campus has also had difficulty offering the Basic Writing Skills class on a regular basis due to low class enrollments. Because of this, Verde Valley students may be enrolling in college-level classes without adequate preparation. This trend may continue to worsen under the current policy, which does not require students to complete skills assessments as they enter the college.

A portfolio project initiated on the Prescott Campus in 1995 has resulted in writing standards being promoted, grading guides for developmental English classes being established, and student self-assessment activities being conducted. In response to a recommendation made in the 2002 English program review, the Verde Valley Campus plans to undertake such a program in order to develop consistent standards across the district.

The developmental English curriculum is extensive and appropriate for an open-door community college. A review of instructional delivery methods indicates a range of approaches. Fourteen different self-paced modules that provide skill development are offered in the Learning Center. Nine of these modules are in writing development and basic writing skills and five are in reading/study skills development. Some listed modules have not been offered recently and are in the process of being updated; others are being developed. Four courses are offered in reading improvement and

two courses are offered in basic composition—either in a traditional classroom setting or, in earlier years, through the Academic Systems computer-assisted, self-paced format. Academic Systems is further described in the Mathematics Department section of this chapter. The department has also offered a completely on-line version of Introductory Composition. Five courses are offered that provide listening, speaking, reading, and writing skills for ESOL students. In the past, enrollment in these courses has consisted primarily of foreign students studying at the college, but more recently these courses have seen an increased number of students who are community members looking to upgrade their English language skills.

As for all courses, a recently revised curriculum review process more strongly connects the development and modification of course outlines to the actual teaching of courses. Efforts are in place to connect course content to specific learning outcomes. The updated curriculum review process is more than adequate, but there is still a need for improved communication between the Verde Valley and Prescott Campuses to insure that outcomes are consistent district wide.

A critical concern for developmental programs is the success rate of students. In developmental reading and writing courses, the completion rates for students have consistently risen over the last several years with Fall Semester 2001 showing the most dramatic improvement (developmental reading, 94% completion; developmental writing, 75% completion). These increases could be attributed to the in-class assessment strategies implemented in the reading courses and to the Writing Portfolio Project in the writing courses. The use of classroom assessment techniques has promoted a "learner-centered" environment that allows students to assess their own processes and products and allow instructors to become facilitators of learning, rather than simply judges in the evaluation process.

Even though the completion rate for developmental reading and writing courses is adequate, areas of concern are the persistence of these students through the composition sequence and the attrition rate for the Basic Writing Skills class. One study showed that, of students who started in the English developmental sequence at Yavapai College, only 7% remained at the college two years later, and of 33 students who passed the Basic Writing Skills class in Fall Semester 1998, only two succeeded in completing the sequence (ENG100, 101, and 102) after four semesters at the college. The English Department plans to initiate a process of tracking developmental students through the composition sequence in order to plan strategies for increasing persistence.

Best-practice literature indicates that learning communities can significantly increase the retention and success of students with multiple problems. Vincent Tinto (1998), in a paper presented at a conference on remediation in higher education, reported that students participating in learning communities had "better attitudes toward learning and higher course completion rates than students in traditional remedial courses."

In an effort to address the needs of students who come into the college with both learning and personal difficulties, the English Department implemented a Starting Block Developmental Learning Community. An English instructor spearheaded the development of a learning community in which a cohort of students took coordinated courses in reading, writing, mathematics, computer science, and life management skills, with the second semester including a biology class instead of

mathematics. The instructors in this program met regularly to discuss strategies and integrate curriculum. Assessment tracking is in place to help evaluate the effectiveness of this new program.

The English Department staff consists of an approximately equal number of full- and part-time instructors. On the Prescott Campus, the ratio of part-time to full-time instructors in developmental courses is close to 1:1. On the Verde Valley Campus, adjunct faculty teaches approximately 75% of the courses. Nearly all of the courses at other locations throughout the county are assigned to adjunct faculty. The English Department has recently begun assigning some of the full-time faculty load to off-campus sites.

As with most community colleges, the English Department relies on adjunct faculty to deliver many of the developmental courses. The department has addressed this issue by including adjunct faculty in planning and staff development. On the Verde Valley Campus the two full-time English instructors meet regularly one-on-one with part-time instructors. In the past, the Prescott Campus used a similar mentoring process, but as time commitments to other responsibilities grew, this was discontinued. However, the Communications Division Assistant Dean on the Prescott Campus has developed a series of workshops for all faculty members using "in-house" expertise. Also, adjunct faculty on the Prescott Campus participates in portfolio-related work sessions and monthly departmental meetings where many issues relating to developmental education are discussed.

Adequate classroom and faculty space and state-of-the-art equipment are areas of concern for most departments. The Yavapai College master plan is addressing many of the facilities shortcomings faced by the English Department. While some equipment has become outdated, the college's effort to provide faculty with the latest technology has been exceptional. For example, the English Department has a state-of-the-art computer laboratory classroom for teaching writing. As the college moves ahead with the building phase of the master plan, it needs to ensure that a dedicated instructional computer classroom be provided to keep pace with current teaching technology.

MATHEMATICS DEPARTMENT

DESCRIPTION

MISSION

The Mathematics Department provides an appropriate level of mathematical literacy for all degree and certificate students by offering developmental and college-level classes. The department has always included a developmental component, and developmental mathematics courses comprise over 50% of the department's course offerings. In the 2001-2002 school year, 2,785 students enrolled in mathematics courses, 1,709 (61%) of these in developmental courses.

ORGANIZATION

The department has seven full-time instructors at the Prescott and Verde Valley Campuses. Full-time faculty teaches approximately 12% of the developmental

mathematics courses in the district. On the Prescott Campus, the Mathematics Department is a component of the Mathematics and Science Division that is overseen by a division assistant dean. The Mathematics and Science Division Assistant Dean reports to the Dean of Instruction on the Prescott Campus who in turn reports to the Vice President and District Provost. On the Verde Valley Campus, the Mathematics Department is part of Division I. The Division I Division Assistant Dean reports to the Dean of Instruction for the Verde Valley Campus, who in turn reports to the Vice President and District Provost. The developmental mathematics program offers a sequence of courses typical of most community colleges. Developmental classes are offered on the Prescott and Verde Valley Campuses; at the college's educational centers in Prescott Valley, Chino Valley, and Sedona; and at other locations around the county. Graphing calculators have been an integral part of college-level mathematics courses for some time. In spring 2002, graphing calculators were required for Intermediate Algebra in an effort to better prepare developmental students for college-level requirements.

POLICIES AND PROCEDURES

There is no standard admission procedure for entry into developmental mathematics courses. Preparedness recommendations are provided for students who go through the advising process. Also, students are encouraged to take the COMPASS Skills Assessment to determine proper placement. Since mandatory assessment testing and placement are not required, students can enroll in any developmental mathematics course or in entry-level college courses with neither an assessment test score nor successful completion of a prior course.

ANALYSIS

The developmental mathematics curriculum includes three basic levels of mathematics instruction and is appropriate for an open-door community college. Students can take Fundamentals of Mathematics (an arithmetic-based pre-algebra course), Elementary Algebra, or Intermediate Algebra. Technical Mathematics, which is typically viewed as a developmental-level course, is also offered and can be used only for certain vocational-technical certificates or degrees. An arithmetic-based Math Made Easy course is offered on the Verde Valley Campus for students who show a high level of math anxiety and have little self-confidence in mathematics. The Verde Valley Campus also offers an Introduction to Graphing Calculators course for students taking any level mathematics. On the Prescott and Verde Valley Campuses, Fundamentals of Mathematics, Elementary Algebra, and Intermediate Algebra are delivered in traditional classroom settings with a few sections previously being offered through the Academic Systems computer-aided format (See also English Department section.)

First offered in spring 1999, Academic Systems courses included developmental and college-level courses. Enrollment for these courses declined from the first, and the department determined that the success rate for students taking courses in this format was no different than for students taking courses in the traditional classroom. Given this and the added cost of upgrading computers to meet changing Academic Systems requirements, the department decided in spring 2002 to discontinue offering courses in this format.

Most developmental mathematics courses at the college's educational centers in Prescott Valley, Chino Valley, and Sedona are offered through an individualized, faculty-mentored mathematics program that allows students to work at their own pace. At these centers, the enrollment for developmental courses is usually small, so courses are combined into single sections that are monitored by one instructor. Elementary Algebra is also offered on-line through the Verde Valley Campus. In addition, the college offers developmental courses through a correspondence delivery method. One adjunct instructor facilitates these courses by corresponding with students via e-mail, fax, telephone, or standard postal service. This method allows some students who live in isolated rural areas or who do not have access to technology to take these courses on a self-paced basis with instructor support. The success rate for this mode of delivery is on par with that of other developmental courses.

The level of coordination among the main campuses and the education centers in Prescott Valley and Chino Valley causes concern about district-wide standards. Even though course outlines and learning outcomes are considered to be the same, it is evident that students completing developmental mathematics courses are not receiving the same level of instruction across the district. For example, graphing calculators were required in Intermediate Algebra on the Prescott Campus in Spring Semester 2002, but not elsewhere. Consequently, students taking this class at sites other than the Prescott Campus were at a disadvantage in their preparation for taking subsequent college-level courses.

As noted earlier, a critical concern for developmental programs is success rate for students. Over the last several years, the completion rates for students in developmental mathematics courses ranged from 46% to 52%. About another 10% of students complete developmental mathematics courses on their second try. These figures are comparable to national averages. About two-thirds of students who completed Intermediate Algebra and went on to College Algebra were successful in the college-level course. Approximately 25% of students who attempted a developmental mathematics course attempted a college-level mathematics course. These statistics indicate that, although the completion rate for students in developmental mathematics courses is on par with national trends, the persistence of these students in college courses is low. It is evident that when students are successful in the appropriate preparatory class, they are also successful in college-level courses. Recent policy changes eliminating mandatory assessment/placement and removing prerequisites for developmental and entry-level college mathematics courses may adversely affect these trends. If students are not required to take courses that give them the foundation they need for success, there may be fewer students successfully completing college-level courses. The Mathematics Department's 1999 program review included a recommendation to track developmental mathematics students through college-level courses (Boone-Roberts).

The number of full-time mathematics instructors is about one half the total number of adjunct mathematics instructors. Adjunct instructors teach the majority of all developmental mathematics courses, nearly nine out of ten. This presents several challenges to the department. Because of the location of the college, it is difficult to recruit sufficient numbers of highly qualified adjunct instructors in mathematics. In addition, adjunct instructors tend to be more transitory as a group, making it difficult to build an experienced cohort of developmental adjunct instructors.

Although the college has several qualified adjunct faculty members, adjuncts are typically not as experienced as full-time faculty and often have little knowledge about developmental students and their needs as learners. This leaves the least experienced faculty teaching in the area where most students are introduced to mathematics. Adjuncts in the Mathematics Department are not typically included in curriculum planning and pedagogical discussions, so many adjuncts are not familiar with the sequence of courses that developmental classes support. The Mathematics Department does provide information for adjunct faculty regarding expected learning outcomes and has included them in meetings regarding changes in course information. For example, in support of the recent requirement of graphing calculators in Intermediate Algebra, a workshop on graphing calculators was offered to adjunct faculty.

Although full-time instructors are well qualified, issues of developmental education are not a priority at the college. To date, no progress has been made concerning the 1994 program review's recommendation to track students' progress from developmental through college-level classes. Also, from the same program review, a recommendation for an additional faculty position to help with coordination among the educational centers and the main campuses was proposed but not funded. Except for these recommendations, there are no departmental plans specifically focused on developmental education.

Faculty development in this area has been limited. This summer, however, the college funded a faculty member's attendance at the Kellogg Institute for Developmental Education. As part of the program, the faculty member is conducting a practicum project specifically designed for the college. At the completion of this program, the faculty member will receive designation as a certified developmental educator. The college's support in this undertaking is seen as a positive step toward improving its commitment to developmental education.

As with most departments, adequate classroom and faculty space and state-of-the-art equipment are frequently areas of concern; however, the Yavapai College master plan is addressing many of the facilities shortcomings faced by the Mathematics Department. There are no unique needs for developmental mathematics separate from mathematics as a whole.

ADULT BASIC EDUCATION

DESCRIPTION

MISSION

Adult Basic Education (ABE) provides literacy education in reading, writing, mathematics; General Educational Development (GED) preparation; and English for Speakers of Other Languages (ESOL), accompanied by appropriate student support services. Its mission is "to provide extraordinary educational opportunities to adult education learners," and its "primary goal is to help individuals function more effectively in the family, the workplace, and the community" (S. Lutgen, personal communication, January 2002).

ORGANIZATION

The Yavapai College ABE Program provides free ABE, GED, and ESOL services at various sites throughout Yavapai County. The program is funded through a grant from the Arizona Department of Education Adult Education Division. The payroll for the program is funded through the grant with a small percentage allowed for non-instructional time. A separate grant in partnership with Prescott Unified School District provides funding for a full-time family literacy instructor.

The ABE Program includes several areas: GED Study Program, Basic Skills Enhancement, ESOL, and Family Literacy. ABE classes and services are provided on the main campuses at Prescott and Verde Valley and at the educational centers in Prescott Valley and Chino Valley as well as sites scattered throughout the county.

The ABE Program currently has a full-time director/instructor, three full-time instructors, eight part-time instructors, two part-time assistants, and numerous volunteers, as well as the full-time family literacy instructor. A new, separate "ABE Transitions Program" to assist students in the transition from the ABE Program to college-credit classes is headed by an additional full-time coordinator. The instructor positions are classified as instructional specialists. Instructors in the program must minimally hold a current Adult Education Teacher Certification or qualify for certification, with preference for a bachelor's degree in adult education or a related field. All personnel in the program report to the ABE director, who in turn reports to the division assistant dean for Student Services.

POLICIES AND PROCEDURES

Class schedules in the ABE Program vary from year to year depending on student need, availability of instructors, classroom space, and funding. Instruction usually runs from mid-August to mid-June. The curriculum is aligned with the Arizona Adult Education Standards.

Outcome expectations for the program are negotiated with state and federal funding agencies in the following areas: educational gains, total attendance hours and number of hours per student, employment, receipt of GED, placement in postsecondary education or training, involvement in community activities, involvement in children's education, and improved computer skills. A team from the Arizona Department of Education also reviews the program. Their last report was in spring 2000.

The qualifications of staff members meet or exceed state requirements, and professional development is a critical component of the program, including meetings and in-service workshops, peer observations and coaching, and maintenance of a professional library. In addition, the staff is encouraged to attend conferences and institutes. Full-time employees are evaluated through formal semi-annual evaluations, while part-time employees participate in a minimum of one classroom evaluation per year. Both full-time and part-time employees complete a year-end program evaluation.

ANALYSIS

Adult Basic Education has a detailed, comprehensive plan and planning process that directs program activities through 2004. The planning process involves all of the staff and other adult education stakeholders in the county. The program takes

advantages of various partnerships in sharing resources and providing services. Examples of collaborating county agencies and regional organizations include the Yavapai/Apache Tribe, Department of Corrections, Prescott Unified School District, and Workforce Investment Act Partners.

A wide variety of instructional methods, including small group instruction, independent study, and cooperative group learning, is used to teach basic skills. Computer-aided instruction and Internet access are available at many sites. Often, students are given learning activities that involve real-life situations, which is important as many of these students transition to the workplace. All adult basic education students with disabilities have access to services through the ADA office, which serves all Yavapai College campuses and sites.

Retention is a primary focus. Along with student effort, the care and commitment of ABE instructors drives retention more than any other factor. Although retention rates at Yavapai College are somewhat lower than state averages, figures are within the acceptable range and have been steadily improving.

As the program has grown, challenges have also increased. Program enrollments are often limited, not by student demand, but by other factors. Currently, 20 classes, 16 that are funded by the Workforce Investment Act, are offered at 11 different sites throughout the county. Most of these classes have waiting lists and many communities cannot get the basic skill support they need because of a lack of funding and instructors. The program has experienced difficulty in finding qualified instructors. The availability of state funding is less than that indicated by student need. Classroom space is not always available when and where it is needed. The program does not fall under the Office of Instruction and typically is a low priority in scheduling.

There are indicators, however, that the ABE Program should be connected to the Office of Instruction rather than to Student Services. At least 90% of the funding for the ABE grant is designated for instruction. As with other college instructors, ABE instructors must have content knowledge, competence in instructional methods, skill in facilitating adult learning, and expertise in student assessment and evaluation. In addition, the college's guidelines for academic program review better assess the achievements of the ABE Program than do the guidelines for student services program review.

There would be several advantages to the ABE Program having a stronger connection to other instructional programs. First, the program would receive a higher priority for classroom space. Second, it would have access to instructional travel and professional development, which are vital to any instructional program. Third, student transition from ABE classes to developmental courses and subsequently to college-level courses would be enhanced with the increased sharing of instructional expertise and coordination of student learning.

Interviews with the program director and staff, a review of program documents, and an analysis of the recent Arizona Department of Education's State Technical Assistance Review report presented a clear picture. In spite of the limitations in funding, classroom space, and availability of qualified instructors, the Adult Basic Education program was meeting or exceeding its mission and programmatic functions in all areas.

SUPPORT SERVICES

Comprehensive student support services for developmental students are a critical component for success. The college's learning centers, located on the Prescott and Verde Valley Campuses, provide multiple support programs and services for all students. These services include small-group tutoring, drop-in tutoring for English and mathematics, self-paced English modules, ESOL courses, and adult basic education classes. An area of concern for tutors has been the recent policy eliminating mandatory assessment and placement. Especially in mathematics, tutors are working with students that do not have adequate preparation for their classes. Rather than providing support for students' current classes, tutors find that they are helping students learn prerequisite skills.

Workshops in math anxiety and study skills have been provided for students and for tutors of students. Faculty members have assisted with the recruitment and training of tutors and also worked closely with counseling/advising to evaluate and implement, as far as policy allows, assessment and placement processes that best serve the needs of developmental students. The services and programs for student support are evaluated in the chapter on student services.

RECOMMENDATIONS

According to the National Center for Developmental Education the core best for education are (a) making developmental education a priority; (b) coordinating developmental education efforts; (c) establishing clear-cut goals and objectives; (d) making assessment and placement mandatory; (e) establishing formative evaluation; (f) developing seamless transitions between ABE, developmental education, and college-level curriculum; (g) providing comprehensive student support services; and (h) providing ongoing orientation activities for students (Boylan, 2001). The following recommendations are made in consideration of these core best practices.

It is recommended that the college

1. **Appoint a coordinator for developmental education and establish a standing committee of instructors, academic support personnel, and adult basic education staff to direct the developmental education effort, including instruction and support services, district wide.**

   Best practices in developmental education call for this area to become an institutional priority. Efforts involve several areas of the college, and these should be centralized and coordinated in order to provide the best service to students.

   Developmental courses comprise over one fourth of the course offerings in English and over one half of those in mathematics. They provide the foundations in reading, writing, and mathematics for all students. The majority of students who enter the college must take a developmental course in one of these areas. Within the last three years, 56% of graduates had taken at least one developmental course, yet developmental education is not integrated into the mainstream of the college. The college mission statement does not reflect a commitment to developmental education, and the needs of developmental education are not built into the long-term or strategic planning of the

college. Developmental education is not strongly supported publicly by the administration and is not recognized as a major function of college.

Although components of developmental education are offered throughout the district, there is little deliberate coordination among the components. There are no coordinators for developmental education at the campus level and no coordinator of developmental activities district wide. Students access developmental courses and services through various departments; however, departments do not regularly meet to discuss program planning, teaching activities, or common problems. In the past, developmental education received more attention from the college, and efforts at centralization and coordination were more developed.

2. Resolve the concerns regarding mandatory assessment and placement of incoming students and prerequisites for developmental and entry-level math and English courses.

The National Center for Developmental Education lists academic assessment and placement of students as an educational best practice. The research literature has confirmed the importance of these practices. In a review of literature, Weissman, Bulakowski, and Jumisko (1997) concluded that mandatory placement was related to academic success and that it should take place in the first year or upon initial enrollment at the community college. A summary of related articles, published by the Educational Resources Information Center (ERIC), noted that "both research and current practice support the use of structured assessment and placement of students in remedial courses. . . . [T]his type of proactive institutional strategy has been more successful than an open-door, laissez-faire approach that allows students to enroll in any course regardless of prerequisites" (Yamasaki, 1998, p. 2; see also Ignash, 1997). Also, one of the recommendations in the American Association of Community Colleges' publication *The Knowledge Net* is that community colleges "must make remedial courses mandatory for all learners who need them" (2000, American Association of Community Colleges, p.19). The vast majority of community colleges require assessment and placement, and close to one half of the states mandate this practice by law.

Yavapai College's past policies and procedures were more in line with national trends than is the current policy. Although students who meet with an advisor are urged to take placement assessments, meeting with an advisor is not mandatory for registration and the present college policy preempts mandatory assessment. An evaluation process to study what implications this change may have on student learning was recently put in place and data is pending. The college's efforts in the area of outcomes assessment will be compromised if evaluators do not have baseline information on students when they enter.

Several chapters of this self-study support this recommendation: *Chapter 13: Transfer and General Education*, *Chapter 19: Admissions and Registration*, *Chapter 20: Advisement/Financial Aid and Student Employment*, and *Chapter 25: Integrity*. These chapters report that many Yavapai College students are not prepared for the rigor of college classes. Instructors have expressed frustration over needing to take valuable class time to facilitate the learning

of under-prepared students who, despite these additional efforts, tend to do poorly. Students need to be placed at the proper developmental levels in reading, writing, and mathematics thus empowering them to acquire the necessary skills to obtain their educational goals and to experience success rather than failure. Furthermore, best practices in education dictate that student retention and success directly correlate with appropriate course placement. The present policy of voluntary assessment testing and placement hinders efforts to evaluate student readiness. Advising students into appropriate courses without benefit of assessment test results is difficult, at best, and does not foster a climate for student success.

3. **Facilitate collaboration among the English Department, the Mathematics Department, and the Office of Institutional Research to develop a comprehensive, systematic, and ongoing formative and summative evaluation system for students taking developmental courses.**

   The English and Mathematics Departments offer a wide array of appropriate developmental courses taught by qualified instructors. Assessment efforts primarily focus on outcomes while students are attending specific classes. However, the college needs to learn more about the success of developmental students as they progress through sequences of courses and subsequently transfer or start a career. Tracking information concerning developmental students has not been consistently requested or provided. Other information that could be collected and shared among interested areas includes pass rates for developmental courses, dropout and completion rates for developmental courses, semester-to-semester and year-to-year retention rates, and grades in subsequent college-level courses. "Chapter 11: Assessment of Student Academic Achievement" offers information that supports this recommendation by suggesting development of a system to track student progress from developmental to college-level courses.

4. **Utilize and, if necessary, hire more full-time faculty with expertise in teaching developmental students to act either as instructors or as mentors of adjunct faculty who teach developmental courses.**

   Currently, faculty members teach developmental courses for a variety of reasons: some volunteer, some are deliberately assigned to teach them, and some teach them because developmental courses are the last ones left unassigned. This means that some instructors are enthusiastic, dedicated, and well trained in developmental education and others may not be. Best practices indicate that faculty who teach in this area should be interested in teaching developmental students, be committed to the success of developmental students, and be fully trained to teach developmental students.

   It is likely that adjunct faculty will continue to teach a large number of developmental courses. In developmental English classes, the full-time to part-time ratio actually exceeds the standard suggested (60% full-time, 40% part-time). In developmental mathematics classes, the ratio falls far short of that suggested. There is no research indicating that adjunct faculty cannot effectively teach developmental courses, but training and professional development are necessary. The hiring of an additional full-time mathematics

faculty member whose major responsibility would be teaching developmental courses and coordinating developmental efforts in mathematics district wide should be considered.

5. **Increase classroom and office space for the adult basic education areas, especially in conjunction with campus expansion planning, and find ways to supplement state funding, including reinstating support for administrative costs.**

   Classroom and office availability is a problem for the ABE Program. Classroom space is not always available when and where it is needed. Funding is provided to the Adult Basic Education Program by the state as a block grant. This funding does not meet all the program demands.

   The ABE Program plays a critical role in workforce development and meeting the learning needs of a diverse community. To better serve Yavapai County, a comprehensive ABE Program should be prepared to meet the growing demand for services and should be integrated with other college efforts. To facilitate this, the college should review the mission of the ABE Program and consider housing this program under the Office of Instruction.

CHAPTER 16

CONTINUING EDUCATION

INTRODUCTION

Continuing education services at Yavapai College are offered through a variety of programs located in different areas of the college. A four-person study team interviewed the administrator responsible for each program area along with support staff, instructors, and clients. Supporting documents, student evaluations, enrollment data, and financial data were also reviewed. For each area, a final report describing the program, analyzing services, and offering recommendations was prepared. The reports and supporting documentation for this chapter are available in the Yavapai College NCA Library under NCA Background Materials: Continuing Education. What follows is a summary of the primary areas that constitute continuing education at Yavapai College: (a) Extended Learning. (b) business and economic development (SBDC and CaPE), (c) Non-Credit Program, and (d) Senior Programs.

EXTENDED LEARNING

INTRODUCTORY NOTE

During summer 2002, the individual who had directed Extended Learning for the previous ten years accepted employment elsewhere and left the college. While the college looks at restructuring this area, the Dean of Instruction and Curriculum on the Prescott Campus has assumed on an interim basis the responsibilities previously assigned to the Associate Dean for Extended Learning. When that restructuring takes place it is expected that there will be changes to the description that follows.

DESCRIPTION

MISSION AND PURPOSE

The mission of Extended Learning at Yavapai College is to identify the educational needs in outlying communities and, wherever possible, to meet those needs. In doing this, Extended Learning serves the purpose of bringing college classes directly to the small, scattered, and often isolated communities throughout the county.

HISTORY AND BACKGROUND

Yavapai College has provided extended learning opportunities throughout Yavapai County for 30 years. In the beginning, these services were provided from the campuses located in Prescott and Clarkdale. In 1995, the college added the Mobile Computer Lab to bring computer classes directly to Yavapai County's outlying communities. In 1999, the college began offering correspondence courses in basic mathematics as an alternative delivery method for Extended Learning students.

During summer 2001, the college designated facilities in Prescott Valley and Chino Valley as college centers, separate from Extended Learning and responsible for their own course offerings. Today Extended Learning serves the outlying areas that do not have a specific college facility.

ORGANIZATION

The outlying communities in the Verde Valley are served through the Verde Valley Campus in Clarkdale under the direction of the Verde Valley Campus Dean of Instruction. Courses scheduled in Chino Valley and Prescott Valley are offered under the direction of the associate dean for each of those communities. The remaining outlying communities in Yavapai County are served through the Prescott Campus under the direction of the Associate Dean for Extended Learning. This area includes communities stretching from Black Canyon City and Crown King in the southeastern part of the county to Congress and Yarnell in the southwest and Ashfork and Seligman in the northwest.

Extended Learning offers classes scheduled most often in libraries, community centers, and schools in the outlying communities. In these communities, the college hires community coordinators to assist with service. Community coordinators and the Associate Dean for Extended Learning also recruit local volunteers to serve on a community advisory committee that assists as a local resource, giving advice and input.

The Mobile Computer Lab has sixteen laptop computers that, when not on assignment, are housed in Chino Valley. When needed for classes at remote sites, course instructors transport the computers to the sites in a college van. A schedule detailing when and where the lab will go each week is set up at the beginning of each semester.

POLICIES AND PROCEDURES

The Associate Dean for Extended Learning meets with each community advisory committee about once each semester to discuss community interests. In these meetings, course offerings, delivery locations, and potential instructors are discussed. The Associate Dean for Extended Learning uses this information to determine college services in each area.

Direct mailings of Extended Learning course offerings are delivered to every household in each service area. In addition, course-specific flyers are prepared and posted at strategic locations in the communities (e.g., post office, library, grocery store). The community coordinators place advertisements in local papers and make individual contacts in the community. At times the administrative assistant for the Associate Dean for Extended Learning makes phone calls to former students as part of enrollment efforts.

Extended Learning prefers to hire local instructors (e.g., high school teachers) from the community where a course is scheduled; but that is not always possible, so instructors must sometimes be transported to the outlying communities. The majority of instructors employed by Extended Learning come from a district-wide pool of adjuncts. All instructors are required to have or obtain community college teaching certification. The Associate Dean for Extended Learning personally interviews each

instructor and makes the final decision regarding hiring. Instructors are given a course outline and required to develop a syllabus for each course they teach.

The Extended Learning Office offers copying and other office support. Generally, each area where a class is held has a television, VCR, and blackboard available. Student services, such as advisement and financial aid, are available through the Prescott Campus.

ANALYSIS

Extended Learning seeks to serve a diverse population that is located in an area covering 8,123 square miles. Limited physical and human resources as well as other aspects of the rural environment create challenges in providing quality education to areas far removed from the main campuses.

Physical resources become a problem when there are not appropriate laboratory facilities for college science classes or studio facilities for art classes. Human resources are a problem when certified instructors are not available locally and must be brought in from Prescott, a drive of 50 or more miles one way. Campus-based full-time teachers, and many adjuncts likewise, are unwilling to make the long nighttime drives.

Even with a class enrollment goal of 10 for Extended Learning sites, the inherent qualities of some rural communities create challenges. Some rural communities have fewer than 100 residents, and to expect 10% of such a small population to enroll in a given class may not be realistic. In addition to the smaller population base in many outlying areas, community perceptions regarding the value of postsecondary education may have a negative effect on enrollment. The location- and resource-related challenges that Extended Learning faces in fulfilling its mission are significant.

Other challenges relate to the quality of instruction. The Extended Learning administration must provide oversight and support over large distances to instructors in many different communities. It is the policy of the Associate Dean for Extended Learning to expect that instructors will act as professionals and to trust them to live up to their professional responsibilities. Under this policy, it is the instructors who are largely responsible for the quality of educational service, so instructor orientation, evaluation, and professional development are keys to quality teaching and learning. Isolated as most of the Extended Learning instructors are from the larger academic environment, and with limited support from the college, it is a challenge for these adjuncts to meet the same instructional standards demanded of adjuncts on the campuses. Consequently, there has been concern regarding the quality of instruction offered in Extended Learning.

Orientation is often limited to providing instructors with course outlines, certification instructions, and directions to where they will be teaching. There is little follow up.

In evaluating instructors and courses, Extended Learning tends to judge instructor/course quality on the basis of enrollment figures, informal comments by students, in-class student evaluations, and absence of student complaints rather than by actual supervisory evaluation of instruction. Supervisory evaluations of instructors have only been completed in instances when complaints have suggested a problem.

Likewise, staff development activities for instructors are limited. Extended Learning maintains that adjuncts are notified of the college's regular Development Day activities for staff and advised to attend. However, some adjuncts interviewed claimed not to know about these activities. Even when informed of these meetings, adjuncts who live in outlying areas generally do not have the flexibility to leave full-time day jobs to attend the on-campus staff development sessions. From time to time, staff development sessions are scheduled specifically for adjuncts, but these are infrequent and poorly attended.

In the past, there has not been a lot of collaboration between Extended Learning and the academic divisions in the instructor selection process. Hiring was entirely the responsibility of the Associate Dean for Extended Learning. Recently, division assistant deans have been charged with overseeing the quality of courses throughout the district. This could bring support that Extended Learning has lacked in the past. However, collaboration would only take place if Extended Learning were offering a course that fell under the domain of a particular division. There is concern that this new oversight and collaborative role with Extended Learning may be difficult to put into practice, since division assistant deans already carry a large load with their existing campus duties. It will require a concerted effort from all parties. It is too early to tell if the recent changes will have the intended positive impact.

Support services for students that are readily available on campus are not easy to access in outlying areas. Extended Learning suggests that services such as student advisement and financial aid are just a telephone call away, but the reality is that counselors are usually busy with pre-arranged appointments and there is little time in their schedules to advise Extended Learning students by telephone.

RECOMMENDATIONS FOR EXTENDED LEARNING

It is recommended that the college

1. **Re-evaluate Extended Learning practices in light of national best practices.**

   The challenge of delivering educational services to diverse populations in remote and sparsely populated areas is not a problem unique to Yavapai College. Through research into how such problems are being addressed by other educational institutions, the college may locate alternative models and best practices appropriate for our area. Therefore it is recommended that such research be conducted and existing practices be re-evaluated in light of the research.

2. **Strengthen instruction in Extended Learning.**

   The recent move to give division assistant deans a greater role district wide in the teaching and learning process is seen as a positive step. The college needs to follow through to insure that this change does provide the collaboration with Extended Learning that will strengthen instruction.

   A quality faculty must be cultivated to serve learners in the outlying areas. This could be accomplished in a number of ways. Some suggestions include the following:

   1. Provide a more thorough instructor orientation and follow-up evaluation program. Evaluations could be conducted by peers as well as administrators.

2. Include full-time faculty in the Extended Learning Program. This could be accomplished by offering appropriate incentives to existing full-time instructors and/or creating full-time positions specifically designed to serve the outlying areas. In addition, a faculty-mentoring program that partners division assistant deans and/or full-time faculty with adjunct faculty serving in outlying areas would strengthen instruction.

3. Provide convenient, regular, and relevant staff development opportunities for adjuncts as an important part of the effort to strengthen instruction.

4. Develop regional telecom links through which campus classes could be delivered to Extended Learning locations not previously served by telecommunications.

3. Provide academic support services

Support services such as academic advisement, tutoring, and financial aid counseling are provided primarily on the Prescott and Verde Valley Campuses. It is recommended that the college find ways to make these services available at Extended Learning sites. This could be done by providing incentives and resources to encourage existing staff to travel throughout the district, by hiring and training part-time associates from the localities served to address these needs, and/or by hiring full-time specialists to travel to the various sites.

BUSINESS AND ECONOMIC DEVELOPMENT

INTRODUCTORY NOTE

The self-study team reports for this area were completed in late summer and early fall 2001. As a result of team report recommendations and staffing changes, there has been a major reorganization during the past year. Although the functions described in this section remain important to the college, the administrative structure under which they operate has been rearranged significantly.

DESCRIPTION

HISTORY AND BACKGROUND

In 1988, federal money provided by the Small Business Administration (SBA) enabled formation of the Arizona Small Business Development Center Network, which then formed partnerships with Arizona community college districts to organize local Small Business Development Centers. In Arizona, the Small Business Development Center (SBDC) was organized as a supplement to the existing federal program known as SCORE (Service Corps of Retired Executives).

In Prescott in the early 1990s, educational and training services were delivered to local businesses by the Small Business Development Center (SBDC). As demand for service increased, the SBDC director added staff. Custom Training (originally called Contract Training) grew out of this effort. College administration, recognizing the supervisory abilities of the SBDC director, began transferring and placing a variety of college programs under his direction. These included non-credit courses, the Elderhostel Program (for a time), and even Performance Center scheduling. In 1994,

the Yavapai College NCA self-study included a recommendation to unite the SBDC and Contract Training into a Community and Economic Development Center to create an identity and central point of contact for county-wide inquiries.

In 1996, the college implemented that recommendation. The District Governing Board adopted a new mission statement that included an emphasis on workforce development, and the college created the Professional Development Center (PDC) to deliver the services**.** The PDC became a catchall for various programs that supported economic development, including the SBDC, Contract Training, Industry Network Corporation (INC), and the Manufacturing Extension Partnerships (MAP). The Non-Credit Program was folded into the PDC as well. The SBDC director doubled as the director of the PDC and reported to the Dean of Economic Development and the Community Campus. As part of this reorganization, the newly created Work-Based Learning (WBL) Program (originally part of student services) was transferred to the PDC. Contract Training (now Custom Training) soon mushroomed into a revenue-generating engine that put the PDC in excellent financial shape.

In 1999, leadership changes occurred at the Professional Development Center. The director resigned to accept a job elsewhere. Also, the individual responsible for the boom in contract training retired. With new leadership came organizational changes. The new SBDC director was allowed to separate the Small Business Development Center from the Professional Development Center. Because of this change and the similarity of the acronyms (PDC and SBDC), the new PDC director felt a name change was needed. In 2000, the Professional Development Center became the Community and Professional Education Center (CaPE). A year later, the Non-Credit Program, though still housed in the downtown CaPE offices, was transferred administratively from CaPE to Extended Learning. As of Fall Semester 2001, Yavapai College business and economic development activities in Yavapai County were handled through the Small Business Development Center and the Community and Professional Education Center.

SMALL BUSINESS DEVELOPMENT CENTER

The mission of the Small Business Development Center (SBDC) at Yavapai College is to improve the profitability and productivity of the small business community in Yavapai County. This mission supports Yavapai College's Strategic Initiatives and Community Benefits Statements dealing with economic development, workforce development, and sustainable economic growth. The SBDC is also a resource center, linking the public sector (federal, state, and county) and the private sector, and its resources are used to counsel and train small businesses to achieve management excellence, resolve financial and marketing problems, and develop strategies for success in the marketplace.

Regarding its organization, the Yavapai College SBDC has a staff of four: a full-time office director, a full-time office manager, and two part-time (24 hours per week) business counselors. One counselor operates from an office in the Verde Valley. The director reports both to Yavapai College Administration and to the State Director of the Arizona Small Business Development Center Network.

The Small Business Development Center offers both short- and long-term counseling at no charge; and, for nominal fees, it conducts business seminars and workshops.

A free booklet *How to Start a Small Business in Yavapai County* is available to all clients. Classes of special benefit to the small business operator are offered, some for college credit. College-credit course offerings are determined by the Yavapai College Business Department and course outlines have been approved through the normal curriculum process at Yavapai College. Certified teachers provide instruction for the credit courses. For example, during the 2000-2001 school year, 22 seminars were offered, 13 of these for college credit. Participants who take credit courses pay the normal college tuition fee, and registration is handled through the college. Fees for non-credit seminars are determined by the SBDC's cost of production plus 25%. The SBDC office manager handles registration for non-credit seminars; the money goes directly into the SBDC income account and is used for management operations.

The SBDC also maintains a library of books, magazines, and video and audio tapes specifically suited to the needs of small business. Signing up for free and confidential business counseling is simply a matter of calling and making an appointment with a counselor.

COMMUNITY AND PROFESSIONAL EDUCATION CENTER

The mission of the Community and Professional Education Center (CaPE) is to provide short-term specialized educational opportunities through diverse credit and non-credit programs for personal, professional, and lifestyle enrichment. This provides a valuable outreach service to businesses, industry, and the larger community in offering training and workforce development that the college does not otherwise provide. As of September 2001, CaPE offered Custom Training, Specialty Courses, and Work-Based Learning.

CUSTOM TRAINING. Custom Training designs special programs for assessing and delivering training needs in business, industry, government, and other agencies. Types of local industries that Custom Training has served include health services organizations (e.g., Veterans Administration Medical Center and Yavapai Regional Medical Center), school districts, government organizations (e.g., Yavapai County, City of Prescott) and manufacturing businesses (e.g., Allied Signal, Mountain Marble Manufacturing, Willow Creek Greenhouses, and American Sandstone).

Courses are offered at the request of businesses in the community, at sites and during times arranged by the businesses. These entities approach CaPE for the training and pay for the courses. Students, therefore, are employees of the businesses. For example, Spanish language training has been provided for manufacturing companies, health care workers, school teachers, police departments, and first responders; custom computer courses have been provided for the Yavapai Regional Medical Center, the Veterans Administration Medical Center, and the Yavapai Tribe.

Training topics are determined by the business. Custom Training staff work through the appropriate college divisions to identify qualified/certified instructors and utilize the approved curriculum as appropriate. The majority of past custom training consisted of college credit courses, which generated FTSE for the college. American Management Association (AMA) courses are an important part of the Custom Training curriculum. Generally speaking, AMA courses attract middle-level business people who already have college degrees but desire advanced or specialty training that AMA courses provide. These courses are generally short, one-credit

courses, delivered over a five- or six-week time period. Instructors are required to conduct classroom assessments and manage courses in much the same way as other college-credit classes, with the required contact and homework hours dictated by the Carnegie credit standard.

SPECIALTY COURSES. Specialty Courses are short-term specialized education and training opportunities for business and professional development outside of Custom Training. They include such topics as business management (in cooperation with the American Management Association), computer training, and English as a second language. These courses appeal to individuals that desire training in a very specific topic within a shorter period of time than the normal semester.

Courses are offered in variable formats throughout the year. These typically are short courses (one or two meetings to six weeks in length) and include credit and non-credit offerings. Credit classes generally range from one-quarter credit to one credit, depending on the class. Credit classes are taught by college-certified instructors, and class evaluations are conducted in all classes. A fee is set for each class to cover the operating costs of the class, including books, materials, and instruction.

WORK-BASED LEARNING. Work-Based Learning combines classroom theory with supervised work experience in a job or service organization related to the student's career goals**.** Through Work-Based Learning Internship and Service Learning courses, area businesses and agencies are encouraged to provide learning opportunities for college students and thereby participate in training an emerging workforce

In May 1994, a small group of faculty and staff met to explore ways of allowing students to combine classroom theory with work in the real world. This group developed rules and procedures for providing students experiential learning opportunities. These were circulated for review throughout the college community. Two courses were approved by the Yavapai College Curriculum Committee and were made available to students in spring 1995. An Internship (Course No. 296) with an area business may be paid or unpaid. Service Learning (Course No. 297) allows community groups concerned with education, human needs, safety, or the environment to instill in students an ethic of community service and civic responsibility. Departmental prefixes are assigned to individual courses based on the subject field of the internship or service-learning experience.

When newly established, the program had no budget so it was necessary to merge it with an existing college department. The Yavapai College Student Employment Office was selected to temporarily house and administer the program. In October 1996, a full-time coordinator was hired to take charge of the program. At that time it was transferred from Student Services to the Professional Development Center (PDC) and the name was changed from Experiential Learning to Work-Based Learning.

Since 1996, four different individuals have served as program coordinators. Two eventually became directors of the PDC. These promotions required the individuals to divide their time between the two jobs. Most recently, the interim director of CaPE shared Work-Based Learning duties with the CaPE office manager. Duties of the program coordinator include marketing Work-Based Learning to local businesses, meeting with students to determine their eligibility for participation, assisting them in locating suitable work or service positions, helping identify faculty

members willing to coordinate the learning, maintaining all student paperwork, and facilitating student registration.

ANALYSIS

SMALL BUSINESS DEVELOPMENT CENTER

The SBDC at Yavapai College is accomplishing its mission and is supporting the economic development Strategic Initiative and related Community Benefits Statements of the college. This is demonstrated by the following assessment information.

The primary assessment used for SBDC is economic impact. Economic impact is influenced by total cases handled and number of "economic-impact" clients. Total cases rose from 362 in 1998 to 519 in 2000. In 1998, fewer than 90 economic impact clients were served, while in 2000, that number was 107. These figures compare very favorably with similar data from the nine other SBDCs in the Arizona SBDC Network. In 2000, only the Maricopa and Pima SBDCs, which include the major population areas of Phoenix and Tucson, exceeded Yavapai in clients served.

Because the SBDC at Yavapai College is in partnership with the U.S. Small Business Administration and the Arizona SBDC Network, there are a number of required assessments and reviews conducted on a regular basis. Each service center and satellite center is reviewed on-site every two years using the SBDC Certification Standards as a protocol. The government also conducts a series of formal audits of SBDC operations, highlighting areas of strength and concern. Reports from these audits reflect favorably on the Yavapai College Small Business Development Center operations.

Training evaluation forms provide another tool for assessment. A composite of random evaluations from workshops conducted in 2001 reflects very high ratings. For example, of 57 participants evaluated, 50 rated the workshops as excellent or very good. No participants rated them as fair or needs improvement.

In the year 2000, the Yavapai College SBDC attained 150% of its goal and became the leading center in Arizona with the highest number (weighted by county) of economic- impact clients. The Arizona SBDC Network has recognized the Yavapai College SBDC recently on two occasions. It awarded the 1999 "Star Performer of the Year" designation and the "2000 Jubilee State Star" from the Association of Small Business Development Centers to the Verde Valley SBDC Business Advisor/Center Manager.

There is concern about the ability of the college's SBDC to meet the increasing demand for services with existing resources. For example, the Verde Valley SBDC office typically has a 4- to 12-week waiting list for appointments. In November 2000, the certification review of the Arizona SBDC Network recommended "that Yavapai College fully fund the two part-time counselor positions, one each in Prescott and Verde Valley, as full-time positions at appropriate salaries" (Darryl Mleynek and Max Summers, *ASBDC Certification Review of the Arizona SBDC Network*, November 13–17, 2000, p. 20). All SBDCs are required to match the funds provided by the Small Business Administration. Yavapai College has done so, and in the year 2001-2002, the college provided twice the funds the federal government allocated. Last year the Yavapai College commitment amounted to $140,000.

Also there is concern regarding SBDC facilities. The offices have been moved several times and face another move in the near future. In an interview prior to the most recent move, one client reported confusion and frustration in locating SBDC personnel in a timely fashion due to the relocation of office space onto the Prescott Campus. Since that interview, the office has been moved, and the current downtown office location is more accessible to clients than the previous office space located on the Prescott Campus.

COMMUNITY AND PROFESSIONAL EDUCATION CENTER

The historical review of the Community and Professional Education Center (CaPE) suggests that this is a program in search of an identity. It has had three name changes in five years and experienced considerable turnover in personnel. There have been three different directors of CaPE in the last two years, and four different individuals have headed Work-Based Learning in the last three years. Indeed, the success of individual programs appears to have varied depending on the interests and unique talents of staff. In addition, programs and staff have been shifted around in ways that, at times, defy logic. In spite of this, CaPE programs have established a legitimate role in meeting community needs.

CaPE supports the economic development mission of Yavapai College. Programs that operate under the CaPE umbrella provide training and instruction within established college policies and procedures. Credit classes are approved through the college curriculum process and instructors of credit courses are required to meet college certification requirements.

Concerns were expressed within the academic divisions regarding CaPE offerings that seemed to compete with normal academic offerings. However, CaPE personnel were sensitive to these concerns and aware of the need to avoid competition between their offerings and those of academic divisions. They were also aware of the need to communicate with the academic divisions on matters of curriculum and instructors. The academic divisions expressed the view that this communication occurred but was uneven. The CaPE staff felt they served a unique outreach function for the college and reached potential students that would not otherwise enroll in Yavapai College classes. Through contact with CaPE, some individuals who initially had no interest in regular college classes eventually enrolled in more traditional college course offerings.

One of the strengths of the CaPE courses is flexibility. Courses can be offered for short periods of time and in a variety of locations. However, these shorter courses do not coincide neatly with the registration cycle by which the rest of the college operates. The college registration office, being geared to the semester cycle, is not always knowledgeable about the different registration needs of CaPE and other programs. This has at times caused difficulties for students to register for these courses. Students have complained about calling registration only to be placed on “hold” for long periods of time or to hear a recording or a message informing them that phones have been disconnected and they should call back at a later time. A likely result is that prospective students become discouraged and the college loses enrollment. For programs, like CaPE, that depend entirely on the revenue generated by enrollment, the registration difficulties are a serious matter.

Most CaPE programs are Fund II programs and are required to be self-sustaining. A review of budget figures shows that only once in the last four years have CaPE revenues exceeded expenditures. That was in fiscal year 1998-1999 when PDC (aka CaPE) had a $25,390 revenue surplus. The budget loss for fiscal year 2000-2001 was $59,158. The cumulative gain/loss budget figures from this area's inception to June 30, 2001, show a negative figure of $25,199.

The impact of registration process difficulties is unknown; however, some loss of revenue could be related to administrative decisions regarding class size. A quick sample of 12 classes (computer, AMA, and Custom Training) offered since 1999 showed only 3 with enrollments in double digits; some of the classes had only four and five students.

Custom Training was largely responsible for growth in the PDC (CaPE) budget between 1996 and 1999. However since personnel changes in 1999, the level of activity in Custom Training has fallen off. Budget figures reflect this change. CaPE revenues reached a high point in fiscal year 1998-1999 with $226,019. The very next year (1999-2000), revenues dropped by nearly 60% to $94,124, and in 2000-2001, they fell to $56,187. The interim director of CaPE acknowledged that Custom Training has not been marketed in two years.

The success of the Work-Based Learning Program also reflects the effect of staff changes. In the first year of the program, nine students were enrolled. The program at that time was run without a full-time staff person, which hampered student recruiting. When a full-time person was hired, program enrollments began to increase—to 49 in 1996 and rising to 87 in 1999. Since 1999, the Work-Based Learning Program has suffered because the coordinator has had to take on additional duties within CaPE. Student enrollments reflect this change; 33 students enrolled during 2000 and 24 in 2001.

RECOMMENDATIONS FOR BUSINESS AND ECONOMIC DEVELOPMENT

It is recommended that the college

1. **Increase Small Business Development Center funding.**

Yavapai College has demonstrated its support and commitment to the SBDC by providing more funds annually than required by federal SBDC guidelines. In November 2000, the Arizona SBDC Network called for a staff upgrade in the Yavapai College SBDC program. The Arizona SBDC Network should be asked to increase its share of the funding for Yavapai College SBDC in order to match the Yavapai College contribution and bring about the staff upgrade.

2. **Reallocate Small Business Development Center facilities in accordance with local client needs.**

As the college designs and reallocates space in its facilities master plan efforts, it should take into account the need that local clients have for a permanent and accessible location for SBDC office space.

3. **Reassess the organizational structure for providing economic development services at Yavapai College.**

The Yavapai College commitment to economic development in the county is expressed in the college's Strategic Initiatives and Community Benefits Statements. This responsibility was initially handled through the Small Business Development Center and expanded in 1996 with the creation of the Professional Development Center (now CaPE). However the present organizational arrangement is fragmented. The SBDC handles some economic development functions while CaPE handles others. Offices are in different locations in the community, each director reports to a different administrative supervisor, and directors do not regularly coordinate their activities.

Work-Based Learning, at present a central function of CaPE, is located off the main campus, so the coordinator is not conveniently accessible to residence-hall students. However, student recruitment has been cited as the most challenging responsibility of the Work-Based Learning coordinator, and the program was most successful from a student enrollment standpoint when there was a full-time staff person housed on campus who devoted full-time to the job. Once Work-Based Learning was transferred off campus as part of CaPE, the coordinator often found her efforts diverted to other CaPE activities, resulting in less time devoted to Work-Based Learning. A significant decrease in program enrollment resulted. Perhaps as part of reassessment, the college should consider moving some programs back on campus.

NON-CREDIT PROGRAM

INTRODUCTORY NOTE

The self-study team report for this area was concluded in early fall 2001. As a result of the team report recommendations and due to a general administrative reorganization the following year, the location of the Prescott-based Non-Credit Program has been moved onto the Prescott Campus, and the program's coordinator now reports to the Office of Instruction.

DESCRIPTION

MISSION

The mission of the Non-Credit Program is to offer lifestyle and professional development opportunities to individuals of all ages who are seeking enrichment without the pressure of a credit class. These diverse course offerings allow individuals to pursue educational, recreational, leisure, and life-style learning.

HISTORY AND BACKGROUND

Non-credit courses were first offered at Yavapai College in the early 1980s as part of Elderhostel and the Retirement College. In 1987, a staff person was hired to coordinate the program and it was transferred administratively to the Dean of Instruction.

In April 1993, the program was moved to Community Programs, a newly created division at the college. In July 1993, the program became a Fund II budget program, supervised by the director of the SBDC (within Community Programs). At this time, the program was physically relocated from the Prescott Campus to the downtown Elks Building.

When the Professional Development Center (PDC) was created in 1996, the Non-Credit Program was included as one of the PDC programs. This was true in 1999 when the PDC was changed to the Community and Professional Education Center (CaPE). However, in May 2001, when Non-Credit was separated administratively from CaPE, the program coordinator began reporting to the Associate Dean for Extended Learning. The office for the Non-Credit Program remained housed in the Elks Building with the CaPE offices.

In the late 1980s in Prescott, only a few students were enrolled in the small number of non-credit courses offered, mainly during the summer. Now there is a balance among courses offered summer, fall, and spring. Nearly 400 courses are offered over the course of the entire year with enrollments exceeding 2,500 students per year. In addition, the percentage of courses that have sufficient enrollment has improved from fewer than 50% between 1997 and 1999 to over 60% in the last two years.

More recently, non-credit courses have been offered through the Verde Valley Campus. Prior to 1999, they consisted primarily of summer offerings for children. In fall 1999, a Verde Valley Campus staff person was given a part-time contract (19 ½ hours per week) to coordinate the program. The program then began offering fall- and spring-semester non-credit classes, mainly to the adult population. As the program grew, the coordinator position was classified as a full-time position, even though the coordinator had other college responsibilities as well.

Currently, the offices overseeing non-credit courses on the Prescott Campus and on the Verde Valley Campus are separate and operate autonomously, although the two program coordinators share information about courses and instructors. The Non-Credit Program in Prescott reports to the Prescott Campus Office of Instruction while the Verde Valley coordinator reports directly to the Verde Valley Campus Dean of Instruction. Enrollment for non-credit courses is handled by the college's registration offices on the Prescott and Verde Valley Campuses.

POLICIES AND PROCEDURES

Courses are offered in available classrooms and in various other locations within communities throughout the county. Some sites used for non-credit courses include Yavapai College classrooms (priority for classroom use goes to the FTSE-generating credit classes) and public school classrooms and libraries.

Courses are usually designed by their instructors. A course proposal form with course outline is completed for each class. These forms, as well as the qualifications of instructors, are reviewed and approved by the Office of Instruction before a class is added to the Non-Credit Program course bank. In instances where it appears a proposed course may compete with an existing credit class, the coordinator discusses the proposal with the appropriate division assistant dean.

Instructors of non-credit courses have specialized backgrounds in the subjects they teach. Some instructors of non-credit courses are adjunct or full-time faculty at Yavapai College; however, the Non-Credit Program does not require instructors to be certified. Instructors are not given special staff development training, but they are notified when the college offers such in-service training. All non-credit course instructors are required to submit a resume, which is kept on file, and their references are checked. Coordinators recruit instructors for existing classes, but a lot of

prospective teachers contact coordinators with proposals to teach classes in areas of their interest or expertise. Some apply in the hope that teaching in the Non-Credit Program will eventually lead to employment as an adjunct or full-time instructor.

Course and instructor effectiveness is regularly assessed through student evaluations and through repeat enrollment**.** Reports of course and instructor assessments by students are returned to instructors. Evaluations are kept on file in the program office.

The Non-Credit Program is not supported financially by Yavapai College. By law, non-credit courses cannot be supported by taxpayer dollars, so the program must be self-sustaining. All Non-Credit Program expenses (e.g., instructors' wages, coordinators' salaries, marketing, off-campus space rental) are paid from the funds generated by class fees.

ANALYSIS

Non-credit offerings and instructors are not held to the same strict approval process as credit courses, but the processes that govern them appear to be appropriate for the purposes they serve. The Non-Credit Program has occasionally served as a means for developing new academic courses for the college. The sample of student evaluations reviewed gave high marks for courses and instruction. Beyond student evaluations, there is no systematic administrative evaluation of instructors or courses.

As with other courses that do not follow the regular semester cycle, the registration process for non-credit courses has been problematic at times. However, the Non-Credit Program has grown substantially over the years, from just a few courses and students in the beginning to hundreds of courses serving thousands of students each year. The facts suggest that the Non-Credit Program is serving an important need in the community.

Budget figures also reflect favorably on the Non-Credit Program. As a Fund II account, the program is required to be self-supporting. Over the last four fiscal years, Non-Credit Program revenues have exceeded expenditures by just over $1,000. However, from the inception of Non-Credit to June 30, 2001, revenues have exceeded expenditures by $107,372. The large profits, therefore, appear to have been generated in the early years of the program. Budget data suggest that the program has been well managed financially, even while enrollments have grown substantially.

The growth of the Non-Credit Program has revealed a community need, but at the same time, growth has stretched resources. A full-time coordinator was hired in 1987 to run a program of a few dozen classes and a few hundred enrollees. Today, even with its phenomenal growth, the program is still staffed by one person.

As enrollments have grown, classroom space has not. Since FTSE-generating credit courses are given priority over non-credit classes, there has been less campus classroom space for non-credit offerings. This has necessitated finding space and renting facilities elsewhere, thus increasing the cost of the program. Student evaluations frequently make reference to program facilities; students of all ages have voiced a preference for attending classes on the college campuses. There seems to be a strong desire to be identified with the college campus; and to the students, it does not seem like college to meet in public schools or other sites in the community. When classes were held on the Prescott Campus, some of the senior students found

climbing the stairs and locating their classrooms in the maze of buildings to be challenging. The challenges of growth and of providing adequate facilities present opportunities for the college to improve services to the community.

RECOMMENDATIONS FOR THE NON-CREDIT PROGRAM

It is recommended that the college

1. **Establish closer ties between the Non-Credit Program and the academic divisions.**

   The Non-Credit Program on the Prescott Campus has recently been separated administratively from the CaPE. This separation seems appropriate. Student enrollment in Prescott and the Verde Valley suggests non-credit offerings provide a worthwhile and important service; therefore, a closer relationship between the Non-Credit Program and the Prescott Campus is recommended. In addition, the problematic instructional issues could be better resolved by establishing closer ties to the academic divisions. These closer relationships would improve coordination of academic and non-credit offerings, sharing of instructor information, conducting of course/instructor evaluations, sharing of classroom space, and marketing of classes.

2. **Improve the registration process for non-traditional classes.**

   Students have experienced difficulties with the registration process for courses that do not follow the normal semester cycle. The current process results in loss of enrollment and poor public relations, so ways of revising the registration process to better accommodate non-traditional courses should be explored.

SENIOR PROGRAMS

INTRODUCTORY NOTE

The self-study team report for this area was concluded in early summer 2001. Since that time, a significant reorganization of college programs, including the Senior Programs, has take place. The Senior Programs office has been relocated to the Prescott Campus. In addition, new reporting lines have been established.

DESCRIPTION

Senior Programs serve the dual purposes of providing quality, reasonably priced learning opportunities for senior citizens of Yavapai County and producing a profit for the college. There are four program areas: Yavapai Learning Institute, Retirement College, Elderhostel, and Edventures.

YAVAPAI LEARNING INSTITUTE

The Yavapai Learning Institute was created to provide a structure and setting in which local senior citizens could gather to learn, socialize, and provide service to the community. The program was modeled after similar programs developed at other institutions throughout the country.

The institute has 350 members, most of whom are senior citizens of Prescott, Prescott Valley, and Chino Valley. The institute is organized around an elected governing council that sets policy and oversees institute activities. Yavapai College provides an institute coordinator (30 hours per week) to advise and assist the governing council. Senior members of the community join the institute by paying an annual fee which entitles them to full participation in institute activities. The institute is not funded by Yavapai College but operates entirely from member annual fees and charges for special activities.

Activities consist of courses that are offered in six-week sessions five times a year. Courses are identified and developed under the direction of the Yavapai Learning Institute curriculum committee, composed of 15 members, with assistance from the institute coordinator. Course offerings address traditional academic subjects but are non-credit. Classes are held on campus when classroom space is available but more often at locations in the community through partnership arrangements with local organizations. Field trips to locations throughout Arizona are offered as well as educational travel opportunities abroad. At the end of each course, participants complete evaluations and propose topics they would like to see addressed in future sessions.

Instructors are selected from the institute membership. Instruction follows a discussion format where all class members interact in an informal atmosphere, with instructors acting more as facilitators than as lecturers. Non-members are able to take classes on a space-available basis but for a fee.

RETIREMENT COLLEGE

Retirement College courses provide senior citizens the opportunity to take college classes at reduced tuition. Retirement College courses are identified and approved through the college curriculum process under faculty direction. Instructors are certified by the Office of Instruction and recruited by division assistant deans. Senior citizens access retirement courses through the regular college schedule of classes. Retirement-eligible courses are designated with a code (RC/E) that precedes the prefix of listed courses. Courses completed through the RC option are intended for educational enrichment, may not be applied to certificate or degree programs at Yavapai College, and are not intended for transfer to other institutions.

ELDERHOSTEL

Elderhostel is a national program that offers a wide variety of educational services to seniors through partnerships with colleges around the country. Yavapai College Elderhostel offerings include service opportunities; outdoor excursions; and classes in art, natural history, regional studies, and Native American heritage.

Courses are concentrated in time, ranging in length from five days to two weeks. The busy seasons are fall (Labor Day to Thanksgiving) and spring (mid-February to mid-May). During this time there will be 8 to 15 courses offered during any given week, each with 25 or more senior students. Historically these courses at Yavapai were non-credit; however, in 1999, the college began offering some courses for credit. It is estimated that within a year the majority of offerings will be for credit. Those offered for credit are required to go through the normal college curriculum process and are part of the college course bank. Most are one-credit courses.

The Yavapai College Elderhostel office is managed by a full-time program director, with three full-time support and operational staff members, and four full-time program coordinators, who work with the director in identifying and scheduling courses. There are approximately 100 people that serve as part-time instructors and field support personnel. Approximately 40% of the instructors have been Arizona community college certified. Only certified instructors are used as lead instructors in credit courses.

The Elderhostel Program, like all other Senior Programs, is designed to be self-supporting. Fees are established to cover all expenses, and fee information is included in the brochure listing course offerings. Courses are advertised nationally in a publication produced by the national office in Boston, Massachusetts.

The Elderhostel Program provides an important contribution to the local economy due to the fact that each year some 6,000 students enrolled in Yavapai College Elderhostel courses come to the Prescott area. Most of these participants (97%) come from outside the state, and they spend a minimum of five days in Arizona. Besides the money they pay for courses, they are lodged and fed in the area, contributing significantly to the local economy. Because of Elderhostel students, Yavapai College is the largest renter of hotel/motel rooms in the county. In addition, the majority of Elderhostel courses are offered outside the normal tourist season (Labor Day through Memorial Day), a time when these out-of-state customers would probably not be in the area were it not for Elderhostel.

EDVENTURES

Edventures is a program that provides custom experiences for groups rather than to individuals. Examples include a hiking club in Colorado that requested a week-long Arizona backpacking experience, an Alumni group at Carleton College in Minnesota that asked for a special six-day study of Native American culture, and group from the Heard Museum in Phoenix that requested a special natural history course. The groups are usually seniors, but occasionally, non-senior groups will desire services that Yavapai College Senior Programs has the contacts to arrange. For several years, Edventures has provided Grand Canyon North Rim camping programs for Japanese ESOL students in the College University Partnership Program (CUPP). Edventures courses are modeled after Elderhostel courses and use the same instructors and staff support.

ANALYSIS

Senior Programs support the overall mission of Yavapai College by providing quality programming for a reasonable price to senior citizens of Yavapai County. Course enrollments reflect the popularity of the programs. The Learning Institute has grown from 107 members in 1998 to 350 members in 2001, with a mailing list of more than 1,500 people who have participated in institute activities. Yavapai College Elderhostel enrollments have been stable over the last five years. Full-time student equivalent (FTSE) figures for Elderhostel courses show growth (0 FTSE in 1998-1999, 115.2 FTSE in 1999-2000, 165.9 FTSE in 2000-2001, and 163.2 FTSE in 2001-2002). Yavapai College Elderhostel success is also apparent year after year in the number of repeat enrollees and new students gained by referrals from past participants. Senior enrollment in Retirement College courses dropped in the early

1990s but since 1994 has shown significant increases. For example, the 1993-1994 school year showed Retirement College enrollments with an unduplicated head count of 1,713. In 1998-1999, that figure was 3,733, and in 2000-2001, the enrollment total was 6,723. Enrollment figures were not available for Edventures, but it is worth noting that, without any advertising, Edventures custom group experiences continue to be requested.

Over the years, the Senior Programs have acquired considerable amounts of equipment and gear used for camping and outdoor programs. The storage and maintenance of this equipment has become problematic because adequate warehousing space has been difficult to find. Senior Programs have also established contacts (with federal authorities, Indian Tribes, recreation organizations, hotels and motels, etc.) and developed procedures that enable them to quickly and easily organize special experiences. Not only do they offer these services to senior citizens but to other Yavapai College departments and program areas.

Senior Programs also create a profit for Yavapai College. The Senior Programs have the largest budget (approximately $3 million annually) of any department or program area at Yavapai College. As of May 2001, Senior Programs showed a cumulative negative balance of $168,049, most of which accrued during the early 1990s. Budget data from the last three years show budget surpluses.

Participant satisfaction surveys are an important indicator of the attitudes of senior citizens toward Yavapai College Senior Programs. Evaluations are conducted in all Yavapai Learning Institute and Elderhostel courses. These evaluations give specific feedback to instructors as well as more general feedback regarding overall satisfaction with Yavapai College offerings. A sample of completed evaluations by participants shows overwhelming satisfaction with both programs.

Yavapai College policies and procedures regarding instructor certification and curriculum are observed by Senior Programs administrators. Elderhostel and Edventures instructors are classified as adjunct instructors. These instructors are with their students 24 hours a day for anywhere from five days to two weeks at a time. They carry the responsibility not only for instructing but also for overseeing the health, safety, and well-being of students during this time. If a medical problem arises or an environmental emergency occurs, these instructors are responsible for finding solutions—often while in remote areas. In Senior Programs, the college does not recognize and reward experience in determining instructor salary. New instructors teaching for the first time receive the same pay as 15-year veterans of the program. Instructors are not provided medical or retirement benefits, even though some have taught with Senior Programs for more than 20 years. Although the compensation issue is frequently raised by adjunct instructors, information provided by the chief academic officer, Vice President and District Provost, in August 2001 indicates the compensation package Yavapai College provides adjuncts compares very favorably with other community colleges in the state.

Despite the size of Senior Programs, the Yavapai College community is largely unaware of the considerable contribution these programs make to the college and community. The Senior Programs office is located off the main Prescott Campus and most courses are held at off-campus locations. Few at the college know that vendor support and many college contracts would not be possible without the

buying power of Senior Programs. For example, the college has a contract utilizing Enterprise Rent-A-Car services for college transportation; the Senior Programs are Enterprise Rent-A-Car's largest customer in Yavapai County and thus facilitate the college contract with Enterprise. The purchase card system (which the college uses extensively but pays nothing for) is available to the college due to the Elderhostel Program, which uses the system to pay for meals, lodging, and various services it provides to its students. The Senior Programs pay for federal land-and-parks access permits and fee waivers, and these entitle any college department or program to have free access to federal lands or parks. Other college departments could take advantage of these Senior Programs connections. As an example of this, if scheduling of the Grand Canyon Connections course were coordinated with Senior Programs, benefits would include a waiver of park entrance fees, the use of camping equipment, and shared access to instructor expertise.

Growth has brought challenges for Senior Programs, especially for the Yavapai Learning Institute. The institute has grown so much that the coordinator is hard-pressed to meet Learning Institute needs in the time allotted by her contract. Also, institute membership has outgrown the ability of the organization to provide classroom facilities. When courses are announced, they fill so quickly that many members do not have an opportunity to enroll in the specific courses they want. More courses could be offered, but the institute has not been able to locate facilities in which to hold classes. In response, the staff has abandoned efforts to advertise Yavapai Learning Institute services and has begun to look at ways of limiting membership. The Elderhostel Program faces a similar situation and at present is simply maintaining the status quo rather than expanding staff and offerings.

RECOMMENDATIONS FOR SENIOR PROGRAMS

It is recommended that the college

1. **Explore ways to increase awareness of Senior Programs in the college community.**

   The Senior Programs at Yavapai College are truly outstanding. Not only are they an asset to the college, they are one reason the college is so highly respected. Their reputation extends far beyond Yavapai County. In fact, the college's Elderhostel Program is viewed nationally as the "flagship" of Elderhostel programs. The success of the November 2000 Yavapai College bond election may be attributed in part to the support of senior citizens who have been well served by Senior Programs. However, since the larger college community is unaware of Senior Programs and their services, it is important that the college find ways to increase awareness so that other college programs and departments might take advantage of the services available through Senior Programs.

2. **Increase resources to Senior Programs.**

   The potential in Yavapai County for utilization of Yavapai Learning Institute services is great, especially in the Verde Valley. However, growth of the program is limited by the availability of facilities in which to offer Yavapai Learning Institute classes. At the same time, it seems incredible that a program the size of Yavapai College Elderhostel operates without a single full-time instructor.

In light of these facts, the college should look at ways of increasing resources available to Senior Programs.

ITEMIZATION OF CHAPTER RECOMMENDATIONS

It is recommended that the college

1. **Re-evaluate Extended Learning practices in light of national best practices.**
2. **Strengthen instruction in Extended Learning.**
3. **Provide academic support services to Extended Learning sites.**
4. **Increase Small Business Development Center funding.**
5. **Reallocate Small Business Development Center facilities in accordance with local client needs.**
6. **Reassess the organizational structure for providing economic development services at Yavapai College.**
7. **Establish closer ties between the Non-Credit Program and the academic divisions.**
8. **Improve the registration process for non-traditional classes.**
9. **Explore ways to increase awareness of Senior Programs in the college community.**
10. **Increase resources to Senior Programs.**

CHAPTER 17

DISTRIBUTED LEARNING

DESCRIPTION

MISSION AND PURPOSE

Distributed learning provides access to educational opportunities whereby learners in various communities across the county, state and country can take courses without physically attending a campus or center classroom. The goal is to help students learn at a distance through interactive television, telecourses, and online courses.

HISTORY AND BACKGROUND

The Distributed Learning Department (originally the Distributed Learning Broadcast Center) was established in 1986. The department offered classes between the Prescott and Verde Valley Campuses via microwave technologies. It also offered classes to communities from Page and Flagstaff in the north, to Black Canyon City in the south, to Bagdad and Seligman in the west, all through telephone links. It also broadcast courses on cable/access television.

Since the last NCA review, the following changes in the distance delivery of classes have occurred. Delivery of courses through telephone links was discontinued. The microwave telecom technology used to deliver courses to students on both the Prescott and Verde Valley Campuses became obsolete and was replaced with a newer technology utilizing leased data circuits. Yavapai College embraced the burgeoning use of the Internet as a vehicle for delivery of instruction and increased its web-based enrollment from 83 students in six sections in fall 1997 to over 1700 students in 2002. Continued growth is forecast as a result of increased availability of high-speed Internet access in the county, as well as the growing comfort level of the faculty in developing course material into this new format without sacrificing content or quality.

In 1999, the college hired a new director with a broad background appropriate to a distributed learning environment. About this time the department moved to a fiber-optic system—mirroring changes in industry—and began replacing the antiquated interactive video system. In addition, several support changes were made in anticipation of Integrated Master Plan renovations. For example, industry is moving toward more fully automated distributed learning systems, where classroom cameras and multimedia equipment are remote controlled through a computer chip located in the instructor's microphone. For years the college's system has used a master control system where personnel watched the instructor's every move and operated most of the equipment from another room.

ORGANIZATION AND STAFFING

The Associate Dean of Distributed Learning heads the department and reports to

the Vice President, Verde Valley Campus and Instructional Support Services. The department has eight full- and four part-time employees. Besides the director, an instructional designer works with the online aspects of distributed learning services and a media services coordinator handles telecourses and audio/visual services. Other employees are media technicians that support all department operations.

Distributed learning has a notebook of procedures that was developed to meet the needs of the old structure. Department personnel will review, analyze, and revise these procedures as a team during the 2002 academic year.

Formal planning is done at monthly staff meetings and then refined in smaller weekly meetings. Meetings assess adherence to goals and progress in completion of projects. Successes are celebrated and decisions are made to address deficiencies. Departmental leadership is charged with goal setting, which is then shared with the team for review and revision based on each team member's expertise and experience. Each team member also submits goals, and discussion ensues as to how they relate to those of the department.

SERVICE AREA AND SERVICES

Distributed learning provides students access to educational opportunities in non-traditional ways. Courses are offered in three formats: interactive television between Prescott and Verde Valley Campuses, online courses via the Internet, and broadcast courses through local cable television.

ANALYSIS

The task force team designed a survey instrument to obtain faculty input regarding the operation of distributed learning. This survey was distributed to all full- and part-time faculty via intercampus mail and at a Faculty Association meeting. Thirty-three surveys were returned, representing approximately one-third of full-time faculty. In addition, distributed learning staff was also surveyed regarding operations within the department. Results of these surveys are referred to throughout this analysis.

Distributed learning supports the overall college mission in several ways. Specifically, by utilizing distance delivery, the college is able to provide convenient, high quality learning opportunities to students who would otherwise not have access to instruction. Distributed learning directly supports Strategic Initiatives #1—Accelerate the shift of Yavapai College from a teaching to a learning institution—in that distance delivery requires students to be self-motivated, independent learners. Courses are developed to support learning rather than teaching. The department also supports Strategic Initiative #3—Develop life-long learning options. Distributed learning has developed partnerships with many local elementary and high schools to promote the importance of an education. Likewise, it has partnered with the Yavapai-Prescott Tribe to develop online and televised courses to promote lifelong learning in this ethnic group. Additionally, the college has partnered with Old Dominion University, and Northern Arizona University, to offer local students baccalaureate and masters level programs without leaving the immediate area.

To expand Yavapai College's ability to be an active player in higher education, distributed learning personnel have been tasked with providing specialty programs in other states to students who seek degrees and certificates not available in their

home areas. For example, Yavapai College Early Childhood Education, Agribusiness Technology, and Digital Media Arts programs are unique, and only offered at a handful of schools in the country. Distributed learning has been charged with making these niche programs available to other clientele outside of the regular service area. It is thought that the potential for more students—and more full-time student equivalence—exists from students around the country in these niche programs.

The survey conducted within the department revealed that 82% of staff either strongly agree or agree that distributed learning goals and mission are clear and understood by team members. Further, 81% agree or strongly agree that they are able to work effectively toward the goals and objectives of Distributed Learning, and 82% agree or strongly agree that the department's organizational structure is appropriate for the work performed. Seventy-two percent either agree or strongly agree that they are familiar with current department plans and method of planning. Seventy-two percent also agree or strongly agree that they are appropriately involved in departmental planning. (Complete survey and survey results can be found in the Yavapai College NCA Library under NCA Background Materials: Distributed Learning.)

Moving distributed learning to a more fully automated system was done in part to mirror industry changes, because finding products and parts to support older systems was become increasingly difficult. However, the change to the automated system raised concerns among faculty and student user groups. For example, there was a disruptive echo in the new sound system caused by students entering or leaving the room. The sound system was so sensitive that just the rustling of students' papers became distractive. In addition, instructors under the old system were accustomed to having master control run the cameras and follow instructor/student movement. However, the new system had locked down cameras that did not follow the flow of student conversations between campus sites preventing a desired interactive environment.

In order to address these and other concerns, while making sure that the distributed learning system progressed along with industry, the Distance Learning Steering Committee was formed in spring 2002. The committee consisted of deans of instruction from Prescott and Verde Valley Campuses, the Associate Dean of Distributed Learning, the Director of Information Technology Services, the Director of Library Services, the Director of the Sedona Center, as well as multi disciplinary representation of faculty and staff from all campuses (Prescott and Verde Valley). The committee regularly met thorough the spring semester, with focus groups of affected constituents brought in as relevant topics were discussed (i.e., the faculty using the interactive television system when the focus of the discussion was interactive video). One of the committee findings of this committee was that daily activities and decisions too often were driven by influences and concerns that were not central to instructional purposes. For example, distributed learning staff regularly were asked to assist non-instructional college departments in video production, graphics development, and web design activities that took them away from instructional support. This revealed a need for prioritization of services. Also, decisions regarding distributed learning offerings were, at times, determined based on staff recruitment efforts to attract faculty through stipend enticements to develop online courses. Distributed learning also made decisions regarding changes in technology and delivery methods without consulting faculty who were using

the technology. As a result of such findings, the committee felt that the mission and goals of the department should be re-examined with the intent that they be driven by instruction and that distributed learning be aligned more closely with instructional departments.

Another finding of the committee was that there was perhaps overlap in services provided by distributed learning and other college areas, particularly with Information Technology Services (ITS). Part of the reason for this overlap was a lack of understanding by faculty of the functions of ITS, distributed learning, design services, etc. Consequently, distributed learning staff would receive requests for services for which they had expertise, but some other college department actually had the service responsibility. It became apparent that when parallel systems are in place, it is necessary to determine how to make the best use of resources. This finding suggested the need for the college to establish a central resource center on each campus where faculty could come for technology training, assistance with instructional design, web design and support, video production, graphics development, etc. Such centers could be staffed by college personnel possessing the expertise, whether staff came from distributed learning, ITS, or some other college department.

The committee also found the need for formal district level priority in setting distributed learning functions. Although department planning and goal setting was a regular staff activity, the committee found a need for planning and priority setting that included input from a wider college base. Distributed learning tended to make plans and to move ahead with these plans without obtaining input from other college departments that had experience in the area and were effected by the decisions. The decision regarding interactive video equipment replacement was such an example. This finding suggested the need for a district level distributed learning advisory group that would serve to meet this need. Also, out of this semester review came a determination that interactive video was a necessary instructional media and that appropriate measures be taken to upgrade the system.

As part of the NCA task force team's study effort, direction was sought from the NCA's *Guidelines for Distance Education* and from *WICHE Principles for Distance/ Electronic Education*. The WICHE commission is essentially a watchdog on higher education for 14 western states, of which Arizona is part. These two references specifically address five key areas, which are the topic of discussion in the following paragraphs: Curriculum and Instruction, Evaluation and Assessment, Library and Learning Resources, Student Services, and Facilities/Finances.

CURRICULUM AND INSTRUCTION

Programs provide for timely and appropriate interaction between students and faculty and among students.

Yavapai College interactive video courses are synchronous, providing real-time interactivity very similar to a regular classroom. Technological resources used for telecourses, online courses, and hybrid courses all allow for various communication methods in synchronous as well as asynchronous modes. Real-time chat and whiteboarding capabilities exist in online course software, and students may also interact with each other and their instructors via e-mail, discussion boards, as well as the telephone. Distance education students

are encouraged to visit a college campus in person and are welcomed by faculty in orientations and on-ground meetings, in some instances.

A survey of faculty found that 62% of faculty and adjunct faculty indicated agreement or strong agreement that "online courses are designed to provide timely and appropriate interaction between students and faculty." (Complete survey and survey results can be found in the Yavapai College NCA Library under NCA Background Materials, Distributed Learning.)

The institution's faculty assumes responsibility for and exercises oversight over distance education, ensuring both rigor of programs and the quality of instruction.

All curriculum development is initiated and conducted by faculty, following an established curriculum development and approval process. Curriculum delivered at a distance is viewed no differently from on-ground sections, with core competencies and assessment methods similar for each. Despite the fact that faculty control curriculum, the spring review of the department by the Distributed Learning Steering Committee revealed a need for greater oversight of distributed learning course offerings by instructional divisions. Although 76% of faculty respondents indicated agreement or strong agreement that the faculty is responsible for ensuring both the rigor of distributed learning programs and quality of instruction, 21% strongly disagreed or disagreed that the faculty is responsible for and exercises oversight over distance education.

The institution ensures that technology used is appropriate to the nature and objectives of programs.

The appropriateness of technology in instruction is a determination made by the individual faculty member, in conjunction with support services such as distributed learning and ITS, as well as assistant deans at the departmental level. The expertise of the instructional designer assists in this determination as well. The software platform to deliver online instruction was chosen by a large group of college employees after an extensive study of the market. This group was comprised of faculty and staff from various support departments including distributed learning and ITS. Forty-five percent of faculty responding to the distributed learning survey indicated agreement or strong agreement to the statement "Yavapai College ensures that the technology used is appropriate to the nature and objectives of the courses and programs offered through distributed learning." However, 38% of faculty surveyed indicated strong disagreement or disagreement with this statement. Notably deficient is the broadcast equipment for interactive video courses. Unfortunately, the specialized equipment that provides the department's mission-critical delivery systems is considered antiquated and inadequate by today's standards.

The institution ensures the currency of materials, programs, and courses.

Ensuring the currency of materials, programs, and course is a faculty responsibility supported by distributed learning and ITS. At the departmental level, environmental scanning and dialogues with advisory councils inform college faculty on what students need in the form of materials. However, in order for this departmental information to be reflected in course offerings, distributed learning needs to maintain closer communication with academic departments

than has previously been the case. Course outlines and program requirements are approved through the normal college curriculum process.

Institution distance education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the utilization of revenue derived from the creation and production of software, telecourses, or other media products.

There is no difference in compensation for faculty who teach online, through the interactive system, or on-ground sections of the same class. A faculty member teaching with a new technology for the first time; however, is entitled to receive double load for that course to compensate for the associated learning curve. This has been effectively used in a mentor capacity, where the double load is split in a team-teaching situation.

State and federal copyright law determine copyright issues. Yavapai College Intellectual Properties Policy determines the ownership of scholarly materials. Essence of the policy is that any innovative educational products created by faculty, while in the employ of Yavapai College, will be shared by both the college and the creator. The faculty member is allowed to take these products with him/her to another institution upon leaving the college. A compensation/royalty structure has been left flexible, with revenue sharing to be negotiated on a project-by-project basis (the policy, as it currently exists, is available for review on the college's Intranet). Forty-three percent of faculty surveyed strongly disagreed or disagreed with the statement "I feel that the YC policies are clear regarding intellectual policy and distance education." Thirty-six percent of respondents agreed or strongly agreed with that statement.

The institution provides adequate support services specifically related to distance education.

In terms of faculty support, the distributed learning department is the source of support for the development of online and interactive television courses. ITS supports the technology portion of online and interactive delivery. Both departments are working within budgets that are feeling the pinch of reduced spending. Because the growth of distance education requires increased resources, the department is seeking underwriting and partnerships to assist with some of that need. Only 54% of faculty respondents indicated agreement or strong agreement with "Yavapai College provides appropriate faculty support services specifically related to distance education." Further, 13% indicated unawareness of the services provided by the distributed learning area. Three factors support the establishment of a faculty resource center on each campus: (1) budget constraints, (2) duplication of effort due to overlap in responsibilities between distributed learning, ITS, and other college departments, and (3) confusion within the faculty community regarding where to obtain technology support.

In terms of student support services for distributed learning students, the department is also the first line of help for issues relative to distance education. All college literature and web information directs students to call the main distributed learning phone number for help, and email addresses are supplied for assistance via the web. Distributed learning personnel answering the student's questions will, if unable to directly help the student, contact the proper individual(s) to

get the question(s) answered (ITS, instructor, student's internet service provider, etc.). The faculty survey revealed support for the college providing 24 hour, 7 days a week student support for online courses. College administrators acknowledge that the college will undoubtedly move in this direction; however, they feel the demand for such support isn't sufficient to justify expanded support coverage. Further, each Yavapai College course syllabus directs any student with disabilities to contact the college's Americans with Disabilities Act coordinator for support. In addition, each personal computer available for student use on campus includes voice-recognition software and text enlargement capabilities. Select personal computers include advanced screen-reading software.

The institution provides appropriate training for faculty who teach in distance education programs.

Professional development opportunities exist for college faculty in the form of internal workshops, well as tuition reimbursement for courses offered in other locations. Many faculty members took advantage of a four-credit course offered by a college faculty member, Edu250b, Introduction to Online Teaching and Learning Using LearningSpace. This course contained content relating to online teaching pedagogy and methodology for distance delivery techniques. Distributed learning offers a number of workshops, taught by the instructional designer, focusing on distance delivery instruction.

In spring 2002, a new CD-ROM was unveiled to assist faculty in not only configuring their class in BlackBoard, but also learning how to teach at a distance. As they progress through the five lessons, those who plan to teach online will actually develop the foundation for their online class. Those who will be teaching in the interactive classroom are guided through a series of steps that address such items as what to wear in front of a camera, how to speak effectively into microphones, the best camera angles, and how to prepare materials for on-camera use. Faculty members also learn how to promote student interaction and communicate through the media. Distributed learning has plans to continue with development of workshops and online training relative to the specific needs of faculty and staff across the district. Sixty-nine percent of faculty survey respondents indicated agreement/strong agreement with "Yavapai College provides appropriate training for faculty who teach in distance education programs." However, the dynamic nature of instructional technology, combined with regular faculty retirement and turn-over, will likely require consistent, updated training for faculty who have used the old system, and faculty who have never used distance-delivery technologies. Creation of a faculty resource center on each campus could become the focal point for consolidation of the described training activities.

EVALUATION AND ASSESSMENT

The institution assesses student capability to succeed in distance education programs and applies this information to admission and recruiting policies and decisions.

Forty-eight percent of faculty surveyed disagree or strongly disagree with this statement. A critical component of individual student success lies in correct assessment of a student's aptitude for distance-delivered coursework.

Distributed learning has developed a self-assessment for potential distance students. Scoring is accomplished electronically and results are provided to the student within seconds. Although the self-assessment is available, it is not being used by admissions or recruiting at this time. A critical area still under development is online placement (assessment options to demonstrate academic preparedness). This should be differentiated from job placement and the college does have online, web-accessible student employment services, but currently does not have available online career-type placement services. Educational counselors are identified and accessible online, as are a variety of other student services previously listed.

Optimally, a student would not be able to enroll in distance delivered courses without completing a pre-assessment. A renewed commitment to completing assessment and orientation projects in a timely manner, particularly the web-based assessment, with continued analysis and review to provide students with the information required to make good decisions regarding online course enrollment is important. This would certainly be beneficial for online faculty and support personnel as well.

The institution evaluates the educational effectiveness of its distance education programs (including assessments of student learning outcomes, student retention, and student satisfaction) to ensure comparability to campus-based programs.

The assessment of any Yavapai College program, course, or instructor is the responsibility of the individual faculty member and his/her instructional department, regardless of course delivery method. Assessment assistance in the form of instructor/course evaluations and exit or past student surveys is supplied by the Office of Institutional Research. Distributed learning has recently developed a course evaluation utilized in online courses, with survey results available to the individual instructors. Distance education program evaluation instruments are in the process of being developed by the distributed learning department. They will measure effectiveness of distance-delivered programs as opposed to individual courses.

The institution ensures the integrity of student work and the credibility of the degrees and credits it awards.

Yavapai College instructional departments are charged with the responsibility of verifying student work integrity and program/course credibility. Each new course or program must go through a rigorous curriculum process before it may be offered for credit, delivery mode notwithstanding. Standardized program review is undertaken in a timely manner by each instructional department to verify program content currency and relevance. Forty-one percent of faculty respondents agreed or strongly agreed that the college does indeed ensure integrity and credibility. Thirty-nine percent remained neutral, and 11% disagreed.

LIBRARY AND LEARNING RESOURCES

The institution ensures that students have access to and can effectively use appropriate library resources. The institution monitors whether students make appropriate use of learning resources.

Online students have access to library resources 24 hours a day, 7 days a week, through the library link on the college website. Resources from this avenue include the Yavapai Library Network Catalog; information on library services; library guides and help; computer use guidelines; explore the web tutorials; and online databases with access to over 2000 online journals, many in full-text. Library personnel also instituted an "Ask A Librarian" link for faculty/student/community members to submit reference questions online, and a toll-free telephone number. Librarians offer workshops to entire classes or individual students to assure students can effectively use available resources. They have developed and distributed instructional flyers walking students through library login and search procedures. Online students are free to visit any Yavapai County library, and can use the catalog to have Yavapai College Library materials delivered to the most convenient library.

College library personnel track all reference questions, and in the academic year 2000-2001, answered 40,425. They also tracks use of subscribed Internet databases and CD-ROM products, and recorded 63,948 uses of these resources. A total of 84,879 library items were checked out in 2000-2001. No distinction is made between distributed learning students and on-campus students among these users.

The institution provides laboratories, facilities, and equipment appropriate to the courses or programs.

Distance learning students are supported district wide with access to personal computers, Macintosh computers, support peripherals, software, and connectivity, if they take advantage of the invitation to utilize college resources as opposed to purchasing/using their own equipment.

All personal computers located on the Prescott Campus and all surrounding sites are networked, allowing students to access network resources with a single user ID and password logon. This gives students the ability to travel to extension sites and continue to have access to software programs and their network drive, which is used to save and archive their own documents. Macintosh labs are networked in a similar manner. The Verde Valley Campus is similarly networked with its extension sites (Sedona and Cottonwood). Each of previously referred to personal and Macintosh computers have extensive, discipline-specific software titles installed, as well as high-speed Internet connections for online course access and research purposes. Historically, it has been a priority for ITS and the individual divisions to invest in state-of-the-art software to provide students with the greatest advantages in learning environments, as well as practical experience with market-available software and the hardware required for operation.

STUDENT SERVICES

The institution provides adequate access to a range of student services appropriate to support programs, including admissions, financial aid, academic advising, delivery of course materials, placement and counseling, and means for resolving student complaints.

Yavapai College does not differentiate between students taking classes online and those attending at specific campuses or sites. Students may access

all services online or in person. They can apply for admissions online, apply for financial aid (including an online application process for institutional scholarships), check their financial aid award status online, check course equivalency guides online, access class schedules online, register for classes online, receive some limited tutoring services online (additional options are currently being researched), and update their demographic information online.

Information regarding policy and procedure relating to resolving student complaints is available online through the Yavapai College website. Access to a student ombudsman is available via phone and email. Policy regarding grade disputes is clearly indicated in the online and printed catalog. Yavapai College currently is investigating methods to enhance the availability of this information for students seeking complaint resolution.

The institution provides students advertising, recruiting, and admissions information that adequately and accurately represent programs, requirements, and services available.

Yavapai College's website is the primary media source of information for online students, and contains all information contained in the printed catalog. The website is currently being analyzed and redesigned to facilitate recruiting goals, and increased usability/functionality for current students.

The institution ensures that students admitted possess the knowledge and equipment necessary to use technology employed in the program, and provides aid to students who are experiencing difficulty using the required technology.

Minimum technology requirements and suggested skills are listed in each schedule for potential student review prior to online course registration. This information is also available in the online schedule, and students are directed to call or email an instructor or the distributed learning department with questions. Although helpful, this still leaves the determination of readiness up to students. This is problematic and currently is being addressed by college personnel. Many online instructors e-mail a self-assessment regarding technology skills, time management, self-discipline, and ability to work on own, etc., upon enrollment, but before the start of classes to help students determine if online learning is appropriate. Distributed learning, in conjunction with online faculty, is developing an expanded online self-assessment to help students assess their readiness for online learning. This will be available on the college website. Post-enrollment help is available via each instructor (e-mail, telephone, office hours) as well as directly through the distributed learning department and a separately manned help desk.

FACILITIES AND FINANCES

The institution possesses the equipment and technical expertise required for distance delivery.

Yavapai College has invested in a state-of-the-art online course delivery software platform (for use in online as well as hybrid courses). Fifty-five percent of faculty surveyed agreed or strongly agreed that this equipment and the

technical expertise provided to support it is appropriate. However, previously mentioned, interactive video equipment is aging.

The institution's long range planning, budgeting, and policy development processes reflect the facilities, staffing, equipment, and other resources essential to the viability and effectiveness of the distance education program.

Yavapai College has a permanent commitment to delivering courses to students otherwise unable to attend classes on campus, thereby promoting the mission of "high-quality, convenient, and cost-effective learning opportunities" for time and place-bound students. A spring 2002 review by the Distributed Learning Steering Committee revealed a need for long-range planning, budgeting, and policy development. Committee members felt such matters could be addressed by formation of a district wide Distributed Learning Advisory Group tasked with environmental scanning, research, decision-making, and priority setting. This group would be useful for planning, budgeting, and implementing of new technology, evaluating the effectiveness of distance delivered programs, exploring alternative delivery formats and expanding access to Yavapai College courses.

The institution has plans for ensuring overall effectiveness, quality, and academic rigor of supported programs.

Content and assessment of Yavapai College online and interactive classes are the responsibility of the respective departments/faculty. However, only 62% of faculty respondents indicate strong agreement or agreement with the statement "Faculty are responsible for ensuring both the rigor of distributed learning programs and quality of instruction." In partnership with instructional units, distributed learning supports faculty training in new technologies, assists with instructional design as it relates to alternative media and the differing pedagogy involved, as well as course delivery itself. The department utilizes a rubric in conjunction with the faculty/department in assessing the readiness and/or effectiveness of online course delivery (form included in documentation list). Formal distance delivered program assessment utilizing the partnership between distributed learning and instructional divisions is in the planning stages, with implementation and analysis to follow in the very near future.

The institution provides evidence that distance learning is recognized by Yavapai College, college constituents view distance learning as a legitimate form of education.

All courses offered via a distance format have the same learning outcomes required for successful completion as their on-ground counterparts. If no on-ground course counterpart exists, the course must go through a curriculum approval process identical to that of any other course. Regarding internal recognition, the director has marketed district wide and has been invited to speak to various departments about distance delivery. A short time ago, the response was lukewarm; more recently the dialogue has improved and it is evident from the increase in classes and certificate programs moving to an online format, distance learning is being recognized as a viable method of delivering instruction. The college has further shown commitment to distance learning

through the authorization of hiring a full-time instructional designer, who works closely with online faculty to ensure classes offered are of the highest quality and have a strong interactive component.

RECOMMENDATIONS

It is recommended that the college

1. **Revisit the mission and goals of distributed learning, with the intent that the department should be more learner-centered and driven by instruction.**

   Mission and goals should be determined with community and student needs assessments, and from meetings with personnel from all areas relative to instruction. Once needs assessments are conducted and analyzed, realign department organizational structure (staffing) based on revised mission and goals.

2. **Establish a formal priority-setting process, at the district level.**

   This should involve instructional and administrative personnel tasked with establishment of short- and long-term strategic plans to facilitate spending in areas truly aligned with college and distributed learning missions. It is recommended that a formal cost/benefit analysis be conducted jointly between divisions and distributed learning for every course and/or program offered in a distance delivered format. This will assure stewardship of resources and facilitate sharing of expertise between distributed and faculty/divisions. Establishing a standing committee, such as a Distributed Learning Advisory Group, tasked to provide input in the planning, decision making and priority setting processes could help accomplish this.

3. **Increase communication between distributed learning and instructional departments.**

   Faculty reported disruption of instructional capacity when decisions were made without faculty representation, and a number of instructors also indicated unawareness or confusion regarding services provided by distributed learning. This committee also recognized a lack of externally driven distributed learning program planning. It is recommended the department work closely with instructional units to facilitate program and faculty development based on validated student/community needs. Additionally, no decisions regarding the interactive video system or other course delivery technologies should be made without faculty input.

4. **Establish Distributed Learning Faculty Resource Centers.**

   This will clearly represent a shift in focus and resources to instructional support, rather than graphic design and supplementation. The centers should be physical locations on both the Prescott and Verde Valley Campuses that faculty may visit to receive technology training, assistance with instructional design, and other support applicable to distance delivered coursework. Additionally, dialogs with academic and non-academic areas should be held to expand the resource center concept into full faculty support centers, not limited to just distributed learning training and support.

5. **Conduct an analysis to determine the most efficient/effective method of upgrading or replacing the aging interactive video system.**

   The Distance Learning Steering Committee has determined that this technology continues to be a necessary component of program delivery, and so a plan to determine the most cost-effective means of replacing or upgrading is required.

CHAPTER 18

COMMUNITY SERVICE

DESCRIPTION

MISSION

It is no accident that the word community is part of a community college's name. Community based means that a college is committed to serving the needs of a designated geographic area. According to Professor George Vaughn, editor of the Community College Review, former college president and author of *The Community College Story*, the community college mission "…is the fountain from which all of its activities flow." In a few words, this mission is to provide access to postsecondary educational programs and services that lead to stronger, more vital communities" (Vaughn, p. 3).

A community college mission, then, includes the offering of courses and activities that meet the recreational, social, and cultural needs of the community: art exhibits, sports events, concerts, drama productions, health fairs, community forums, etc. All of these serve to enrich the lives of community members.

This self-study report takes a look at those programs and services at Yavapai College that enrich the lives of Yavapai County citizens.

HISTORY AND BACKGROUND

For years, the college has offered a variety of services to surrounding communities. For example, Yavapai College Community Events is the largest rural program of its kind in the State of Arizona. Started in 1976 with just six artists in residence, the program now boasts performances by well-known artists from around the world.

Yavapai College has also been active in meeting recreational, social, and cultural needs of its community members in other ways for many years. Examples of additional community activities include art exhibits, sports programs and athletic competitions, job fairs, and community/continuing education programs.

Last year, to further strengthen its commitment to community service, Yavapai College's President announced the creation of a community service office; intended to serve as a two-way street between the college and the community. Specifically, the role of the office is to recruit and train community members to participate as college volunteers, as well as design and implement a program to recruit college employees and students to volunteer/give service in community organizations.

ORGANIZATION

Services to the community come from a variety of offices and organizations throughout the college district, and are managed by a number of individuals or departments.

Senior programs and student employment services significantly contribute to community service, and both areas were discussed in detail in *Chapter 16, Continuing Education* and *Chapter 20, Advisement, Financial Aid and Student Employment*. This chapter will discuss the community service contribution of the community service office, art gallery, sports programs, and community events.

THE OFFICE OF COMMUNITY EVENTS. A manager who reports to the Vice President of Finance and Facilities coordinates community events. Program focus is Yavapai County, with a geographic area of 8,123 square miles and a population of approximately 130,000. Marketing of Yavapai College Community Events includes the use of direct mail to 50,000 households each year, and other promotional efforts through local newspapers, TV and radio stations, fliers, web pages, presentations to local organizations, and on campus banners. This program strives to be self-sufficient, with no college funds expended to support its operation. The original season budget in 1976, with six featured artists, was $6,000. For 2002-2003, with over thirty-five events including international touring groups, the budget is approximately $750,000. The Performing Events Charitable Endowment, established nine years ago to help support community events, now has assets of over $550,000. Donations are held in trust, with the monies accrued used to offset ticket prices.

ART GALLERY. A part-time manager who reports to the Division Assistant Dean for Visual and Performing Arts coordinates Art gallery events. The manager makes most decisions related to the operation of the gallery and carries out all day-to-day tasks. Full-time art faculty serve as an advisory board for the gallery. The board and manager work together to establish the exhibition calendar. Ultimate authority on any matter rests with the art faculty and division assistant dean.

Proposals for gallery exhibitions are accepted throughout the year, with calls for proposals issued through the Arizona Commission on the Arts and by word of mouth. Publicity and publications are handled through the college's marketing department. FRIENDS of Yavapai College Art pay for gallery announcements/ invitations. Members of the organization sponsor four opening receptions for the gallery each year. Admission to the gallery and most of its programs is free.

OFFICE OF COMMUNITY SERVICE. A coordinator who reports to the Vice President of Economic and Workforce Development manages the Office of Community Service. The coordinator's position was funded by an AmeriCorp grant. AmeriCorp is a federally funded, domestic program, similar to the international PeaceCorp program. This grant is administered by the United Way and Youth Count organizations, and includes eight other community partners. The basic role of the community service coordinator is to match those faculty, staff, and community members who have a desire to volunteer with those who have volunteer needs in the community.

SPORTS PROGRAMS. Yavapai College has six sports teams (three men and three women) that operate under the rules and regulations of the National Junior College Athletics Association and the Arizona Community College Athletics Conference. Each sport has a head coach and at least one paid assistant. Some sports have additional volunteer assistants. The athletic director also serves as Division Assistant Dean for the Health, Physical Education and Recreation Division. The director reports to the Dean of Instruction and Curriculum.

ANALYSIS

On an overall basis, Yavapai College shows significant commitment to serving its surrounding communities. Indeed, the college meets Vaughn's definition of "services that lead to stronger, more vital communities" (Vaughn, p. 3). The college offers courses and activities that meet many recreational, social, and cultural needs of the community. For example, a survey conducted by the community service office indicates that college staff and faculty contribute approximately 18,500 hours of service each year to nearly 100 organizations throughout Yavapai County (see charts titled Organizations for Which YC Employees Volunteer, and Employee Wish List for Volunteering in the Yavapai College NCA Library under NCA Background Materials: Community Service). In addition to individual efforts, on a program basis the college's contribution to quality of life for Yavapai County residents is noteworthy, as illustrated by the following examples.

OFFICE OF COMMUNITY EVENTS. The 2002-2003 season of events boasts performances by well-known artists from around the world, including: the London City Opera's *Madame Butterfly*, the St. Petersburg Ice Ballet's *Beauty and the Beast*, Classical pianist Olga Kern, a Van Cliburn gold medallist; the Tchaikovsky Ballet Theatre's *Sleeping Beauty*; the River City Brass Band, featuring 20 local high school students; Marvin Hamlisch; and Theatreworks' *Island of the Blue Dolphins* children's theatre.

In addition to the public performances at the Yavapai College Performance Hall, activities of these touring groups include classroom workshops, performances at local public, charter, and private K-12 schools; master classes; nursing home, daycare and Veterans Administration Medical Center performances; and performances for residential disciplinary school clients.

While, in fiscal years prior to 2002, total operating expenses have exceeded total cash income, a growing strength for this program is that expenses and income for the current and subsequent fiscal years is projected to reach a break-even status (Operation Budget spreadsheets are available in the Yavapai College NCA Library under NCA Background Materials: Community Service).

ART GALLERY. This year, an exhibition of work by the late Frederick Sommer has been scheduled. The artist's reputation has been long established nationally and internationally. Also upcoming is a regional juried exhibition that is part of the Intermountain Weavers Conference. Among past exhibitions of special note are work by fiber artists Claire Park and Ilse Aviks, who exhibit their work and teach nationally and internationally; work by sculptor/painter Tom McClure, whose public art is to be found in many places nationwide; sculpture by Rebecca Davis and Roger Asay, whose reputation is very strong in the southwest and increasing in major urban areas around the country; and fiber art by Linda Lewis, also nationally recognized.

The gallery has, on a number of occasions, displayed work by artists who show their work regularly in Tucson and Phoenix. This has helped spread the gallery's reputation around the state. Work by some of the finest local artists is also shown regularly. Student art shows are rigorously juried. Local artists and art lovers recognize the Yavapai College Art Gallery as the premier place to see high quality, thought provoking, contemporary art in the tri-city area. It has been a great help to the quality of the exhibition calendar that the college has acquired full insurance coverage for art.

One concern, according to the art gallery manager, is the location of the Office of Community Events within the art gallery. Office noise and operation adversely affects visitors and the work of the gallery manager, besides taking up space in a small gallery that could otherwise be used to display art. It would be desirable to have a corps of modestly paid gallery sitters to respond to visitors and look out for the art. Storage space and workspace are not entirely adequate, but the performance hall staff is helpful in this regard.

OFFICE OF COMMUNITY SERVICE. College faculty and staff are already giving their time to nearly 100 community organizations, including the Girl Scouts, Red Cross, Youth Count, Sierra Club, Habitat for Humanity, Children's Council, United Way, County Water Board, Prescott Volunteer Fire Department, People's Kitchen, Children and Adults with Disabilities, the Juvenile Court Advisory Committee, and Verde Valley Troubled Teens.

In addition to individual efforts, the Community Service Office has designed a Full Circle program, and purchases outdated Yavapai College computers and provides them to re-entry or needy college students who cannot afford a computer for college. The premise of the program is that it creates a win-win for the college, needy students, and the surrounding business community. The Yavapai College Foundation purchases outdated computers from the college property disbursement office within facilities management. Fees for the purchase of computers are also obtained from local businesses in the form of sponsorships or grants for the program. Students who receive computers from the Full Circle program then provide community service to participating business sponsors. Individual service projects are determined by the sponsor, student, and community service coordinator.

While employees contribute over 18,000 hours of community service annually, showing a deep commitment to their communities, it is not clear whether that involvement is recognized by community members as a college-driven activity, or simply service given by people who happen to work for the college. Thus, the college cannot necessarily directly claim to be part of the thousands of hours of service provided by employees (Jim Schwedt, Personal Communication, Fall 2002).

SPORTS PROGRAMS. College athletic teams have distinguished themselves with four national championships in soccer, three in baseball, and one in cross-country. Year in and year out, most teams finish at or near the top in league competition. In addition to sporting events offered to the community by these top-ranked teams, athletes contribute to the community in other ways.

For example, college athletes represent the college annually in Love of Reading programs in the tri-city area schools. Additionally, after school Little Roughrider Leagues are voluntarily staffed by student athletes. Men and women's basketball teams host a biannual Holiday Tournament funded by a local bank and the Roughrider Club. The baseball team hosts an annual spring tournament with eight teams. Volleyball annually puts on a fall 3-day tournament of 20 teams. Soccer conducts numerous free clinics throughout the summer and early fall for area youth. Hardly a day goes by that Yavapai College athletics is not featured or reported on in the local newspaper, the *Daily Courier*.

College athletics and team members have a direct social and financial impact on

the college community. Many of the athletes are African-American; some are international students. In a county that is 92% Caucasian, the presence of minority students on campus via athletics adds ethnic diversity to the college environment. Almost all of the athletes live in campus housing and eat in the school's dining facility. Student athletes account for approximately 95 full time student equivalence each year for state support formula purposes. It is estimated that athletes recruited to the campus in 2002-03 will spend $304,868 for their cost of education at the college, above financial aid awarded by the college.

The Athletic Director has proposed creating an Outdoor Events Center on campus that would benefit the college by: enhancing physical education/recreation (Health, Physical Education and Recreation curriculum) programming opportunities for Yavapai College students; providing field space for intramural and recreational activities for residence hall students thereby improving the attractiveness of hall living on campus. This would also create a new and significant revenue stream for the college through the expanded use of summer sport and cheerleader camps, and creating a first class, on-campus intercollegiate soccer field for the college soccer team as well as tri-city area youth soccer programs.

RECOMMENDATIONS

It is recommended that the college

1. **Consider moving the Office of Community Events out of the art gallery and fund a gallery sitter program.**

   Art gallery space is limited; however, the Office of Community Events is presently located in the gallery and its operations impact the gallery. Recruiting a cadre of gallery sitters to respond to visitors and look out for the art would enhance the gallery and increase security.

2. **Clarify community service efforts at Yavapai College.**

   As was mentioned in this report, 18,000+ service hours are donated each year to the community by college faculty and staff. Surely, this has a significant impact on the people of Yavapai County. However, it is not clear whether these efforts are driven by college job descriptions/responsibilities, or are individual efforts not related to college duties. The college should explore whether making community service a more formal part of faculty and staff duties is appropriate.

CHAPTER 19

ADMISSIONS AND REGISTRATION

DESCRIPTION

MISSION AND PURPOSE

The mission of the Admissions/Registration Office is to facilitate enrollment in college classes throughout the district. The office maintains student transcripts and enrollment records and enforces college policies and procedures regarding admission, student graduation, and confidentiality of student records. As one of the first contact points that members of the community have with the college, the Admissions/Registration Office provides convenient, prompt, and friendly service that shows courtesy and respect to all. Office services are provided in formats that are simple, clear, and easy to complete.

HISTORY AND BACKGROUND

The college began enrolling students when the college first opened its doors in 1969. The Admissions/Registration Office is one of the key links between college services and the surrounding community. In an effort to provide the best service possible, there have been some important changes in admissions and registration since the last self-study: technology upgrades, relocation, and change in admission policy.

Since the last self-study, technology upgrades have improved the service that students receive. These upgrades have improved registration and records efficiency with the use of telephone registration, online registration, and express enrollment services at six sites: Prescott Campus, Verde Valley Campus, Prescott Valley Center, Chino Valley Education Center, and Sedona Center for Arts and Technology.

An unanticipated change since the last self-study has been a change in office location. Originally the Admissions/Registration Office was located in the center of the Prescott Campus on the lower level of Building 1. This location was very accessible to students and in a central location with other college services. However, in 1999, environmental problems developed in Building 1 that necessitated a relocation of the Admissions/Registration Office to a temporary site in Building 6 where it remains today.

An additional change since the last self-study is the change in admission policy. Prior to 1997-1998, the college admission policy was a verbatim statement of the state law regarding admission to any community college in Arizona. This statement outlined the admission policy for regular students and a separate policy for admitting students under 18 years of age. In 1997-1998, the college dropped the section of policy that referred to admitting students under 18 years of age. In 1999, the college policy on admissions changed to the following: “Yavapai College welcomes

and encourages any student who demonstrates readiness and the ability to benefit from college-level courses" (Yavapai College, 2002, March, p. 17).

ORGANIZATION

Prescott Campus houses the district Admissions/Registration Office. The registrar; the admissions, registration, and records supervisor; and five full-time, four part-time, and three student employees share the overcrowded quarters of Building 6, which also houses Advising/Counseling. Besides the registrar and supervisor, full-time employees include three admissions advisors, one student services assistant, and a full-time cashier. The Admissions/Registration Office and Business Office share the salary for the full-time cashier. The four part-time employees' duties overlap in the areas of phone and counter registration, and the three student employees assist with clerical duties. In addition, there is one full-time registration technician on the Verde Valley Campus; and at the educational centers in Prescott Valley, Chino Valley, and Sedona, office managers, office coordinators, and various part-time staff provide registration services in addition to handling other duties.

SERVICE AREA AND SERVICES

The Admissions/Registration Office is responsible for adhering to admission policies for degree- or certificate-seeking students. A key part of this is making a determination of student residency. Residency status determines how fees are assessed. Details of this process are printed in the college's general catalog.

The office keeps transcripts on all students who take classes, and it sends student transcripts to other educational institutions upon appropriate request. Likewise, the office accepts transcripts from all accredited institutions and does transcript evaluation by request within 48 hours.

The office receives requests for credit awarded by non-collegiate institutions. Such credit is accepted by Yavapai College if it is in accordance with the current curriculum of Yavapai College and appropriately related to the students' educational programs. When requests are received for course substitutions, the Admissions/Registration Office coordinates such requests with the appropriate division assistant/associate dean.

Learning experiences take place in a variety of settings, and in accordance with college policy, the Admissions/Registration Office is involved in recording credit for prior or extra-institutional learning. All assessment methods used by the college require review and oversight by the Office of Instruction and Curriculum to determine acceptable test scores, appropriate equivalencies, special program requirements, or other academic considerations. The college may award credit for prior or extra-institutional learning based on one or more of the following assessment methods: articulation agreements, credit by evaluation, or college-level equivalency examinations.

GENERAL SERVICES. The Admissions/Registration Office provides walk-in, telephone, and online registration for credit and non-credit offerings. It also serves as an information center for students. In compliance with Arizona Revised Statute 41-1346, the Admissions/Registration Office is responsible for record retention and disposition of grades and background information, course substitutions, incompletes,

and policy changes (paper and electronic). Computer data back-ups are completed on a daily basis. The office provides training and communication regarding its policies and procedures to departments and division assistants district wide.

The Admissions/Registration Office works closely with the Office of Instruction and Curriculum to facilitate the schedule-building and information-gathering process that is conducted in February/March and in October/November. Records, such FTSE rosters in October and February, are created and distributed. First-day and final-grade rosters as well as other reports are created, distributed, and collected throughout the year as needed.

ELECTRONIC SERVICES. Students use the Yavapai College Internet student access system (Electronic Student Services), to achieve a number of admission and registration functions. Through Electronic Student Services, students may register for classes, add and drop classes, withdraw from classes, view class schedules, view their transcripts, update personal information (address, phone, e-mail), inquire about their financial aid status, complete scholarship applications, apply for housing, and change their PIN numbers.

ATHLETIC ELIGIBILITY SERVICE. Acting as athletic eligibility officer, one admissions advisor in conjunction with the college athletic director, works closely with students, coaches, and academic advisors to determine eligibility of student athletes. The admissions advisor collects the students' admission information, verifies it, and certifies that the students meet the criteria set by the National Junior College Athletic Association (NJCAA). The admissions advisor contacts high schools and coaches to check each transferring credit (college transcripts are evaluated differently than high school transcripts). Every individual record is calculated carefully to meet NJCAA criteria. The admissions advisor works with students, coaches, instructors, and academic advisors to monitor the weekly grade status and establish each student's eligibility throughout an entire season. The *Official Handbook and Casebook for the National Junior College Athletic Association* is located in the Admissions/Registration Office.

INTERNATIONAL STUDENT ADMISSIONS SERVICE. The international student admissions advisor helps international students understand and comply with the requirements of Yavapai College and of the Immigration and Naturalization Service (INS). The admissions advisor collects the International Student Admission Application along with all required documents and certifies their authenticity. Certified copies of official transcripts (along with a certified English translation if the original copy is in another language) accompany all records from each secondary school, college, or university. Records include courses completed, grades or marks obtained, and certificate or degree awarded.

A unique orientation for international students is held the week before fall and spring classes begin. Each student receives information about campus life, classes, and activities and about important community resources such as banks and shopping areas.

International students must maintain at least 12 credit hours at Yavapai College each semester in addition to meeting other regulations required by INS. The admissions advisor tracks the attendance and grade status of international students to

help them stay in compliance. The INS is notified of any changes in an international student's status. The admissions advisor also verifies the status of international students in the process of transferring to other colleges or universities.

GRADUATION STATUS CHECK SERVICE. The admissions advisor that coordinates commencement activities works with the students and their academic advisors to complete the graduation application process. The academic advisor fills out a checklist or a "grad check sheet" that lists all credits and grades under the degree or certificate to ensure that the student has fulfilled the graduation requirements. Degree verification and conferral are completed by Admissions/Registration staff.

Final grades are posted in December and May. Once the semester's grades are posted, the Admissions/Registration Office rechecks all the grad check sheets for accuracy before entering student information into a database. Grades of "C" or better are accepted for graduation; grades of "D" or lower do not fulfill degree or certificate requirements. A small percentage of students cleared for graduation do not meet graduation requirements because they failed a needed class in their last semester. These students are contacted, advised of their status, and informed about the options available to them for completing graduation requirements.

The Admissions/Registration Office conducts commencement ceremonies at both campuses and full-time faculty is required to participate. In May 2002, there were 241 graduates from the Prescott and Verde Valley Campuses.

ANALYSIS

The Admissions/Registration Office maintains permanent records such as full time student enrollment (FTSE) requirements and financial aid rules (paper, electronic, and microfiche) according to federal and state regulations. The office maintains confidentiality of student records in accordance with the Family Educational Rights and Privacy Act (FERPA). A "Release of Information" statement is published in each class schedule, a "Student Records Disclosure" statement is published in each Yavapai College general catalog, and twice each semester faculty are sent a notice regarding FERPA requirements related to posting grades.

Due to environmental concerns that have since been dealt with, the Admissions/Registration Office on the Prescott Campus was moved from Building 1 to the temporary site in Building 6. Although the space has been designed to meet current needs, there are concerns regarding the overcrowded conditions. Some students have complained about the inconvenience of the building's location, especially the fact that it is not located near most of the other student services or the Business Office. While the current location was meant to be temporary, the Admissions/Registration Office has been at this site for over two years. The master plan will alleviate this problem by housing all student services in one building for a one-stop shop approach.

The proliferation of charter schools and the increasing incidence of home schooling have resulted in complexities in admissions not encountered in earlier times. Consequently, some challenges have been encountered by college staff with the current admission policy for underage students when it comes to determining student "readiness" and "ability to benefit."

The Arizona Administrative Code (Title 7, Chapter 1, Article 3, Section R7-1-301) provides more detailed direction regarding college admission than does the Yavapai College general catalog. The code indicates that "admission to community colleges in Arizona may be granted to any person who…is a graduate of a high school. … has a high school certificate of equivalency. …is 18 years of age or older and demonstrates evidence of potential success in the community college. …is a transfer student in good standing from another college or university." The code further states that admission for students under the age of 18 shall be granted if they achieve a composite score on the SAT of 930 or more, or an ACT composite score of 22 or more. In addition the code indicates that "students not meeting the requirements stated above may be admitted on an individual basis with the approval of college officials, as long as the students meet the established requirements of the courses for which they enroll and the college officials determine that such admission is in the best interest of the students."

The present Yavapai College admission policy allows underage students to register for courses; however, specific procedures for evaluating their readiness and their ability to benefit from college-level classes are not clearly in place. For example, the college does not require students to submit ACT or SAT scores in applying for admission, nor can the college require students to undergo assessment testing for purpose of course placement. Without such avenues to assess student readiness and ability to benefit, staff members have at times experienced difficulties in assisting students in the registration process.

In addition, one of the U.S. Department of Education's requirements for institutional eligibility for federal financial aid is that the school "admits as regular students only persons who: have a high school diploma, have the recognized equivalent of a high school diploma, or are beyond the age of compulsory attendance in the state in which the institution is physically located" ("Chapter 1," 2002-2003, p. 5).

The presence of underage students in college classes raises a variety of concerns, such as supervision, college liability, student behavior and discipline, academic readiness, social maturity as it relates to adult course content, and overlapping of the mission of the public school system. The college needs to provide clear procedures for dealing with such matters. There is also concern regarding satisfying federal standards of distinction between admission of regular students and admission of students under the age of 16 (the age of compulsory secondary school attendance in Arizona). The inclusive nature of community colleges, especially when matched with the characteristics of the population base, necessitates clear rules regarding admissions and registration.

All students are encouraged to take the college skills assessment tests to ensure readiness, ability to benefit, and proper placement in entry-level college classes. These tests, however, are not required. The Yavapai College policy on assessment testing is that it is strictly voluntary for entry-level college classes. Best practices in education dictate that student retention and success directly correlate with appropriate course placement. This policy hinders efforts to evaluate student readiness. "Chapter 15: Developmental Education" includes a recommendation concerning assessment testing and placement. Findings from this chapter lend support for this recommendation, and these findings are summarized with the recommendation provided in chapter 15.

Surveys distributed by the Office of Institutional Research are used to obtain feedback and gather information on service efficiency and effectiveness. In the *Current Student Survey Conducted Spring 2000*, more than 80% of respondents indicated that the "In-Person" registration process was good or very good (Office of Institutional Planning, Research, and Assessment, 2001, Fall, p. 23). Students completing a survey when applying for graduation rated this process even higher with 91% of respondents indicating that it was good or very good (Office of Institutional Planning, Research, and Assessment, 2001, January, p. 16).

Technology upgrades have improved the service that the Admissions/Registration Office is able to provide to students but further changes and upgrades are necessary to meet registration and information demands. The inadequacy of the current system platform makes the development and enhancement of online services difficult. Integrating the current information system with the web services and collecting information from this system is problematic. The Electronic Student Services system that provides student access to admission and registration functions through the Internet is fairly new. As students become more familiar with it, the college anticipates increased usage.

The Admissions/Registration Office staff also listens to anecdotal input, both solicited and unsolicited. Staff learned that many students rely on the telephone for service. As a result, telephone services and hours are being expanded as much as possible. The Admissions/Registration Office is also in the process of determining whether an IVR Touch-Tone system would improve the registration process. The IVR system is a recorded options menu that would guide students through registration by telephone.

ANALYSIS

Recommendations from the program review that was completed in 2000-2001 have been implemented to improve communication and collaboration with Student Services and to provide enrollment procedures that better meet the needs of the student. The district wide meetings and training sessions that occur on a regular basis provide the opportunity to exchange information and keep registration staff throughout the district current and consistent regarding policies and procedures.

Student surveys consistently show a high level of satisfaction with the services that are provided through the Admissions/Registration Office. The enhanced Electronic Student Services (ESS) allows students to perform many admission and registration tasks online. This is especially helpful for students who live in the outlying areas of the county.

The staff is concerned about the current location of the Admissions/Registration Office. This location is inconvenient for students and has limited space to conduct business. This is being addressed in the master plan.

The staff is also concerned about the current admission policy for underage students. The open admission policy of Yavapai College raises questions about college compliance with state and federal law. Another concern is the change in policy initiated by the District Governing Board to eliminate the assessment testing and placement requirements. The staff is challenged by both of these changes because current policies are contrary to historical practice and contemporary best practices.

The very old student information system is another concern for staff throughout the district. This is not only an issue for web development and online services but also for data collection. The process for collecting the needed data is cumbersome for the majority of staff.

Expanding phone registration service creates two concerns. The first concern is the issue of staff support. During peak registration periods, the staff functions at full capacity. More staff is needed to improve the current level of service. The second concern relates to hardware limitations. There are not enough phone lines available to handle additional registration calls.

RECOMMENDATIONS

It is recommended that the college

1. **Review college admission policy and procedures.**

   The college admission policy should be reviewed, and clear admission procedures for admitting underage students should be developed. The open admission policy and lack of explicit admission requirements for underage students complicates the admission process. Findings and analysis in two additional chapters of this self-study report support this recommendation. These include "Chapter 20: Counseling/Advising, Financial Aid, and Student Employment" and "Chapter 25: Integrity." Chapter 20 points out counselor difficulty with this general policy, especially with the absence of assessment testing and placement. Both chapter 20 and chapter 25 discuss the difficulty with implementing a policy that does not define what is meant by the terms *readiness* and *ability to benefit*.

2. **Address the technology and data-collection problems of the current student information system, AMIS.**

   The current system is very old. It is not an integrated system, which makes data retrieval and use very difficult. This is not only an issue for web development and online services but also for data collection and use.

CHAPTER 20

ADVISEMENT, FINANCIAL AID, AND STUDENT EMPLOYMENT

INTRODUCTION

This chapter will examine Yavapai College counseling and academic advising services, testing services, financial aid, and student employment. Separate studies were conducted of counseling and academic advising services on the Prescott and Verde Valley Campuses, but these reports have been consolidated. Separate reports were also prepared on financial aid and student employment. All reports are available in the Yavapai College NCA library under NCA Background Materials: Advisement, Financial Aid, and Student Employment.

COUNSELING AND ACADEMIC ADVISING

DESCRIPTION

MISSION AND PURPOSE

The purpose of the counseling and academic advising office is to offer information and support to assist a diverse student clientele in setting and reaching personal goals, and in developing into responsible, self-directed learners. Counseling staff advocates for students, informs them about college policies and procedures and provides personal and career counseling that focuses on life adjustment issues and support in setting and reaching goals.

HISTORY AND BACKGROUND

In 1996, the Arizona Board of Regents mandated that a statewide transfer articulation system be created to enable community college students to seamlessly transfer to Arizona universities. Development of new general education blocks (Arizona General Education Curriculum) and transfer pathways has necessitated greater emphasis on training of academic advisors and counselors.

Since the last self-study, the counseling and academic advising office has moved towards centralization of services while, at the same time, away from faculty-led advising. The primary reason for this change is the amount of training needed to keep counselors current in the field.

Technological advances have changed the manner in which academic advising is conducted. Instead of paper transfer guides and yearly college catalogs, most information needed is now available via college websites and other Internet resources.

Changes have occurred in testing services that are provided. A new computer-based skills assessment, COMPASS, is now in use on the Verde Valley and Prescott Campuses, and is being implemented at centers in Sedona, Prescott Valley, and Chino Valley.

Several changes in college policy relating to admissions have occurred since the last self- study. Prior to 1998 the college admission policy was a verbatim statement of state law regarding admission to any Arizona community college. This policy outlined admission for regular students with a separate policy for admitting students less than 18 years of age. In 1998, the college dropped the section of policy that referred to admitting students less than 18 years of age. In May 1998, the college policy on admissions changed to "Yavapai College welcomes and encourages any student who demonstrates readiness and the ability to benefit from college-level courses."

A second policy change involved English and math skills assessment. Previous to May 1998, mandatory skills assessment for student placement in appropriate writing, reading and math courses was the policy. As of May 1998, skills assessment for purposes of student placement is no longer mandatory, meaning students are not required to take assessment tests prior to enrolling in classes.

ORGANIZATION

There are five full-time counselors, six part-time academic advisors, and two faculty members who provide academic advisement at the Prescott counseling and academic advising office. They, along with the testing services specialist report to the director of counseling. The Verde Valley Campus Student Services Department includes 8 full-time and 12 part-time employees. All counselors have master's degrees in counseling or another appropriate area of study. All staff members have appropriate training in terms of education, ongoing training, and staff development.

Staff meetings are held weekly and half-day advisor training occurs, on average, once a month. Academic advisors, counselors, and testing staff attend college staff development days. Staff is provided cross-training in academic advising, career advising, financial aid, registration processes and procedures, and special topics such as academic advising for special student populations. Training of advisors has been a major focus since the last self-study due to the many changes that occurred with implementation of a new statewide transfer model and new Yavapai College vocational programs. In addition to regular updates from college faculty members and administrators, training programs from the National Academic Advising Association and Noel-Levitz have been used to enhance the advisor's role. Yearly departmental retreats emphasize goal setting and departmental directions related to college goals and Community Benefits Statements.

SERVICE AREA AND SERVICES

All students can take advantage of academic advising, career counseling, short-term personal counseling, classes in life management skills, skills assessment, new student orientation, ombudsman services and mediation services. Both campuses provide a full array of these services. The Prescott Valley and Chino Valley educational centers have web-based advising and career services. Cross training recently was implemented for lead staff members working at these locations. One of the imperatives of the college's Integrated Master Plan is to provide skills assessment, admissions, financial aid forms, brief advising, and registration and fee payment at all locations. Students and potential students can also contact full-time advisors and counselors on the Verde Valley and Prescott Campuses by phone, email, or in person.

Academic advisors are competent in web-based advising using resources such as university transfer guides and community-college-to-university course equivalency guides. In addition to Yavapai College degree and certificate programs, advisors are familiar with both in- and out-of-state offerings, as well as web-based course and degree offerings. The statewide Arizona Transfer Articulation Support System (ATASS) provides a wealth of information for students and advisors.

A students' ombudsman provides mediation services on the Prescott Campus. As part of the statewide articulation system, a transfer student ombudsman assists students who experience problems in transferring to any of Arizona's three state universities or a community college. There is a designated transfer student ombudsman on the Prescott and the Verde Valley Campuses.

Confidentiality of student records is a top priority in all services offered. Staff is trained in FERPA regulations and files are kept locked when not in use.

ACADEMIC ADVISING. Academic advising is provided to help students understand college policies and procedures; become aware of college and community resources; develop an awareness of degree and certificate options; choose the appropriate degree for the chosen career; choose the appropriate transfer institution, if applicable; and discuss problems or obstacles which interfere with academic success.

Students transferring credits from other colleges and universities work with advisors and counselors to determine how these credits will apply toward their Yavapai College goals. Students investigating how their individual Yavapai College courses will transfer to the Arizona public universities can utilize the Course Equivalency Guide available through the ATASS link on the college's counseling and academic advising website.

TESTING SERVICES. English and math skills assessment are provided to help students with course selection. ASSET English and Math Skills Assessment is an option for students who want to determine their college readiness. The computer-based version of ASSET, COMPASS, was implemented during spring 2002. Testing for GED, EMS, Nelson-Denny, CLEP and computer-based Prometric, public client proctoring, and the Nursing Program entrance test are all available to the community at large; a fee is charged when appropriate. Prescott Campus faculty has use of the testing lab as a proctored, out-of-classroom setting for quizzes and exams.

CAREER COUNSELING AND CAREER CLASSES. Career exploration and decision-making services are open to all students throughout the district and any member of the general public looking for information on determining career options. The career services website provides links to a variety of internal and external career exploration and job-hunting resources. Career services brochures outlining the many services for students are distributed at orientations and made available at several locations on campus. Counselors are available to speak about values, interests, skills, and the career decision-making process during regular classes and at student club meetings.

PERSONAL COUNSELING. Short-term, individualized personal counseling is available for students who have difficulty adjusting to college responsibilities and for those who need help overcoming obstacles which interfere with academic success. This service, including crisis intervention, is available at no cost. Counseling

typically consists of one or two sessions. Counselors refer students to community-based mental health agencies and therapists as needed.

Departmental policies can be found in the college catalog, student handbook, academic advisor handbook, and on the counseling and academic advising website. Many procedures are developed in conjunction with the Office of Instruction, such as course substitutions, academic renewal, and directed study. During the past two years, the counseling office developed parameters for personal counseling and protocols for handling emergency situations. The procedures utilized in skills assessment testing are often determined by state guidelines, such as those for GED testing. These have been compiled and printed in a handbook available from the testing staff.

ANALYSIS

Counseling and academic advising procedures are well documented and followed by staff. Procedures for routine items—course substitutions, directed studies, student code of conduct, grievances and grade appeals—are clearly established and followed. However, the application of some college-level policies/procedures has proven difficult. An example is the college admissions policy. "Yavapai College welcomes and encourages any student who demonstrates readiness and the ability to benefit from college-level courses." This brief policy statement provides no guidance regarding judging readiness and ability to benefit. Counselors have received differing opinions on policy implementation from administrators.

The Arizona Administrative Code (Title 7, Chapter 1, Article 3, Section R7-1-301) indicates that students applying for admission need to "demonstrate evidence of potential success in the community college." The code further states that admission for students under the age of 18 shall be granted if they achieve a composite score on the SAT of 930 or more, or an ACT composite score of 22 or more. A student not meeting the above requirements may be admitted on an individual basis with the approval of college officials, as long as he or she meets established requirements for the courses in which he or she enrolls, and officials determine that such admission is in the best interest of the student.

Yavapai College admits underage students without requiring them to submit ACT or SAT scores. Students under the age of 18 are encouraged, but not required, to speak with appropriate college officials to discuss the enrollment process. In 1998, the college assessment policy was changed from mandatory assessment to voluntary assessment. Students now can and do enroll in college classes without completing assessment tests. Without ACT or SAT test scores, and at times without assessment test scores, advisors find it difficult to determine student readiness. Consequently, it is a challenge to properly place these students in courses for which they are prepared. Instructors have complained to advisors about having younger students in their classes. Advisors explain the course content and rigor of requirements to parents and younger students, yet some see the community college as an alternative to the area high schools and charter schools. This situation has been complicated on the Verde Valley Campus where a local charter school has regularly taken advantage of the college admission policy to include its students in college courses and programs. *Chapter 19: Admissions and Registration* includes a recommendation concerning the admission policy. Findings from this chapter lend support for this

recommendation, and these findings are summarized with the recommendation provided in chapter 19.

Each campus has its own database tracking of demographic information, student contact records and placement-test results. It would be beneficial if record keeping were integrated district wide. A budget request for a degree audit system has been prepared, but as yet has not been approved. Advisors have access to advisee's records but only on a site-by-site basis. A district wide computer-based system that would provide a consistent means to track student advising information is essential for improving the efficiency and effectiveness of data collection.

Counseling and academic advising services work collaboratively with instruction to enhance counseling services. Collaboration with faculty occurs on various projects, such as new student orientation, open house events, lectures, classroom presentations, and the student awards program. All counselors teach at least one Life Management Skills class per semester and some teach in other academic areas.

In 1997 and 1998, Prescott Campus counseling and academic advising offered in-person academic advising appointments at the Prescott Valley and Chino Valley educational centers, but there was little utilization of this service, and it was discontinued. Video advising was attempted using networking software in 1999, but few students were interested in that format. Students reported they would rather travel to the Prescott Campus for a full-service, in-person approach. In 2002, selected members of the Prescott Valley and Chino Valley staff were included in financial aid, academic advising, and registration training, allowing staff to now provide a minimum level of service to students at those locations. Those students retain the option of utilizing Prescott Campus resources. With expected growth in Prescott Valley and Chino Valley, it is likely that a full-time student services advisor will be needed within the next year. That person may be shared between the two locations.

Prescott Campus counseling and academic advising facilities are in need of upgrade. A comprehensive student resource/career center would provide the resources for career services, job placement, transfer counseling, and enrollment services. The office's computer system enhances student advising and career counseling since many web-based resources are used; however, the computer-based degree audit is not yet available. Space and number of computers in the testing center also limit computer-based testing. An integrated information system including information on students throughout the district would promote efficiency and effectiveness of services. The Verde Valley Campus counseling office also has challenges regarding facilities. Space for offices, computers, phones, and library resources is constricted. There is no room for career resources, assessment workshops, and/or orientation. It is often difficult to make arrangements for special activities due to the limited availability of on-campus space. An office computer helps in advising, but degree audit is conducted manually. This is another area where a district wide integrated system of information would be helpful. The career resources library—including computer software for self-assessments—is excellent. However, the Verde Valley office does not have the physical space or the necessary resources. As growth in student enrollment continues, and officials consider the possible expansion of business hours into the evenings and on weekends, an increase in staffing may be necessary.

Student evaluation of advisors, Office of Institutional Research reports, and employee performance reviews help staff determine how well office staff accomplishes program

purposes. In the most recent Current Student Survey, more than six out of ten current students rated academic advising and personal counseling as good or very good. Nearly 90% of those surveyed gave the office an overall positive rating. Periodically over the past two years, the Prescott Campus office has administered the "Counseling and Academic Advising Appointment Evaluation Form" following individual appointments to evaluate student satisfaction with the session. Of those students who completed the survey, more than nine out of ten felt their advising appointment was helpful.

The greatest overriding concern, and the one that most detrimentally affects the counseling and academic advising office, is the policies/procedures issue. The college admissions policy and policy regarding assessment testing have repercussions for student orientation, course placement, course prerequisites, and course equivalency guidance for university transfer. These are basic and essential tools for student success, both short-term and long-term. To waive such requirements, or make them voluntary at the discretion of the student, does a great disservice to the students and to the academic integrity of the institution at large. There is concern that without mandatory skills assessment students may take classes for which they may not be prepared. Students below high school age may not be socially or academically prepared to take classes with adult learners. *Chapter 15: Developmental Education* includes a recommendation concerning assessment testing and placement. Findings from this chapter lend support for this recommendation, and these findings are summarized with the recommendation provided in chapter 15.

Space and specialized equipment are ongoing concerns. On the Prescott Campus, a new student resource/career center would increase space resources. More computers with state-of-the-art job-search and career-exploration technology would facilitate access to information. On the Verde Valley Campus, space for offices, computers, phones, and library resources is constricted. There is no room for career resources work, assessment workshops, and/or group advising. It is often difficult to make arrangements for special activities due to limited room availability on campus. Storage space is also limited. The facilities portion of the Integrated Master Plan is expected to address most of these issues, but as those plans move forward there should be close monitoring of plan modifications.

Currently, there is no integrated information system. A unique database was created on the Verde Valley Campus for tracking of demographic information, student contact records, and placement-test results. It would be beneficial if this type of record keeping were available district wide. A computerized degree audit system would also be helpful for staff and students.

RECOMMENDATIONS

It is recommended that the College

1. **Address the technology and data collections problems of the current student information system and develop a district wide record keeping system.**

   The current system is very old. It is not an integrated system and makes data retrieval and use very difficult. This is not only an issue for web development and online services, but also for data collection and use. Creation of separate databases has been a short-term solution, but it does not serve a district wide student services philosophy.

FINANCIAL AID AND STUDENT EMPLOYMENT

DESCRIPTION

MISSION AND PURPOSE

The Yavapai College Financial Aid Office provides financial assistance to students in their pursuit of a higher education. Office personnel strive to provide all individuals interested in attending Yavapai College with the financial options for which they qualify so they may enter and remain in school until they achieve their educational goals. Student Employment Services provides students with opportunities to obtain employment, many times allowing them to remain in school. Students enhance their job-seeking skills as well as help on-campus and off-campus employers meet staffing needs.

HISTORY AND BACKGROUND

Most of the changes in the Financial Aid Office since the last self-study have been in the form of technological improvements.

The office obtained computer hardware and software for students to apply for federal aid, complete scholarship searches, and perform the various functions available through college electronic student services. As a part of this technology enhancement, the office created a financial aid website where students can find sample aid packages, financial aid policies and requirements, and other financial aid information.

The office upgraded to a more powerful financial aid software system (Powerfaids) which allows for more sophisticated application tracking, fund disbursement, internal and external updates, customized report writing, and the capability for streamlining a myriad of federally mandated reporting functions. Additionally, this system has a relational database that currently houses financial aid history dating back to the 1996-1997 academic year and supports multi-year processing capabilities.

Information Technology Services (ITS) staff worked with the financial aid personnel to develop an electronic interface with Powerfaids and the Business Office's student receivables system for the efficient delivery of financial aid funds to students. This replaced a cumbersome, and time-consuming manual check delivery system. They also created computer-generated 1098-T reports for taxpayer education credits.

The office partnered with ELM Resources, a group of schools, lenders, and guarantors who participate in the Federal Family Educational Loan Program, to use a centralized database and network that streamlines the loan application process and can be accessed online at any time to determine loan application status. This facilitated the shift from individual borrower checks to electronic funds transfer for Federal Stafford loan recipients. To further streamline the loan process, the Financial Aid Office established a contract with the National Student Loan Clearinghouse in order to more efficiently report enrollment status changes for loan recipients.

The office established electronic reporting with the Veterans Administration for the delivery of veterans' educational benefits, with the Arizona Commission for

Postsecondary Education for the delivery of LEAP funds, and with the ASFA Data Corporation for Federal Perkins Loan reporting. It also established online access for all financial aid office personnel to the National Student Loan Data System to assist with more accurate application processing.

With regard to student employment, in fiscal year 1995-1996, Community Service Federal Work-Study began assisting students who qualify for Federal Work Study to find jobs in organizations that serve community needs. In August 2000, a web-based job posting and referral system was implemented.

ORGANIZATION

The Financial Aid Office includes has twelve employees, including a director who has worked in the office for 23 years. She reports directly to the assistant dean of Student Services and is responsible for all office functions. An assistant director has more than18 years experience in a variety of student services positions, including 15 years in financial aid. She is also cross-trained as an academic advisor. There are three financial aid advisors, a financial aid specialist who works on the Verde Valley Campus, and a full-time and a part-time financial aid technician. In addition, there are two part-time financial aid assistants who are student employees. There is also a full-time student employment coordinator and a permanent part-time student employment technician on the Prescott Campus and a job placement/counselor on the Verde Valley Campus. The student employment coordinator, who has worked in student employment at Yavapai College for 15 years, reports to the Financial Aid director.

FINANCIAL AID SERVICES

Students who receive financial assistance are primarily degree seeking, although some programs are available to students who wish to improve job skills or attend classes for personal enrichment. Financial aid options include federal and state grants, federal loans, employment assistance, Veterans Educational Assistance Benefits, Yavapai College scholarships and grants for full- and part-time students, tribal assistance grants, outside-sponsored scholarships, and a Yavapai College monthly payment plan.

To help students take advantage of financial aid options, the office offers community outreach for early awareness, financial aid workshops for students and prospective students, individual advice on financial aid options, and assistance with the application process (including online applications). Students are also notified of their rights and responsibilities.

STUDENT EMPLOYMENT SERVICES

Student Employment staff serves students, former students, Yavapai College departments, and community employers throughout Yavapai County. They are responsible for all human resources aspects of student employment, including providing student employment orientation for the 250 to 300 students who work as employees. Staff post jobs and refer students for on-campus and off-campus employment. When students are hired, the office helps with completion of tax withholding forms and the Immigration and Naturalization Employment Eligibility Verification form. They also award Federal Work Study to students. Students may also receive individual and group training/assistance with work search resources, resume

development, and employment interview dynamics. Assistance with work-related problems is provided.

Staff also provides services to on-campus and off-campus employers in meeting their staffing needs. A web-based job posting and referral service provides resources for both students and employers. Staff on the Prescott Campus organize and host an annual career and job fair that provides employment networking for students and employers alike. Career Fair 2002 featured 121 exhibitors covering a wide range of statewide employers and exhibits.

ANALYSIS

Each year, nearly $4 million of financial aid is administered to approximately 1,800 Yavapai College students. Twenty percent of the students served are in the Verde Valley, and 20% of financial aid funds go to those students.

Personnel have adequate computer hardware and software, telephones, and furniture. However, storage space is inadequate. Two storage rooms on the Prescott Campus have boxes stacked to the ceiling. Also, the various student services departments are not centrally located. This is very inconvenient for students and is the antithesis of the one stop service concept.

Financial Aid personnel adhere to the many federal, state, and institutional regulations and guidelines. Each year, oversight agencies conduct audits and program reviews to assess office functions. These reviews have found the office to be in compliance with federal and state requirements. The office's loan default rates have consistently been well below 25%—the level at which the Department of Education imposes penalties. The default rates were 15% in fiscal year 1997, 11% in fiscal year 1998, and only 7% in fiscal year 1999. The office began electronic loan counseling in 1997, and considers this to a contributing factor to lower default rates in that and subsequent years.

In spring 2001, as a part of the Service Area Review process, the office, with assistance from the Office of Institutional Research conducted a student satisfaction survey. One hundred fifteen students completed the survey. Sixty-seven respondents received services through the Prescott Campus, and 48 through the Verde Valley Campus. Overall, the responses and comments were quite favorable. They did indicate a need for improvement in consumer information; some of the information in the office brochures was confusing. Office personnel have updated their brochures using a new style and format that is easier to understand. They are also using a student focus group to evaluate their forms, brochures, web pages, and the online financial aid application process. The office will use the focus group results to make further improvements.

Each school year, 250 to 300 students work as student employees for Yavapai College. Of these, approximately 35 students are employed on the Verde Valley Campus. Results from an internal survey sent in spring 2002 to faculty and staff members who supervise student employees indicated that 9 out of 10 supervisors were satisfied or very satisfied with the quality of work from their student employees. During the past five fiscal years, students obtained an average of 168 off-campus jobs. These placements included full-time, part-time, and temporary jobs. The student employment office assisted over 158 students in finding on-campus

employment during the 2000-2001 fiscal year, 82 of these students were employed in the Federal Work-Study Program. Sixty students worked in the Prescott area, while 22 students worked in the Verde Valley area. The Student Employment coordinator was also responsible for proposing a pay rate increase for college student employees from $5.15 per hour to $6 per hour. This pay rate increase was approved and took effect in fiscal year 2000-2001. A second pay rate increase to $7 per hour has been approved for student employees effective fiscal year 2002-2003.

The annual career fair has become a significant event for the college and community. There were 121 exhibits at the Career Fair 2002 featuring a wide range of employers and agencies. More than a thousand people attended the Fair this year. The Fair consistently received high marks from debriefing information provided by exhibitors and surveys from participants.

RECOMMENDATIONS

Findings did not merit a recommendation.

CHAPTER 21

CAMPUS LIFE

INTRODUCTION

This chapter examines six different areas that comprise the Yavapai College Campus Life Office. They include the Campus Safety Department, Office of Judicial Affairs, student activities, intercollegiate athletics, housing, and health center. NCA Task Force teams researched and reported on these areas. The reports and supporting documentation are available in the Yavapai College NCA Library under NCA Background Materials: Campus Life.

CAMPUS SAFETY DEPARTMENT

DESCRIPTION

MISSION AND PURPOSE

The mission of the Campus Safety Department is to maintain a safe atmosphere that is conducive to the pursuit of the college's primary function—education, within the boundaries of the campuses and property of Yavapai College.

HISTORY AND BACKGROUND

The department has evolved from a combination of security personnel and certified police officers where part-time staff outnumbered the full-time staff. Currently, all officers, both full- and part-time, are State Certified Peace Officers. Part-time staff are relied upon to provide coverage and to relieve full-time staff for vacation and sick time. The department has also evolved from an enforcement group that reacted to incidents/situations to a community based group that takes a proactive stance in accomplishing its duties, by working closely with the student, staff, and administrative population.

STAFFING AND STAFF DEVELOPMENT

The department consists of a director, four full-time officers on the Prescott Campus, one full-time officer on the Verde Valley Campus, two part-time office staff, and a pool of officers to fill in on a part-time basis. The staff has approximately 150 years of combined experience. Part-time officers play a significant role assisting the department to accomplish its mission.

The Arizona Peace Officers Standards and Training Board conducts audits ensuring officers complete required training to maintain certification. Staff is required to receive 16 hours of annual certification training to maintain their police certification. Additional training seminars are attended as time permits.

SERVICE AREA AND SERVICES

The Campus Safety Department office is located in a building on the Prescott Campus at the main entrance to the college campus. In this location, the office serves as a welcome center for the community, as well as the department's communications command center.

The primary activities of campus safety involve providing assistance and protection of people on all campuses, protection of their property, and protection of college property within the district. Officers are also responsible for traffic control, visitor assistance, lost and found property, loss prevention and loss reporting, identification of safety hazards, and safety training and orientation of employees and students.

Officers on the Prescott Campus provide safety services 24 hours a day, 7 days a week. A key reason for this extensive coverage is that the Prescott Campus has four residential dormitories that house approximately 400 people. Services are provided for the Verde Valley Campus nine hours each day, Monday through Thursday and four hours on Friday. Two hours of coverage (8:00pm.–10:00pm. Monday through Friday) was recently added for the Prescott Valley Education Center. All total, safety officers provide 218 hours of coverage each week at the various college facilities. This does not include the director's hours or double coverage hours during the busiest times, special events at the performance hall, sporting events, or lengthy and involved investigations. During 2001, the department responded to over 5,800 calls for service. A close working relationship exists between the department and surrounding police agencies and their assistance has been a great asset.

ANALYSIS

A challenge for the department is to provide services for the entire district with present staff. The Sedona, Chino Valley and Agribusiness centers currently do not have coverage provided. Several break-ins have occurred at the Chino Valley Education Center, resulting in vandalism and theft. Safety services at those centers are provided by local law enforcement agencies. However, the Campus Safety Department has jurisdiction for investigation of criminal activity at those sites. Furthermore, full-time coverage for the Prescott Campus can only be maintained by utilizing part-time personnel, but many times that is not sufficient and full-time staff is required to sacrifice vacation time in order to provide adequate coverage.

The department office, being centered at the entrance to the college, is open and available to the public for eight to ten hours per day. Two part-time office support staff supervise the office during normal business hours—8:00am.–5:00pm. Certified officers must cover the office during other hours, which takes them away from their primary safety role. When the office is not covered, incoming calls are routed to an answering service. If the department had more full-time staff, these areas would not be such a concern. The department is presently undergoing service area review where these issues will be raised and hopefully addressed. As an alternative solution to the staffing challenge, the director has submitted a grant request that, if funded, would help with these staffing concerns.

The Verde Valley Campus has drawn up emergency response procedures, but just how these procedures are to be implemented in an emergency situation is not clear.

A clearer definition of who is on the emergency response team and campus-wide training on procedures is needed.

The department maintains its effectiveness by setting its goals in accordance to the goals of the college's President. Semi-annual progress reviews are completed for the department itself and for each individual staff member. In addition, information from surveys conducted by the college is closely examined. The Exiting Student Survey, 2000-2001 showed a 70% to 80% satisfaction rate with safety services. Department personnel also interact with other college departments to identify program effectiveness. However, the primary means of determining effectiveness is in the analysis of raw crime statistics data. The top three issues that the department currently addressed by officers are theft, liquor violations, and drug violations. This data is used to calibrate the department's effectiveness and is provided to students, faculty, staff and other law enforcement agencies. This material is available in the Yavapai College NCA Library under NCA Background Materials: Campus Life.

RECOMMENDATION

Findings did not merit a recommendation.

OFFICE OF JUDICIAL AFFAIRS

DESCRIPTION

MISSION AND PURPOSE

The Office of Judicial Affairs is responsible for enforcing the *Student Code of Conduct* and to ensure students receive due process, according to school regulations. The code of conduct outlines behavioral expectations and provides an explanation of the process involved for responding to allegations of misconduct.

HISTORY AND BACKGROUND

The Office of Judicial Affairs was created since the last self-study. This position was established as the result of the re-structuring of the Student Services Department. Prior to the new leadership structure, the Dean of Student Services was responsible for student discipline. A coordinator became responsible for reviewing, revising and enforcing the *Student Code of Conduct*. The current code of conduct was written in October 1994 and revised in August 1995. The code was adopted pursuant to Arizona Revised Statutes, and applies to any individual who is present on college-controlled property, is attending any college-sponsored activity, or any student who engages in conduct on or off college property that affects the educational functions of the college.

STAFF AND STAFF DEVELOPMENT

The office consists of one employee, the Yavapai College Judicial Affairs Coordinator, who works with an appeals board when it is necessary to conduct an appeals hearing and identifies individuals to serve as hearing officers as outlined in the code of

conduct. The coordinator participates in college staff development activities and subscribes to ASJA, a legal journal that helps keep her current with issues in her field.

The coordinator selects and trains the appeals board. This board includes not fewer than three persons or more than seven and when reasonably possible, includes representatives of the student body, faculty, staff and/or administration. The appeals board selects a chairperson who is responsible for overall implementation of procedures. During a hearing, board members rely on the chairperson for decisions concerning questions or conduct of the participants.

SERVICE AREA AND SERVICES

The Office of Judicial Affairs has district-wide responsibility for facilitating the student discipline process, selecting and assigning hearing officers for individual cases, and serving as an administrative hearing officer when necessary. Most campus discipline processes emphasize education by focusing on the growth and development of the individual student, encouraging self-discipline, and fostering a respect for the rights of others.

Through the *Student Code of Conduct*, the coordinator is authorized to develop policy recommendations relating to administration of the student discipline system and to adopt procedural rules for the conduct of student discipline hearings. The coordinator also interacts with staff on student violations and mental health issues to keep them apprised of potential concerns and provides training relating to these topics. This has been necessary because although not widespread, there has been an increase in the incidence of mental health issues causing behavioral problems in the classroom and on campus.

The judicial appeals hearing is a formal means of resolving alleged violations of the code of conduct, and may be utilized if the informal method of an administrative hearing is not appropriate or if attempted resolution was not reached.

ANALYSIS

The Office of Judicial Affairs is currently located in the basement of Marapai Residence Hall. This location is good for the students who reside in the halls, but not convenient for those who live off campus.

The coordinator keeps general records on cases handled through her office, but no numbers are kept on specific incidences. These general records are kept for three years and then destroyed unless the college has placed a hold on a given student's records. Records that are kept are not in a format that can be processed and used in decision making. A database system needs to be developed that would catalog and track the actual numbers and types of incidences. This database would be useful in the decision-making process. This will be addressed in the service area review currently being conducted.

College satisfaction surveys have questions about the Office of Judicial Affairs. In the Current Student Survey, conducted in spring 2000, 50% of students involved with the office rated it as good or very good. Similar favorable responses have been obtained in other student interviews.

The coordinator has special expertise and experience in dealing with student discipline issues. Since she handles student discipline problems, the amount of time student services administrators must deal with these issues is minimized. Also, the coordination of discipline problems through one office leads to consistency and better service to students.

The coordinator has perceived an increase in the number of students displaying behavior problems due to mental health issues, and is working with the Campus Safety Department and student services to develop a process for dealing with these students more effectively.

The present location of the office is inconvenient for the majority of students. The facilities portion of the Integrated Master Plan addresses this concern by moving this office to a more central location on the Prescott Campus, and in closer proximity to other Campus Life Offices and student services.

Since the judicial appeals board is few in number and comprised of volunteers, there are times when it is difficult to organize enough members to conduct hearings. Expanding the pool of trained volunteers would help alleviate this situation.

RECOMMENDATIONS

Findings did not merit a recommendation.

STUDENT ACTIVITIES

DESCRIPTION

MISSION AND PURPOSE

The purpose of the Campus Life Office in providing student activities is to help provide a comfortable and safe community that encourages not only academic achievement, but also personal, physical, intellectual, ethical, and cultural growth.

STAFFING AND STAFF DEVELOPMENT

The college employs two student activities coordinators, one on the Prescott Campus and one on the Verde Valley Campus. The coordinator on the Prescott Campus reports directly to the Lead Hall Director and is responsible for student events, activities, education and cultural programs, clubs, discount movie tickets, and assisting with summer conference programs. She also supervises the game room and is responsible for staffing the concessions stand for volleyball and basketball games, and ordering and maintaining supplies. Various clubs members staff the concessions stand to earn money for their club projects.

The coordinator on the Verde Valley Campus reports directly to the Student Services Manager and is responsible for student events, activities, education programs, and clubs. She also teaches LMS 142, Essential Tools for Leadership and LMS 297, Service-Learning: Life Management Skills. These courses are designed primarily for club leaders.

Student activities coordinators participate in staff development days. They also are members of the professional organization, Association for the Promotion of Campus Activities (A.P.C.A) and attend conferences related to campus life, campus activities, and student government.

SERVICE AREA AND SERVICES

The student activities coordinators, on both Yavapai College Campuses, sponsor special events, activities and educational programs. These are open to all college students and staff; community members may attend some events when there is space. Coordinators often partner with each other to provide educational trips for students throughout the district. They also partner with other area colleges and community organizations to bring in speakers and entertainers.

Yavapai College clubs are sponsored through the student activities offices. Club membership is open to students, staff and community members as long as 51% of membership is Yavapai College students. Many clubs are active on both the Prescott Campus and the Verde Valley Campus. On the Prescott Campus, students involved in the Student Government Association participate in leadership training and provide student representation at the campus leadership meetings. The coordinator works with the Student Government Association and College Activities Board to gather input and ideas about the types of activities and events to provide for the campus. On the Verde Valley Campus, the coordinator works with the Student Leadership Board, which is comprised of the leaders of each of the clubs, to gather input and ideas about the types of activities and events to provide for the campus. The Verde Valley coordinator also conducts a unique and popular *Older Is Better* lecture series that includes lectures and demonstrations on a variety of topics. These are attended each time by an average of 80 to 90 students and/or community members.

ANALYSIS

The student activities coordinator on the Prescott Campus is located in the Campus Life Office which is next to the college food court dining room and adjacent to the game room. This location allows a high level of visibility and student contact. The coordinator posts signs and posters in the hallway outside the food court in addition to the bi-semester activity calendar. Since most of the activities are conducted in the food court dining room, this is a good office location. The food court dining room; however, is not an ideal location for the variety of events and activities sponsored by student activities personnel. A multi-purpose room, centrally located that is closer to the residence halls for both activities and the office would be helpful.

The student activities coordinator on the Verde Valley Campus has an office that does not open to the student snack bar area. Since the students on this campus are all commuters, this location is problematic because the coordinator is not visible and her contact with students is limited. This campus does not have a location for students to meet and gather on a regular basis. The coordinator must find locations for each activity on a case-by-case basis depending on the event or activity. A centrally located student lounge or activity area and student activities office would provide a place for students to gather, get to know each other and participate in activities.

The location for activities and events on each campus, as well as the location of the coordinator's office on the Verde Valley Campus needs re-evaluating. A more central location on each campus for student activities and the student activities offices would provide visibility and enhance advertising and attendance. Currently, neither campus has an ideal location for students to meet and develop a sense of community. The facilities portion of the Integrated Master Plan addresses these issues, but as modifications in the plan are made it will be important to continue to monitor this need.

Student activities coordinators on each campus monitor attendance at events and compare those numbers with previous events of a similar nature. Student satisfaction surveys are conducted at least three times each semester and reviewed for event suggestions and approval ratings. Survey results on events consistently show excellent or good ratings. Changing event locations is an example of how student input has been used to make changes in activities programming on the Prescott Campus. Student and community questionnaires provided input regarding the lecture series on the Verde Valley Campus and changes were made in the types of lectures and demonstrations offered. As a result, there has been an increase in the number of people attending the lecture series from original numbers of approximately 30–40 to current numbers of approximately 80–90.

Changing the coordinator positions from part-time to full-time has been beneficial. That change has brought more consistency, coordination, and follow-up than was possible before. Increased attendance at events is just one reflection of the change. Partnerships have provided opportunities to expand activities without an increase in budget.

RECOMMENDATIONS

Findings did not merit a recommendation.

INTERCOLLEGIATE ATHLETICS

DESCRIPTION

MISSION AND PURPOSE

The mission of Yavapai College's Intercollegiate Athletics Program is to promote the achievement of athletic and academic success through the appropriate coaching and mentoring of student-athletes. The program also contributes to the development of a collegiate atmosphere through sports, which provides Yavapai College distinction within the community, the state, and the country.

HISTORY AND BACKGROUND

Only a few changes to the athletics program have occurred since the last self-study. The men's cross-country team was eliminated due to budget constraints. However, an assistant coach has been added to support the head coach in each of the six college sports. At present, a women's softball team is being considered to augment current athletic opportunities for women.

STAFFING AND STAFF DEVELOPMENT

The Intercollegiate Athletics program staff consists of an Athletic Director, who has extensive experience in the field. Prior to Yavapai College, he held positions as Athletic Director at major Division I NCAA universities. The Athletic Director directly reports to the Vice President and District Provost on athletic matters and the Dean of Instruction and Curriculum on Health, Physical Education, and Recreation Division issues. A division administrative assistant, whose responsibilities include supporting the entire division, also provides direct assistance to the athletic director. There are six head coaches, one for each sport. In addition to head coach responsibilities, some serve as faculty or adjunct faculty and teach courses for the division. There are also six assistant coaches (part-time), one for each sport. A Certified Athletic Trainer who has participated as an athletic trainer for the U.S. Olympic Team serves the department as the athletic trainer for all sports. Two academic advisors, whose responsibilities are not restricted to advising student athletes, also assist the department. One of these advisors is a full-time faculty member. An eligibility specialist from the registration department works with the student athletes to make certain they meet eligibility requirements.

All staff members are required to attend college staff development days and training opportunities specific to their position/sport, which includes meeting with four-year university coaching staffs. Staff members are given financial support to attend conferences, seminars, and training. All athletic instructors, coaches, and staff are required to have current first aid and CPR training. The athletic trainer must remain current within his specific profession, as a requirement of state certification.

SERVICE AREA AND SERVICES

Currently, teams supported through intercollegiate athletics are men's soccer, basketball, and baseball, and women's volleyball, cross-country, and basketball.

Services provided by the program are twofold. Student athletes are obvious recipients of program services. In addition, other recipients are served through the important role the program plays in the community, throughout the state, and the country.

The Yavapai College Intercollegiate Athletics Program is one of 13 member colleges that participate in the Arizona Community College Athletic Conference As a member of Region I of the National Junior College Athletic Association, the Arizona Community College Athletic Conference is considered one of the premier junior college athletic conferences in the country. The Yavapai College program consistently maintains high rankings within the state, as well as the country. National visibility generated by the athletic program is a significant contributor to recruitment efforts of student athletes. Anecdotal evidence suggests that it also contributes to recruitment efforts of non-athletes. The program contributes to the diversity of the college student body, as many athletes come from ethnic minority groups as well as from foreign countries. The program has a long tradition of community support, as evidenced by high attendance at home games for all sports. In addition, the program has considerable visibility in the community through Little Roughrider Leagues and instructional clinics. Student athletes also work with elementary school students in reading and volunteer programs through the local school districts.

ANALYSIS

Sports facilities are located on the Prescott Campus and consist of a playing field for baseball and a gym for basketball and volleyball. Locker rooms and a weight room are also available for use by student athletes and non-athletes. Currently, college facilities do not exist for soccer and cross-country sports. However, a soccer field has been included in the college's Integrated Master Plan. An agreement with the City of Prescott Parks and Recreation Department allows use of Ken Lindley field, a local field near the campus, for soccer. Additionally, the Athletics Director is working closely with the City of Prescott to negotiate use of other city venues to accommodate future expansion of intercollegiate athletics.

A facility for cross-country is not necessarily required due to the nature of the sport. City and county trails are used as the venue for cross-country events and training. However, a track would prove useful for additional training purposes for cross-country runners, as well as all other students.

Office space is somewhat congested. Some coaches share small offices, which is not conducive to private conversations with student athletes, parents, and others. Meeting areas are sparse as well. Locker rooms or classrooms, if available, are used for team meetings. These facility matters are the biggest concerns facing the department. Master planning will address most facility space issues.

Intercollegiate athletics is principally funded by the Yavapai College District Governing Board in its annual budgeting process. Additional financial support is provided by the Roughrider Club, a membership driven organization that is an auxiliary of the Yavapai College Foundation. All funds expended on behalf of the intercollegiate athletics are controlled by management rules and regulations applicable to all campus entities. The budget has been affected by numerous events within the past seven years. Budget cuts, personnel changes, increased transportation costs, and rising room and board expenses have all impacted monetary resources.

Athletic team success is often measured by win/loss record, championships won, and trips to national playoffs. Yavapai College athletic teams have enjoyed considerable success by these measures. For example, the college soccer program has been recognized as the number one junior college soccer program in the nation over the last decade having appeared in eight national title games and won three national championships. The college baseball program has won three junior college national championships and the women's cross-country team has likewise brought home a national title. Such team success helps with the recruitment of new athletes as well as the retention of current athletes. In general, most of the athletes that come to Yavapai College either graduate, transfer to four-year institutions, or enter into the pro-ranks. Yavapai College's academic standards are aligned with National Junior College Athletic Association academic eligibility requirements. Admission requirements for student athletes are the same as for all other students.

The athletic program commitment to academic excellence is demonstrated by student athletes consistently meeting or exceeding this standard. Admissions/academic advisement offices closely monitor academic eligibility.

Program effectiveness is also measured by community support through consistent home game attendance, business sponsorship, and by Roughrider Club membership.

Also, each staff member goes through an annual performance evaluation to insure the program is meeting department and college goals, as well as individual goals.

Student athletes provide positive role models to community youth through Little Roughrider Leagues, instructional clinics, and community service. Many student athletes demonstrate the program's commitment to high academic standards and emphasis on academic excellence by attaining higher than National Junior College Athletic Association grade point average requirements. The program consistently has high win records, as demonstrated by state, regional, and national conference championships.

The community embraces the Yavapai College Intercollegiate Athletic Program as reflected by excellent home game attendance.

RECOMMENDATION

Findings did not merit a recommendation.

HOUSING

DESCRIPTION

MISSION AND PURPOSE

The mission of campus housing is to provide a comfortable and safe environment that encourages not only academic achievement, but also personal, physical, intellectual, ethical, and cultural growth.

HISTORY AND BACKGROUND

The Prescott Campus has on campus residence halls that house approximately 400 students. Several changes have occurred in campus housing since the last self-study. At that time, the college provided both on campus and off campus housing. In 1995, due to a change in procedures to qualify for student housing and an increase is fees charged to Yavapai College for off campus facilities, off campus housing was eliminated. A change in policy now requires students to carry 12 credit hours per semester to qualify for on campus housing. The two strikes you're out discipline policy regarding alcohol use was replaced with a six-point program. A presence on the Yavapai College website was implemented, providing students with information and online housing applications. A computer lab was installed in Kachina Hall for use by all Yavapai College housing residents.

In 1995, the position of Director of Campus Life/Housing was eliminated in a cost cutting measure. Since that time, responsibilities that were once part of that position are now distributed to other members of the campus life, primarily to the office manager and Lead Hall Director.

PRESCOTT CAMPUS HOUSING FACILITIES

Yavapai College has three residence halls on the Prescott Campus. A total of 371 students can be housed per semester. Marapai Hall is the oldest and has 146 beds;

two per room with a private bathroom. Fifty of these rooms were built in 1969; an additional twenty-two rooms were added on later. The next hall, Supai, was built in 1971 in suite style and has 142 beds. Each suite houses four students and has one private bathroom and two bedrooms for the four residents. The newest hall was built in 1994 and has 99 beds. This hall has four fully handicap accessible rooms on the first floor. There are walk-in showers with fold-down seats. These rooms are equipped with flashing lights that come with the fire alarm system to accommodate any hearing impaired individuals. There are an additional four rooms on the second floor that are ready for a hearing impaired students if the need arises. An elevator is available and regularly used. Students can choose to live on theme wings, such as computer technology, intensive study, multicultural, female-only, or health and fitness. Each unit has wall-to-wall carpeting, local phone service and cable television service.

Campus life maintains a housing presence on the Yavapai College website, where students can find useful information and apply online for campus housing. Students accepted in the program are informed through orientations and documentation about the program's services and policies. Adequate staffing is provided to ensure the safety and services needs for the student population.

STAFF AND STAFF DEVELOPMENT

Student housing is managed through the Campus Life Office of Student Services. Campus Life has a full-time office manager, a full-time office assistant, a student office assistant, two full-time residence hall directors, a three-quarter time residence hall director, a part-time residence hall technical coordinator, and 16 residence assistants who work as student employees. The office assistant and student office assistant also provide support in other areas of the Campus Life Office.

Full-time personnel in this program area attend staff development days, Association of Inter-Mountain Housing Officers regional conferences, and receive training at Inter-Mountain Affiliate of College and University Residence Halls seminars. Prospective Yavapai College Resident Assistants are required to complete LMS 121, Residence Assistant Training, for consideration and acceptance for residence assistant status. Resident assistants receive more than 40 hours of training prior to the beginning of the semester.

SERVICE AREA AND SERVICES

On campus student housing is only provided on the Prescott Campus. Desk and night managers provide security and service to students between the hours of 7:00pm. and 5:45am., seven days per week at each residence hall. Staff provides students with various resources including new student orientations, education and enforcement of housing policies, planned activities, and educational programs. They also act as a clearinghouse for information or assistance.

ANALYSIS

The two oldest residence halls, Marapai Hall and Supai Hall, are more than 30 years old. Many of the furnishings in these older halls are in poor shape. For example, in Marapai Hall, only a handful of the metal bed frames have ever been replaced and the carpeting has not been replaced in over 10 years. Lighting in the rooms in not

adequate; there is no lighting on the walls or ceiling in the living portion of the room. In Supai Hall, desks are so old that they fall apart when they are moved about the room. Maintenance has purchased 10 new replacement desks, but replacements are needed in all rooms.

Attempts have been made to address furnishing problems. Monies have been prioritized in the budget process, and a recommendation was made to address the complete issue through pursuit of a revenue bond. The cost for refurbishment was estimated to be $1 million. To date, these efforts have not been successful. The current facilities portion of the Integrated Master Plan does not address the need for the refurbishment of the residence halls. While the air conditioning issue is scheduled to be resolved in summer 2003, the carpeting and furniture in all halls needs to be addressed.

Some staff members have expressed concern about the current staffing structure, particularly since elimination of the position of Campus Life/Housing Director. Without the director position, there is more work and responsibilities for the remaining staff. Staffing is an element currently under review as part of the service area review process that is taking place and will be completed by October 2002.

There are several ways Campus Life evaluates the value of campus housing. Student surveys that pertain to housing are annually conducted. Surveys consistently show a high level of student satisfaction. Demand for on campus housing is another indicator of residence hall value. Traditionally, residence halls have been within five to ten percent of capacity; however, in the 2001-2002 academic year, for the first time in four years, there was a waiting list at the start of the fall semester for student housing. Despite the waiting list, all students were accommodated by the beginning of the semester.

Staff does a good job providing information and assistance for students seeking, adjusting to, and succeeding in the residence hall environment. There is adequate staff to ensure the safety and services needed for the resident student population.

Providing on campus housing for full-time students is a positive service for the college and for students. Building a new residence hall in 1994 increased the housing capacity by 99 beds. The implementation of theme wings was a creative change, giving students a sense of choice and ownership to their living environment.

The implementation of the six-point discipline system clearly delineates infractions of housing policies. This discipline system also encourages student responsibility.

RECOMMENDATIONS

It is recommended that the college

1. **Refurbish residence halls.**

   The college has identified this as a major problem, and different approaches to addressing the issue have been discussed. It is now time to decide on a course of action and bring this issue to a successful resolution.

STUDENT HEALTH CENTER

DESCRIPTION

MISSION AND PURPOSE

The Yavapai College Student Health Center's mission is to assist students in achieving and maintaining optimal health so they can attain their academic and career goals. The purpose of the center is to provide on-site, low-cost health care, preventative care, and health education and counseling to students and staff of Yavapai College.

HISTORY AND BACKGROUND

The Student Health Center is new to Yavapai College. It was established in August 2000 and initially provided services only to students. In spring 2001, an additional exam room was created and services were expanded to include faculty and staff. Students are still the primary users of the service since many do not have health care insurance. During the first year of operation, 202 students, faculty and staff were served—most of these were students. A nurse practitioner addresses minor health issues. There is a hospital in the area for students who suffer major health problems.

STAFFING AND STAFF DEVELOPMENT

The Lead Hall Director supervises two part-time nurse practitioners and part-time office staff. Nurse practitioners are required to keep their certifications current and meet the Certified Medical Educational Units that are required by the state each year.

The nurse practitioners and supervisor conduct on-site trainings for office staff. Monthly staff meetings began during the spring 2002 semester for all health center staff.

SERVICES AND SERVICE AREA

The Student Health Center provides low-cost health care services to all students carrying a minimum of three credit hours, faculty, and staff at Yavapai College. The center has regular published hours and is open 15 hours in the afternoons each week for either walk-in or scheduled appointments. There is a co-pay of $3.00 for students and $10.00 for staff and faculty—prescriptions, tests, and lab work are extra. The center provides health education and counseling and a variety of health treatments and services.

ANALYSIS

The health center is located on the Prescott Campus in the Supai Hall residence building. The facility includes two exam rooms, an office, a bathroom and locked storage space for medications. The waiting room is located in the hallway. This location does not offer much privacy since the waiting room is in the residence hall hallway and confidentiality is hard to maintain. This location is also inconvenient and hard to locate for students and staff who are not familiar with the residence halls. A more central location on campus would help alleviate these concerns. An actual waiting room that is not located in a hallway would provide more privacy. These issues are being addressed in the master plan.

Student Health Center staff keeps records on every patient. They follow state regulations and FERPA guidelines. Feedback and requests from students, faculty and staff are also given consideration. Additional services have been added as a result of student suggestions and requests. For example, the nurse practitioner saw a need for new medications and birth control pills, so she obtained a contract with a new provider in order to offer more birth control options for female students.

Student, faculty, and staff are now able to receive health care services that are low cost and close at hand. Students who may not have health insurance and thus tend to be reluctant to seek care at the hospital emergency room can now get health care services on campus. In all likelihood, providing affordable health care to students helps retention by reducing excessive absences. It is reasonable to expect that these services reduce the spread of common illnesses by targeting them early before they spread.

The limited amount of space and the location of the center are concerns. The space that the center currently uses does not offer much privacy. This location is also inconvenient and difficult to locate for those who are not familiar with the residence halls. Relocating the Student Health Center to a location that is more centralized and that will provide enough space for a private waiting room is being addressed in the Service Area Review that is currently being conducted and in the master plan.

RECOMMENDATIONS

Findings did not merit a recommendation.

CHAPTER 22

STUDENT AND INSTRUCTIONAL SUPPORT

INTRODUCTION

This chapter will examine five different programs and areas that are designed to provide student and instructional support for the college: The Learning Centers, the Office for Accommodations for Individuals with Disabilities (ADA), and three grant funded TRIO programs; Student Support Services, Educational Talent Search, and Veteran's Upward Bound. NCA Task Force teams researched and reported on these areas. The reports and supporting documentation are available in the Yavapai College NCA Library under NCA Background Materials: Student and Instructional Support.

LEARNING CENTERS

DESCRIPTION

MISSION AND PURPOSE

Yavapai College provides access to instructional support services to all students through Learning Centers located on both the Prescott and Verde Valley Campuses. These centers strive to support students in academic success and encompass multiple support programs and services for students, faculty, and staff.

HISTORY AND BACKGROUND

Yavapai College Learning Centers have seen significant growth and expansion since they first offered services to students in 1986. The programs that are located together in the Prescott Learning Center include the Student Support Services Programs, the Accommodations for Individuals with Disabilities Office, and the Adult Basic Education/GED program. The Verde Valley Learning Center is located in a smaller space that includes the center and the Adult Basic Education/GED program.

STAFFING AND STAFF DEVELOPMENT

The manager in the Prescott Campus Learning Center divides her time between serving as the Learning Center manager and serving as the learning specialist (advisor/counselor to students with disabilities) for the Student Support Services Program. The staff in the Prescott Learning Center also includes a full-time administrative specialist/office and four part-time support personnel and student employees. Funding for approximately 70% of the salaries for the tutoring staff comes from the Student Support Services grant while the remainder 30% comes from the college. The manager in the Verde Valley Campus Learning Center is employed as a full-time faculty member and divides her time between serving as the Learning Center manager and serving as an English instructor. Additional staff includes part-time student employees.

Both full-time and part-time staff members are encouraged to take advantage of the Yavapai College learning opportunities such as staff development days and other available workshops. In-house training is provided as needed in conjunction with hardware and software changes.

SERVICE AREA AND SERVICES

Learning Centers on each campus are open to all students and provide instructional assistance throughout the entire academic year and are open days and evenings and weekends. The instructional support services provided by each of the Learning Centers are very similar. Major services include an open computer lab, tutoring, educational and special accommodations support for students with disabilities, self-paced English modules, English as a Second Language courses, support materials for the Student Support Services program for disadvantaged students, and Adult Basic Education and GED.

ANALYSIS

The Learning Centers on each campus are becoming increasingly popular due to the positive atmosphere and supportive learning environment created by the staff and an increase in enrollment throughout the college district. In a survey that was administered in the spring semester 2002 to students who utilize the Learning Centers, 90% of the respondents indicated they agree/strongly agree that the centers' overall operations were satisfactory. Learning Center staff has been making an attempt to keep statistics on center usage and at this time use the sign-in sheets as the primary way of tracking this information. Learning Center managers currently are collaborating on the development of a more effective means of data collection. The information that has been collected in the Prescott Learning Center shows an average of approximately 600 student service contacts throughout the week, not including students from the Adult Basic Education program. Information that has been collected in the Verde Valley Learning Center shows that an average of 200 students use the center each week. Students at the educational centers in Prescott Valley, Chino Valley, and Sedona may request services from the Learning Center on a limited basis. Services such as tutoring have been provided, but due to limited resources, most students find it necessary to drive to either the Prescott Campus or Verde Campus for services.

There is some concern regarding administrative lines of reporting for each of the Learning Centers. The director on the Prescott Campus reports to student services while the director on the Verde Valley Campus reports to instruction. This issue is being addressed in the Service Area Review that is currently being conducted.

The Prescott Learning Center includes office space for the Student Support Services Program, the ADA Office, Adult Basic Education, the English modules facilitator, and an office for the English faculty member who assists with modules courses. Two employees who provide administrative support staff for the Student Support Services Program and the Learning Center share one office. There are study/tutoring/conference rooms that are utilized by study groups; the Adult Basic Education program for its daily classes; the ADA Office for disabled student

testing; and as public meeting rooms. Since many services are provided through the Learning Centers, including Adult Basic Education/GED instruction, the centers can become crowded and sometimes noisy. This is not the ideal learning environment for many students. This inadequate space makes it especially difficult to provide individualized tutoring and assistance and to accommodate the growing number of students with learning differences, such as attention deficit disorder. Learning Center personnel have been involved in the Integrated Master Plan process and are hopeful that space problems will be solved with either additional space or the reorganization of programs.

Learning Centers currently are undergoing a service area review. They have been included as part of customer satisfaction surveys conducted through Student Support Services. They also rely on daily feedback solicited from students who use the centers. They are sensitive to students concerns and use this input when changes are considered.

STRENGTHS

The integration of several instructional support programs provides a comprehensive approach. Services have expanded over the last several years to include English modules and a new online writing lab. Accommodations for students with disabilities continue to be a focal point.

CONCERNS/CHALLENGES

The lack of an efficient system of tracking student use is a concern and the development of such a system may be a challenge since students use services on an intermittent basis. At this time, sign-in sheets are the primary way of tracking use information. Learning Center managers currently are collaborating on the development of a more effective means of data collection. This should be addressed in the service area review process.

The college currently relies very heavily on the Students Support Services grant to support the Learning Centers through salaries and facilities. Funding for approximately 70% of the salaries for the tutorial staff in the Prescott Learning Center comes from the Student Support Services grant. Since the Learning Centers are one of the primary instructional support areas for the college, they need to continue to expand as college enrollment expands. This concern is being addressed in the current service area review process.

Since many services are provided through the Learning Centers, the centers can become crowded and sometimes noisy. Inadequate space makes it especially difficult to provide individualized tutoring and assistance and to accommodate the growing number of students with learning differences such as attention deficit disorder. Progress on this issue in the master plan should continue to be monitored.

RECOMMENDATIONS

Findings did not merit a recommendation.

DISABILITY RESOURCES

DESCRIPTION

MISSION AND PURPOSE

The purpose of the Office for Disability Resources is to allow each person with a documented disability equal opportunities and accessibility to educational programs, social events, facilities, and career opportunities at Yavapai College.

HISTORY AND BACKGROUND

The team of consultant-evaluators who conducted the NCA site visit in 1994 registered a concern that the Prescott Campus "re-assess campus accessibility for the physically challenged" (Bartels et al., 1994, p. 41). The details of the college response to this concern are covered in chapter three of this self-study; however, it should be noted here that much has been done in the last seven years to address disability issues. The college District Governing Board authorized specific funds for this area. These funds have enabled the college to complete significant physical changes to the Prescott Campus to better accommodate patrons with disabilities. These funds have also been used to hired hire personnel with expertise in disability matters and to provide specialized equipment to meet the needs of students with disabilities.

STAFFING AND STAFF DEVELOPMENT

The needs of students with disabilities are met primarily through the work of three college employees: the learning specialist, the ADA coordinator, and an ADA van coordinator. The learning specialist position is grant funded through Student Support Services. She assists qualified students with such services as academic advising, counseling, advocacy support, and securing appropriate accommodations through the ADA office. In addition, the learning specialist also serves as the Learning Center manager. The ADA coordinator reports directly to the Learning Center manager. The coordinator works closely with all departments and divisions of the college. This position is fully funded with institutional dollars and is not dependent on grant money. The ADA coordinator and learning specialist coordinate disability-related accommodations to assist students in meeting the academic standards of Yavapai College. Also, there are occasions when the coordinator will work closely with the facilities/maintenance staff in order ensure that the appropriate accommodations are made. The coordinator stays current with the necessary ADA regulations and practices by attending the annual National Conference of ADA Coordinators.

The ADA van coordinator was established this year. This full-time position is funded 80% with institutional dollars and 20% with grant dollars from the Student Support Services Program. This person provides transportation service to all students on the Prescott Campus who are not able to access various levels of the campus, coordinates various accommodations for students, such as learning devices, test taking, etc., and recruits student services assistance, such as academic advising for students when necessary.

SERVICE AREA AND SERVICES

Accommodations for individuals with disabilities are provided for students throughout the college district. In order to receive accommodations and/or services, students are responsible for contacting the Americans with Disabilities coordinator's office six to eight weeks, or as soon as reasonably possible, before the requested accommodations are needed. They must also complete a request for services form and release of information form and provide a diagnosis of the disability made by a licensed psychologist, psychiatrist, or medical doctor. Examples of accommodations and services include academic support, adaptive equipment/technology aids, advocacy, and assistance with ordering textbooks on audiotapes, loans of Franklin Spell Checkers, and interpreters.

The coordinator is responsible for the college district's ADA compliance for architectural barriers. The ADA coordinator works with the ADA Task Force regarding compliance issues, and provides expertise regarding accommodations for employees.

With the purchase of a new van that all students with disabilities can use, students are transported more easily to the various levels of the campus and can now attend field trips and all other college functions that take place off campus.

Through a collaborative effort with college faculty, staff and the ADA office, the college received a very competitive three-year, $400,000 federal grant enabling principally junior and senior high school students with disabilities to learn about careers in science and technology in campus based programs.

ANALYSIS

Considering the fact that the college is embarking on a period of major renovations and construction, the time the coordinator will need to commit to this role will increase. Additional support staff may be necessary to accommodate this need.

The ADA coordinator's office is located in the Prescott Campus Learning Center on the second floor of the library building. It is advantageous to have the office in close proximity to the Learning Center so that students can take advantage of the full array of services offered there. However, even if student find parking in the nearest handicapped spaces, they must still traverse several flights of stairs, use the wheelchair ramps, use the recently installed elevators or a combination of all three. The ADA coordinator is involved in the current master plan process regarding the relocation of the Learning Center and the ADA office to more accessible locations.

The ADA coordinator has been involved in the ADA compliance renovations throughout the college district. Some of those renovations include the installation of elevators to accommodate those who cannot use the stairs, seating accommodations in the Yavapai College Performance Hall, restroom facilities accessibility and other various renovations throughout the college district. It should be noted that some of the structural changes made to accommodate disability concerns of the past had outcomes that were not anticipated. For example, providing ADA approved bathroom stalls in all Prescott Campus bathrooms resulted in a decrease in the number of stalls available in each bathroom (i.e., the larger ADA compliant stalls necessitated taking space that previous allowed two stalls). This reduction in bathroom stalls has caused problems in certain locations, such as the women's bathroom on the upper level of Building 2.

Also, the manner in which wheelchair accessibility was provided in the auditorium of the performance hall resulted in vision impairment for patrons seated behind the wheelchair areas and consequently the loss of more seating space than anticipated.

The college Learning Center is the base from which disability resources are administered. Excellent support is provided for students in the form of direct interpersonal services and through the availability of specialized equipment. There are; however, other locations on campus that are frequented by patrons with disabilities who often are not students. For example, the general public who come to the performance hall for community events and community members who come for short-term activities such as the annual Hassayampa Institute and summer programs. Providing specialized equipment (i.e., headsets, wheelchairs, walkers) and services (i.e. signing for the hearing impaired) at locations other than the Learning Center has at times offered challenges.

The ADA office keeps a database of information on demographics, types of disabilities, types of accommodations, and contacts made with students. Over the past year, the office has served approximately 171 students. As the result of a service area review, the office recently conducted a survey of all students served last year. Most of the responses were very favorable regarding the level and quality of service that was provided.

In the work that the coordinator does regarding ADA compliance for architectural barriers, effectiveness is measured and achieved through the ADA Task Force. This task force participates in the review of all new plans in the master plan and makes recommendations where necessary and appropriate regarding ADA compliance.

STRENGTHS

Yavapai College has made a significant commitment to meeting the educational needs and providing equal opportunity and accessibility to educational programs, social events, facilities, and career opportunities of those with documented disabilities. The ADA coordinator is involved in the current master plan process regarding the relocation of the Learning Center and the ADA office. A continual location of the office in the Learning Center affords these students greater access to a variety of services provided at the college.

The award of a National Science Foundation grant is a very positive and significant achievement for the ADA office, as well as the entire college.

With the acquisition of the new wheelchair accessible van, all students are provided an opportunity to attend all college functions whether they take place on the campus or at a separate location.

CONCERNS/CHALLENGES

The current location is especially difficult for those with disabilities. In order to get to the ADA office, students must traverse several flights of stairs, use the wheelchair ramps, and use the recently installed elevators or a combination of all three.

The ADA coordinator has dual responsibilities and will continue to be required to increase the amount of time regarding ADA compliance due to the college

expansion. This will inevitably lead to less time working at providing services to students. Some type of consideration should be made for this eventuality.

RECOMMENDATIONS

Findings did not merit a recommendation.

STUDENT SUPPORT SERVICES PROGRAM

DESCRIPTION

MISSION AND PURPOSE

The Student Support Services Program is a part of the federally funded TRIO grant program and is geared to increase college retention and graduation rates, and to facilitate transfer to four-year institutions for targeted populations. The grant requires the program to serve at least 300 eligible students each year.

HISTORY AND BACKGROUND

The program has been a grant-funded program at Yavapai College for 25 years. It initially served only students on the Prescott Campus, but has expanded to serve students across the district. In 1997, the program added two part-time employees to provide advising services on the Verde Valley Campus. This past year, the director position was made full-time and the two part-time positions on the Verde Valley Campus were consolidated to form one full-time counselor/advisor position.

STAFFING AND STAFF DEVELOPMENT

The Student Support Services staff consists of six full-time employees including one on the Verde Valley Campus, a part-time office assistant and approximately 35 part-time tutors. The program director/mentor specialist has an M.Ed. All staff has appropriate training in terms of education.

Staff members are encouraged to attend appropriate conferences and state TRIO meetings. Advisors attend regular in-service meetings every other week and staff meetings every other week. Tutors that are hired through the program receive initial training and updates as needed.

SERVICE AREA AND SERVICES

Students are eligible for the program if neither of their parents has a bachelor's degree, if they are the recipients of a Pell Grant, if they meet financial aid guidelines, or if they have a documented physical or learning disability.

Students participate in a variety of services. Students were provided over 1,000 hours of academic advising, financial aid advising, career counseling and transfer counseling last year. Two hundred sixty nine students received individual and group tutoring services in math, science, English, reading, and writing. Mentor and university visit programs are also offered. The U.S. Department of Education awarded the program

an additional $40,000 in grant aid during the 2001-2002 school year to provide direct assistance to students for tuition, books, and other educational expenses.

ANALYSIS

The Student Support Services Program offices and staff are currently located in the Prescott Campus Learning Center on the second floor of the library building. This close proximity to the Learning Center allows the program to share resources with other support programs at the college and affords their students the opportunity to take advantage of the full array of services available through the college Learning Center and ADA office. However, the location on the Prescott Campus is not close to other student services such as registration and financial aid. This physical separation from the other student services reduces institutional awareness of the program.

Under the Student Support Services grant there are specific, measurable objectives that have been approved by the U.S. Department of Education. These objectives are evaluated on a semi-annual basis. Mid-year and annual reports that include demographic information, project services and activities, and performance outcomes are submitted to the U.S. Department of Education. The program uses a variety of measures and mechanisms to determine how goals are being accomplished. Some of these include student focus groups, student surveys and inventories, student grade point averages, the college's student information database, transfer information, tutor services logs, and deficient grade reports. Reports and survey results are reviewed by staff and recommendations for program modifications are raised and discussed and changes are made within the guidelines of the grant. For example, recent results from the Noel Levitz College Student Inventory have shown a need for more career counseling for the students in the program. Program staff has added workshops on this topic for their students.

STRENGTHS

The program objectives are periodically reviewed and modified as necessary to reflect information obtained from a variety of program assessment measures. A database of student demographics and contacts is kept and evaluated on a regular basis. In summer 2001, the Student Support Services Program conducted a satisfaction survey. Participants consistently rated it as very helpful and essential to their success at Yavapai College.

The program met all of their federally mandated objectives last year, providing financial assistance and services to 320 students. Ninety percent of program participants completed the semester with a cumulative grade point average of 2.0 or higher.

CONCERNS/CHALLENGES

Program services are not fully understood by students or other members of the college community. Master planning will place the program within close proximity to other college student services. This may increase understanding of the program services and also provide more clarity on the differences between Student Support Services and the college student services.

The classification of the director is not the same as the other directors of TRIO programs at the college. This should be reviewed for compliance with federal regulations. The current program review is addressing this issue.

RECOMMENDATIONS

Findings did not merit a recommendation.

EDUCATIONAL TALENT SEARCH PROGRAM

DESCRIPTION

MISSION AND PURPOSE

The purpose of the Educational Talent Search is specifically outlined in federal regulations as follows:

1. To identify qualified (low-income, first generation) youth with potential for education at the postsecondary level and encourage them to complete secondary school and undertake a program of postsecondary education.
2. To publicize the availability of student financial assistance for persons who seek to pursue postsecondary education; and
3. To encourage persons who have not completed education programs at the secondary or postsecondary level, but who have the ability to do so, to reenter these programs.

The Educational Talent Search Program is a partnership between the college and the school districts that are served.

HISTORY AND BACKGROUND

Educational Talent Search was first funded at Yavapai College through the U.S. Department of Education, Office of Postsecondary Education in 1994. The program was newly established with no precedent for management or daily operation at Yavapai College. This first year was the only year the established goal of serving 680 students throughout Yavapai County was not met. The U.S. Department of Education requires that the program maintain numbers as close as possible to those established in the grant since that is a component of funding determination.

STAFFING AND STAFF DEVELOPMENT

The Educational Talent Search staff consists of five full-time employees and one to three part-time temporary tutors. The program director/counselor has a M.A. in clinical psychology. All staff members have the appropriate training in terms of education and ongoing training and staff development.

Staff members are encouraged to attend conferences and training provided by the U. S. Department of Education, WESTOP/COE (professional association for TRIO programs), EdFund, and the Arizona Commission for Postsecondary Education and Arizona High School/College Relations Council.

SERVICE AREA AND SERVICES

Educational Talent Search Program serves 680 students in grades six through 12 in six school districts in Yavapai County, as well as several alternative schools. Services include academic advising/course selection, academic and career counseling, mentoring/tutoring, test taking and study skills development, college orientation activities including field trips to college campuses, cultural activities and field trips, parent information sessions and workshops, financial aid information and assistance, and individual support counseling. The program staff publishes a newsletter, *Talent Search Times*, which provides program information, events and updates, information on students and schools, and a calendar of activities, meetings and events.

A needs assessment is completed and an individual education plan is developed for each student. The needs assessment allows the student to express his/her priorities for services provided by the program. Specific goals with activities designed to achieve the goals are part of the individual education plan.

ANALYSIS

Educational Talent Search is currently located on the Prescott Campus. Having a location for easy accessibility for loading and unloading school and field trip materials and supplies is very important. Since the program serves the participants at their respective schools most of the time, a location in the main part of the campus is not necessary; although, there would be some advantage to being located near the other TRIO programs in order to share federal resources. The fact that program staff works primarily at the schools proves to be a challenge in terms of having the appropriate space on each school campus to provide workshops and other services for participants.

Under the Educational Talent Search grant there are specific, measurable objectives that have been approved by the U.S. Department of Education. These objectives are on a semi-annual basis. A mid-year report is submitted to report on current year progress toward the objectives. This report is evaluated by the U. S. Department of Education along with a projected budget for continued funding for the next year of the four-year funding cycle. At the end of each program year, an Annual Performance Report is submitted and awarded prior experience points (to be used in the next grant competition) based upon annual achievement of approved objectives.

Graduated seniors are tracked to verify their enrollment in a postsecondary program. Periodic reports on student contacts including types of services provided, number of contacts per student, and time spent are filed. Attendance at workshops and other special sessions held with students and parents are recorded. Evaluation procedures also include information from feedback forms distributed each year to school personnel, students, and parents. A database is used to document all of this information.

Review of the student database and student files reveal whether or not objectives have been achieved. The program must also meet the requirements of the Education Department of General Administrative Regulations in terms of accountability for the expenditure of federal funds.

STRENGTHS

This is the only program at the college that specifically targets and provides educational services to students in grades 6 through 12. At the end of the 2000-01 year, 98% of the program's seniors had graduated from high school and 100% of them were admitted to a postsecondary program with 73% of them actually enrolling.

The program objectives are reviewed and modified as necessary to reflect any changes in the goals of the U.S. Department of Education's TRIO Director or in the reauthorization of the Higher Education Act. Moreover, feedback from students, parents and teachers is taken into consideration in planning for future services and activities.

CONCERN/CHALLENGES

Since the program staff provide services primarily at the various school campuses, having access to students during the school day and finding appropriate space to meet and provide services is often difficult.

RECOMMENDATIONS

Findings did not merit a recommendation.

VETERAN'S UPWARD BOUND

DESCRIPTION

MISSION AND PURPOSE

The stated mission of the Veteran's Upward Bound (VUB) program is, "to provide qualified veterans college prep or GED classes, books, tuition, career guidance and more, absolutely FREE! The program is here to help American veterans return to school."

The program's primary goal is to recruit 120 eligible veterans into the program each year and prepare them continue with post-secondary education.

HISTORY AND BACKGROUND

Veterans Upward Bound is one of six national programs under the U.S. Department of Education collectively called TRIO. The Yavapai College program is two years old. Staff members have worked diligently to not only serve students, but also create operational systems such as records and budget and to get instructors and curriculum in place.

STAFFING AND STAFF DEVELOPMENT

The program consists of three employees including the director, a counselor and a recruitment/retention specialist. All three are military veterans who understand the special needs that might be facing the students they work with. The director was hired at Yavapai College after establishing a successful program at a college in Colorado.

The U.S. Department of Education allows for limited budget expenditure for national and regional conferences. The director tries to attend and send his employees to the National Association of Veterans Upward Bound Program Personnel Conference. This is the only conference specifically designed for Veterans Upward Bound projects and personnel.

SERVICE AREA AND SERVICES

The program serves qualified veterans from five northern Arizona counties, including Mohave, Apache, Coconino, Navajo, and Yavapai. The program provides training and buys the necessary materials and books for the training. Program services are designed to save the veteran money, as well as build their academic skills. Services provided include college prep refresher and/or GED courses, financial aid information, career counseling, tutoring and/or peer advising, internet and/or e-mail access, library services, field trips, awards and recognition, and referral services to college departments and community agencies.

The establishment of eligibility for services provided by Veterans Upward Bound is complex and includes such factors as military service, educational need, and family history of college attendance. The grant stipulates that two-thirds of program participants must be both first generation and economically disadvantaged.

ANALYSIS

The program offices were to be located on the Prescott Campus. However, due to a current lack of space on campus, the offices are located at the Veteran's Administration Medical Center, which is adjacent to the Prescott Campus. Classes are held on the Prescott Campus and the Verde Valley Campus. The current location of offices prohibits the program from the natural interchange with other programs already on the campus and makes it difficult to create program visibility and understanding. Also, this location does not allow for maximum recruitment of veterans who are interested in attending Yavapai College and makes the referral process more difficult.

The U.S. Department of Education has explicit performance requirements for the program such as recruiting and providing services to at least 120 eligible veterans. The program has met that target number each year. It is required to submit semi-annual and annual performance reports, and the continuation of funding for the program is dependent on meeting the performance objectives of the grant. Personnel are required to track the progress and success of the students that are placed in post-secondary education. Part of this tracking process is achieved through the use of pre and post COMPASS tests that measure the progress students make by determining the grade level of improvement. Exit interviews are also conducted to determine the careers goals of each student. Program staff measures and compares the results and percentages of the actual academic year to the stated objectives in the grant. The staff also uses analysis of pre and post test results, percent of completion, successful recruiting techniques or areas, curriculum analysis and the college annual performance report to show how they are doing in all areas of the program.

Program changes have resulted from the use of these assessment measures. One of the most dramatic findings realized through test scores, interviews, and instructor

evaluation was that students were being rushed too quickly through the math and English books. As the result of this finding, courses are now spread out over the entire year rather than one semester. Program staff has also shifted some goals as the result of program assessment. They determined that they had met their recruitment goals and needed to shift their emphasis to retention, since they work with such high-risk students (homeless, drug abuse rehab participants, other serious disabilities). Drop out rates had reached 50%.

STRENGTHS

The program serves the unique educational needs of a special and diverse segment of the population in Yavapai County. It is a new program provided through the college. The staff has done a remarkable job serving the participants of the program, meeting the requirements of the grant, and setting up operational systems in a two-year period of time.

Another strength is that the staff is comprised of all veterans. The program's mission relies heavily on the dedication and sensitivity of the staff. As veterans, they understand the population that they are working with.

The program utilizes a variety of activities to assess student need and to determine program effectiveness. Staff uses the results of these assessment activities to determine the services that will best fit the needs of the students. They are very flexible and responsive in making program changes.

CONCERNS/CHALLENGES

The location of Veterans Upward Bound offices is an ongoing concern. Since the grant indicates that the college will provide in-kind services, such as classroom space and referrals when appropriate, considerations should be made to move the program to the college campus. Locating the program on campus would also help in the recruitment of veterans who are not ready for college level work, but end up enrolling in regular classes because they are not familiar with services available through Veterans Upward Bound. Also, students in this program have many needs in many areas. Mainstreaming into the college environment is an integral part of the program. The current location does not allow a seamless transition from the program offices to classes and services on the college campus. Location onto a college campus would also increase program visibility and understanding. Master planning addresses this concern with a plan to move this program to the Prescott Campus in Building 1.

RECOMMENDATIONS

Findings did not merit a recommendation.

CHAPTER 23

LIBRARIES

DESCRIPTION

MISSION AND PURPOSE

The mission of the Yavapai College Libraries is to provide user-centered services and information resources to students, faculty, staff, county residents, county businesses, and other libraries in the Yavapai Library Network. It is the vision of the Yavapai College Libraries to become the open door to information, knowledge, and learning for the community and a place where all people who wish to do so can find answers to their questions, become informed, and enjoy the adventure of intellectual and cultural discovery.

The goal of the Yavapai College Libraries is to support the diverse needs of the community through convenient and cordial access, availability of a wide variety of resources, enhancement of learning skills and literacy, and development of partnerships. In their library collections, facilities, and staffs, the Yavapai College Libraries strive for excellence in supporting the academic curriculum of the college as well as in meeting the educational needs of the larger community.

HISTORY AND BACKGROUND

The Yavapai College Libraries are part of the larger Yavapai Library Network that currently includes 32 libraries across Yavapai County (8,123 square miles) with each participating library sharing a common automation system that provides 167,517 people access to over 776,000 materials. The Yavapai Library Network Catalog provides information to assist Yavapai Library Network patrons at any member library.

ORGANIZATION

The staff of Yavapai College Libraries consists of 12 full-time, 7 part-time, and 11-13 (part-time) student employees at the Prescott and Verde Valley Campuses. The Director of Library Services, who reports directly to the Vice President, Verde Valley Campus and Instructional Support Services, has a Master of Librarianship degree. The director is responsible for all functions of the Yavapai College Libraries across the entire district. All of the librarians hold master's degrees in library and information sciences or librarianship. They all report directly to the Director of Library Services. Other library staff members have the educational background and/or the experience and training necessary to provide the level of service appropriate for their positions.

The Director of Library Services and Verde Valley Campus Library Director serve on a variety of standing and ad hoc committees. Both are directly involved in the master planning process and are members of the Yavapai Library Network Management

Committee. The Director of Library Services participates in the budget building process, and attends division meetings periodically to solicit input on the acquisition of appropriate subject area materials. The Verde Valley Campus Library Director also serves on Verde Valley Campus committees and as a member of the Public Services Team of the Yavapai Library Network Management Committee.

As funds allow, library administration and staff take advantage of in-state training and professional development opportunities that are directly related to their positions. Staff members also take advantage of college-sponsored development events.

SERVICE AREA AND SERVICES

The Yavapai College Library provides a broad range of services to faculty, staff, students, and the community at large throughout all of Yavapai County. These services include the following: circulation, reference (including bibliographic instruction), interlibrary loan, on-line services, acquisition, technical cataloging/processing, research support and training, and technological support (including all electronic/digital media). Staff members provide instruction and assistance to groups or individuals in a variety of library-use and research-related situations. They ensure computer users' compliance with Yavapai College's "Acceptable Use Statement," assist students with logging on, and sign guest users into the system. In addition, they are able to provide assistance with all programs residing on the desktops of library computers. In addition, on the Verde Valley Campus, the library schedules, delivers, and maintains all audiovisual equipment and coordinates its use at other Verde Valley instructional sites.

Library staff records daily usage statistics and reports monthly to the Director of Library Services. The administrator of the Yavapai College Network System collects data on collection use, patron registration, acquisitions, cataloging, remote access to the online catalog, and interlibrary loans. These statistics are compiled into reports and sent to all member libraries, including Yavapai College Libraries. These reports are then added to Yavapai College Libraries' monthly statistical reports. Some reports and statistics are used as a basis for scheduling of staff and services; others are used for collection-development and acquisition decisions.

On the Prescott Campus, 11 computers are used by library staff and 37 computers are provided for use by students and the community. On the Verde Valley Campus, 4 computers are in use by library staff and 18 are available for student and community use. Many of the libraries' services are available online. The "Ask a Librarian" web page allows patrons who have an e-mail address to locate resources, verify facts, choose appropriate databases, and develop searching techniques. Through Yavapai College Library web pages, Yavapai College students, Yavapai Library Network patrons and member libraries, and other libraries may access the Prescott Campus catalog or the Verde Valley Campus catalog through keyword- or browse-search methods. Online access has broadened availability of the combined collections of Prescott and Verde Valley Campuses, which currently contain 96,796 book titles; 1,119 serial titles; and 7,926 media items—an increase in their collections from 70,000 book titles, 600 serial titles, and 2,000 media items in the 1994 self-study. Yavapai Library Network patrons can "Explore Subjects A-Z" from Accounting and Administration of Justice to Veterans and Welding. In addition to the online resources, a toll-free telephone number now serves Distance Learning

students and a brochure distributed at registration introduces students to library services available through online access.

The library actively promotes its services and resources not only through leaflets and one-on-one interactions but also through outreach events to faculty, students, and community. Online committee meetings with the Network Services Librarian help prepare the way for seamless integration of the Yavapai College Libraries within the larger network of county libraries. More detailed information regarding services can be found in the Yavapai College NCA Library under NCA Background Materials: Library.

The Prescott Campus library is the U.S. Federal Depository Library for Yavapai County. The county's 167,517 citizens can become registered patrons at any or all of the participating libraries in the Yavapai Library Network. Couriers deliver library materials between the network libraries so patrons need not travel from one library to another. Also, the Prescott Campus library serves as an Arizona Economic Development Information Center and provides support to community businesses. The Yavapai College library is a leader in serving the cultural and research needs of the general public in Yavapai County.

ANALYSIS

The library buildings on the Prescott and Verde Valley Campuses have seen significant improvements since the last NCA self-study. As a result of ADA compliance measures, the college has installed three wheelchair elevator lifts on the Prescott Campus to aid wheelchair patron movement between the main levels of the campus. This allows individuals with physical disabilities to circumvent the flights of stairs leading to the Prescott campus library. Also on the Prescott Campus, library space was adjusted to accommodate a sizeable computer lab and to create an instructional area. Both off campus and through the computers at libraries on both campuses, patrons can access the Yavapai Library Network catalog, Internet links, and online databases. This expanded, open-space concept has, for the most part, served well. Space limitations have had a greater impact on the Verde Valley facility than on the Prescott Campus library due to the growth of enrollment on the Verde Valley Campus and an increase of 30% in patron use over the past five years.

Assessment measures, statistics, and customer feedback directly impact changes that are made in services. The Director of Library Services, the Library Director in the Verde Valley, and library staff communicate regularly with students, faculty, and other library patrons and act on feedback when appropriate. In annual reviews of staff members, the Yavapai College Libraries incorporate specific performance goals and track progress. Also, in spring 2002, the libraries planned for and administered a customer satisfaction survey; responses indicated that library patrons were satisfied or very satisfied with library resources and services. More specific information regarding the survey may be found in the Yavapai College NCA Library under NCA Background Materials: Library.

Another source of feedback regarding the libraries is the annual Yavapai College Exiting Student Survey, a survey that students complete when they are applying for graduation. This survey regularly reveals a high level of customer satisfaction regarding the effectiveness of the library in meeting the needs of its patrons. For example, students responding to the survey "Conducted Fall 2000 and Spring

2001" were asked to share any particularly positive or negative experiences they had with any of the academic services. The library and its staff were in the top three most frequently mentioned positive experiences (Office of Institutional Planning, Research and Assessment, 2001, p. 19). Additionally, feedback comes from some faculty members who ask their students about the library in instructional evaluations. These instructors then pass that information on to the library.

The faculty at the college plays an important role in determining selection of materials for the libraries. Individual faculty members often make direct recommendations to library staff, either for specific items (e.g., books, videos, websites, CDs, DVDs) or for specific topics (e.g., "old growth forests" or "careers for health providers"). Some faculty members serve on the Library Review Committee, which reviews resources the library is considering and provides feedback..

Several examples of how college- and library-driven assessments have produced program changes follow. The Director of Library Services has attended division meetings to determine how the library can support faculty requirements for their classes. One of the outcomes of her attendance at these meetings is that divisions are more aware of evening and weekend options for services. Also, in response to student input, circulation rules have become more user-friendly (e.g., fines reduced, more items at a time allowed to be checked out) and weekend hours have been adjusted to better accommodate patrons. Customization of introductory tours and bibliographic instruction classes have also resulted from patron input, as well as specific modifications to the collections, including relocation and consolidation of some program-area resources to comply with program certification requirements and evaluation of subject area collections for programs undergoing review.

In addition to student and faculty feedback, other factors have resulted in changes, including exploding growth of local population, expansion in curriculum and course offerings, current trends in higher education, technological advancements in information delivery and management, and higher expectations of library patrons. Another factor contributing to changes in collection development is the greater affordability of online resources over traditional sources.

As a consequence of both assessment and program change, the Yavapai College Libraries can take pride in the following 2001-2002 statistics: 84,879 items circulated; 23,753 items borrowed/loaned via Interlibrary Loan; 40,425 reference questions answered; 68,765 online resources used; 1,098 average daily visitors to the libraries.

Library services are currently being expanded throughout the district to support the academic, instructional, and research needs of faculty, students, staff, and community patrons. The Yavapai College Libraries are in the process of planning and developing branches at Yavapai College centers in Prescott Valley, Chino Valley, and Sedona. In summer 2002, a new library area was opened in the Prescott Valley Center. There are plans in place for opening similar facilities at the Chino Valley Agribusiness and Science Technology Center and the Sedona Center for Arts and Technology. It is also expected that the number of electronic resources available for "anytime-anywhere" usage will increase.

The availability of asynchronous course delivery options must also be accompanied by access to appropriate library resources. The Yavapai College Libraries have met the

challenges of providing broader access to library resources and services and, in so doing, have become an area of the college that relies heavily on technology resources to efficiently deliver services. High-speed Internet access has been instrumental in providing students, staff, and community residents with the opportunity to expand their research to greater limits and to address a wider range of subject matter in a shorter amount of time. Library personnel have also been able to increase their efficiency in managing large databases, providing additional reference services, and streamlining interlibrary research and training tools across the entire library network.

Probably the most significant technological improvement of the Yavapai College Libraries since the last NCA review has been the increase in both quantity and quality of computers available to staff and students. Yavapai College Libraries maintain a laudable FTE:PC ratio (the ratio of available computers to students) of 79:1. The standard FTE:PC ratio among community colleges is 94:1. This is particularly important because of both the low percentage of at-home computer ownership in rural Yavapai County and the high proportion of part-time students compared to full-time students. Any individual with a Yavapai College computer account, user name, and password can have direct access to library computerized information systems from an office or home computer. It should be noted that this was a specific goal of the 1994 self-study.

Ongoing goals include increasing the use of technology in reaching outlying areas, maintaining sufficient computers to meet increasing student enrollment, and remaining aware of new developments in technology that will enhance the library's ability to provide services that are fully up-to-date, speedily delivered, and efficient for both the library network and its patrons. Planned improvements will include greater availability of wireless Internet access, better utility access and connectivity, improved space utilization, and the inherent benefits of being housed in an updated or new building as part of the Yavapai College master plan.

Yavapai College, in that it operates in an unusually large geographic area, must consider the establishment of additional sites for dissemination of services and training to accommodate customers at time and point of need, including students who do not have access to a home computer. To fully ensure convenient access, a mini-branch, or an E-branch unit, supported by a professional librarian, should be available at each location where significant numbers of Yavapai College credit courses are consistently offered.

Access to library materials and information has been greatly enhanced in recent years. Since the last self-study, elevators for individuals with physical disabilities have been installed to bypass the numerous stairs between parking lots and the Prescott Campus library entrance. Services available online have been greatly expanded. Queries sent to the "Ask a Librarian" web page usually receive an answer or a status report within 24 hours. Also, the increased number of member libraries in the Yavapai Library Network—from 15 in 1994 to 32 currently—is especially significant.

Given the increases in both collection size and usage, space limitations have had a detrimental effect on the operations of library facilities on both campuses. Shelf space has become so limited in the Prescott Campus library that over the last four years, the staff has had to withdraw one book for each new title that was added (not a totally negative phenomenon, in that it forces the collection to be current).

The heavily used reference computer lab (66,986 logged uses last year) on the Prescott Campus was often congested and noisy. Other problems resulted when library staff, who monitored this area, occasionally found users violating the college "Acceptable Use" policy and, therefore, had to ask them to leave. Also, the lack of an electronic classroom in the library makes demonstration of electronic databases or Internet searching difficult.

In the Verde Valley Campus library, there is no room for a recorded music collection or a circulating video collection. Back issues of periodicals cannot be retained past 12 months and shelf space for circulating books is very crowded. There is little quiet study space and no instructional area for class presentations.

Because of the successful bond election, the library administration and staff are looking forward to the planning, construction, and occupancy of new library buildings. It is the intent that the new facilities will address the needs and requirements of all constituencies, but success depends upon informed planning, design, and implementation. These new facilities are anticipated to have longer hours and provide greater services to patrons, with a growing collection of electronic and print materials. The challenge before the Yavapai College Libraries is to develop excellent facilities that wed the very best of traditional library collections and services with a state-of-the art computer commons area. The goal is to create a functional, versatile, efficient, and technologically advanced space, a place where the adventure of intellectual and cultural discovery will be appreciated and enjoyed for years to come.

Experiences with other community colleges shows that library usage and circulation of materials increase substantially when a library is remodeled or moves to a new building. Having a greater collection and increased circulation will require an increase in staff time devoted to collection maintenance activities. In addition, Yavapai College Libraries can also expect increases in the community use of the library as it becomes more accessible. A key concern regarding the new facilities is whether or not the library budget will be sufficient to support the broader spectrum of services and potential needs: staffing, resource development (both print and electronic), self-checkout stations, and E-branch capabilities. Next year the library undergoes its program/service review and this will provide the opportunity to make a case to the administration for an increase in the base budget for the libraries.

RECOMMENDATIONS

Findings did not merit a recommendation.

CHAPTER 24

PLANNING AND BUDGET

Yavapai College has the necessary financial, physical, and human resources and the necessary decision-making, planning and budgeting processes in place to accomplish its purposes and strengthen its educational effectiveness. Four recommendations contained in this chapter will help insure that recent changes in these processes come to fruition.

FINANCIAL RESOURCES

The majority of Yavapai College's general fund revenue is derived from three sources: property taxes, a state appropriation for full-time student equivalence, and student tuition.

Property taxes provide the majority of funding 65% in 2001-2002. Yavapai College serves the needs of one of the fastest growing counties in the country. As a result, property taxes are a dependable revenue source and have been growing at an average of 9% per year for the last ten years.

Full-time student equivalence reimbursement amounts to approximately 20% of the total revenue. This State of Arizona subsidy can vary from three percent to five percent and has a two-year lag. As a result, financing an expanding enrollment that depends on this sort of revenue stream is a challenge. To respond to that challenge the college has developed a fund balance policy for the general fund with 10% of the current year's general fund held as a restricted reserves account to provide for year-to-year fluctuations in revenues.

Student tuition provides only 13% of total revenues and has not been increased in recent years. Timing for a tuition rate increase is under consideration.

The college is a good steward and has received the Government Finance Officers Association Certificate of Achievement for Excellence in Financial Accounting for the last two fiscal years. Details of Yavapai College financial resources and management are contained in *Chapter 8: Financial Resources*.

PHYSICAL RESOURCES

The college has been aggressive in bringing new facilities on-line throughout the district to meet the need of a growing population throughout Yavapai County. In the last decade, two educational centers opened in Chino Valley, one in Prescott Valley, and another in Sedona. At the same time, minimal expansion of physical facilities has occurred on the main campuses in Prescott and the Verde Valley to meet the demand of increasing enrollment, in some cases exceeding 35% . Original campus buildings at those sites are more than 30 years old. Enrollment growth has exceeded

facility capacity, and the infrastructure to support the facilities is deteriorating due to age and extensive use. In response to those needs, a comprehensive planning process was conducted. Community support was secured through a bond election, and development of increased physical resources is underway at this time.

To accommodate increasing enrollment and upgrade aging facilities, the college undertook a needs assessment in 1999-2000. The result was a facilities master plan with a 22-year vision of future facilities and program needs. The plan, adopted in July 2000, includes construction of 10 new buildings and complete major renovations of existing facilities. This improvement program, which will support comprehensive and essential educational services in Yavapai County, will require $79,740,000 of which $69,500,000 will include general obligation bonds approved by county voters in November 2000.

Chapter 9: Physical Resources contains details of existing facilities, plans for renewal of outmoded facilities, and plans to provide new learning environments. These facilities and programs will help develop a new generation of learners and workers and elevate the college's ability to meet community and educational needs well into the new century.

HUMAN RESOURCES

Yavapai College human resources, as of March 2002, consist of 92 full-time faculty, 367 adjunct faculty, and approximately 285 non-teaching and support employees. Focus of individual efforts in support of the college mission and strategic initiatives is maintained through uniform implementation of the performance management system.

The college has a competitive compensation and benefits package. Professional development funds are budgeted annually for each employee category. Human resource/professional skills development activities include: the Innovation College, Staff/Faculty Development Days (four per year), an active sabbatical program, and the Leadership Development program.

The Innovation College is a budgeted and faculty run program to promote "excellence in teaching and learning." The goals for the Innovation College are threefold: to support faculty creativity related to teaching/learning; to support initiatives that offer models of student-centered, competency based synchronous and asynchronous learning; and to develop support systems for student learning in a competency based environment. During the 2001-2002 academic, year $69,540 was distributed to 50 faculty and staff for 37 different projects.

Details of college human resources and the systems that insure these employees are the best-qualified people to create a learner-centered educational institution are contained in *Chapter 7: Human Resources*.

DECISION MAKING

The college is governed by a five-member District Governing Board that meets once a month to establish and review basic policy. Administrative leadership consists of the President, the Vice President and District Provost, who also serves as the Chief Academic Officer; the Vice President, Verde Valley Campus and Instructional

Support Services, the Vice President for Economic and Workforce Development, and the Vice President of Finance and Facilities. Mid-level managers include two deans of instruction (Prescott and Verde Valley Campuses), three associate deans (Prescott Valley Center, Chino Valley Center, Extended Learning), nine division assistant deans, and a variety of directors and assistant directors overseeing various college offices and programs.

The Executive Leadership Team serves as the management arm of the college President. Membership consists of eight college leaders besides the president including four vice presidents, the Master Plan Project Manager, Associate to the President, and the Directors of Human Resources and Marketing.

The chief academic officer serves as chair of the Instructional Council. Membership includes deans of instruction, nine division assistant deans, three associate deans, the Faculty Association President, and all program directors with academic responsibilities. The council meets every other week and serves as the management arm for the chief academic officer in instructional and academic matters.

Four offices of the Faculty Association provide faculty leadership: president, president-elect, secretary/treasurer, archivist; and a senate. The Faculty Senate has five standing committees: Curriculum, Standards, Faculty Affairs, Professional Growth, and Assessment.

The college's decision-making process is described in *Chapter 5: Governance*. Effectiveness of the decision-making process can be evidenced in the college wide participatory effort associated with development and implementation of physical plant modifications associated with the Facilities master plan and recently passed bond. Further evidence of the flexibility of this decision-making process is the relatively smooth transition from the old geographic based organization to the current more functionally-based organization structure. Transitioning to a functionally based organization structure is in process at this time and has the potential to improve implementation of planning decisions, outcomes accountability, and communication within the college.

PLANNING AND BUDGETING PROCESSES

TASK FORCE METHODS

The planning and budgeting self-study task force conducted a survey of the Executive Leadership Team and a survey of division assistant deans and other mid level managers to ascertain the planning modalities of each group. Interviews with four past scanning committee members, the Associate to the President, the President, the Vice President and District Provost, the Master Plan Project Manager, and several department heads provided data and historical perspective. Team members participated in the annual Yavapai College budget training conducted by the Vice President of Finance and Facilities. In addition to the summary data and analysis in this chapter, the self-study team conducted a supporting study and prepared summary reports for scanning activity at Yavapai College.

The committee looked to other southwest community colleges of similar size and diverse constituency to act as benchmark institutions in the self-study team's effort to develop a planning and budgeting best practices model.

HISTORY AND BACKGROUND

Long range visioning and planning by the District Governing Board and President are translated into internal strategic planning and budgeting to guide and fund college activity. This process has not been consistently implemented from year to year and has not been clearly understood across the college community.

LONG RANGE VISIONING AND PLANNING HISTORY

In 1997, a top-level management team was formed and a task force organized by the President to assess the community needs through a series of Strategic Community Dialogues. These dialogues were two-way communications with county citizens.

In 1997-98 the District Governing Board revised and adopted a complete package of policies and procedures covering its role in visioning and planning. Those policies and procedures have been followed in leading the organization toward desired performance objectives. The District Governing Board has been the link between the college and its ownership—the citizens of Yavapai County. Board members interact with other government bodies and monitors and insure the President's performance against defined policy and goals.

This process of assessing citizens needs was modified in 1998 when the college began development of its Integrated Master Plan in preparation for a 2000 bond election that included an extensive countywide small focus group/scanning effort. Strategic Community Dialogues continued 1998 and 1999 with the new dual purpose of gathering information on community needs and gauging public support for the bond election. A total of 38 individual scanning events (community meetings and planning dialogues) were held and input solicited in each Yavapai County community. This process resulted in the development of a Yavapai College Integrated Master Plan.

The Integrated Master Plan was completed in July 2000. The Arizona State Board Of Directors of Community Colleges, the governing body over Arizona's community college districts, gave special recognition to scanning activity associated with the Yavapai College Integrated Master Plan when they reviewed the college's bond election application. Dr. Don Puyear, then state board executive director, said, "They (the state board) complimented Dr. Doreen Dailey and all who were involved in the planning and extensive community involvement that went into development of this plan." District Governing Board participation in the development of the 1998 -2000 Integrated Master Plan and subsequent bond campaign were crucial to the success of the November 2000, $69.5 million dollar bond election. After thorough review, the Integrated Master Plan, Facilities master plan, and the Financial Plan have become the state board model for all Arizona community colleges.

After the development of the Facilities master plan, the project capital costs and Financing Plan to support the facilities master plan, the college was concerned that there would be a sufficient operating budget to support operating costs and programming needs for new facilities. To address this concern, a 15-year budget forecast model was developed to project operating revenues and expenditures. First, the significant revenues and current operating expenditures were forecast for the fifteen-year period, based on conservative assumptions. Next, the costs of operating new facilities (utilities, maintenance, cleaning, etc.) were budgeted, based on APPA

standards per square foot for new construction and based on the projected dates of occupancy. The balance of revenues over expenditures represented the amounts available for new programming for new facilities.

The conclusion from the 15-year budget forecast model was that increased revenues would be sufficient to cover increased operating expenditures, the costs of operating the new facilities and programming needs for the new facilities.

The 15-year budget forecast was included in the *Yavapai College Master Plan & Financing Executive Summary* presented for approval to the Arizona State Board of Directors for Community Colleges of Arizona on January 21, 2000.

INTERNAL STRATEGIC PLANNING AND BUDGETING HISTORY

Substantial growth in depth and breadth of service delivery and several changes in governance structure since the last self-study has resulted in less continuity in internal college strategic planning processes than in long range visioning. Budget processes varied from year to year but still continued to provide continuity during this time of change. In 1994, the college formed a cross-functional team to research governance structures that could serve as a new model. In August 1995, a new governance structure composed of four committees, Learning Council, Scanning Committee, Institutional Effectiveness Committee, and Planning/Budgeting Committee, was staffed and went into operation.

The thrust of the new governance structure was to formalize planning and to integrate it with budgeting and accountability systems. The Executive Dean of Administrative Services headed the planning process. Broadly representative committees of Institutional Effectiveness and Scanning worked collaboratively with the Office of Institutional Research and the Executive Leadership Team to generate and analyze appropriate data to foster improvement and to support the planning/budgeting process. The College Learning Council was responsible for oversight and dissemination of planning and budgeting information via Intranet and governance newsletters. The administration was to formalize training of managers, and appropriate faculty and staff in planning and budgeting processes.

The Scanning Committee role in the governance system, as described in the December 12, 1995 Governance Newsletter, was to "…discover and bring to the attention of other committees and to the Yavapai College community, information about trends and events which present the college with significant threats and/or opportunities; to analyze and evaluate policy initiatives; to provide data and recommendations for the planning process; and to continuously "test" the college's mission, vision, and purpose statements." The committee was to pass on summary information deemed to be the most significant to the Learning Council and promulgate the information college-wide.

In October 1997, the college filed an *Academic Plan for 1997-2002 And Beyond* as Attachment 3 in its response to the 1994 self-study visiting team request. Section B9, *Recommendations*, Attachment 3 page 6, acknowledged difficulties with the new system: "The planning process has become very open with over 65 full-time faculty, staff and administrators contributing to the process. However, the quality of the process could be improved by changing the makeup of the Planning and Budget Committee, requiring applications for the positions based on knowledge,

experience and commitment to the process and the time required and by actively seeking better formal and informal leadership participation". ... "In addition the ends statements need to be finalized by the District Governing Board and the mission and vision need a highly visible and participatory process to ensure that the college has a *shared* mission and vision for the future of the institution. Finally, to ensure that the plan and supporting data drive the budget process, a weighted scoring system for the prioritizing reallocation of resources and requests for new resources needs to be designed." These concerns were never effectively addressed.

Although the Planning and Budget Committee provided for broad representation and participation in the development of recommendations, there was misunderstanding of the Board's strategic priorities and processes. Committee members thought priority items were added that had not been presented to the committee for consideration after the committee had done its work. Many on the committee felt that their recommendations were often ignored or modified. These new committees were never fully integrated into an effective governance system and in late 1997 activity of both Scanning and Planning/Budgeting Committees began to become less active and irregular. According to one dean, in 1997-98 the President cut most of the recommendations made by the Planning and Budget Committee and sent her own list to the Board. This process tended to undermine confidence in the integrity of the budget planning process among committee members and others. As a consequence, committee members resigned or stopped attending meetings.

During the 1997-1998 budget process the above strategy for integrated planning and budgeting came apart. By 1999, two of the four central committees in the new governance structure (Scanning and Planning and Budgeting) had dissolved. The Executive Leadership Team became the principle coordinating entity for planning and budgetary priorities. Interviews with three of the thirteen original and one other Scanning Committee member indicate uniform agreement that waning participation and general dissatisfaction of participants was related to unresponsiveness of college management to products produced by the committee, either positive or negative.

Just as interest in Scanning Committee participation was waning, college management began the initial phase of determining needs and resources for the major bond election to fund improvement in Yavapai College infrastructure and facilities. A detailed and well-documented long range planning process was essential to insure the focused planning necessary to identify and respond to future program development and requisite facility needs.

Great care was taken to ensure that college employees focused on community education and did not inadvertently promote the bond issue while "on the clock," since these Integrated Master Plan meetings and dialogues that began as environmental scanning transitioned to community education regarding the bond election. The fine line between information gathering/education and advocacy made it impossible for normal college employee staffed committees to respond to the scanning need. As a result of the direct advocacy element, this activity was spearheaded by elected District Governing Board Members, Yavapai College Foundation Members, and private consultants funded by the foundation. Throughout this process, dedicated community individuals demonstrated their strong felt support by

taking the initiative to become direct advocates for the bond initiative. The bond election passed by a resounding 59%. Passage of the $69.5 million bond election in fiscally conservative Yavapai County is testimony to community confidence and the effectiveness of the scanning/information dissemination process undertaken.

An unfortunate casualty of that tremendous success was the college's burgeoning integrated scanning infrastructure. Circumvented and overshadowed by the monumental scanning activity of the master planning process, the Scanning Committee last met in early 1999. Other than the continuous external scanning done by the President's office and the District Governing Board as a normal part of their functions, isolated scanning continues to take place informally at the college department level and formally through the ongoing program review process.

Although comprehensive elements of the Integrated Master Plan were developed with input from wide constituencies and based on a careful look to external situations and internal capabilities, the planning cycle was never completed. Implementation plans were not made to address the objectives of the Integrated Master Plan. Subsequently, there was no document detailing in a systematic way what took place, and this information was not available to inform subsequent plan updates. There was little or no sharing with the college community linked strongly with the plan, nor did the college community see the plan as alive or understand their role in the process. Basically, the plan was used effectively with the state, but was not in a systematical, deliberate way used to lead the institution.

CURRENT SITUATION

An attempt to merge what are actually two parallel strategic planning systems into one responsive strategic planning system is underway at this time. The new system will incorporate strategic planning elements of the Integrated Master Plan and into the institutional budgeting cycle.

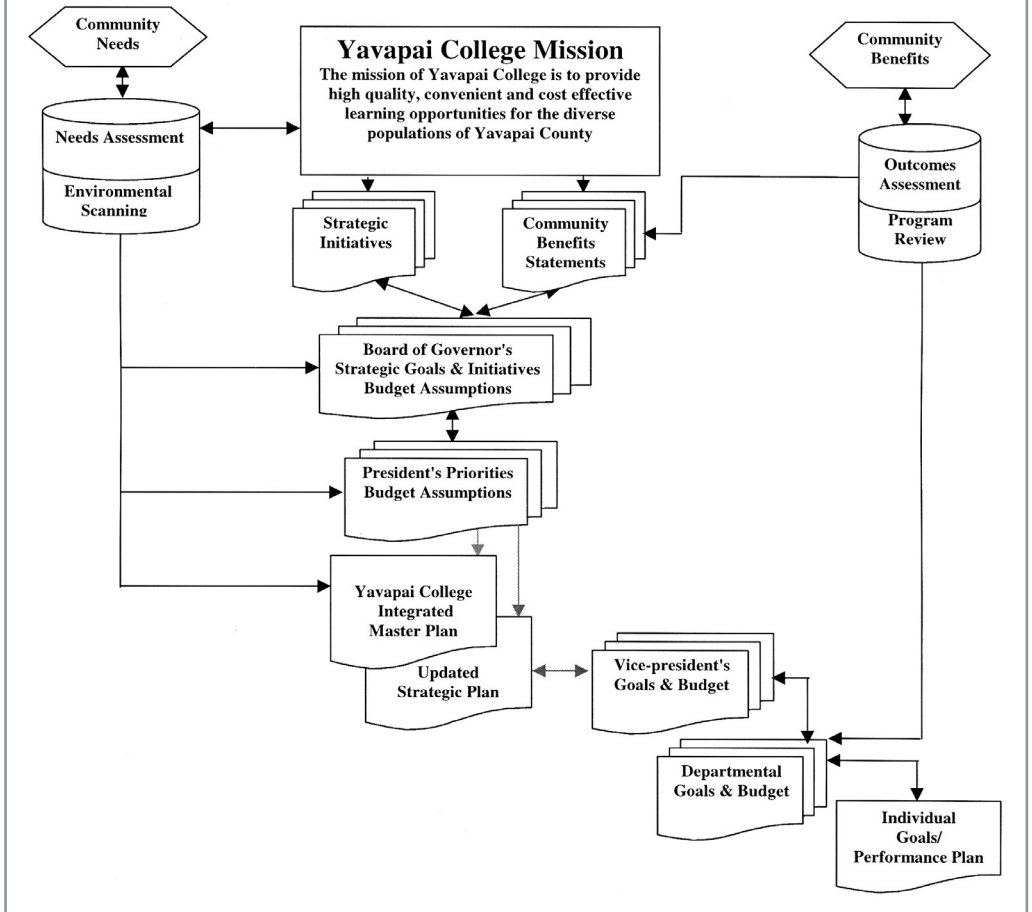
The Integrated Master Plan is mission centered and data driven and is the primary strategic planning instrument of the college. In late 2001 and spring 2002, a strategic planning update of the Integrated Master Plan began and is in process. This new process is being developed and expanded to include input, participation, and outcomes ownership by all elements of the institution. Three Executive Leadership Team planning retreats in December 2001 and January 2002 produced the first draft of Strategic Initiatives 2002-2007 that formed the basis for update of the Strategic Plan. This draft was reviewed at a mid manager's retreat in January and a writing committee was formed to integrate that group's effort into a working draft. The President presented the new process and draft product during Staff Development Day in February and workgroups were formed to review the draft document and develop refinement input. In June, the writing committee completed incorporation of all college wide input and published the Working Strategic Plan Draft. This plan will be augmented by the findings and recommendations of this self-study when these become finalized in fall 2002.

For this process to become institutionalized, updated policies and procedures need to be developed and administrative assignment of planning/budgeting facilitation responsibility made. In order to develop college community confidence in this new system a concerted effort by all levels of institutional management is necessary.

The Yavapai College budget process has developed over the last four years. This process begins in October when anticipated funding level data is gathered from all sources and preliminary budget assumptions are developed. Salary budget considerations are considered, and in January incremental budget requests are developed. A cyclical process of review and revision results in a consolidated and revised budget that is submitted to the District Governing Board in April. It is then reviewed, amended and disseminated in June.

The budget, Strategic Plan, and individual employee performance management plans are the document products used to guide the institution and gauge performance throughout the year. Planning and budgeting responsiveness to citizen's needs, District Governing Board Annual Goals, and the President/Institutional Annual Goals will be met with an integrated planning and budgeting system. The following planning/budgeting diagram shows how the individual elements of needs assessment, planning/budgeting, and outcomes assessment are integrated throughout all levels of Yavapai College. This diagram is followed by a table timeline and descriptive narrative that delineate the individual elements of the annual planning/budgeting process. The narrative describes how individual elements are integrated to accomplish the college's purposes and strengthen its educational effectiveness:

YAVAPAI COLLEGE: MISSION CENTERED/DATA DRIVEN PLANNING AND BUDGET



ANNUAL PLANNING/BUDGETING TIMELINE			
MONTH	**GOVERNING BOARD CYCLE**	**INSTITUTIONAL PLANNING CYCLE**	**INSTITUTIONAL BUDGETING CYCLE**
July	Board self-evaluation Approve Academic Calendar		
August	Review progress on prior year goals.		
September	Program and service review reports Review summer FTSE report		
October	Approve sabbatical reports from prior year Review external audit report		Prepare input for preliminary budget assumptions
November	President's mid-year evaluation Adopt budget assumptions Community Benefits Statements mid-year report, including: • Partnerships • Non-FTSE community participation • Stewardship efforts • Key financial indicators • Fall FTSE report	Ongoing personal performance evaluations for all employees (Fall/ Spring)	Salary budgeting
December	Annual Work Session: • Complete review of prior year • Revise/reaffirm strategic directions • Establish goals to support strategic directions • Affirm legislative requests for upcoming session • Certify election results in an election year • Board self-examination	Executive Leadership Team (ELT) - facilitated retreat to reassess and update Strategic Plan	Detailed budget preparation begins

ANNUAL PLANNING/BUDGETING TIMELINE

MONTH	GOVERNING BOARD CYCLE	INSTITUTIONAL PLANNING CYCLE	INSTITUTIONAL BUDGETING CYCLE
January	Election of officers Adopt tuition changes	Highlight/discuss Strategic Initiative	Incremental budget requests developed
February	Approve sabbaticals for next academic year Approve compensation package changes Adopt annual strategic goals for Board and President	College Community input to Strategic Plan Writing committee incorporates changes and disseminates revised Strategic Plan	Review incremental budget requests
March	Review spring FTSE report	ELT members meet with direct reports to discuss implementation	Consolidate and revise detailed budget integrating approved incremental budget requests
April	Preliminary budget review	Establish new personal goals for direct staff reports	Present preliminary budget to board
May	Approve preliminary budget President's annual review Community Benefits Statements annual report	Continue review and establishment of new personal goals down organization chain and evaluate previous year performance	Support review of budget and incorporate Board changes
June	Public Budget Hearing and Truth in Taxation Hearing Adopt final budget Annual report card Annual fiscal year-end report	All staff and administrators have new personal goals that reflect the latest Strategic Plan evolution (NOTE: All faculty establish new personal goals on their return in August/September)	Disseminate final budget results
July (month 13)		Implementation of revised Strategic Plan at all levels of organization	Begin new fiscal year

OTHER SUPPORTIVE PLANNING PROCESSES

AMERICANS WITH DISABILITIES ACT PLAN

The college has a plan that is maintained by the a coordinator with the oversight of a broad based college and community advisory board.

SAFETY PLAN

Yavapai College has a comprehensive safety plan that is fully implemented and regularly evaluated.

ASSESSMENT PLAN

The college has a plan for Assessment of Student Academic Achievement and Institutional Effectiveness. Details of plan philosophy of assessment, goals and activities for institutional effectiveness, an official assessment policy are contained in *Chapter 11: Assessment of Student Academic Achievement*.

EMPLOYEE PERFORMANCE PLAN

An Employee Performance Plan is prepared by each individual in the organization and responds to the President/Institutional Annual Goals. Performance evaluations by direct supervisors are conducted twice a year as detailed in *Chapter 7: Human Resources*.

PROGRAM/SERVICE AREA REVIEW PLAN

All academic programs and service areas are on a five-year review cycle. Reviews are required to be data driven resulting in findings establishing strengths and concerns leading to recommendations; recommendations are translated into plans for action. These action plans are considered in budget development and actions taken are updated each year. The initial cycle of reviews will be completed within the next two years and the cycle will then begin again. Program review has now matured at Yavapai College and has become an important cog in the planning and decision-making processes.

COMMUNITY BENEFITS STATEMENTS

In 1996, the District Governing Board worked with consultants from the Association of College Trustees and input was sought through community forums to develop a series of end statements or core outcomes. Community Benefits Statements were intended to reflect critical outcomes for the community that are a result of college programs and services.

Twelve Community Benefits Statements were developed as the District Governing Board's commitment of accomplishment to the college's constituencies. As a result of Yavapai College, the citizens and communities of Yavapai County could expect certain outcomes, such as high quality and convenient educational programs, a better trained workforce, and citizens prepared and motivated to participate in civic and cultural affairs.

The college developed a system of indicators that would measure the extent to which Community Benefits Statements were being realized. Assessment information is used to drive strategic planning efforts. The Community Benefits Statements assessment system and report is fully discussed in *Chapter 4: Mission and Purposes*.

STRENGTHS

- The five-year cycle of program reviews provides structured program self-evaluation. Institutional Research support with both internal and external scanning data surveys provides invaluable environmental data for these five-year cyclical reviews. Activities based on review recommendations are provided each year. Progress on this is reported to the District Governing Board and the community through the annual Community Benefits Statements report. Every respondent in our management survey listed the program review process as essential to his or her planning process.

- Yavapai College has received statewide recognition for the quality and completeness of the Integrated Master Plan and the extensive needs assessment process that resulted in its recommendations.

- The 59% to 41% bond election results demonstrate public confidence and the value placed on Yavapai College services.

- With the passage of the bond, the college has the essential capital resources to continue to serve both educators and the public and grow in capacity to accomplish its purposes.

- The District Governing Board maintains excellent community accountability through its annual Community Benefits Statements assessment and reporting process.

- Yavapai College has demonstrated resilience and creativity in responding to past challenges.

- Strategic reserve budgeting practices have positioned Yavapai College to meet the short term fiscal challenges of limited state funding while simultaneously responding to growing community needs in difficult economic times.

CHALLENGES

- **Scanning activities are informal, vary widely across the institution, and are limited to point source impact.**

  Ongoing high level strategic scanning conducted by the college's District Governing Board, President, and Executive Leadership Team is aimed at identifying opportunities and threats in the external environment. Although this information is not gathered through a structured process, strategic initiatives do evolve from scanning information.

  Some functional implementation areas continue to conduct internal and external scans to identifying best practices, program improvement, and partnering opportunities. Twenty-eight percent of division assistant deans/program managers surveyed conduct regularly scheduled scanning while 50% had no

schedule or conducted only informal scans. Comments and follow-up interviews indicated the majority of scanning at this level relies primarily on the efforts of individual faculty keeping current with trends and issues in their discipline through conferences, listserves, and journals and informally sharing this information with their colleagues. Since there is no forum for sharing cross functional data, these scanning efforts are limited to point source impact and little if any sharing of information occurs between different geographic or programmatic elements of the college.

As a comparison, the benchmark institution conducts an annual environmental scan involving all managerial elements of the institution that also serves as a way of communicating issues with cross-discipline implications.

College scanning efforts would be greatly enhanced if there were an institutional entity charged with the responsibility for collecting, coordinating and disseminating environmental scanning data. Great value would be added if this same entity were also responsible for assessment of the internal and external impact of new initiatives prior to their adoption. As this scanning process unfolded from year to year, programs would have the evaluative information necessary to continuously improve their service delivery. Scanning information from this level could also be available to the Board, the President, and the Executive Leadership Team, providing data for evolution of the strategic initiatives.

Soliciting input from all college stakeholders and the subsequent sharing summative scanning data would greatly increase individual commitment and secure a broad base of outcomes ownership when new directions are taken.

- **Planning processes to implement the annual strategic goals and initiatives need to be described in a written plan and codified in policy. Responsibility for facilitating planning efforts needs to be assigned to an administrative entity. New processes need to be understood by the college community.**

  Section 1.5-1.5.22 of the *Yavapai College Policies and Procedures Manual* addresses strategic planning. This section was adopted on December 9, 1986, and the last date update was in May 1991. These procedures define three levels of planning that roughly coincide with current planning processes and for all other purposes are not relevant to the current organizational structure or detailed planning activity. The new strategic planning processes currently being developed need to be documented, codified, and communicated to the college community at large in a written plan.

  As a comparison, the benchmark institution has its scanning & planning processes institutionalized and documented in its policies and procedures manual. They were last updated in January 2001.

  In order to facilitate communication to the college community and mature the planning process, an administrative assignment of planning responsibility needs to be made. Having an identified entity responsible will help insure new processes continue to develop in response to changing needs and insure procedures are kept current.

Planning processes of functional implementation areas vary widely across the institution. Comments and follow-up interviews with division assistant deans/program managers indicated uniform support for the new Strategic Plan update process, but uncertainty with specific implications for their planning processes.

Consolidation of aggregate performance data for specific strategic initiatives using the current employee performance assessment process is difficult. A single planning facilitation entity could develop processes for implementing action plans. The planning facilitator could monitor action plan implementation, measure and document performance and provide the results as feedback for the next planning cycle.

- **More than one strategic planning stream causing confusion and inhibiting follow through on strategic initiatives.**

  Two strategic decision streams were developed in tandem. One in an attempt to respond to community educational needs and the other to guide the development of internal operations:

  1. District Governing Board Annual Goals are supported and facilitated by the President/Institutional Annual Goals. These in turn drive the Vice Presidents' goals and their direct reports on down the structure to individual Employee Performance Management Plans.

  2. The Integrated Master Plan was developed in response to a vision of the future for the college. The Strategic Plan update of the Integrated Master Plan was undertaken to keep it current and relevant to changing needs.

  While the President and Executive Leadership Team may understand the connection between the two systems it is not well understood throughout the college community. The Strategic Plan update process needs to respond to and be the primary action plan to implement the District Governing Board and President/Institution Annual Goals.

  Completing integration of the Strategic Plan update process into the goals stream would not only eliminate confusion, it would also allow the development of specific action plans to implement its key elements. Strategic initiates would be tied to specific presidential goals and cross-functional assignments could be made for their implementation. Department and individual performance goals could be developed to reflect this assigned responsibility.

  The existing system's reliance on individual employee performance plans makes collecting aggregate data on complex initiatives difficult. Department and individual performance goals linked to assessment measures and feedback of aggregated performance data would not only insure effective implementation, it would also provide structured feedback for the planning process.

  Responsive budgeting and relevance of budget decisions to planning processes would improve college-wide acceptance and participation in new directions.

RECOMMENDATIONS

With the completion of the bond planning and promotion activity and the shift to Integrated Master Plan implementation, there is a window of opportunity to take advantage of the depth of that planning effort to improve ongoing planning processes. Many supportive organizational units have changed focus and recent reorganization has changed functional responsibilities. This opportunity is also leveraged by the recently well-received organizational changes that have the potential to take better advantage of planning and scanning data to positively impact the academic environment and foster continuity across planning cycles and development of planning/scanning capacity.

It is recommended that the college

1. **Assign an administrative responsibility charged with formalizing the process and integrating planning/scanning activities across the college.**

   A focal point and regular review cycle for this sort of activity will increase communication and dissemination of data. A reliable, accessible. and consistent process will improve participation and ownership of outcomes at all levels within the college.

2. **Codify recent policy changes in the strategic planning process in a written document. Revised policies and procedures for planning need to be developed.**

   The new planning and scanning processes need to be well documented and included in our policies and procedures manual. Significant effort should be made to communicate these changes. Codified processes need to be followed and when process changes are warranted, dated change entries need to be incorporated and disseminated.

3. **Develop and implement a comprehensive and integrated system of accountability for planning. The budget process should clearly respond to key initiatives.**

   The Strategic Plan update process needs to be integrated into the goals process. The Strategic Plan update process should respond to the District Governing Board and President/Institution Annual Goals and be the source of strategic action plans for their implementation. This process should include individual, departmental, and divisional planning efforts.

4. **Follow through with full implementation of the complete planning cycle utilizing and expanding the new strategic plan update process.**

   In order to fully implement the strategic plan, action plans need to be developed. These plans need to be integrated with the budget cycle. Action plan implementation should be monitored, assessed, and the performance outcomes used as input for the next planning cycle. Action planning for specific strategic initiatives needs to be systematic, formal, written, and disseminated.

CHAPTER 25

INTEGRITY

INTRODUCTION

The committee to study this area consisted of 24 members including full-time faculty, adjunct faculty, administration, professional and operating staff as well as community members. To facilitate the research, four teams were formed to explore relationships with students, relationships with employees, relationships with external entities, and communications/publications. The committee used the definition of integrity provided by the Higher Learning Commission (formerly Commission on Institutions of Higher Education of the North Central Association).

> By integrity, the Commission means that an institution adheres both to the civil laws and to the code of ethics commonly accepted by the academic community….The Commission recognizes that an institution's history, tradition, and mission may shape its particular policies and practices. Consequently, the Commission does not prescribe any single set of principles to be followed by all institutions. It does expect each member institution to have a body of ethical values to which it subscribes and which inform institutional policies and procedures and guide institutional practices and relationships (1997, p. 57).

Based on this definition the committee concluded that they must identify existing policies and practices of the college and use them as guidelines in conducting their research. To do this, it was necessary to gather a complete collection of current policies approved by District Governing Board. Three hard copies were assembled for teams to use in their research. Much of the material was obtained through the Yavapai College Intranet. Some of the material was in draft stage. A complete set of current college policies was difficult to assemble because the writing and publishing of the *Yavapai College Policies and Procedures Manual* is an ongoing project. However, a working set of policies was assembled, and all teams used this working document as a baseline to verify that Yavapai College carries out its functions in compliance with policy.

Teams conducted their research by examining existing sources (i.e., document review), conducting a survey, observing operations generally, and conducting personal interviews. When the data was collected and analyzed, team leaders compiled findings into reports. This chapter is a consolidation of four team reports. The information in this chapter will verify that Yavapai College is an institution that "demonstrates integrity in its practices and relationships" (North Central Association, 1997, p. 57).

RELATIONSHIPS WITH STUDENTS

DESCRIPTION

The study team review of college relationships with students looked at college polices regarding nondiscrimination, admissions and registration, assessment testing, and financial aid. The team also reviewed support services, safety and security, student rights, and academic integrity.

NONDISCRIMINATION

The college policy on nondiscrimination appears in the *Yavapai College General Catalog*, each semester's class schedule, and the *Student Handbook and Planner* (student handbook). The policy statement says that the college complies "with state and federal laws and regulations, does not discriminate on the basis of age, race, color, religion, sex, national origin, disability, or veteran status" in its "admissions, employment, access to educational programs or activities" (General Catalog, [2002], p. 3).

ADMISSIONS AND REGISTRATION

Yavapai College's policy on admission is published in the college catalog. The policy states that "Yavapai College welcomes and encourages any student who demonstrates readiness and the ability to benefit from college-level courses" (2002, p. 17).

The college has, however, selective-admission programs: Nursing, Gunsmithing, Fire Science, Police Certification, and Emergency Medical Services. Each program has published information regarding admission criteria.

ASSESSMENT TESTING

Yavapai College primarily utilizes the COMPASS system for assessment testing and gathering of data on student academic preparedness. The information provided by this assessment test is important for placing students in courses for which they are prepared. The college also uses the Nelson-Denny and Asset Basic Skills Tests as alternative assessment measures in selected instances, such as in accommodations for students who are not comfortable using the computer, for students with disabilities who need such an accommodation, and at times when there are technical problems with using COMPASS. The college catalog statement regarding assessment testing says,

> Enrolling in courses appropriate to your current level of knowledge is an important first step on the road to success. We encourage the following students to attend a New Student Orientation prior to taking the recommended English/math assessment: all part-time and full-time students who aspire to obtain a degree or certificate; intend to transfer to another educational institution; or plan to register for English, math, or other designated classes for the first time at Yavapai College. The assessment is not an admission test and the results will have no effect upon your acceptance as a student at Yavapai College. Students are encouraged to bring previous college transcripts, high school transcripts, and/or ACT/SAT scores, and other supporting information to their meeting with an academic advisor (2002, p. 27).

FINANCIAL AID

Yavapai College provides a wide variety of aid sources to assist full- and part-time students. Students interested in receiving any Title IV Student Assistance Program funding (PELL Grant and all other federal student assistance programs) are subject to certain federal regulations. Policies and procedures regarding financial aid are detailed and specific. They are published in the college catalog.

SUPPORT SERVICES

Yavapai College has a wide array of support services for students which include electronic student services, advising services, new student orientation programs, career development, personal counseling, campus activities, educational planning, transfer assistance, job placement, assistance with study skills, tutoring, mentoring, and financial aid resources. Information about services is readily available to students through various college publications (catalog, schedule, student handbook, website, various brochures). Common student services concerns are handled through the District Student Services Council. The council is composed of representatives from Academic Advising, Financial Aid, Campus Safety, faculty, Verde Valley Campus, ADA, Learning Center, Campus Life, enrollment services, Chino Valley and Prescott Valley centers, and Judicial Affairs.

SAFETY AND SECURITY

To insure a safe learning environment, full-time safety officers are stationed at the Prescott and Verde Valley Campuses, with overall district management originating at the Prescott Campus. Statistical crime data is published and widely available to students per federal Right-to-Know standards.

STUDENT RIGHTS

The college has a *Student Code of Conduct* publication that outlines expected behaviors and discipline procedures. Students subjected to sanctions are provided with an appeal process that involves a hearing before an impartial review board. The college catalog and student handbook are widely available and contain detailed information about students' rights, responsibilities, and grievance processes. There are formal grievance processes in place that deal with both academic and non-academic issues.

ACADEMIC INTEGRITY

The student handbook describes institutional relationships with students and provides a wealth of helpful information about college resources. There is a clear policy on academic integrity, which defines terms and penalties. The faculty College Standards Committee and the Office of Instruction have oversight responsibilities regarding academic integrity matters. Issues of academic honesty are addressed by Student Services personnel or the Judicial Coordinator.

ANALYSIS

NONDISCRIMINATION

The college follows its nondiscrimination policy. No instance of discrimination was

found. A review of college enrollment data revealed that enrollment generally reflects the demographics of the county, but not of the state or nation. Most students are White (81%) with only small numbers of Hispanic (5.2%), Native Americans (1.9%), and African Americans (0.5%) students. The college fosters a climate that is open to appreciation of diversity through various cultural enrichment activities, inclusion of international students, and student participation in ethnic clubs.

ADMISSIONS AND REGISTRATION

The proliferation of charter schools and increasing incidence of home schooling have resulted in admission complexities not encountered in earlier times. Consequently, some challenges have been encountered with the underage section of the current admission policy. Much of the challenge stems from the lack of definition for *readiness* and *ability to benefit*.

The Arizona Administrative Code (Title 7, Chapter 1, Article 3, Section R7-1-301) indicates that "admission to the community colleges in Arizona may be granted to any person who…is a graduate of a high school…has a high school certificate of equivalency…is 18 years of age or older and demonstrates evidence of potential success in the community college…is a transfer student in good standing from another college or university." The code further states that admission for students under the age of eighteen shall be granted if they achieve a composite score on the SAT of 930 or more, or an ACT composite score of 22 or more. "Students not meeting any of the above provisions may be admitted on an individual basis with the approval of college officials, so long as the students meet the established requirements of the courses for which they enroll and the college officials determine that such admission is in the best interest of the students."

In addition, one of the U.S. Department of Education's requirements for institutional eligibility for federal financial aid is that the school "admits as regular students only persons who have a high school diploma or its recognized equivalent, or persons who are beyond the age of compulsory school attendance in the state in which the school is located" ("Chapter 1," 2002-2003, p. 5).

The present Yavapai College admission policy encourages underage students to register for courses; however, specific procedures for evaluating their readiness and their ability to benefit from college-level classes are not clearly in place. For example, the college does not require students to submit ACT or SAT scores in applying for admission, so the college does not have these avenues to assess student readiness for college classes.

The presence of underage students in college classes raises a variety of concerns, such as supervision, college liability, student behavior and discipline, academic readiness, social maturity as it relates to adult course content, and overlapping of the mission of the public school system. The college needs to provide clear procedures for dealing with such matters. There is also concern regarding satisfying federal standards of distinction between admission of regular students and admission of students under the age of 16 (the age of compulsory secondary school attendance in Arizona). The inclusive nature of community colleges, when matched with the characteristics of the population base, necessitates clear rules regarding admissions and registration. Findings from this chapter are summarized and lend support for a recommendation in *Chapter 19: Admissions and Registration* regarding the admission policy.

ASSESSMENT TESTING

The present college policy leaves the decision regarding assessment testing up to the student. Prior to May 1998, the college policy required assessment testing. Presently, 70% to 80% of incoming students go through assessment testing. For students who do, test results are used to identify and recommend courses for which they are prepared. As this data suggests, under the current voluntary policy some students elect to forego the assessment testing process and choose, instead, to self-place. Students who forego assessment testing run the risk of finding themselves enrolled in classes that are beyond their capabilities. Advising students into appropriate courses without benefit of assessment test results is difficult at best and does not foster a climate for student success. Findings from this chapter are summarized and lend support for a recommendation in *Chapter 15: Developmental Education* regarding assessment testing for student placement purposes.

FINANCIAL AID

Yavapai College does not discriminate in the awarding of financial aid and veterans' benefits. All applications are handled in compliance with federal regulations. Students are notified of their application status at appropriate times. Policies and procedures for financial aid students are strictly followed. Students are notified of status and appeals procedures, and appeals are handled in an equitable and consistent manner.

SUPPORT SERVICES

The level of student support services has not been even across the district. Measures are being implemented to address this through a district-wide comprehensive plan. This plan focuses on quality and consistency, cross training, express enrollment services, enhancement of career services, and a new organizational structure.

SAFETY AND SECURITY

Activities of Campus Safety personnel are commendable and follow relevant policies. Although not all college locations have Campus Safety officers, local law enforcement agencies provide security functions as needed. Written procedures are reviewed on a regular basis and dated when revised. Emergency response training programs, however, need to be expanded and made mandatory for all Yavapai College employees.

STUDENT RIGHTS

The policy and procedures outlined in the *Student Code of Conduct* are appropriate and administered fairly. Yavapai College follows FERPA guidelines for protection of students' confidentiality. Whereas federal guidelines allow the sharing of certain student information, Yavapai College does not disclose information under any circumstances unless expressly authorized by the student. Student confidentiality is strictly guarded.

ACADEMIC INTEGRITY

There are clear standards of academic behavior in place. Issues of academic honesty are dealt with in a forthright manner. Each semester, students are notified if their

status at the college is "warning," "probation," "suspension," or "dismissal." Corrective plans to improve students' academic performance are established in consultation with advisors.

RECOMMENDATIONS FOR RELATIONSHIPS WITH STUDENTS

Findings did not merit a recommendation; however, findings from this section lend support for a recommendation in *Chapter 19: Admissions and Registration* dealing with admission policy and a recommendation in *Chapter 15: Developmental Education* dealing with assessment testing for student placement purposes.

RELATIONSHIPS WITH EMPLOYEES

DESCRIPTION

Policies regarding professional staff and operating staff are found in the *Yavapai College Policies and Procedures Manual*. The college does not publish a handbook for either employee group.

Policies regarding faculty are found in the *Yavapai College Policies and Procedures Manual*. Adjunct faculty members are supervised by division assistant or associate deans who in turn report to the deans in the Office of Instruction. New adjunct faculty attend a special orientation meeting at which time copies of the *Adjunct Faculty Handbook* are made available. During Spring Semester 2002, the Office of Instruction hired a liaison for adjunct faculty. The liaison sits on several instructional and managerial committees and holds regular meetings with adjunct faculty members.

ANALYSIS

An employee survey was conducted to determine how college employees view the consistency with which the college follows policy in its obligations with employees. Approximately 450 survey forms were distributed to employees. Of these, 225 completed surveys were returned. The survey forms and results can be found in the Yavapai College NCA Library under NCA Background Materials: Integrity.

In the course of reviewing the statistical data, it became apparent that a common concern existed in all employee groups. In areas where policies and procedures have been provided, such as benefit packages, contracts, adjunct faculty handbooks, fair employment practices (non-discrimination and ethnic diversity), there is agreement by employees that these areas are being handled correctly. In areas where there is a scarcity of available policy and procedure information, there is uncertainty about whether things are handled properly. In many cases, answers were given to indicate a total lack of knowledge. One of the areas in which insufficient information exists, as far as employees are concerned, is the hiring process. Individual comments throughout the surveys suggested the perception that there are inconsistencies in the application of policy and procedure.

Yavapai College's employee demographics mirror student demographics with one area of exception. The percent of employees of Hispanic background is lower than the equivalent percentage of the student population. The Hispanic student population is 5.2% (366 students) and the Hispanic full-time employee population is 1% (four employees). A review of faculty demographics reveals no Hispanic rep-

resentation among full-time faculty. Although no discrimination was found in college hiring policies it is recognized that a more diverse faculty is desirable. College officials have been active in promoting awareness of ethnic diversity and have initiated a variety of strategies to bring about greater ethnic diversity within the college community and especially among faculty. For example, the college has employed a special search team to help develop recruitment strategies to attract minority applicants and has targeted specific minority populations with hiring advertisements.

RECOMMENDATIONS FOR RELATIONSHIPS WITH EMPLOYEES

It is recommended that the college

1. **Clearly state, communicate, and follow college hiring policies and procedures. Revisions to the hiring process need to be dated, carry authorized signatures, and be distributed in a timely manner.**

   A survey of employee groups indicated that there is a perception of inconsistency in the hiring process. This results from a lack of communication pertaining to the hiring process. It is recommended that policy and procedures governing the hiring process be clearly stated, communicated to all employees, and consistently followed.

RELATIONSHIPS WITH EXTERNAL ENTITIES

DESCRIPTION

The college is an integral part of each of the communities it serves, and both the communities and the college derive benefit from these relationships. The college has historically developed and maintained a broad network of community affiliations and relationships as part of its routine operations and in support of its educational program development and delivery. The integrity of these relationships speaks directly to one of the college's core values in its Community Benefits Statement: "As a result of Yavapai College, the citizens and communities of Yavapai County will have access to the benefits of partnerships created with various private and public entities."

Thus the establishment and preservation of multiple external relationships is important to the achievement of this benefits statement. The college has relationships with community-based organizations, governmental organizations, vendors, other educational institutions, the media, and the general public.

ANALYSIS

A survey composed of standardized questions was distributed to a group of external entities with whom the college has relationships. The purpose of the survey was to determine how the college is perceived by these outside agencies, businesses, and individuals. Twenty five surveys were distributed, five each to the following types of external entities: local area businesses, government agencies, vendors, media (newspapers and radio stations), and individual community members. Survey results indicated that 85% of respondents were satisfied with Yavapai College and its relationships with them. Original survey results are available in the Yavapai College NCA Library under NCA Background Materials: Integrity.

During the course of interviewing users and providers of the college's products and services, several comments were received that were not directly addressed by the questions included in the survey. For example, the college receives numerous requests for various things such as new course and program offerings, speakers for events, consulting services, and use of college facilities, to name but a few. This raised a question as to how external entities communicate with the college. A number of organizations experienced challenges while attempting to access information and/or employees who could provide information related to administrative and operational functions. The expertise at the initial point-of-contact varied, based upon that point-of contact employee's experience and knowledge of the college's infrastructure and operational methods. It was concluded that a central contact point should be established to serve as a clearinghouse for such requests.

The District Governing Board is required by the Open Meeting Law to publicly post Board meetings and agendas in formally identified locations. The college is in compliance with this requirement. All meetings are posted and open to the public, who are encouraged to participate. Meeting agendas and minutes are posted on the institution's website for public access.

Since the district is using taxpayer resources to complete projects associated with the bond election, the college has an obligation to keep the public informed. The college has met this obligation through holding regular public forums and through periodic news releases to local media.

The college also has an ethical reporting obligation to the public regarding progress in achieving the college mission. The college meets this obligation through the dissemination of various documents, flyers, brochures, advertisements, and information shared during public meetings.

The college is required to report to government entities (i.e., federal, state, county, city) to which it has obligations. It meets these responsibilities through the Yavapai College Business Office. Evidence as reported in *Chapter 8: Financial Resources* verifies that this is an area of exemplary performance. As required in the past, the college also met its reporting obligations to the State Board of Directors for Community Colleges of Arizona.

The Office of Institutional Research plays a significant role in providing accurate and timely information to a wide variety of external organizations. Examples of this are work the office did for the town of Camp Verde with the Camp Verde Adult Educational Needs Survey and the Camp Verde Employer Focus Group Study, and for Camp Verde Unified School District with the High School Senior Survey.

Yavapai College maintains contractual relationships with outside vendors and suppliers through its Purchasing Department and through individual departments, who follow purchasing guidelines. The list of contracted and award vendors is available from the Purchasing Department. The *Yavapai College Policies and Procedures Manual* provides written guidelines that must be followed in the award of a contract or purchase order.

The college has developed partnerships with area businesses to provide training programs for both entry-level and workforce re-tooling of skills. It assists with needs assessments of the local business community. The college has a Small

Business Development Center with two locations in the county to support local area businesses. Both locations provide workshops and courses geared specifically for the small business owner.

The college follows federally established guidelines regarding the Work-Study Program that involves local area businesses. It defines both the student's and employer's responsibilities and privileges. The college has an employee web-based job-posting-and-referral site that is accessible to both students and employers and lists work-study employment opportunities.

The policy statements concerning commitments to other educational institutions are outlined in the articulation agreements that exist between entities. Some general policy guides the authority and procedures for development and maintenance of these agreements, but the specific obligations are usually identified in the individual articulation agreement documents between Arizona institutions of higher education to promote consistency in transferring courses between institutions throughout the state college/university system. The college maintains a regular presence in the area's larger high schools. Counselors provide advising services to students who are contemplating college- and university-level programs of study. The college has established partnerships with Old Dominion University and Northern Arizona University. Both universities have been allocated space on the Prescott and Verde Valley Campuses. Old Dominion University offers undergraduate and graduate degrees in specific areas through an interactive satellite system. Northern Arizona University offers undergraduate degrees in specific areas. Both universities provide counseling and registration services to students interested in pursuing advanced degrees.

The college has policies and procedures regarding news releases established in its *Institutional Public Relations Policy,* which outlines all aspects of the institution's relations with media organizations. Recently, the college hired a marketing director, who is in the process of revising and improving these guidelines.

RECOMMENDATIONS FOR RELATIONSHIPS WITH EXTERNAL ENTITIES

It is recommended that the college

1. **Establish a single contact/resource point (clearinghouse) through which external entities may initiate interactions with the college.**

   As the college grows throughout the county, frequent contacts are received from the community requesting Yavapai College services. An individual or office is needed to act as both a liaison and a referral point for maintaining communications and providing both internal and external direction for requests from external entities.

PUBLICATIONS/COMMUNICATIONS

DESCRIPTION

Publications were reviewed to determine if they accurately and fairly describe the institution, its operations, and its programs. Using a standard form, a sampling of

Yavapai College publications was reviewed to determine if content followed the mission of the college as well as District Governing Board policy. The sampling included Board policies and derived procedures, a Yavapai College general catalog, class schedules, student newspapers, brochures, pamphlets, handbooks, and press releases. In all, 55 publications were reviewed. Research results are available in the Yavapai College NCA Library under NCA Background Materials: Integrity.

ANALYSIS

POLICIES AND STANDARD OPERATING PROCEDURES

Two sets of Board-adopted policies and procedures were assembled. One was obtained from the Yavapai College Intranet and the other was manually compiled from material obtained from Human Resources and the Office of the President. Each set had a different index and the inconsistency produced some confusion.

Between the two sets, a working set of policies was assembled for review. It was difficult at times to locate specific policies and procedures indicating that further work needs to be done in organizing the manuals. It was also difficult to determine which were the latest policy revisions because the adoption dates of some of the policies were not included. It would be beneficial to have strategically located printed policy manuals that are kept current. It would also be beneficial for all procedures to be signed and dated by authorized individuals of the college.

CATALOGS

The Yavapai College general catalog is widely available on all campuses as well as on the Internet. Copies are available and strategically located in Prescott at the switchboard in Building 1, where people walking onto campus can pick one up. In other college campuses and centers, copies are available at all reception areas. The general catalog is mailed to anyone requesting a copy through registration. The college's general catalog is produced in accordance with Yavapai College's Mission Statement; in fact, the Mission Statement is printed on page 8 of the general catalog for 2002-2003. The catalog is updated annually and new information is added as older information is deleted. Then, the entire catalog is reviewed by the Dean of Instruction and Curriculum for conformance to college policies and procedures. This entire publishing activity, though labor intensive, assures that the catalog is a product which accurately represents the institution's operations and programs.

Yavapai College's "Equal Opportunity Statement" is published in the *2002-2003 Yavapai College General Catalog* on page 3:

> Yavapai Community College District, in compliance with state and federal laws and regulations, does not discriminate on the basis of age, race, color, religion, sex, national origin, disability, or veteran status in our admissions, employment, access to educational programs or activities....

It is noted that this statement is similar to the language used at other Arizona colleges except the Yavapai College statement does not include a reference to "sexual orientation." Many other Arizona colleges do. It is suggested that Yavapai College include sexual orientation in the college equal opportunity statement.

COURSE SCHEDULES

Course schedules are prepared on a semester basis to satisfy the needs of the community and allow ample time for registration. The timeline of production is set first, and then all tasks are scheduled to meet this date. Schedules go through a thorough review by all departments involved in the schedule-building process. This thorough review helps produce class schedules that allow for flexibility in students' schedules and meet the needs of the community. Once schedules are published, subsequent changes in locations, instructors, or class descriptions are completed through electronic schedule modification. These modifications are electronically sent to all who are involved in the registration process and reflected in the online class schedule.

HANDBOOKS

Handbooks are published for students and adjunct faculty. These handbooks appear complete and reflect the college mission. Although there is not a faculty handbook, sections of the *Yavapai College Policies and Procedures Manual* cover full-time faculty and staff. The college should explore the appropriateness of developing handbooks for different employee groups.

STUDENT PUBLICATIONS

Student publications policies and procedures are found under "Student Newsletters for Prescott Campus and Verde Valley Campus," in the *Yavapai College Policies and Procedures Manual*. The policy, which ensures freedom of the press while also ensuring responsible and ethical reporting, is followed closely and results in professional- level student publications. In 2000, an issue arose concerning the publishing of non-factual and unconfirmed information in the student newspaper *The Rough Writer*. As a result, policy governing student publications was revised. A Publications Board was established to review all student publications. This board meets monthly and consists of seven members: the student newspaper advisor, the newspaper editor, the Dean of Instruction and Curriculum, the Communications Division Assistant Dean, the Business and Computer Science Division Assistant Dean, a faculty member from the Communications Division, and the Vice President and District Provost of the college.

FACULTY AND STAFF PUBLICATIONS

There are policies available in the *Yavapai College Policies and Procedures Manual* for all internal and external publications. Generally, all publications reviewed followed these policies.

PRESS RELEASES

Press releases are developed and distributed by the Marketing Department under the supervision of the department's director and assistant director. Feature stories about the college, staff, faculty, students, and programs are developed and delivered to both radio and print media. Press releases are developed for all Yavapai College sites.

RECOMMENDATIONS FOR PUBLICATIONS/COMMUNICATIONS

It is recommended that the college

1. **Make available on the Intranet a complete and current *Yavapai College Policies and Procedures Manual* and provide instructions to all employees for accessing this information. In addition, the college should provide strategically located printed copies of the *Yavapai College Policies and Procedures Manual* that are kept current.**

   Information needs to be readily available when employees seek answers to issues regarding policies and procedures. When information is readily available, employees can make better decisions, be more productive, and ultimately deliver better results.

2. **Ensure that all policy and procedure updates are signed and dated by authorized individuals of the college and distributed in a timely manner.**

   To ensure that employees are referencing correct data when performing their position duties, current procedures must be made available and easily identifiable. In addition, providing a handbook for each area of employment with procedure sections for specific tasks, would be of benefit.

ITEMIZATION OF CHAPTER RECOMMENDATIONS

Based on a review of Yavapai College's policies and practices, it is concluded that the college has in place policies and employs procedures and practices that demonstrate the integrity of the college in dealing with students, employees, and external entities and in its communications and publications. Yavapai College conducts its activities in an ethical, moral, and honest fashion. There are some areas where the college could make improvements. To that end these recommendations have been proposed.

It is recommended that the college

1. **Clearly state, communicate, and follow college hiring policies and procedures. Revisions to the hiring process need to be dated, carry authorized signatures, and be distributed in a timely manner.**

2. **Establish a single contact/resource point (clearinghouse) through which external entities may initiate interactions with the college.**

3. **Make available on the Intranet a complete and current *Yavapai College Policies and Procedures Manual* and provide instructions to all employees for accessing this information. In addition, provide strategically located printed copies of the *Yavapai College Policies and Procedures Manual* that are kept current.**

4. **Ensure that all policy and procedure updates are signed and dated by authorized individuals of the college and distributed in a timely manner.**

DISTRICT GOVERNING BOARD MEMBERS

DR. ED HARRIS

Address: 1967 Crossroad. Prescott, Arizona 86305. Dr. Harris moved to Prescott in 1991 after retiring as professor of business from Northern Illinois University and as the executive director of the Illinois Institute for Entrepreneurship Education. In 2000 Dr. Harris was elected to his second term representing District 3. His term expires 12/31/2006. Dr. Harris presently serves as Board chair.

HERALD HARRINGTON

Address: 951 Rio Torcido. Clarkdale, Arizona 86322. Mr. Harrington is owner of the Verde Valley-based Bent River Machine. He was elected in 1999 to his first term on the Board. He represents the voters of District 5, and his term expires 12/31/2004. Mr. Harrington presently serves as board secretary.

JAMES HOLT

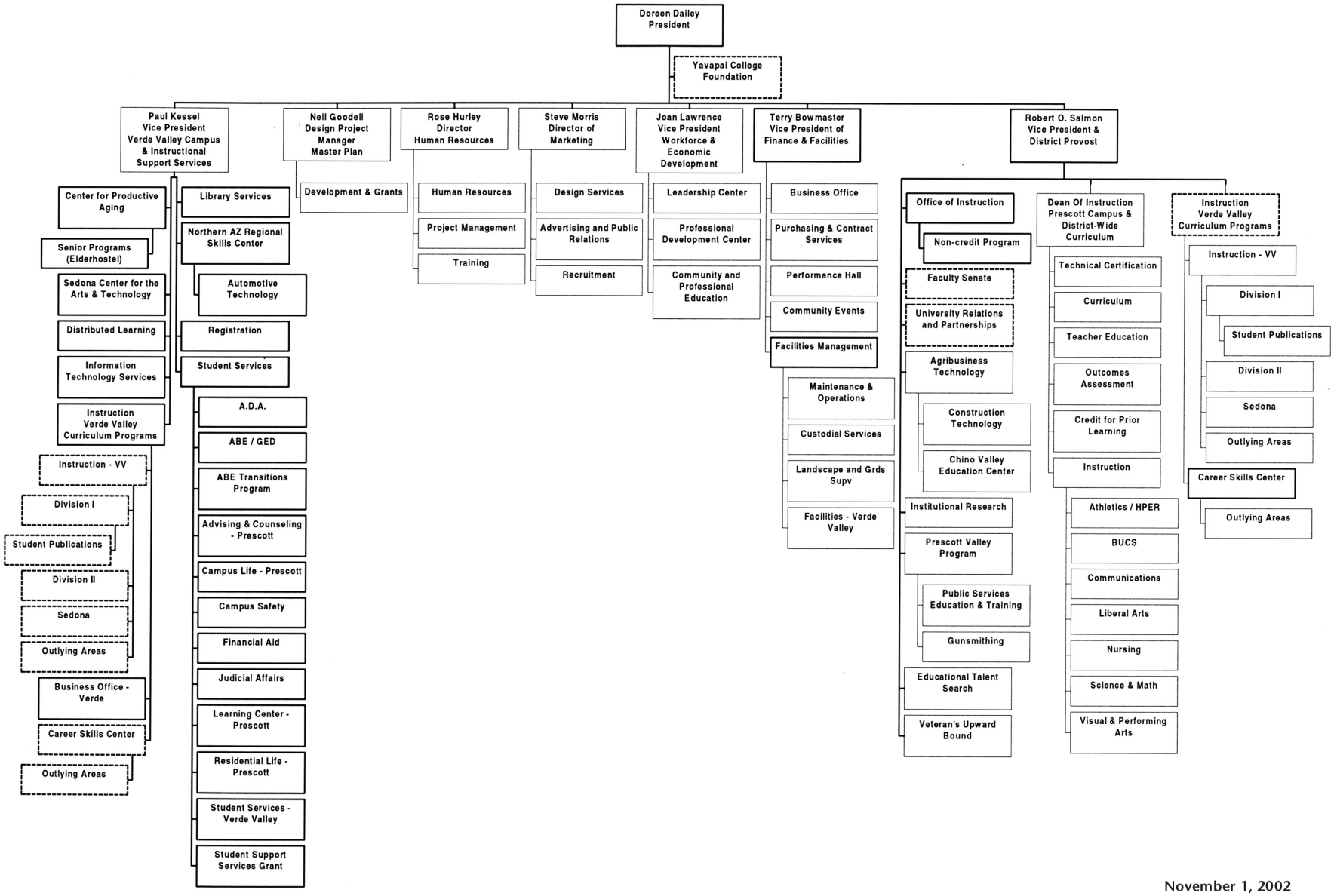
Address: Chino Valley, Arizona 86323. Mr. Holt is director of the Prescott Active Management Area for the state of Arizona, Department of Water Resources. He was elected November 2002 to his first term on the Board. He represents the voters of District 1. His term expires 12/31/2008.

PAUL MADDEN

Address: 1190 Deer Run St. Prescott, Arizona 86303. Mr. Madden is an attorney working primarily with Phoenix law firms until moving to Prescott in January 2002 to open a branch office for Gallagher & Kennedy, P.A. Attorneys at Law. He was elected November 2002 to his first term on the Board. He represents the voters of District 2. His term expires 12/31/2008.

DR. DONNA MICHAELS

Address: 997 Salt Mine Road. Camp Verde, Arizona 86322. Dr. Michaels has 25 years experience in the formation and development of new organizations at the city, county, and state levels and has published several works about those subjects. She presently operates a consulting business. Ms. Michaels was appointed to the Yavapai College Board of Governors in Spring 2002 to fill a vacancy. In November 2002 she was elected for a full term. Ms. Michaels represents the voters of District 4. Her term expires 12/31/2006.



YAVAPAI COMMUNITY COLLEGE DISTRICT ORGANIZATIONAL CHART

PARTICIPANTS IN THE SELF-STUDY PROCESS

NCA Liaison _____ Robert O. Salmon

STEERING COMMITTEE

Self-Study Co-Chair _____ Jim Hinton
Self-Study Co-Chair _____ John Quinley
Criterion One Chair: Mission _____ John Quinley
Criterion Two Chair: College Resources _____ Michael Dougherty
Criterion Three Chair: Educational Purposes _____ Marjorie Price
Criterion Three Chair: Student Services _____ Kim Ewing
Criterion Four Chair: Planning and Budget _____ Bruce Solper
Criterion Five Chair: Integrity _____ Carol German
Self-Study Editor _____ Kay Gaffney
Self-Study Report Designer _____ Bonny Stauffer
Website Designer _____ Shannon Field
NCA Librarian _____ Alison Keyes
Steering Committee Administrative Assistant _____ Emily Sutherland
Steering Committee Administrative Assistant _____ Sharon Farr

NCA STUDY COMMITTEES

CRITERION COMMITTEE ONE: MISSION

Arbeiter, Vicki	OSA*	Orlando, Debbie	OSA
Eikenberry, Eric	Administration	Quinley, John	Administration (Chair)
Farr, Sharon	OSA (Recorder)	Roberts, Russ	Faculty
Fisher, Will	Faculty	Smith, Kitty	OSA
Johnston, John	Faculty	Sutherland, Emily	OSA (Recorder)
Kilkenny, Pat	Community	Terry, Doug	PSA**
Morgan, John	Administration	Underwood, Susan	PSA

* OSA denotes Operating Staff providing clerical, technical and administrative support.

** PSA denotes Professional Staff providing mid-level management and professional duties.

PARTICIPANTS IN THE SELF-STUDY PROCESS

CRITERION COMMITTEE TWO: COLLEGE RESOURCES

Bockrath, Bob	Administration
Bull, Walter	Community
Chancerelle, Pat	Faculty
Christopher, Jim	PSA
Day, Sally	PSA
Dougherty, Michael	Administration (Chair)
Duncan, Barbara	PSA
Gill, Vikki	Admin
Good, Walter	OSA
Hammer, Paula	PSA
Helm, Alexandra	PSA
Kroese, Ruth Ann	OSA
Lynch, Bob	PSA
McGuire, Lucy	PSA
Nelson, Kevin	PSA
Rhodes, Joe	OSA
Sammarco, Sue	OSA
Schumacher, Tom	Faculty
Schultze, Stephan	Administration
Snavely, Tom	Faculty
Taylor, Jennifer	OSA
Teruya, Tricia	OSA (Recorder)
Trevor, Mary	PSA
VanNess, David	Administration
Verbout, Mary	Faculty
Winney, Liz	PSA
Wolfe, Linda	OSA
Wood, Doug	Administration
Zazueta, Marnee	OSA

CRITERION COMMITTEE THREE: EDUCATIONAL PURPOSES

Abry, Dennis	Faculty
Annibale, Steve	Adj Faculty
Bagwell, Richard	PSA
Bartlee, Betty	PSA
Bentz, Vikki	Faculty
Bliss, Selina	Faculty
Bloomenstein,Laura	Faculty
Chanda, Ginny	Faculty
Coffin, Donna	PSA
Cole, Roger	PSA
Fairchilds, Angie	Administration
Fuemmeler, Gennie	Faculty
Gorman, David	Faculty
Grutzmacher, Paula	Administration
Hammond, Carol	Faculty
Harker, Beverley	Community
Hinton, Jim	Faculty
Howery, Susan	Administration
Jackson, Pat	Adj Faculty
Johnson, Ginger	PSA
Johnson, Susan	PSA
Perlmutter, Nina	Faculty
Price, Marjorie	Faculty **(**Chair**)**
Quinley, Melissa	Faculty
Ransum, Duane	Admininstration
Reisdorfer, Kathryn	Faculty
Rickman, Trina	OSA (Recorder)
Ruddell, Michael	Faculty
Smith, Billie	OSA
Sparks, Steve	Faculty
Stein, Amy	Faculty
Watson-Fransden, Julia	Faculty
Wing, Barbara	Administration

PARTICIPANTS IN THE SELF-STUDY PROCESS

CRITERION COMMITTEE THREE: STUDENT SUPPORT SERVICES

Alexander, Joni	OSA
Anderson, Rick	PSA
Beck, Debbie	OSA
Bennett, Nancy	OCS
Bushman, Ed	Faculty
Calder, Sandy	OSA (Recorder)
Clayton, Carol	PSA
Clifford, Brad	PSA
Cook, Monty	PSA
DeCecco, Cindy	Faculty
Ewing, Kim	PSA (Chair)
Ewing, Paul	Faculty
Gertsch, Catherine	PSA
Goodell, Annie	PSA
Hoskovec, Bob	PSA
Houser, Carla	OSA
Jarrell, Sheila	PSA
Lovell, Terry	Faculty
Moss, Julie	OSA
Nevins, Aurrora	OSA
Pieper, Melanie	Administration
Peterson, Kaye	Faculty
Roberts, Margo	PSA
Serface, Roberta	PSA
Sheldahl, Tania	PSA
Smith-Hersh, Jane	PSA
Stringer, Mark	OSA
Wicks, Ruth	PSA

CRITERION COMMITTEE FOUR: PLANNING AND BUDGET

Babinsky, Anne	Faculty
Carroll, Dolph	PSA
Farnsworth, Scott	PSA
Fisher, Annette	Faculty
Govedich, Steve	Faculty
Hilton, Stacey	PSA
Lutgen, Susan	PSA
Marcum, Rick	Administration
Moore, Rhonda	OSA
Nugent, Lynn	Faculty
Solper, Bruce	PSA (Chair)
Snyder, Nancy	OSA
Uzumeckis, Ed	Administration
Willson, Lisa	PSA

CRITERION COMMITTEE FIVE: INTEGRITY

Ashby, Roz	Faculty
Bettinger, Blanche	Administration
Bostwick, Jim	Faculty
Byrd, Marcia	PSA
Callahan, Tim	OSA
Carter, Tommy	Faculty
Garcia, Jane	PSA
German, Carol	Faculty (Chair)
Gordon, Frank	Faculty
Harrison, Ruth	Faculty
Kester, Fred	PSA
Kinney, Sherrie	Administration
Lee, Pam	OSA
Lindsay, Jake	Administration
Maho, LouVina	PSA
Markman, Brett	Faculty
Marshall, David	PSA
Murray, Catherine	OSA
Pratt, Terrance	Faculty
Semones, Marilyn	Community
Simpson-Kile, Lisa	PSA
Steinman, Lee	Adjunct Faculty
Stokes, Brenda	OSA(Recorder)
Tatum, Phil	Faculty
Travis, Trisha	Administration

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YAVAPAI COLLEGE SENIOR ADMINISTRATION

DR. DOREEN DAILEY, PRESIDENT

B.A., Psychology and Sociology, University of Hawaii, M.S. and Ph.D., University of Wyoming. Previous experience includes: Dean of Instruction, Tanana Valley Community College, Fairbanks, AK; Dean of Instruction, Southwestern Oregon Community College, Coos Bay, OR; Clatsop Community College, Astoria, OR.

PAUL KESSEL, VICE PRESIDENT, VERDE VALLEY CAMPUS AND INSTRUCTIONAL SUPPORT SERVICES

B.F.A., Art, Northern Arizona University, M.A., Art Education, Northern Arizona University. Previous experience includes: Art Faculty, Fine Arts Coordinator, Division Chair—Arts and Sciences, Associate Dean of Instructional Services, Vice President for Informational Technology, College Vice President, Mohave Community College, Kingman, AZ.

ROBERT O. SALMON, VICE PRESIDENT AND PROVOST

B.A., Speech Communications, Brigham Young University, M.P.A., Budgeting/ Finance, Arizona State University. Previous experience includes: Dean for College of Business, Technology, and Communication, Southern Utah University, Cedar City, UT; Executive Director of Academic Affairs, Southwest Region University of Phoenix, Phoenix AZ.

STEPHEN MORRIS, MARKETING DIRECTOR

B.S., Economics, Indiana State University, M.B.A., Kellogg Graduate School of Management, Northwestern University. Previous experience includes: Marketing and Sales Manager, Arizona Public Service, Phoenix, AZ; Brand Manager, Penn Racquet Sports, Phoenix, AZ, Product Manager, Unisys Corporation, Chicago, IL.

TERRY BOWMASTER, VICE PRESIDENT FINANCE AND FACILITIES

B.A., Business, Economics and Mathematics, Drury College, M.B.A., Amos Tuck School of Business Administration, Dartmouth College. Previous experience includes: Executive Vice President and Chief Financial Officer, S & A Restaurant Corporation; Vice President Strategic Planning, The Pillsbury Company; Vice President of Finance, University of Hartford; Senior Vice President for Finance and Administration, Butler University.

YAVAPAI COLLEGE SENIOR ADMINISTRATION

JOAN LAURENCE, VICE PRESIDENT FOR ECONOMIC AND WORKFORCE DEVELOPMENT

B.A., Psychology, University of California, Los Angeles, M.A., Political Science, University of California, Los Angeles. Previous experience includes: Research and Special Projects Coordinator, Arizona Department of Commerce; Internet/ Intranet Developer, Arizona Department of Commerce; Manager, Office of Economic Research, Arizona Department of Commerce; Enterprise Zone Administrator, Arizona Department of Commerce; Public Information Officer, Manager of Publications, Arizona Department of Commerce.

ROSE HURLEY, DIRECTOR OF HUMAN RESOURCES

B.A., English Literature, University of Northern Iowa. Previous experience includes: Director and Vice President of Human Resources, Safeco Insurance Company, Seattle, WA; Assistant Director and Assistant Vice President, Safeco Insurance Company, Seattle, WA; Regional Human Resources Manager, Safeco Insurance Company, Seattle, WA; Human Resources Manager, Redmond, WA; Human Resources Manager, Portland, OR; Personnel Representative, Seattle, WA.

NEIL GOODELL, DESIGN PROJECT MANAGER

B.S., Journalism/Public Relations, Northern Arizona University, M.Ed., Leadership, Northern Arizona University. Previous experience includes: Associate to President for Special Projects, Development and Grants Officer, Communication Coordinator/Advancement Officer, Yavapai College, Prescott, AZ; Regional Public Relation Manager, Centel Corporation–Nevada/Texas Division, Las Vegas, NV; Program & Communications Manager, Las Vegas Chamber of Commerce, Las Vegas, NV.

SUMMARY OF RECOMMENDATIONS

CHAPTER 1: OVERVIEW

Chapter has no recommendations.

CHAPTER 2: GENERAL INSTITUTIONAL REQUIREMENTS

Chapter has no recommendations.

CHAPTER 3: RESPONSE TO THE 1994 NCA SITE VISIT

Chapter has no recommendations.

CHAPTER 4: MISSION AND PURPOSES

1. Share the revised mission documents with the college community and its various constituencies.
2. Reference the revised mission documents in all appropriate institutional processes and documents.
3. Expand the Community Benefits Statements assessment report to include the use of all mission documents as sources of assessment indicators.

CHAPTER 5: GOVERNANCE

1. Re-evaluate Learning Council membership and name.
2. Codify the management and governance process at Yavapai College.
3. Explore avenues for more effective ways of sharing information, especially regarding policies, procedures and governance.

CHAPTER 6: INSTITUTIONAL SUPPORT RESOURCES

1. [regarding the Marketing Department] Make a definitive determination about website management.
2. With the assistance of the Marketing Department, develop a stronger internal communication program regarding the role of the Development and Grants Office.
3. Through the Development and Grants office, solicit the assistance of staff and faculty with grant writing experience to volunteer as mentors to others who are just beginning to write grant proposals, thereby stretching the knowledge base of the grants officer who must allocate his time judiciously.

4. Formalize grant-related procedures for initiating a search, obtaining application approval, and communicating regularly with Executive Leadership Team members.
5. Pursue applying for a negotiated rate for general and administrative expenses associated with supporting grant funded project activity.
6. [for Yavapai College Foundation] Review staffing levels to determine if they are sufficient to meet the growing administrative need.
7. [through Chartwells] Expand food selection, improve customer service, and add an on-site food service manager on the Verde Valley Campus.
8. Consider providing for additional space and relocation of bookstores at both the Prescott and Verde Valley campuses during the master plan implementation.
9. [for Follett Bookstores] Conduct evaluations of customer service, compare results with other educational institutions and analyze results to determine necessary improvements.

CHAPTER 7: HUMAN RESOURCES

1. Review human resources policies and procedures regarding the hiring process.
2. Enhance adjunct faculty employment at Yavapai College.
3. Improve the ratio of full-time to adjunct faculty on the Verde Valley Campus.
4. Reevaluate the annual performance review form.
5. Reassessment of staff development day programming.

CHAPTER 8: FINANCIAL RESOURCES

Findings of this chapter did not merit a recommendation.

CHAPTER 9: PHYSICAL RESOURCES

Findings of this chapter did not merit a recommendation.

CHAPTER 10: TECHNOLOGY RESOURCES

1. Increase the level of technical support to students, faculty and staff.
2. Establish a comprehensive technology one-on-one or group-training program for all new employees and regular refresher courses for existing employees.

SUMMARY OF RECOMMENDATIONS

CHAPTER 11: ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT

1. Write a comprehensive and integrated college assessment plan.
2. Conduct assessment of student learning outcomes.
3. Complete the process of measuring and reporting on the capstone portfolio project.

CHAPTER 12: CURRICULUM

1. Conduct training for instructional leaders and faculty on creating syllabi.

CHAPTER 13: TRANSFER AND GENERAL EDUCATION

1. Institute accountability for general education outcomes.
2. Address student transfer issues.
3. Review of general education for certificate programs.
4. Secure adequate funding for the College Honors Program.

CHAPTER 14: CAREER AND TECHNICAL EDUCATION

1. Secure a pool of qualified technology instructors for the Business and Computer Science Division.
2. Explore foreign language skills for public service students.
3. Address the English composition versus practical English debate.
4. Promote successful technology programs.
5. Seek additional contractual agreements for Nursing.
6. Approve an additional full-time nursing instructor for the Verde Valley Campus.
7. Evaluate the effectiveness of short format courses.
8. Insure skills beyond technical competencies for all career and technical students in degree and certificate programs.

CHAPTER 15: DEVELOPMENTAL EDUCATION

1. Appoint a coordinator for developmental education and establish a standing committee of instructors, academic support personnel, and adult basic education staff to direct the developmental education effort, including instruction and support services, district wide.

2. Resolve the concerns regarding mandatory assessment and placement of incoming students and prerequisites for developmental and entry-level math and English courses.

3. Facilitate collaboration among the English Department, the Mathematics Department, and the Office of Institutional Research to develop a comprehensive, systematic and ongoing formative and summative evaluation system for students taking developmental courses.

4. Utilize and, if necessary, hire more full-time faculty with expertise in teaching developmental students to act either as instructors or as mentor of adjunct faculty who teach developmental courses.

5. Increase classroom and office space for the adult basic education areas, especially in conjunction with campus expansion planning, and find ways to supplement state funding, including reinstating support for administrative costs.

CHAPTER 16: CONTINUING EDUCATION

1. Re-evaluate Extended Learning practices in light of national best practices.

2. Strengthen instruction in Extended Learning.

3. Provide academic support services to Extended Learning sites.

4. Increase Small Business Development Center funding.

5. Reallocate Small Business Development Center facilities in accordance with local client needs.

6. Reassess the organizational structure for providing economic development services at Yavapai College.

7. Establish closer ties between the Non-Credit Program and the academic divisions.

8. Improve the registration process for non-traditional classes.

9. Explore ways to increase awareness of Senior Programs in the college community.

10. Increase resources to Senior Programs.

CHAPTER 17: DISTRIBUTED LEARNING

1. Revisit the mission and goals of distributed learning with the intent that distributed learning should be learner-centered and driven by instruction.

2. Establish a formal priority-setting process at the district level.

3. Increase communication between distributed learning and instructional departments.
4. Establish distributed learning faculty resources centers.
5. Conduct an analysis to determine the most efficient/effective method of upgrading or replacing the aging interactive video system.

CHAPTER 18: COMMUNITY SERVICE

1. Consider moving the Office of Community Events out of the art gallery and fund a gallery sitter program.
2. Clarify community service efforts at Yavapai College.

CHAPTER 19: ADMISSIONS AND REGISTRATION

1. Review College Admission policy and procedures.
2. Address the technology and data collections problems of the current student information system, AMIS.

CHAPTER 20: ADVISEMENT, FINANCIAL AID, AND STUDENT EMPLOYMENT

1. Address the technology and data collections problems of the current student information system and develop a district wide record keeping system.

CHAPTER 21 CAMPUS LIFE

1. Refurbish residence halls.

CHAPTER 22: STUDENT AND INSTRUCTIONAL SUPPORT

Findings of this chapter did not merit a recommendation.

CHAPTER 23: LIBRARIES

Findings of this chapter did not merit a recommendation.

CHAPTER 24: PLANNING AND BUDGETING

1. Identify an administrative assignment charged with formalizing the process and integrating planning/scanning activities across the college.
2. Codify recent policy changes in the strategic planning process in a written document. Revised policies and procedures for planning need to be developed.

3. Develop and implement a comprehensive and integrated system of accountability for planning. The budget process should clearly respond to key initiatives.

4. Follow through with full implementation of the complete planning cycle utilizing and expanding the new strategic plan update process.

CHAPTER 25: INTEGRITY

1. Clearly state, communicate and follow college hiring policies and procedures. Revisions to the hiring process need to be dated, carry authorized signatures, and be distributed in a timely manner.

2. Establish a single contact/resource point (clearinghouse) through which external entities may initiate interactions with the college.

3. Make available on the Intranet a complete and current Yavapai College policies and procedures manual and provide instructions to all employees for accessing this information. In addition, provide strategically located printed copies of the *Yavapai College Policies and Procedures Manual* that are kept current.

4. Ensure that all policy and procedure updates are signed and dated by authorized individuals of the college and distributed in a timely manner.

YAVAPAI COLLEGE MISSION

VISION

Yavapai College is an ongoing asset to the State of Arizona and particularly to the people and organizations of Yavapai County. We will meet ever-greater challenges, responsibly serving a region where the traditional exists side-by-side with rapid change.

Nurturing open communication and independent inquiry, we will link local strengths to global knowledge and opportunity, and build bridges from the best of the past to the yet unexplored possibilities of a new century. We value each individual, all cultures, and the natural world upon which we depend, and must offer leadership in understanding and protecting them. The measure of success in realizing our vision will be a future in which each member of the college community is able to continue to learn and to serve. Therefore, our programs and service must be defined by flexibility in our delivery and customization of our learning programs to meet the current and emerging needs of our county.

COMMUNITY BENEFITS STATEMENTS

As a result of Yavapai College, the citizens and communities in Yavapai County will have:

- High quality, convenient and cost-effective learning opportunities.
- Access to learner-centered education and training with a wide array of lifelong learning options.
- Access to courses, programs and services which instill competencies that lead to employment at or above the average wage and result in a better-educated workforce.
- Graduates who will be better prepared for citizen participation and for the workplace.
- Enhanced capacity to attract and retain businesses.
- Businesses with the capacity to generate sustainable economic growth and create living-wage jobs.
- The capacity to access information, expertise, technology assistance and resources needed to be competitive in a global economy.
- Educated and informed community leaders who possess the vision and knowledge to build healthier communities.
- Access to a wide array of cultural opportunities.

- Access to the benefits of partnerships created with various private and public entities.
- Learning environments which optimize physical safety and supportive learning conditions.
- Programs and services, which demonstrate accountability with respect to quality, productivity and the changing needs of the community.

MISSION STATEMENT

The mission of Yavapai College is to provide high quality, convenient and cost effective learning opportunities to the diverse populations of Yavapai County.

PURPOSES/CORE AREAS

To carry out Yavapai College's mission, the college provides educational programs and services in several core areas. Underlying each area is the commitment to provide high quality, convenient and cost effective learning opportunities for the diverse populations of Yavapai County in order to strengthen the economic, civic, and cultural life of the county. The College partners with business, government, education and other community organizations to identify and address educational needs. The College provides educational programs and facilitates transitions from or to other educational sectors.

INSTRUCTION/STUDENT LEARNING AND STUDENT/ACADEMIC SUPPORT

The Yavapai College mission requires a fundamental commitment to teaching excellence and student learning. The College provides a safe learning environment supported by a comprehensive program of student and academic support services. Instructors are committed to instructional excellence, professional development, student learning, and innovative approaches to teaching, using outcomes assessment and appropriate technological support. Library, media, and learning laboratory services are provided for instructional, student, and community support. Available is assistance in the academic, career, and personal development of a diverse student body, with timely and accurate information provided.

TRANSFER AND GENERAL EDUCATION PROGRAMS

The College provides the first two years of study in the arts and sciences and preprofessional fields for those students who wish to transfer to baccalaureate grant-

YAVAPAI COLLEGE MISSION

ing colleges and universities. Students can transfer courses or an associate degree to a baccalaureate granting college or university. Graduates have a foundation in academic areas of specialization and general education to succeed in their further studies.

CAREER/TECHNICAL PROGRAMS

The College provides programs and offers courses to prepare students for a first career, career change, or career advancement to meet individual goals and county needs. The community has a broad range of career/technical programs and courses to choose from, and they may earn technical associate degrees and short-term diplomas and certificates. Graduates have marketable employment skills, focusing on competencies that lead to employment at or above the average wage. Courses or an associate degree in selected career/technical programs transfer to baccalaureate granting institutions.

BASIC SKILLS AND DEVELOPMENTAL PROGRAMS

The open-door policy that expanded higher education to populations previously underserved was a founding principle of Yavapai College. All basic skills programs are designed to provide the necessary skills and confidence to be successful in the next level of education. Instruction in adult basic education, GED education, and English for Speakers of Other Languages is provided. Developmental education in reading, writing, and mathematics is offered.

CIVIC EDUCATION, COMMUNITY SERVICES, AND LIFELONG LEARNING

Enriching the civic and cultural lives of its service area is a basic tenet of Yavapai College's purpose. The College offers a wide range of cultural and artistic events, speakers, professional and technical assistance, and civic education. Help in developing educated and informed community leaders and citizens who possess the vision and knowledge to build healthier communities is provided. Programs, credit and non-credit courses, and activities that enhance lifelong learning in the areas of academic, cultural, social, recreational, and personal development, with special attention directed to our large senior population, are provided. College facilities may be shared by community organizations.

ECONOMIC DEVELOPMENT AND WORKFORCE TRAINING

The College serves as a catalyst in its promotion and support of the county's economy. Programs and services specifically designed to meet the workforce training and re-training needs of business and industry and other area organizations are offered. College programs enhance the capacity to attract and retain businesses, focusing on businesses with the capacity to generate sustainable economic growth and to create living wage jobs.

ADMINISTRATIVE SUPPORT

Yavapai College administration is committed to good stewardship of the public trust with the efficient and effective use of human, physical, and financial resources. Programs and services, which demonstrate accountability with respect to quality, productivity and the changing needs of the community, are promoted.

VALUES

To make our vision real, Yavapai College, as a whole must be a learning community of which students are the key component and of which clear communication among all constituencies is promoted. To achieve its purposes this learning community will

SEEK EXCELLENCE IN EDUCATION

- Involve the entire college community in modeling and instilling a passion for learning, renewing the thrill of discovery, and striving for excellence.
- Measure the worth of all decisions against the highest support for the growth and learning of all members of the college community.
- Guide processes of active learning which seek to integrate rational, creative, emotional, aesthetic, ethical, vocational, physical and social development.
- Structure programs and requirements to provide an environment in which the accumulation of knowledge and the practice of disciplined, independent thinking can grow into coherent understanding and reasoned values.
- Ensure academic integrity with clearly articulated and relevant program and course competencies or outcomes, incorporating a high degree of academic rigor and student-centered education.
- Encourage open inquiry and the open exchange of ideas and divergent views with mutual respect among different cultures, ethnic groups, races, ages, and genders.
- Provide experiences in which one can develop tolerance, empathy, and a personal ethic of community service.
- Assess and flexibly address the needs of the variety of learners, including the underprepared and disadvantaged as well as the uniquely talented.

SERVE THE PEOPLE OF THE REGION

- Strive always to understand more fully the region and the people served, their needs, and their contributions to our learning community.

YAVAPAI COLLEGE MISSION

- Participate in improving dialogue and building partnerships toward good stewardship of the land and cultural richness of this area, and toward a vital regional educational community.
- Create and support partnerships and provide activities to ensure a healthy countywide economy.
- Explore and develop both the understanding and technology needed to help the people of this region to participate effectively in the global community of a new century.
- Offer and maintain strong occupational programs that nurture entrepreneurship and job readiness, and which are responsive to new technologies.
- Respond to the changing nature of work, livelihood, and personal fulfillment during potentially dramatic shifts in society and in the structure of the workplace.

EVALUATE, ASSESS, AND IMPROVE

- Nurture and develop college values and the governance system to support an environment of leadership, flexibility, inclusion, respect, health, and institutional development.
- Regularly assess learning outcomes and institutional effectiveness, seeking the best methods to understand and measure the wholeness of sustained individual learning and the long-term viability of the learning community.
- Report regularly to the learning community and the people of the region on progress in fulfilling these purposes and in efficiently managing institutional resources.