

**Final Report**  
**Yavapai College**

**3/28/2013**

## Context and Nature of Review

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### Visit Date

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3/4/2013

### Scope of Review

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- 10th Year Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

*There are no forms assigned.*

### Institutional Context

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Yavapai College, established in 1965, is comprised of two campuses and three additional locations in Yavapai County, Arizona. One of the College's many strengths is its connection to the community it serves as evidenced by extraordinary support from its Foundation Board and a significant number of senior learners who comprise ~25% of the Yavapai College student population.

Strategic Planning efforts, informed by both internal and external environmental scanning data, are future oriented and drive the institution's efforts to achieve its mission. Budget processes are transparent and decisions are informed by strategic planning efforts. Budget documents clearly indicate adequate resources for continued operation into the foreseeable future. Recent budget reductions by the State forced the institution to undergo district-wide reorganization and included the loss of a number of administrative and faculty positions. However, faculty indicated a number of positive outcomes of this process including more district-wide coordination of programs and services. Yavapai College began a multi-million dollar facility renovation program over a decade ago with the most recent upgrades involving facility infrastructure. A \$17.4M renovation of the Verde Valley campus was completed in August 2012.

Faculty indicate a strong commitment to shared governance and say that the current administration, including President Wills and her Executive Leadership Council, work closely with faculty and staff and have established open lines of communication. The faculty, staff and administrators of Yavapai College provide a positive learning environment that enhances the economic development of the Yavapai District and serves the cultural needs of Prescott and surrounding communities.

### Interactions with Constituencies

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Yavapai College President  
Vice President Instruction and Student Services

Vice President Finance and Administrative Services  
Vice President for Development and Foundation  
Dean Student Services  
Dean Verde Valley Campus  
Director Institutional Research  
Director of Facilities  
Director of ITS  
Director Financial Aid  
Controller  
Foundation Board Members (n=6)  
District Governing Board Members (n=4)  
Academic Advisors (n=2)  
Financial Aid Counselor  
Enrollment Management Specialist  
Verde Valley Learning Center Director  
Director of the Verde Valley Library  
Director of Prescott Campus Library  
Executive Assistant to the Vice President  
PTSS Manager  
Director of Human Resources  
Chief Information Officer  
Director of Marketing and Communication  
Registrar  
Director of Assessment  
Coordinator of Adjunct Faculty  
Articulation Coordinator  
Director of General Education

Dean, Instructional Support and Improvement  
Dean, Foundation Studies  
Dean, Business and Computer Science  
Dean, Career and Technical Education  
Dean, Sciences, Health and Athletics  
Dean, Lifelong Learning  
Dean, Visual, Performing and Liberal Arts

Faculty Art History (n=1)  
Faculty Biology (n=1)  
Faculty English (n=1)  
Prescott Faculty (n=~15)  
Verde Valley Faculty (n=13)  
President, Faculty Senate  
Secretary, Faculty Senate  
Faculty Sentors (n=5)

Verde Valley Students (n=7)  
Prescott Student (n=5)

Open Forum Attendance:  
Criteria 1&2: 35 attendees  
Criteria 3&4: 75 attendees

Criterion 5: 25 attendees

Area of Focus Attendance:

Area of Focus A - Strategic Planning: 16 attendees

Area of Focus B - Program Review: 15 attendees

Area of Focus C – Assessment: 30 attendees

## **Additional Documents**

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Draft Educational Master Plan - provided to Team electronically on February 25, 2013

Constitution of Yavapai College Faculty Association - provided to Team during visit on Tuesday, March 5, 2013

Yavapai College Statement of Understanding on Shared Governance - provided to Team during visit on Tuesday, March 5, 2013

## 1 - Mission

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### Rating

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Met

### Analysis

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The Mission statement was approved in 2012: "The Mission of Yavapai College is to provide quality higher learning and cultural resources for the diverse populations of Yavapai County." The statement is clear and concise and is well-known by all constituencies of Yavapai college. It is operationalized in the Strategic Initiatives which are used in all planning and budgeting on campus. The Board Ends reflect a commitment to the Goals and Values, and the Vision Statement which were developed with the Mission Statement. These documents were all developed through established shared governance processes. All constituencies interviewed were able to articulate the significant components of the mission and strategic initiatives and describe their significance in guiding the institution's operations. The Mission and Strategic Initiatives are addressed often in Faculty Senate and Faculty Association meetings and in Campus Open Forums for all Yavapai College employees.

### Recommendation

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*There is no recommendation.*

## 1.A - Core Component 1.A

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The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

### Rating

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Met

### Analysis

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In 2011 a committee which included faculty, staff, students and governing board members reviewed the Yavapai Mission Statement and determined that in addition to higher education learning opportunities, Yavapai College makes cultural resources available to the diverse populations of Yavapai County. The Mission Statement was modified to reflect these changes. Goals and Values and a Vision Statement were also developed through solicitation of suggestions from all College constituencies. The revised Mission Statement, Goals and Values, and Vision Statement were approved by the Yavapai Governing Board in Spring 2012.

The current mission statement aligns closely with the three primary priorities of Yavapai College: quality educational offerings, economic development, and community service and engagement. All constituencies interviewed during the site visit understood the essential mission of the college and the priorities as articulated through the Board Ends and the Strategic Plan, both of which align with the Yavapai College Mission Statement.

In 2011-2012, 90% of the students enrolled in Yavapai College courses were residents of Yavapai County. The college also provides community education opportunities such as financial aid, academic advising, disability resources, the Osher Lifelong Learning Institute (OLLI), Community Education, and College for Kids. The college also provides cultural resources that contribute to the educational endeavors of students and the community at large. Members of the Foundation Board were able to provide numerous examples of Yavapai College's engagement with the Community. Additionally, over 50 individuals responded to the request for 3rd party comments with positive stories of the impact that Yavapai College has on the community.

College budget expenditure reports by function clearly indicate alignment of resources with its mission and priorities.

### Recommendation

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*There is no recommendation.*

## 1.B - Core Component 1.B

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The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### Rating

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Met

### Analysis

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The college's Mission, Goals and Values, and the Vision Statement are posted on the college's website and are available in various college publications including the catalog, fact book, and view book. All new employees receive an orientation packet, which includes a small poster with the college's Strategic Initiatives and Mission Statement. This small poster was evident in all buildings and rooms on both Yavapai campuses visited.

The Mission Statement is operationalized through the Strategic Initiatives which are used in all department and unit planning and budgeting and employee evaluation. The five Strategic Initiatives (Student Satisfaction, Quality and Effectiveness of Instruction, Fiscal Stewardship and Efficiency, Employee Development, and Community Development and Partnerships) emphasize the Mission and identify the intended constituencies of Yavapai College. The institution provided evidence of its Quality Initiative in its Assurance Argument. The Quality Initiative was driven by the mission and focused on quality and effectiveness of instruction.

### Recommendation

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*There is no recommendation.*

## 1.C - Core Component 1.C

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The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Rating

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Met

### Analysis

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The Yavapai College Mission statement reflects the institution's commitment to diversity. The College's minority population includes Hispanic (9%) and American Indian (3%) students. The college sponsors a variety of student clubs on the Prescott Campus that reflect diversity, including the Multicultural Club, YC Pride Club, and Native American Club. These clubs are not currently active on the Verde Campus. During the recent budget cuts, the Verde Campus Activities Coordinator position was cut which negatively impacted the vitality of student programming. The Verde Valley Campus Dean indicated that enhanced student engagement in extracurricular activities is a priority and he is working with the Dean of Student Services to determine how best to reinvigorate student clubs and activities on the Verde Campus.

The College has developed a strong collaborative relationship with the Yavapai Tribal Nation. The Verde Campus has a Tribal Advisor. An admissions counselor for the College regularly visits the Four Corners area of Arizona. There is also a designated Financial Aid Officer for Native American students. Yavapai College assists the Tribal Nations in workforce development initiatives such as the greenhouse/organic farming project and the vitaculture program on the Verde Campus. Yavapai College's General Education coursework in Global/International or Historical Awareness, and Ethnic, Race and Gender Awareness emphasizes the influence of human diversity and enhances cultural awareness.

Twenty percent of the student population at Yavapai College is over the age of 50 years. The College has responded to that population through the Osher Lifelong Learning Institute which has provided classes to over 2000 seniors. The College has also changed some of its services for senior students including the addition of non-Banner registration options and the provision of therapeutic exercise programs.

### Recommendation

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*There is no recommendation.*

## 1.D - Core Component 1.D

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The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Rating

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Met

### Analysis

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All constituencies interviewed, including faculty, staff, executive leadership, and both the Foundation and Governing Boards, were able to articulate fully the institution's commitment to serving the tax payers of Yavapai County. The County is over 8000 square miles and thus presents unique challenges as the College strives to provide academic programs, workforce training, economic development and a rich array of cultural offerings.

The Governing Board very clearly stated that the number one priority of the College is to provide academic programs of the highest quality to the students and citizens of Yavapai County. Seventy-one percent of general expenditures are allocated to instruction, academic support, and student services. The Foundation Board, while contributing to the cultural mission of the College, has a strong focus on developing resources to support students and academic programs. These include over \$250,000 in nursing scholarships and \$1,000,000 in contributions for the Southwestern Wine Center which supports the Viticulture and Enology programs on the Verde Valley Campus.

Perspectives of external constituencies are gathered through community surveys, employer-of-graduates surveys, program advisory boards, campus master planning, and community outreach by the District Governing Board and Executive Leadership Team. These two groups also travel throughout the county to meet with constituent groups gathering community input on issues of concern or to help with the planning of new programs or services.

A number of youth programs are provided including Early College non-credit courses, Youth Summer Camp and the Family Enrichment Center which is a laboratory school. The campus library is available to the public and connects to the community public library. There are hiking trails on campus, and the community uses campus facilities for a wide variety of programs.

## **Recommendation**

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*There is no recommendation.*

## **1.S - Criterion 1 - Summary**

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### **Rating**

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Not Set

### **Analysis**

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The pattern of evidence presented in the Assurance Argument and corroborated during meetings and open forums clearly suggests that Yavapai College meets Criterion 1. The team concurs with the institution's summary of Criterion 1 provided in the Assurance Argument.

### **Recommendation**

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*There is no recommendation.*

## 2 - Integrity: Ethical and Responsible Conduct

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The institution acts with integrity; its conduct is ethical and responsible.

### Rating

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Met

### Analysis

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Yavapai College operates with integrity in its financial, academic, personnel, and auxiliary functions. The college clearly demonstrated the existence of processes and policies for carrying out fair and ethical practices across the campus community. Evidence was provided through campus documents within the Assurance System and was verified in conversations with faculty, staff, administration, the Foundation, and Governing Board.

Integrity and ethical behavior statements and mandates are located within the Governing Board policies. The Board members may not have conflicts of interest and cannot participate in discussions in which they have a substantial interest. Annually the members sign off on a conflict of interest form. The College offered Ethics training to faculty and staff and 95% of the employees completed the training during 2011-2012. A comprehensive financial review for the College is completed annually, and includes verification by a 3rd party auditor and review by the Governing Board.

Program information, requirements, faculty and staff credentials, costs to the students, and accreditation relationships are clearly posted on the College web site, in the catalog, and through a variety of brochures. The HLC mark of affiliation is posted on the web site. Students have access to the Net Price indicator for financial aid purposes and the students may self-audit in DegreeWorks to assess program completion and progress toward degree. Students attending both the Prescott campus and alternate sites indicated that they were satisfied with the College and information provided by the College. The faculty directory is comprehensive and contains degrees and years of service for each full-time faculty member and the campus supplied the same information for part-time faculty.

The Governing Board is sufficiently autonomous to make decisions in the best interest of the institution. The Board established outcome statements called "Ends". The Board Ends, which are annually reviewed, guide the focus for Strategic Planning and Strategic Initiatives. Student education is addressed as a priority, followed by economic development and community response/ social needs. The Governing Board employs the President of the institution who oversees the daily operation of the campus. The faculty, through the Faculty Senate, oversee matters through a shared governance model in collaboration with the administration.

Faculty members were satisfied that they were given ample freedom of expression and allowed the pursuit of truth and learning. Faculty members were able to cite a variety of classroom examples to support this statement.

The Human Subjects Review Board Manual provides oversight for ethical research. Clear examples of Review Board Decisions were posted and available on the Institutional Research web page. An

intellectual property policy is also in place to help direct fair and ethical practices.

Constituents were able to discuss appeals processes in place for students, faculty and staff and cited examples where enforcement of policy was necessary and appropriately followed the procedures as stated. Students have a variety of sources for guidance in academic honesty and integrity. TeLS (Teaching & e-Learning Support) tools including Blackboard guidelines, Library resources including campus created plagiarism videos, syllabi statements, and a variety of academic policies reinforce institutional expectations related to academic honesty and integrity.

## **Recommendation**

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*There is no recommendation.*

## 2.A - Core Component 2.A

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The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

### Rating

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Met

### Analysis

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The institution has a wide variety of policies and procedures that are related to integrity and ethical behaviors for campus-wide functions. The procedures and policies help to ensure that the institution operates with integrity and ethical behavior.

The publically elected Governing Board members annually complete conflict of interest forms regarding their service to the Board. In addition, Board members may not participate in discussions or decisions in which they may have a "substantial interest". The Governing Board policy 3.3 Code of Conduct and Ethics relates directly to Board behavior and expectations and sets parameters for roles of the Board, conflicts of interest including, employment, personal gain, voting and college representation, and individual authority including interaction with the President, public, press and staff.

During discussions with the Board, the Board made it clear that the job of the Board was to establish Board Ends (outcomes related to where they want the institution to be/achieve) which are currently related to student education first, followed by economic development, and response to community needs/service (social and cultural) for the institution. The current Board Ends were established in 2006 and are reviewed annually. The Board is responsible for the employment of one employee, the President. The President is the conduit for the Board. The President is responsible for submitting monitoring reports to the Board according to an established schedule. If the Board needs any additional information, the request will go to the President and the President will then make the request to the appropriate party. The Board indicated that it speaks with one voice and that the President is only evaluated on the progress that is made toward meeting the Board Ends.

The Board is responsible for the approval of the budget and members are provided a monthly monitoring report from the President that updates revenue, expenditures and deviations in budget. The organizations that are examined include the general, auxiliary, unexpected plant, restricted and debt service funds. The deviation for each fund is assessed and given a green, yellow or red light status.

A comprehensive Annual Finance Report, prepared by the institution, is reviewed by the Governing Board and undergoes a final review by an independent third party auditor. All of the information related to finance is incorporated on campus web pages including, but not limited to, budget calendar, reviews, and annual financial reports.

Human resources and academics have a wide variety of policies that address integrity and ethics.

Discussions during a Focus Session confirmed faculty and staff were aware of the policies, and knew where the policies were located. Both the non-academic and academic grievance policies were easily recited during the session. Most grievances appeared to be resolved before getting to formal resolution or committee, based on discussion with the attendees. Faculty, staff and student grievances were covered during the Focus Session.

The Dean for Student Services indicated the staff meets routinely to review policies and procedures related to ethics and integrity and all new employees are trained in these areas when they are hired. The Dean also stated that with the large number of distance learning courses, and the need to contact students concerning advisement or other issues, it was often difficult due to FERPA regulations.

Faculty Senate representatives provided the current Constitution of Yavapai College Faculty Association and the Yavapai College Statement of Understanding on Shared Governance. The faculty confirmed that through shared governance and committee service the faculty participate in the establishment of policies related to fair practice and ethical behavior. The Faculty Senate College Standards Committee consisting of a chair and two to four additional members, have the responsibility to create policy modifications related to academic quality and best practices. Recently the Faculty Senate endorsed a change in office hours that resulted in a drop in office hours from ten to five with the caveat that the five hours must be on campus to meet with students. This change demonstrates a participatory procedure related to fair practice.

## **Recommendation**

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*There is no recommendation.*

## 2.B - Core Component 2.B

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The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

### Rating

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Met

### Analysis

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The institution presents itself clearly and completely to its student and the public in regard to programs, requirements, faculty, and staff, costs to students, control, and accreditation relationships.

Statements involving program entrance can be found on the college web site. Model schedules with credit hours, course names and content can also be accessed. For certificate programs, gainful employment information is provided for review. Brochures such as View Books, OLLI (Osher Long Life Learning Institute) pamphlets and flyers, and lists of non-credit course offerings, highlight available courses, scheduling and programs of study. The Arizona Community College 2012 Outcome Report provides a self-assessment and accountability for over thirty key indicators including degree completion, transfer data, and relative cost of attendance, with a plan for program accreditation data to be included in the future.

The institutional web site and Catalog contain pages with programmatic requirements, institutional costs (tuition and fees) and accreditation information. The HLC Mark of Affiliation and program specific accreditation information is provided on the web site. During a Focus Session it was confirmed that advisors, program coordinators and deans can provide students with program information. Courses in programs of study are billed using a three tiered model. Although this might seem complicated, students can see what their tuition bill will be in advance, and view the cost for books purchased through the bookstore at the same time.

A student who was new last semester and nervous about attending school, indicated that academic advising provides excellent information concerning costs, and that the course faculty provided very good instruction. Although the student had not determined a major, they were satisfied with the support and information provided to date. Three additional students attended a focus session, all indicating satisfaction with the institution, information and education that they had received so far. The campus uses Net Price Cost Calculator for financial aid purposes. In addition, students can track their programmatic progress using DegreeWorks.

Faculty credentials for full-time faculty are provided on the institution web site and in the Catalog. Faculty Senate members confirmed that the policy for faculty credentials was being met. Comprehensive lists of faculty and their credentials and time of service were also provided by the institution in the Assurance Document.

## **Recommendation**

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*There is no recommendation.*

## 2.C - Core Component 2.C

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The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

### Rating

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Met

### Analysis

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The Governing Board has established Board End statements designed to let the institution know where the Board sees the institution moving in terms of its final goals. The institution then sets the Strategic Plan (2009-10 last plan) and Initiatives to align with the Board Ends. The current Strategic Initiatives (2012-2014) cover five primary areas, Student Success and Satisfaction, Quality & Effectiveness of Instruction, Fiscal Stewardship, Employee Development, and Community Development and Partnership. Once the Strategic Plan and Initiatives are in place the budget is established to meet the goals of the initiatives. The purpose and focus of the Board Ends include student education, economic development, and community social/cultural response.

The Governing Board members are elected and serve a six year term, and are representatives from different county districts. The publicly elected Governing Board members annually complete conflict of interest forms associated with their service of the Board. In addition, Board members may not participate in discussions or decisions in which they may have a "substantial interest".

Governing Board members are active in community outreach, holding forums and preparing presentations for the district. An example of an economic response where the process from Board Ends to budget was achieved for economic development was the purchase of the CTEC (Community and Technical Education Campus) located at the airport. Mechanical and technical equipment, and programming for gun-smithing and machinery, and contract training for mining programs are housed at the facility.

The Governing Board's only employee is the President who is delegated to oversee the day-to-day operation and management of the institution. The President then delegates to other staff and administration. Faculty report to the Vice President of Instruction and Student Services. Faculty indicate that communication is open, and a shared governance model is in place.

Evidence of Board deliberations were included in Board minutes and all meeting agendas provided for a public open call demonstrating Board consideration of external constituency interest.

## **Recommendation**

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*There is no recommendation.*

## 2.D - Core Component 2.D

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The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

### Rating

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Met

### Analysis

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Documents to support the commitment to freedom of expression and pursuit of truth and learning include the Instructional Governance, Academic Freedom and Intellectual Property Policies. Faculty confirmed during a forum session that the administration has always supported books of choice and controversial information such as evolution or the use of human nudes, as long as the subject relates to course outcomes. A second semester English course demonstrated flexibility and freedom of expression with the use of the book "Winter's Bone" containing controversial social topics and language.

A tour through the Art Gallery indicated that students, faculty, and artists outside of the institution may have works displayed in the Gallery. The varied themes and compositions supported the institution's commitment to freedom of expression. The Performing Arts Center offers a diversified selection of events and offerings during the calendar year. Students may share concerns about the subjects presented but the control has not been an issue to date.

Yavapai College has an American Association of University Professors Chapter that embraces the "Statement of Principles on Academic Freedom and Tenure". The Chapter was recently profiled at the national level.

### Recommendation

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*There is no recommendation.*

## 2.E - Core Component 2.E

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The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

### Rating

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Met

### Analysis

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The institution provides a variety of policies to ensure the oversight and integrity of research. The documents include the Human Subjects Review Board Manual and examples of Board Actions for 2011-12 were provided in the Assurance Argument. Information on economic growth, investment analysis, extensive surveys, program needs and reviews are available to help the institution make data driven decisions.

Students are offered guidance in the ethical use of information resources. Teaching and e-learning Support (TeLS) and the Office of Instructional Support and Improvement post an Academic Integrity Statement and Tools on their institutional web pages. A link to the "Student Code of Conduct" and a link that describes "Safe Assign" which is a plagiarism identity tool that instructors may use in Blackboard are provided to the student and general public. The Library provides a two part video created by Yavapai College that explains plagiarism, and suggests strategies for creating papers that are in the writer's own words and are formatted correctly to avoid plagiarism. Additional resource links are provided on the same web page. Course syllabi contain statements about ethical behaviors and consequences.

The Student Code of Conduct Handbook clearly describes the expectations and processes associated with academic honesty and integrity. Various levels of penalties and processes are described in the Handbook. Faculty Senate representatives stated that the conduct cases they had participated in followed the letter and intent of the code.

### Recommendation

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*There is no recommendation.*

## **2.S - Criterion 2 - Summary**

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The institution acts with integrity; its conduct is ethical and responsible.

### **Rating**

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Not Set

### **Analysis**

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The institution's resources, structures and processes are sufficient to insure that the institution is ethical and responsible and acts with integrity. The pattern of evidence presented in the Assurance Argument and corroborated during meetings and open forums clearly suggest Yavapai College meets Criterion2. The team concurs with the institution's summary of Criterion 2 provided in the Assurance Argument.

### **Recommendation**

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*There is no recommendation.*

### **3 - Teaching and Learning: Quality, Resources, and Support**

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The institution provides high quality education, wherever and however its offerings are delivered.

#### **Rating**

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Met

#### **Analysis**

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As evidenced by its Assurance Argument, open forums and discussions with faculty, staff and administrators, Yavapai College provides high quality education wherever and however its offerings are delivered.

Yavapai College is clear in its published learning goals for undergraduate and certificate programs, and these programs are consistent across all modes of delivery and all locations. The course outlines, goals and outcomes are the same regardless of location or delivery method. The general education program is appropriate to the college's mission and has established learning outcomes which have been used to define a college education. The college sees general education as the foundation of its curriculum. In addition, all degree programs engage students in the collection and analysis of information.

Yavapai College's faculty is properly credentialed and carry out both classroom and non-classroom assignments. The majority of faculty serve on a Faculty Association committee. Faculty are also evaluated and provided with development opportunities both within the college (Summer and Winter Institute) and at state and national conventions. Instructors are available for their students during office hours, by email and by phone. Members of the student services staff are well trained and provided with ample professional development.

Yavapai College provides student support services to meet the needs of its students. The college provides ample opportunities for learning support through a variety of methods including the college's TeLS department. The college also provides advising (in-person, by phone, by email, online) for its students, and it plans to continue refining this process. With its technical infrastructure, science labs, libraries, performing arts areas and clinical sites, Yavapai College provides the resources necessary to support teaching and learning.

Yavapai College has a variety of clubs and activities designed to involve students in campus life. Through a recently developed service learning site, students are able to track their volunteer hours and find opportunities to serve their community. From both the open forums and the foundation board, it was clear that the college is a cultural hub for the area. The governing board stressed the importance of economic development, and forum attendees gave examples of efforts in that direction including the new Southwest Wine Center in Verde Valley.

#### **Recommendation**

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*There is no recommendation.*

## 3.A - Core Component 3.A

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The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### Rating

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Met

### Analysis

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Yavapai College is clear in its description of degree and certificate programs offered in both its college catalog and on its website. It awards certificates and degrees which meet the criteria established by industry standards and accrediting agencies. Its associate degrees all require a minimum of sixty credit hours for completion and require general education foundation courses. The Associate of Arts and the Associate of General Studies degree programs provide a solid liberal education; the Associate of Applied Science degrees are designed to prepare graduates for specific professions. The course syllabi include requirements and expected learning outcomes. The degree requirements are clearly articulated in the college catalog. Every associate of applied science degree includes twenty credit hours of General Education coursework with the remaining forty to sixty-two credit hours being determined by the specific employment path. Certificate programs require between five and forty-one credit hours. These programs are designed to prepare students for entry-level employment in specific occupational areas.

Yavapai College offers six associate degrees, twenty six associate of applied science degrees and fifty-seven certificates. Both the list of goals and the list of outcomes for the specific degree or certificate are published in the college catalog. The course outlines, goals and outcomes are the same regardless of location or delivery method.

### Recommendation

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*There is no recommendation.*

## 3.B - Core Component 3.B

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The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

### Rating

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Met

### Analysis

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The mission of Yavapai College is to offer career programs that provide the education and training necessary for graduates to compete in the global job market, and it recognizes that its general education graduates often transfer to four-year institutions. The college has built a curriculum that has general education as its core. The required general education courses are designed to encourage disciplined thinking, academic curiosity and an acknowledgement of diversity.

As mandated by the State of Arizona, Yavapai College participates in the creation and evaluation of lower-division general education courses and curriculum requirements to ensure a consistent postsecondary education throughout the state. As part of the Academic Program Articulation Steering Committee, Yavapai College requires students to complete credits in English, mathematics, history, arts, and humanities as well as courses in social, behavioral, physical and biological sciences. The State of Arizona also mandates that upon completion of the Arizona General Education Curriculum, the students will have had intensive writing and critical inquiry instruction; global or historical awareness and ethnic, race and gender awareness (these requirements may be imbedded in the course outlines of disciplines).

With their General Education Core Curriculum Outcomes, Yavapai College has established learning outcomes which they believe define a college education and are present throughout the academic

areas. Both the Arizona State and Yavapai College General Education Cores are available to students in the college catalog and on the website.

## **Recommendation**

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*There is no recommendation.*

### 3.C - Core Component 3.C

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The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

#### Rating

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Met

#### Analysis

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Yavapai College has one hundred fourteen faculty members who teach a contract load of thirty hours per year. In addition faculty contribute to the shared governance of the institution by serving on district-wide Faculty Association committees. The majority serve on one of the following committees: College Standards, Curriculum, Developmental Education, Faculty Affairs, Faculty Peer Review Oversight, General Education, Professional Growth or Student Learning Outcomes Assessment.

Yavapai College instructors (including adjunct, online, dual credit) are appropriately credentialed as evidenced by the documents provided by the college and entitled 'full time faculty position and credentials' and 'adjunct faculty position and credentials'. Their new credentialing process begins in the fall of 2013. At that time, faculty teaching transfer courses must hold a graduate degree from an accredited college or university. Faculty currently teaching do not have to meet that requirement until 2015; however, most do at the present time. The current credentialing requires that faculty teaching transfer courses must have a graduate degree from an accredited college or have 18 hours of graduate work in the discipline or 24 hours of upper division and graduate study combined. Those teaching non transferable coursework should have either those same qualifications or an associate's degree in the discipline or recent occupational work experience.

Faculty are also involved with faculty development activities including a three day summer institute and a two day winter institute, as well as faculty showcases. These are well-attended and

presentations are made by faculty members and members of the the technical support team (TeLS department). While the TeLS department was originally established as a support to both students and instructors involved in online education, it has taken a leadership role in providing training for all delivery methods at Yavapai College. The GIFT center was also established to provide a physical space for faculty interaction and to promote innovative teaching and learning practices.

Adjunct instructors are required to attend a 4-hour, in-person orientation session while new full-time faculty members are probationary for three years and receive guided orientation and evaluation during their first year. Money is also budgeted for faculty members to participate in both regional and national conferences, and nearly one-third of the faculty will receive that financial support. Faculty members can also apply for sabbatical leaves for projects which focus on professional development.

Faculty are evaluated yearly by both their students and their dean (as evidenced by their Instructor Course Survey and Faculty Peer Review Process attachments). As part of their evaluation, faculty members set professional development goals that fall under Teaching and Learning, Professional Development, College or Community Service or College Strategic Initiatives. The faculty member establishes activities in the fall and must complete the activities before the end of the spring semester. These are guided by their academic dean.

Regardless of the delivery method, faculty members are available for student inquiry. They maintain office hours and share contact information in their syllabi. Full-time faculty members' contact information is available on the website. Adjunct faculty share office space on campus, and their contact information is available on their syllabi. Some online instructors hold virtual office hours each week and are available both through Blackboard and their own email accounts.

Staff members providing student services are well trained and supported in professional development. As evidenced by numerous attachments and discussions, staff members who provide student services meet both college employment criteria and national guidelines for employment in their areas. Ten advisors are required to have a master's degree in counseling or a related area and to attend NACADA conferences and webinars as well as weekly training sessions. Financial aid office members participate in both U. S. Department of Education conferences and Arizona Association of Student Financial Aid Administrator conferences. Veteran services staff members participate in Arizona Veterans Program Association annual conferences. Finally, learning center tutors participate in training sessions at the beginning of each semester and are required to complete an online tutor training that fulfills certification requirements for the College Reading and Learning Association certification.

## **Recommendation**

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*There is no recommendation.*

## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

### Rating

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Met

### Analysis

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Yavapai College provides a wide range of student services for both its online and face-to-face students. The Student Services department is designed to be a 'one stop' center for assistance to students with its convenient location on campus. Recently student services personnel have focused on student retention and persistence with an improvement plan that includes a redesign of admissions, registration, financial aid, and customer service practices.

Yavapai College assesses its entering student population using the COMPASS test(s) and then guides its students to an academic advisor who provides assistance in registration. If needed, developmental classes in reading, writing and mathematics are offered through the Foundations Studies Division. This division also houses the Adult Basic Education programs, the General Equivalency Diploma preparations courses and the English as a Second Language courses. Yavapai College Learning Centers provide learning support for all students. In addition to face-to-face tutoring, distance tutoring opportunities are also available.

Yavapai College provides academic advising in a variety of ways. First time students are required to see an advisor after receiving placement scores. Then, in future semesters, phone and email advising sessions are available in addition to scheduled advising appointments. New student orientations are available in specific disciplines. Students may also track their own course of study using DegreeWorks software. In speaking with various groups including students and Faculty Senate members, advising was an area that the college intends to focus on in the future. Meetings are already being held with a variety of campus constituencies to provide input into possible changes to this area.

Yavapai College provides its students with guidance in the effective use of research and information resources. As stated in their Assurance Argument, the college recognizes that advances in both

communication and information technology make this effort especially important. Recent revisions to the General Education Core Curricular Outcomes point out the importance of instruction in research and information resources. The faculty across disciplines have included measurable objectives to be aligned with each course offering that would be directed at specific research methods. Science faculty are encouraging student involvement in research projects; the faculty in core areas are encouraging written research and the integration of document sources into writing.

The resources provided and assistance given in the libraries on both the Prescott and Verde Valley campuses provide help in assuring the ethical use of reference material. The staff consists of four full time and two part-time librarians (each of whom has a minimum of a master's degree in library science). Research skills tutorials provide information about new methods of research, and librarians are available to help with specific requests.

## **Recommendation**

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*There is no recommendation.*

## 3.E - Core Component 3.E

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The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

### Rating

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Met

### Analysis

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Yavapai College provides activities to enrich its students' college experience. Each student club must have a constitution that states its purpose; currently there are 17 clubs available for student participation. In addition, the Office of Student Life schedule activities in collaboration with Residence Life. These activities engage social and recreational interaction for students residing on campus. Three offerings, the Yavapai College Honors program, the Hassayampa Institute's Literary Southwest Series and the Yavapai College art galleries are administered by the Dean for Visual, Performing, and Liberal Arts.

The college provides its students an option for participating in service learning. Working with a faculty director, students have logged nearly 600 hours of volunteer work with community agencies and local schools. Through an online site, students are able to see opportunities to serve and to log hours donated.

One of the most impressive areas at Yavapai College involves its Osher Lifelong Learner Institute. Non-traditional students and community members are offered a variety of opportunities on three of the college's campuses. Community education non-credit courses are also offered to community members. Information for all of these offerings appears on the college website (Osher Lifelong Learning Institute). The Performing Arts Center is an impressive structure which offers cultural events of a wide variety to both students and community members. Through these offerings, Yavapai College is seen as a cultural center for the area.

### Recommendation

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*There is no recommendation.*

### **3.S - Criterion 3 - Summary**

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The institution provides high quality education, wherever and however its offerings are delivered.

#### **Rating**

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Not Set

#### **Analysis**

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The pattern of evidence presented in the Assurance Argument and corroborated during meetings and open forums clearly suggests Yavapai College meets Criterion 3. The team concurs with the institution's summary of Criterion 3 provided in the Assurance Argument.

#### **Recommendation**

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*There is no recommendation.*

## 4 - Teaching and Learning: Evaluation and Improvement

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The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### Rating

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Met

### Analysis

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As evidenced by the Assurance Narrative with its accompanying documents and the testimony of numerous faculty, staff, administrators and students, Yavapai College demonstrates responsibility for the quality of its educational programs, learning environments, and support services. It evaluates their effectiveness for student learning through processes designed to promote continuous improvement. The documents submitted by the College and forum discussions involving a wide range of constituents evidenced that Yavapai takes responsibility for the quality of all its educational programs through clearly stated policies and consistent practice. Faculty-driven monitoring of curriculum assures that all aspects of course quality are maintained across all programs, sites and delivery modes.

The College has a long tradition of learning assessment administered at the course level to guide improvement of instruction. Faculty members express enthusiastic commitment to a four year process to improve learning assessment at the program level. The redefining of general education student learning outcomes and their mapping across the curriculum are already accomplished.

Yavapai evidences an increasing actionable attention to retention, persistence, and completion rates through the publication and analysis of those rates and the many examples offered by faculty and staff of improvement initiatives that are being planned or have already been implemented. College faculty, staff and administrators express a clear understanding of how these rates are crucial indicators of student success, their top priority.

### Recommendation

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*There is no recommendation.*

## 4.A - Core Component 4.A

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The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

### Rating

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Met

### Analysis

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Yavapai College demonstrates responsibility for the quality of its educational programs. As described in the Assurance Argument and by administrators in an on-site focus session, the College uses a two tier system of program review. Annually, all programs undergo an Accelerated Academic Program Review which includes common key performance indicators. If these indicators demonstrate areas of concern, the program will go through a full program review. Three programs have gone through this fuller analysis in the past three years and submitted improvement plans. In a focus session, administrators and faculty affirmed the effectiveness of this program review approach. The newly developed Educational Master Plans are expected to further inform and enrich the use of data in future program review.

As evidenced by policy statements, criteria and guidelines included in the Quality Assurance system, the college evaluates all credit it transcripts and accepts in transfer. A faculty-driven Curriculum Committee monitors all aspects of curricular design for all course offerings through a cycle of review on a monthly basis. The Assurance Argument includes sufficient documentation for evaluation of dual credit and concurrent enrollments.

Yavapai participates in the National Community College Benchmarking Program (NCCBP) and a state-wide council of community college presidents to evaluate the success of its graduates.

According to the NCCBP, Yavapai transfer students received higher grade point averages in their junior years than the national average. The college is in the midst of a three year in-house survey of alumni. The college provides documentation for specialized accreditations in CTE programs where appropriate.

## **Recommendation**

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*There is no recommendation.*

## 4.B - Core Component 4.B

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The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

### Rating

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Met

### Analysis

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Yavapai demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning and achievement of learning goals. Faculty members have participated in HLC assessment training and have created a four year (2013-2017) five stage plan to improve learning assessment in both Academics and Student Services. As evidenced in the narrative and stated by Student Learning Outcomes and Assessment (SLOA) team members, the College's faculty have recently reworked and redefined the foundational Student Learning Outcomes (SLOs) which have been aligned to all coursework through curriculum mapping including CTE and distance offerings. The faculty team has generated rubrics for each of these SLOs allowing for common assessment across the disciplines. Faculty expressed enthusiastic support for the ongoing process of mutually agreed upon outcome focus projects through which faculty will look at student achievement of individual SLOs across a wide range of student work samples.

Student Services staff members recognize the need to implement assessment of these SLOs in co-curricular activities. The SLOA team is committed to working with Student Services to implement the assessment of learning outcomes for co-curricular activities as part of the overall plan in 2016-2017. Assessment at the course level has a long history at Yavapai and numerous faculty supplied practical examples of how they had assessed course learning outcomes and used that data to implement improvements both in their individual classrooms and across courses through faculty shared analysis of data.

Supported by their deans, faculty have made a strong commitment to a challenging four year plan to renovate and improve an already well established practice of assessment and have already successfully accomplished the crucial early stages of this process.

### Recommendation

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*There is no recommendation.*

## 4.C - Core Component 4.C

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The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Rating

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Met

### Analysis

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Yavapai College demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs. The college participates in state-wide reporting of such data and also the National Community College Benchmarking Program. As stated in published materials, the College ranks fourth among Arizona community colleges in fall to fall retention at a rate higher than the national average. Yavapai has the second highest rate of Developmental Ed course completion among Arizona community colleges, also at a rate about the national average. Nearly one third of Yavapai students complete within six years.

While this is better than the national average, faculty, staff and administrators express a firm commitment to achieving higher levels of student success as evidenced through retention, persistence and completion. Developmental Ed faculty members are engaged in examining the developmental ed sequences to streamline delivery methods and promote greater persistence levels to completion. A team of Student Services leaders has attended First Year Experience training to inform their analysis of processes which should be encouraging students' progress but may unintentionally be creating obstacles. Another example of the College taking action to promote retention and persistence is the existence of the CARE team. This team of staff and faculty receives information and addresses instances of students who may need assistance in their college experience.

Yavapai administers the Noel Levitz Survey of Student Satisfaction and uses that data to analyze processes which influence retention, persistence and completion rates. The College has just begun participation in the Community College Survey of Student Engagement and faculty and staff express anticipation for how this data about student perception of their educational experiences can help inform improvement strategies for retention, persistence and completion. Yavapai is beginning to

implement analysis and multi-year scheduling of course sequences to increase student completion rates.

Perhaps the most compelling evidence of faculty attention to student success came from student testimony in open forums that teachers uniformly demonstrate caring support for them in facing the challenges of reaching their goals. Both students and staff voiced concerns that current advising practices are not as helpful in guiding students through their journey as they could be. A team has already been formed to examine and address these concerns.

## **Recommendation**

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*There is no recommendation.*

## 4.S - Criterion 4 - Summary

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The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### Rating

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Not Set

### Analysis

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The pattern of evidence presented in the Assurance Argument and corroborated during meetings and open forums clearly suggests Yavapai College meets Criterion 4. The team concurs with the institution's summary of Criterion 4 provided in the Assurance Argument.

### Recommendation

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*There is no recommendation.*

## 5 - Resources, Planning, and Institutional Effectiveness

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### Rating

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Met

### Analysis

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Yavapai College resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and and respond to future challenges and opportunities. The college clearly demonstrated planning for the future. The college's planning, budgeting, assessment, and effectiveness processes were clearly evidenced in documents provided through the assurance system and verified in many conversations with faculty, staff, and administrators during the visit.

Strategic Planning efforts, informed by both internal and external environmental scanning data, are future oriented and drive the organization's efforts to realize their mission. The college's Strategic Initiatives were physically posted across the main campus and were reported to be similarly posted at all campuses and additional locations. At least one annual performance goal for every employee must be related to advancing a strategic initiative.

Budget processes and decisions are informed by planning efforts in support of properly resourcing the college's Strategic Initiatives. Budget documents clearly indicated adequate resources for continued operation into the foreseeable future.

The current facilities master plan has been fulfilled and a consultant has been selected to begin developing a new facilities master plan. Current capital bond funding has been utilized to renovate existing facilities and construct new facilities in support of the college's master plan. A four year capital improvement plan and five year equipment replacement plan exist along with identified budgets to support these plans. A recent facilities condition assessment indicated that the overall "health" of Yavapai's physical plant is excellent.

A recently developed Educational Master Plan will inform educational quality improvement efforts, institutional effectiveness efforts, as well as facilities master planning efforts.

### Recommendation

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*There is no recommendation.*

## 5.A - Core Component 5.A

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The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

### Rating

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Met

### Analysis

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Budget documents provide evidence that Yavapai College has the financial, human, physical, and technological resources to support current and planned educational programs. In addition to standard revenue sources that include property taxes (78%), tuition and fees (20%), and state appropriations (1%), the college's foundation actively pursues and obtains private funding through planned giving and programmatic giving campaigns. At campus forums during the visit, faculty, staff, and administrators consistently reported having adequate resources to carry out their roles in support of the college's mission.

Budget expenditure reports by function indicated no elective resource allocations or disbursements to superordinate entities that would adversely effect operations.

Yavapai's Strategic Initiatives are realistic in light of the organization's resources as evidenced by comprehensive annual finance and budget reports.

Hiring practices and procedures exist to ensure properly qualified and trained staff as documented in the hiring and professional development processes. Faculty credentials are addressed in Core Component 3.C.2.

Well developed and transparent processes are in place for oversight and monitoring of expenses. These processes are appropriate to the policy governance relationship between the Governing Board and the administration. Additionally, the Governing Board reported ordering independent financial audits purely as a check and balance to administratively developed reports.

### Recommendation

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*There is no recommendation.*

## 5.B - Core Component 5.B

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The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Rating

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Met

### Analysis

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Governing Board policies and administrative procedures reflect an institutional governance model that promotes effective leadership and collaborative processes and that enables Yavapai College to fulfill its mission. Throughout meetings and forums during the visit, faculty, staff, and administrators consistently confirmed that the intent of these policies and procedures were in fact carried out in a manner that promoted shared governance.

Both verbal reports and documentation provided through the evidence file indicate engagement of internal constituents in college governance. The Faculty Senate President sits on the President's Leadership Team. Additionally, the President and Vice Presidents hold campus forums to seek input on decisions related to the future of the college (planning) and budgeting.

The Governing Board proved knowledgeable of the institution and clearly provided appropriate oversight of financial and academic policies while meeting its legal and fiduciary responsibilities. Standing "Board Education" agenda items provide an avenue for faculty, staff, and administrators to keep the Governing Board informed about college business. A major function of the Board is monitoring of progress towards the Governing Board Ends (outcomes).

### Recommendation

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*There is no recommendation.*

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Rating

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Met

### Analysis

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College budget expenditure reports by function clearly indicate alignment of resources with its mission and priorities.

While evidence of linkages between student outcomes assessment, evaluation of operations, planning, and budgeting was discovered through the narrative of the assurance argument and in campus forums during the visit, the college acknowledges that improvement can be made in this area and has contracted with Hanover Research to assist with these efforts.

Strategic planning documents revealed evidence that planning processes encompass the whole institution and considers the perspectives of internal and external audiences. Campus forums conducted during the visit verified activities such as Employee Days and campus wide Open Forums where planning updates and feedback are sought for planning efforts. Governing Board reports indicated efforts to engage constituents in the service area to elicit feedback related to college strategic initiatives and programmatic needs. Career, technical, and workforce related program faculty and leadership regularly engage business and industry partners in planning out the region's workforce development needs.

Internal and external environmental scanning data/input provides a sound understanding of current capacity as well as forces impacting potential fluctuations in revenue, budget, and enrollment. These same inputs assist Yavapai College with anticipating emerging factors. Evidence of these inputs was found throughout planning and Governing Board documents and include enrollment trend/projection reports, Economic Modeling Specialists International (EMSI) economic and workforce projections, and internal business intelligence reports.

## **Recommendation**

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*There is no recommendation.*

## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

### Rating

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Met

### Analysis

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Multiple pieces of evidence indicating that the college works systematically to improve its performance were found in the form of dashboard/benchmark reports developed in the college's business intelligence system. Annual year-end planning reports reflect a continuous effort to assess measurable progress towards institutional priorities. Yavapai College participates in several benchmark initiatives to gauge institutional performance in comparison to similar institutions. Examples of these benchmark projects include the National Community College Benchmark Project (NCCBP) and the Kansas Study of Community College Costs and Productivity. Opportunities such as satisfaction surveys exist for students to provide feedback regarding their experiences at the college. Use of all of these sources of institutional performance evaluation data was evident in planning documents and corroborated in campus forum discussions.

### Recommendation

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*There is no recommendation.*

## **5.S - Criterion 5 - Summary**

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### **Rating**

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Not Set

### **Analysis**

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The pattern of evidence presented in the Assurance Argument and corroborated during meetings and open forums clearly suggests Yavapai College meets Criterion 5. The team concurs with the institution's summary of Criterion 5 provided in the Assurance Argument.

### **Recommendation**

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*There is no recommendation.*

## Review Summary

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### Review Team

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**Jan Murphy**

Chair

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### Conclusion

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Yavapai College has provided evidence that it meets the five criteria for accreditation. Particular strengths identified by the Review Team include strategic planning processes which are widely known and used by all campus constituencies and which include a transparent budget process tied to strategic decision making. The Educational Master Plan is an excellent document which is supported by solid program planning and program review processes. There is an emphasis on student services and collaboration between student affairs and academic affairs in ways which will better serve students. The College is heavily engaged with, and strongly supported by, the Community it serves. President Wills and her administrative leadership team promote open communication with all Yavapai College locations and are well-respected by the faculty, staff and students they serve. Yavapai faculty and staff were heavily involved in the Pathways Project and provided an open and honest dialog with the Review Team which resulted in a positive and thorough site visit. They are to be commended for their level of engagement in this process.

### Overall Recommendations

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**Assurance Recommendation**

Met

**Pathway**

Eligible to choose.



## Federal Compliance Worksheet for Evaluation Teams

Effective for visits beginning January 1, 2013

### Evaluation of Federal Compliance Components

The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

This worksheet outlines the information the team should review in relation to the federal requirements and provides spaces for the team's conclusions in relation to each requirement. The team should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this worksheet. The Guide identifies applicable Commission policies and an explanation of each requirement. **The worksheet becomes an appendix to the team's report.**

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### Assignment of Credits, Program Length, and Tuition

*Address this requirement by completing the "Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and on Clock Hours" in the Appendix at the end of this document.*

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### Institutional Records of Student Complaints

*The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.*

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.
2. Determine whether the institution has a process to review and resolve complaints in a timely manner.

3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.
4. Advise the institution of any improvements that might be appropriate.
5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.
6. Check the appropriate response that reflects the team's conclusions:
  - (X) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
  - ( ) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.
  - ( ) The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.
  - ( ) The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Comments: The institution is developing new processes for academic and non-academic complaints as well as a new tracking system. The institution was able to verify that students have an opportunity to file grievances and that they are made aware of the processes for these grievances. A record of non-academic complaints and samples of academic complaints for the past three years were provided. There appear to be no specific patterns of complaints and most seemed to be of the nature expected on this type of campus. Yavapai staff provided excellent examples of how they have responded to complaints and changed processes and policies where appropriate.**

Additional monitoring, if any:

**No additional monitoring needed.**

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## Publication of Transfer Policies

*The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

1. Review the institution's transfer policies.
2. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.

3. Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions.
4. Check the appropriate response that reflects the team's conclusions:
  - (  ) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
  - (  ) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.
  - (  ) The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.
  - (  ) The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Comments: Transfer policies are clearly described on both the Yavapai website and in the online catalog. Both sites may be easily accessed by both current and prospective students. Additionally, the AZTransfer System is an online site which provides comprehensive planning information for students interested in transferring from one Arizona Community College to another or to a four year institution.**

Additional monitoring, if any:

**No additional monitoring required.**

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### **Practices for Verification of Student Identity**

*The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy.*

1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. The team should ensure that the institution's approach respects student privacy.
2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).
3. Check the appropriate response that reflects the team's conclusions:
  - (  ) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
  - (  ) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

- ( ) The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.
- ( ) The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Comments: Distance education students must enter their user ID and password to access the Blackboard Course Management System. Instructors do have the option of having exams proctored at a testing center and there is a proposal, resulting from the institutions Quality Initiative Project, to require at least one proctored exam or experience in all distance education courses. Students are informed about proctored exam fees on their course syllabus. The College is encouraged to look for ways to inform students of possible exam fees as part of the registration process.**

Additional monitoring, if any:

**No additional monitoring is required.**

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## Title IV Program Responsibilities

*The institution has presented evidence on the required components of the Title IV Program.*

**This requirement has several components the institution and team must address:**

- **General Program Requirements.** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Financial Responsibility Requirements.** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Five if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)*

**Default Rates.** *The institution has provided the Commission with information about its three year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide*

*the default rate for three years leading up to the comprehensive evaluation visit, the team should contact Commission staff.*

- ***Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.*** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*
  - ***Student Right to Know.*** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*
  - ***Satisfactory Academic Progress and Attendance.*** *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.*
  - ***Contractual Relationships.*** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (If the team learns that the institution has a contractual relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Contractual Change Application on the Commission's web site for more information.)*
  - ***Consortial Relationships.*** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Consortial Change Application on the Commission's web site for more information.)*
1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
  2. Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor in the A-133 has raised any issues about the

institution's compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.

3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.
4. If issues have been raised with the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Component 2.A and 2.B*).
5. Check the appropriate response that reflects the team's conclusions:
  - (X) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
  - ( ) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.
  - ( ) The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.
  - ( ) The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Comments: All General Program Requirements are met. There was one minor audit finding in 2010-2011. Appropriate corrective action has been taken. No financial concerns have been identified by the Department or the Commission. Yavapai College has not been required to take action or submit a corrective action plan with the Department; however, the institution's default rate has been increasing over the past few years. While not exceeding DOE thresholds, the college initiated processes to prevent future increases in default rates. The institution does not participate in a private loan program. Campus crime and athletic participation information as well as financial aid data is clearly reported on the Yavapai website. Yavapai College complies with Student Right to Know requirements. Attendance and Satisfactory Progress Policies exist and are available to students.**

**The institution is in the process of seeking approval for two contractual agreements in its Aviation Program. HLC staff have recommended approval of renewal of a contractual arrangement with Guidance Academy, LLC for the Professional Pilot – Helicopter program and a contractual screening form for a fixed wing program. The recommendations will be considered by the Institutional Actions Council at their meeting of April 15, 2013.**

Additional monitoring, if any:

**No additional monitoring required.**

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## Required Information for Students and the Public

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.
2. Check the appropriate response that reflects the team's conclusions:
  - (X) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
  - ( ) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.
  - ( ) The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.
  - ( ) The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Comments: Information on the academic calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies is readily available to the public on the Yavapai College website and the Yavapai College Catalog.**

Additional monitoring, if any:

**No additional monitoring required.**

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## Advertising and Recruitment Materials and Other Public Information

*The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.*

1. Review the institution's disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission's web address.
2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
3. Review the institution's catalog, brochures, recruiting materials, and information provided by the institution's advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.

4. Check the appropriate response that reflects the team's conclusions:
- (X) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
  - ( ) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.
  - ( ) The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.
  - ( ) The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Comments: The institution's disclosure about its accreditation status with the Commission is accurate. There was no evidence presented in this Federal Compliance Report to indicate that Yavapai College provides information on its status with specialized accrediting agencies in any of its recruitment materials; however, this information is readily available on the Yavapai College website. Information about licensure and certification requirements for professional or specialized areas can be found in the Yavapai Catalog.**

Additional monitoring, if any:

**No additional monitoring required.**

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## Review of Student Outcome Data

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.
2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.
3. Check the appropriate response that reflects the team's conclusions:
  - (X) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
  - ( ) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.
  - ( ) The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.
  - ( ) The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Comments: The institution participates in a number of processes to ensure that student learning outcomes are assessed and used to inform planning. At the institutional level the College has both Academic Program Review and Educational Master Planning processes. The Yavapai College Student Progress and Outcomes Report 2012 is shared with the campus and used to inform curricular and program review processes. At the state and national level, Yavapai participates in the Arizona Strategic Vision and National Community College Benchmark Projects.**

Additional monitoring, if any:

**No additional monitoring required.**

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### Standing with State and Other Accrediting Agencies

*The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.*

***Important note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial, or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.***

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.
2. Determine whether this information provides any indication about the institution's capacity to meet the Commission's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.
3. Check the appropriate response that reflects the team's conclusions:
  - (  ) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
  - (  ) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.
  - (  ) The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

- ( ) The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Comments: All programs are in good standing with specialized accreditation agencies as evidenced by the most recent comprehensive evaluation reports provided to the reviewer.**

Additional monitoring, if any:

**No additional monitoring required.**

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### Public Notification of Opportunity to Comment

*The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.*

1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.
3. Check the appropriate response that reflects the team's conclusions:
  - () The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
  - ( ) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.
  - ( ) The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.
  - ( ) The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Comments: The institution placed a notice for Third Party Comments in numerous newspapers, facebook posts, public service announcements, flyers and press releases. The public was given three months to provide these comments and over 50 members of the community, including some Yavapai employees and Foundation Board members, responded. The vast majority of the comments were extremely positive.**

Additional monitoring, if any:

**No additional monitoring required.**

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### **Institutional Materials Related to Federal Compliance Reviewed by the Team**

Provide a list materials reviewed here:

Yavapai College (YC) Record of Student Nonacademic Complaints  
YC Record of Student Academic Complaint  
YC Academic Policy 3.16 Student Appeal of Academic or Instructional Decisions by Faculty  
YC Student Code of Conduct  
YC Transfer Policy  
Course Transfer Equivalencies for Arizona Public Universities  
AZTransfer System (<http://www.aztransfer.com>)  
YC Fall 2012 Enrollment Comparison Report  
YC Fall 2012 Census Day Student Detail  
2011 Report of HLC Change Visit: Online Degree Programs  
YC Policy 5.23 Identity Theft Prevention  
YC Quality Initiative: A Comparative Analysis of Online and Face-to-Face Learning  
Various YC online course syllabi  
YC Student Loan Default Rates  
2011 Annual Safety and Security Report for Yavapai College (Clery Report)  
YC Student Right To Know web pages  
YC Policy 3.5 Attendance and Participation  
YC Financial Aid Satisfactory Progress Policy  
HLC Change Request: Helicopter  
HLC Change Request: Fixed Wing  
YC Course Catalog  
YC Nursing Program Handbook – Fall 2012  
YC Allied Health Handbook  
YC Radiology Handbook – Fall 2012  
YC Standards of Residence – 2012-2013  
YC Academic Calendar – 2012-2013  
YC College View Book  
Various advertising materials for Yavapai College  
YC Refund Policy  
2012-2013 Tuition and Fee structure for Yavapai College  
Academic Program Requirements for various degrees and certificates  
Yavapai Student Progress and Outcomes Report 2012  
National Community College Benchmark Report 2012  
YC Academic Program Review Guidelines  
YC Accounting Program Review Data Package  
YC Educational Master Plan

YC Campus Master Plan  
YC Strategic Planning and Decision Data Flowchart  
YC Nursing Exam Pass Rates (RN and LPN)  
Carl Perkins 2011-12 Technical Skills Attainment Measures for YC  
YC Nursing Program Accreditation Report  
YC Fire Science Accreditation Report  
YC Emergency Medical Technician – Paramedic Accreditation Report  
YC Radiology Technology Accreditation Report  
Various Advertisements and notices by YC to conform with Public Notice requirement

## Appendix

# Team Worksheet for Evaluating an Institution's Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

## Part 1: Program Length and Tuition

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### Instructions

The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Review the “*Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours*” as well as the course catalog and other attachments required for the institutional worksheet.

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### Worksheet on Program Length and Tuition

#### A. Answer the Following Questions

Are the institution's degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes

No

#### Comments:

**Yavapai College has six different term lengths including an option for Open Learning with a variable start and end date within the standard semester term length. All AA an AAS programs require a minimum of 60 credit hours. All program requirements for AA, AAS and certificate programs are provided to current and prospective students and appear to be appropriate for the degree level.**

Are the institution's tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes

No

#### Comments:

The tuition model for Yavapai College was changed for the 2012-2013 academic year to a differential tuition model. No course fees are charged to students. Tier 1 tuition is charged to lecture-based courses. Tier 2 tuition courses are general education laboratory courses. Tier 3 tuition is approximately 20% higher than Tier 1 tuition and it is charged for career and technical education courses that have higher costs associated with maintaining cutting-edge laboratories and equipment. Finally, several programs are considered to be considerably more expensive to provide. These programs, which include Nursing, Filmmaking, Aviation Technology and Gunsmithing, are assigned “Market-Based Tuition Rates” rates and are the most expensive programs at Yavapai College.

Yavapai College tuition rates are established at a level that is comparable to other Arizona Community Colleges and are typically right at the average of the rates of their sister institutions.

The Net Price Calculator for students uses an average of all tuition rates but specific tuition information, particularly for the “Market-Based Tuition Rate” programs is readily available to interested students on the Yavapai website and from admissions counselors.

## B. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution’s program length and tuition practices?

Yes

No

Rationale:

**No additional monitoring required. All tuition information as presented to the public is accurate.**

Identify the type of Commission monitoring required and the due date:

## Part 2: Assignment of Credit Hours

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### Instructions

In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

1. Review the Worksheet completed by the institution, which provides information about an institution’s academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution’s policy and procedures for

awarding credit hours. Note that such policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.

2. Identify the institution's principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:
  - Associate's degrees = 60 hours
  - Bachelor's degrees = 120 hours
  - Master's or other degrees beyond the Bachelor's = at least 30 hours beyond the Bachelor's degree
  - Note that one quarter hour = .67 semester hour
  - Any exceptions to this requirement must be explained and justified.
3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.
  - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
  - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
  - Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.
  - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. Commission procedure also permits this approach.
4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.
5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.

- At a minimum, teams should anticipate sampling at least a few programs at each degree level.
- For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
- Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
- For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.
- The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.
- Provide information on the samples in the appropriate space on the worksheet.

6. Consider the following questions:

- Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
- Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
- For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?
- Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
- If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

- If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and evidence of implementation.
- If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for

follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.

- If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

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## Worksheet on Assignment of Credit Hours

### A. Identify the Sample Courses and Programs Reviewed by the Team (see #5 of instructions in completing this section)

#### Associate of General Studies

- English 102: College Composition II (3 credits)
  - Summer 2012 (online, 8 week course)
  - Spring 2013 (online, 16 week course)
  - Spring 2013 (F2F, 16 week course)

#### Associate of Arts

- MAT 142: Concepts in College Mathematics (3 credits)
  - Spring 2013 (F2F, 16 week course)
  - Spring 2013 (online, 16 week course)

#### Associate of Science

- PSY 245: Human Growth and Development (3 credits)
  - Spring 2013 (online, 16 week course)
  - Spring 2013 (F2F, 16 week course)

#### Associate of Applied Science in Nursing

- NSG 232: Concepts in Nursing IV (5 credits)
  - Spring 2013 (F2F, 16 week course)

#### Associate of Applied Science in Radiologic Technology

- RAD 150: Radiographic Technique II (3 credits)
  - Spring 2013 (F2F, 16 week course)

#### Associate of Applied Science in Professional Pilot – Airplane

- AVT 206: Commercial Pilot Airplane Flight I (6 credits)
  - Spring 2013 (F2F, 16 week course)

#### Firefighter I & II Academy Certificate

- FSC 105: Firefighter Certification Academy (12 credits)
  - Spring 2013 (F2F, 16 week course)

#### Administrative Office Specialist Certificate

- BSA 225: Administrative Office Management (3 credits)
  - Spring 2013 (online, 16 week course)

#### Video Game Developer Certificate

- VDG 121: Video Game Dev/Game Engines I (3 credits)
  - Spring 2013 (online, 16 week course)

**B. Answer the Following Questions****1) Institutional Policies on Credit Hours**

Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes  No

Comments:

**Yavapai College Policy Number 3.28 Determining Credit Hours Awarded for Courses and Work indicates that regardless of the mode of instructional delivery, course developers ensure that the quantity of student learning per credit required is equivalent to the Carnegie Unit. This will cover all delivery formats however, the policy does not specifically give a distance learning example. Given the institution's recent HLC approval to allow any program at Yavapai College to be offered as distance education, it is recommended that an example of online learning be added.**

Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

Yes  No

Comments:

**The policy specifies the amount of instructional time and out-of-class work by the student based on the number of credit hours awarded.**

For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

Yes  No

Comments:

**According to Policy 3.28, all courses, regardless of mode of instruction, must have equivalent student learning outcomes. Syllabi of higher credit courses ( $\geq 5$  credits) provide evidence of instructional and worktime appropriate for the number of credits awarded.**

Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes

No

Comments:

**The policy is reasonable and complete. The addition of distance education as an example of delivery method would enhance the policy but as it stands, the current policy covers all modes of delivery and includes guidance for high credit courses. The policy outlines processes for institutional oversight and control to assure that courses follow Policy 3.28.**

## 2) Application of Policies

Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes

No

Comments:

**All course syllabi are comprehensive and follow a required format. Course descriptions are required to be part of the standard syllabi format and are available on the Yavapai website.**

Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

Yes

No

Comments:

**Learning outcomes are a required component of all course syllabi at Yavapai College. They are consistent across all delivery methods and are appropriate for the course level and credit hours.**

If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes

No

Comments:

**The College offers both alternative delivery and compressed format courses. The course descriptions and syllabi were appropriate and reflective of Yavapai College Policy 3.28 Determining Credit Hours Awarded for Courses and Programs.**

If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

Yes  No

Comments:

**The learning outcomes for compressed format courses are appropriate. The learning outcomes for online courses are the same as for the same course taught F2F and are appropriate.**

Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes  No

Comments:

**The assigning of credit and the expectations for rigor are appropriate as evidenced by the sample syllabi reviewed. (note: 13 syllabi were submitted with the Federal Compliance report and an additional 6 syllabi were submitted with the additional location report).**

### C. Recommend Commission Follow-up, If Appropriate

*Review the responses provided in this section. If the team has responded "no" to any of the questions above, the team will need to assign Commission follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.*

Is any Commission follow-up required related to the institution's credit hour policies and practices?

Yes  No

Rationale:

**The evidence presented in the Federal Compliance Report and confirmed during the site visit verifies that Yavapai College is in compliance with expectations regarding the assignment of credit hours.**

Identify the type of Commission monitoring required and the due date:

**D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour**

## Part 3: Clock Hours

### Instructions

Complete this worksheet **only if** the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

For these programs Federal regulations require that they follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution's overall policy for awarding semester or quarter credit, accrediting agency may provide permission for the institution to provide less instruction provided that the student's work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

#### Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction

1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution's requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

### Worksheet on Clock Hours

#### A. Answer the Following Questions

Does the institution's credit to clock hour formula match the federal formula?

Yes

No

Comments:

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

Yes

No

Comments:

Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes

No

Comments:

**B. Does the team approve variations, if any, from the federal formula in the institution's credit to clock hour conversion?**

Yes

No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution's policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

**C. Recommend Commission Follow-up, If Appropriate**

Is any Commission follow-up required related to the institution's clock hour policies and practices?

Yes

No

Rationale:

Identify the type of Commission monitoring required and the due date:

## **Multi-Campus Visit Peer Reviewer Template**

Reviewers should complete this template for each campus evaluated as part of a Multi-campus Visit. The reports from these campus visits should be forwarded to all members of the comprehensive evaluation or Checkup visit team and should be included with the submission of the final comprehensive evaluation or Checkup visit report.

**Name of Institution:** Yavapai College

**Name/Address of Branch Campus:** Verde Valley Branch Campus

**Date and Duration of Visit:** Friday, March 1 (as part of Pathways comprehensive visit on March 4-6)

**Reviewer(s):** Jan M. Murphy, Illinois State University

### **INSTRUCTIONS**

The final report should be no more than 4-6 pages. The report begins with a brief description of the campus and its operations to provide the context for the on-site team's deliberations.

For each review category, provide 2-3 evidentiary statements that make clear the team's findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

The Multi-Campus Visit Report Form does not request a recommendation from the reviewer(s) as the report(s). Instead, the comprehensive or AQIP Checkup visit team is expected to include a discussion of the evidence related to the multi-campus visits; i.e., the evidence provided on the Multi-Campus Visit Reports, in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The Comprehensive or Checkup team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single or more than one campus and may result in a recommendation for additional monitoring or sanction.

## REPORT TEMPLATE

### **Campus Overview**

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

The Verde Valley campus is the only branch campus of Yavapai College. There are additional locations in Sedona, Prescott Valley, and Chino Valley and the Career and Technical Education Center located in Prescott. The site visit to the Verde Valley campus occurred in a single day. While on campus, the site visitor had the opportunity to meet with Campus Dean James Perey, thirteen of the fourteen full-time faculty, staff members from Financial Aid, Academic Advisement, Enrollment Management, the Library and the Learning Center, and seven students. The student meeting included both full-time and part-time students and traditional and non-traditional aged students. Most of the students interviewed were working on a General Studies degree with plans to transfer to a four year institution.

The Verde Valley campus, established in 1975, currently offers 17 degree and certificate programs which can be completed on that campus. It also offers a number of support courses for students who will also need to take classes at another location to complete a degree or certificate. The most recent addition to campus program offerings are degrees in Viticulture and Enology. Spring 2013 enrollments for all classes and programs on the Verde Valley campus are 1,634 headcount and 7,944 total semester credits. The campus is composed of approximately 40 acres of buildings and underwent a significant campus wide renovation project in 2012.

There are no consortial or contractual agreements specific to the Verde Valley campus.

### **History, Planning, and Oversight**

Provide 2-3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting, and resource allocation at the institution.

#### **Evidentiary Statements:**

The institution revised its strategic plan in 2009-10. Faculty and staff on the Verde Valley campus are aware of the strategic plan and use the strategic initiatives, posted throughout the campus, in developing goals for each unit. The strategic initiatives are also used by faculty and staff as they develop their own Performance Evaluation Management Plans.

Faculty indicated strong commitment to shared governance. Several faculty on the Verde Valley have served on the Faculty Senate. A former President of the Faculty Senate and a Verde Valley staff member who serves as the current President of the College Staff Association participated in the site visit. Faculty indicated that in the past there has been resistance by administration to faculty participation in planning and decision-making; however, faculty also indicated that the current administration, including President Wills and the Vice Presidents, work closely with faculty and have established more open lines of communication. Verde Valley faculty are active members of the ten district-wide faculty committees.

Budget rescissions forced the institution to undergo district-wide reorganization and included the loss of a number of positions. While this was a difficult process for the College to undertake, faculty indicated that there have been a number of positive benefits to the reorganization including more district-wide coordination of degree programs and student-support services.

Enrollment has been dropping slightly on the Verde Valley campus the past three years while it has increased slightly at the district level. To increase enrollment the Verde Valley campus has established viticulture and enology programs and is working with the Yavapai College Foundation to successfully raise funds to establish a the Southwest Wine Center. Through the leadership of Dean Perey, the campus is engaging the Clarkdale and surrounding communities as a way to enhance enrollments and campus foot traffic.

**Judgment of reviewer(s)** (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

**Facilities and Technology**

Provide 2-3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.).

**Evidentiary Statements:**

In 2012 the Verde Valley campus underwent a \$17.4M project to renovate most campus buildings. Although the faculty interviewed expressed some concern about their lack of involvement in planning for classrooms and laboratories, most were very pleased with the finished product, particularly that faculty offices are now located in the same building as the newly renovated library and the student Learning Center. Several students indicated some issues with climate control in the classrooms. Dean Perey was aware of the issues and worked with the physical plant to fix the problems which occurred after the initial opening of the renovated facilities in August, 2012.

Students, faculty and staff indicated that the campus is a safe environment and that there is ample parking. The campus is completely handicapped accessible.

Faculty were very pleased with the technology support available to them through TeLS for both on-campus and on-line classes. They noted, in particular, the work of Todd Conway in providing outstanding support, and Stacey Hilton for her vision and oversight for distance learning. Students interviewed indicated variability in the quality of online courses and expressed concern that not all faculty who teach online courses utilize appropriate technology. Faculty are encouraged to take advantage of all resources available to them through TeLS.

**Judgment of reviewer(s)** (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

**Human Resources**

Provide 2-3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training, and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

**Evidentiary Statements:**

There are adequate faculty and staff to support the curriculum and students of the Verde Valley campus. Faculty qualifications are identified both as part of the site visit report and also on the Yavapai College website. Each position has a job description with minimum and preferred qualifications. Faculty on the Verde Valley campus hold the same credentials as their colleagues on the Prescott campus and other Yavapai College locations.

Faculty and staff are evaluated annually through the performance management process which allows them to set goals based on unit goals and the College's strategic initiatives, meet with their direct supervisor (in the case of faculty this would be a Dean) to refine these goals and then to address their goals at the end of the year as part of their evaluation. Probationary faculty also participate in this

process and are more closely monitored in the classroom. Peer observations of teaching are conducted each semester by faculty colleagues and academic deans.

Faculty spoke very highly about the faculty orientation process which includes monthly meetings for full-time faculty. Adjunct faculty also have a slightly more condensed orientation process. Both orientations are designed to introduce new faculty to college instruction and acclimate them to Yavapai College and all of its programs and locations.

**Judgment of reviewer(s)** (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

**Student and Faculty Resources and Support**

Provide 2-3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve, and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

**Evidentiary Statements:**

The Learning Center provides Verde Valley students with an outstanding study and tutoring center and computer laboratories with appropriate support. Students interviewed spoke positively about the Trio Student Support Services. The Verde Valley Learning Center also offers call-in support for students.

Admissions, financial aid support, placement exams, cashier services, and academic advisement are provided to students in a one-stop-shop location. The facility provides adequate space and privacy for student advisement sessions. Advisors are also available via phone and online chat. Students utilize the online program DegreeWorks to self-advise. A task force on advisement is investigating the option of requiring all students to meet regularly with an advisor (in person or online) in order to register for classes.

District supervisors of student support service areas on are on the Verde valley campus weekly to meet with staff and ensure district-wide communication and collaboration. Verde Valley student support staff meet weekly, and all district student support staff meet once each month.

The previous Multi-Site Visit Report suggested that a more systematic and formalized process for assessing student satisfaction is needed. In response to this, Dean of Student Services Sandy Garber and several members of the student services staff attended the First Year Experience Conference and are developing a process to assess student success. This is an important project which will address HLC reviewer concerns and enhance the learning environment of all Yavapai College students.

**Judgment of reviewer(s)** (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

**Educational Programs and Instructional Oversight**

Provide 2-3 evidentiary statements on the institution's capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

**Evidentiary Statements:**

Curriculum is established district-wide so students have the opportunity to take courses at any Yavapai location. Students may meet with advisors, utilize library and learning center resources, or meet with other student support personnel at either the Verde Valley or Prescott campuses. Those programs that are offered only on a single campus or location may be supported with classes from other locations.

Syllabi reviewed from the Verde Valley faculty are comprehensive and provide students with student learning objectives, a schedule of course activities, reading and other assignments and grading expectations. Faculty indicate that this common format is used for all classes. Full-time faculty are required to maintain a minimum of five office hours, although a sample review of Verde Valley syllabi indicate that faculty keep more than the minimum number of office hours. Faculty offices are conveniently located near the campus library and Learning Center.

Faculty are provided with professional development opportunities through the TeLS Department and via funding distributed by the Professional Growth Committee. Adjunct faculty and staff may request funding directly from divisions/departments.

Students interviewed spoke very highly of the Verde Valley faculty and library staff saying that “they care deeply about their students.”

**Judgment of reviewer(s)** (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

**Evaluation and Assessment**

Provide 2-3 evidentiary statements on the institution’s processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence, and completion sufficiently to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at a campus are equivalent to those for assessment and evaluation on the main campus.

**Evidentiary Statements**

Student course evaluations are conducted in every class each semester. Degree and certificate programs are evaluated district-wide through the formal program review process. Verde Valley faculty participate in the district-wide curriculum committee and indicate a high level of satisfaction with their opportunity for input into curricular changes.

The Academic Deans and Vice President for Instruction and Student Services offices are located on the Prescott Campus but these individuals are often on the Verde Valley campus allowing for close supervision and monitoring. Dean Holbrook (Dean for Foundation Studies) and Verde Valley Campus Dean James Perey both indicated that they focus on communication and coordination to ensure a quality educational environment on the Verde Valley campus.

Program-level assessment is coordinated at the district-level. In response to concerns expressed in the previous Multi-Campus Review, department/program assessment meetings are now conducted twice each semester. District-wide assessment tools and student learning outcomes assessment forms were reviewed as part of the site visit. Verde Valley faculty interviewed were able to articulate assessment strategies at the course and program-level and indicated a high level of participation in assessment activities and were aware that the College was actively addressing HLC concerns.

**Judgment of reviewer(s)** (check one)

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

**Continuous Improvement**

Using the headings below, provide 3-4 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus and ensure alignment of the branch campus with the mission and goals of the institution as a whole.

**Evidentiary Statements**

The College's strategic initiatives are derived from the Governing Board Ends developed to meet the College's mission and vision. Posters with the strategic initiatives were posted throughout the Verde Valley campus and are used in department/unit planning and by faculty and staff when they develop their own performance management plans. This comprehensive process allows each unit and every employee to monitor processes directed by Strategic Planning. It also ensures that the Verde Valley campus plan is aligned with the mission and vision of the College.

**Judgment of reviewer(s)** (check one)

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

*Team Recommendations for the  
STATEMENT OF AFFILIATION STATUS*

**INSTITUTION and STATE:** Yavapai College, AZ

**TYPE OF REVIEW (from ESS):** Continued Accreditation

**DESCRIPTION OF REVIEW (from ESS):** Multi-campus visit (1 campus). This is an Open Pathway, Year 10 comprehensive evaluation being tested by Pioneer Institutions in the Pathways Demonstration Project. The visit occurs on Monday and Tuesday according to the proposed visit schedule. Team members remain post-visit through Wednesday noon to conclude deliberations and draft the team report. The evaluation includes a multi-campus visit to the Verde Valley Campus, Clarkdale, AZ.

**DATES OF REVIEW:** 3/4/13 - 3/5/13

**Nature of Organization**

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**LEGAL STATUS:** Public

**TEAM RECOMMENDATION:** nc

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**DEGREES AWARDED:** A

**TEAM RECOMMENDATION:** nc

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**Conditions of Affiliation**

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**STIPULATIONS ON AFFILIATION STATUS:** None.

**TEAM RECOMMENDATION:** nc

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**APPROVAL OF NEW ADDITIONAL LOCATIONS:** Prior Commission approval required.

**TEAM RECOMMENDATION:** nc

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**APPROVAL OF DISTANCE EDUCATION DEGREES:** The institution has been approved under Commission policy to offer up to 100% of its total degree programs through distance education. The processes for expanding distance education are defined in other Commission documents.

**TEAM RECOMMENDATION:** nc

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**REPORTS REQUIRED:** None

**TEAM RECOMMENDATION:** nc

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**OTHER VISITS SCHEDULED:** None

**TEAM RECOMMENDATION:** nc

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**Summary of Commission Review**

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**YEAR OF LAST COMPREHENSIVE EVALUATION:** 2002 - 2003

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**YEAR FOR NEXT COMPREHENSIVE EVALUATION:** 2012 - 2013

*Team Recommendations for the*  
**STATEMENT OF AFFILIATION STATUS**

**TEAM RECOMMENDATION: 2022-23 (Reaffirmation date)**

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## ORGANIZATIONAL PROFILE

**INSTITUTION and STATE:** Yavapai College, AZ

**TYPE OF REVIEW (from ESS):** Continued Accreditation \_\_x\_\_ No change to Organization Profile

### Educational Programs

	Program Distribution	Recommended Change (+ or -)
Programs leading to Undergraduate		
Associate	29	
Bachelors	0	
Programs leading to Graduate		
Masters	0	
Specialist	0	
First Professional		
Doctoral	0	

### Off-Campus Activities

In-State:	Present Activity:	<b>Recommended Change: (+ or -)</b>
Campuses:	Clarkdale (Verde Valley Campus)	
Additional Locations:	Chino Valley (Chino Valley Center) ; Prescott (Career and Technical Education Center) ; Prescott Valley (Prescott Valley Center) ; Sedona (Sedona Technology Center)	
Out-of-State:	Present Wording:	<b>Recommended Change: (+ or -)</b>
Campuses:	None	
Additional Locations:	None	
Course Locations:	None	
Out-of-USA:	Present Wording:	<b>Recommended Change: (+ or -)</b>
Campuses:	None	
Additional Locations:	None	
Course Locations:	None	

### Distance Education Programs:

Present Offerings:

Associate - 11.0101 Computer and Information Sciences, General (AAS in Computer Systems and Applications) offered via Internet; Associate - 24.0199 Liberal Arts and Sciences, General Studies and Humanities, Other (Associate of Arts) offered via Internet; Associate - 52.0201 Business Administration and Management, General (Associates of Business) offered via Internet; Associate - 52.0301 Accounting (AAS in Accounting) offered via Internet; Associate - 52.0401 Administrative Assistant and Secretarial Science, General (AAS in Office Administration) offered via Internet; Certificate - 11.0203 Computer Programming, Vendor/Product Certification (Computer Application Specialist Certificate) offered via Internet; Certificate - 22.0301 Legal Administrative Assistant/Secretary (Legal Office Clerk) offered via Internet; Certificate - 22.0301 Legal Administrative Assistant/Secretary (Legal Office Secretary Certificate) offered via Internet; Certificate - 22.0302 Legal Assistant/Paralegal (Paralegal Studies - Legal Nurse Certificate) offered via Internet; Certificate - 22.0302 Legal Assistant/Paralegal (Paralegal Studies - Post Degree Certificate) offered via Internet; Certificate - 23.1302 Creative Writing (Creative Writing Certificate) offered via Internet; Certificate - 24.0199 Liberal Arts and Sciences, General Studies and Humanities, Other (AGEC-A Liberal Arts Block Transfer) offered via Internet; Certificate - 41.9999 Science Technologies/Technicians, Other (AGEC-S Science Transfer Block) offered via Internet; Certificate - 52.0201 Business Administration and Management, General (Management Certificate) offered via Internet; Certificate - 52.0301 Accounting (Accounting Assistant Certificate) offered via Internet; Certificate - 52.0401 Administrative Assistant and Secretarial Science, General (Administrative Office Specialist Certificate) offered via Internet; Certificate - 52.9999 Business, Management, Marketing, and Related Support Services, Other (Small Business Entrepreneurship) offered via Internet

**Recommended Change:**

(+ or -)

**Correspondence Education Programs:**

Present Offerings:

None