

EDUCATIONAL MASTER PLAN 2012-2017

Foundation Studies Division

Working Draft
4-15-2013



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Foundation Studies Division

This Division provides courses in the areas of Communications, English, Math, and Student Success Skills.

In addition, the Division includes the Adult Basic Education Department which provides free, non-credit courses to prepare students to take the G.E.D. test and to improve their English Language skills. The Division also coordinates Dual Enrollment courses at high schools throughout Yavapai County, which allow students to earn both high school and college credit for classes taken at their high school.

Degrees & Certificates Offered

Associate Degrees:

- Associate of Arts
- Associate of General Studies

Overview of Subject Areas

- Communications (COM) Plan for Transfer Courses
- English (ENG) Plan for Transfer & Remedial Courses
- Math (MAT) Plan for Transfer & Remedial Courses
- Adult Basic Education (ABE) Program Plan

*Note: There is no current plan provided for STU courses at this time.

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Executive Summary

Foundation Studies Division

The enrollment trends in the Foundation Studies Division have varied over the last 5 years. Between Academic Years 2007/08 and 2010/11 there was growth in each area of the division. Since the 2010/11 school year, most courses have seen a decrease in enrollment. This decrease has been mainly in traditional sections, as online classes have either remained nearly flat or have had some growth. There have been three main exceptions that have had growth since the Fall of 2010: COM 100 and COM 134 classes (particularly in the online sections), MAT 100 classes, and Dual Enrollment classes.

With the growth in online enrollment and the decline in traditional courses, discussions regarding the right balance of online and traditional courses will continue. The Division will also continue to work on departmental assessment plans in order to fulfill assessment requirements and maintain standards across all courses within the county. Many of the online instructors have mentioned the need for a better orientation system or an introduction to online learning course for students to improve their success in online courses. The English Department is discussing new ways in which to offer developmental courses in both reading and writing. They are also exploring options for changes to the ENG 140 class. The Communications Department would like to add additional courses so that students would have more options if they are interested in pursuing a Major or Minor or certificated program in Communications.

Dual Enrollment has seen significant growth over the last 5 years. English and Math classes are now offered at five of the six large high schools in the county as well as two charter schools and some small public high schools. These departments are working to provide support and professional development for these instructors. Yavapai College also has a partnership with AAEC high school to provide courses for their students either at the high school or at the Prescott Valley Center. They will have a full senior class by 2014 and will be adding English and Math classes at that time. They are currently offering STU 150 classes to all their freshman and are offering COM 131 for the first time in the Spring 2013 semester.

Enrollment in ABE classes is and has always been subject to several outside forces. Over the past ten years, there has been a gradual but inexorable shift in ABE enrollment from ELAA to GED, which is partially due to the loss of ELAA students from Arizona's Proposition 300 statute.

One of the main issues regarding facilities for the division is the lack of a dedicated space for ABE classes in Prescott Valley. This location is in high demand since there is a large population who benefit from these classes living in the town of Prescott Valley and the students prefer not to travel to other locations. However, unlike the Prescott and Verde Campuses, there is no dedicated space for these classes and so the program has to compete for space with all of the other programs and classes that are offered at the Prescott Valley site.

The other facility needs that have been identified by division faculty are the need for a recording studio for speech communication students and lab space for writing and math. The recording studio would benefit online and hybrid students by giving them the ability to come to campus and record speeches for their

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class. The lab space for writing and math would include a computer lab along with individual conference areas and would benefit online and developmental students.

The GED test will have a major revision in 2014. The revised GED 2014 examination will, if/when adopted by the state, require a much more rigorous and intensive academic preparation than previously needed to gain the credential. This will result in a heightened educational training standard for instructors and a broader GED curriculum, which addresses the new Common Core Standards from Arizona Department of Education. Internally, the ABE program will continue to work with Student Services to transition ABE students into the general certificate and degree-seeking student population.

It is very difficult to predict what technological changes will occur over the next ten years or how much these changes will cost. Instructors are looking for improved software and hardware that would allow them to make their classes more consistent and would enable them to be more efficient, both in their offices and at home. Support and training will be needed to implement any changes in hardware or software.

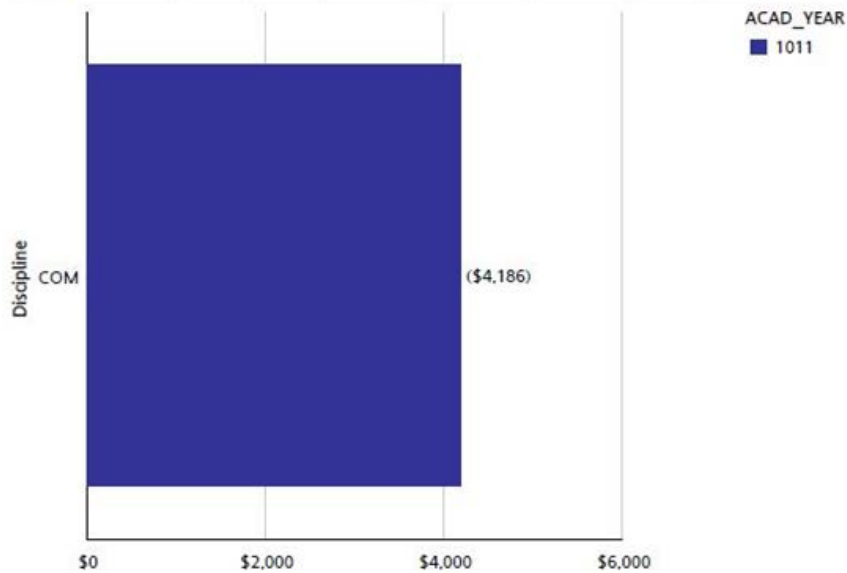
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FNDT Instructional Cost Dashboard

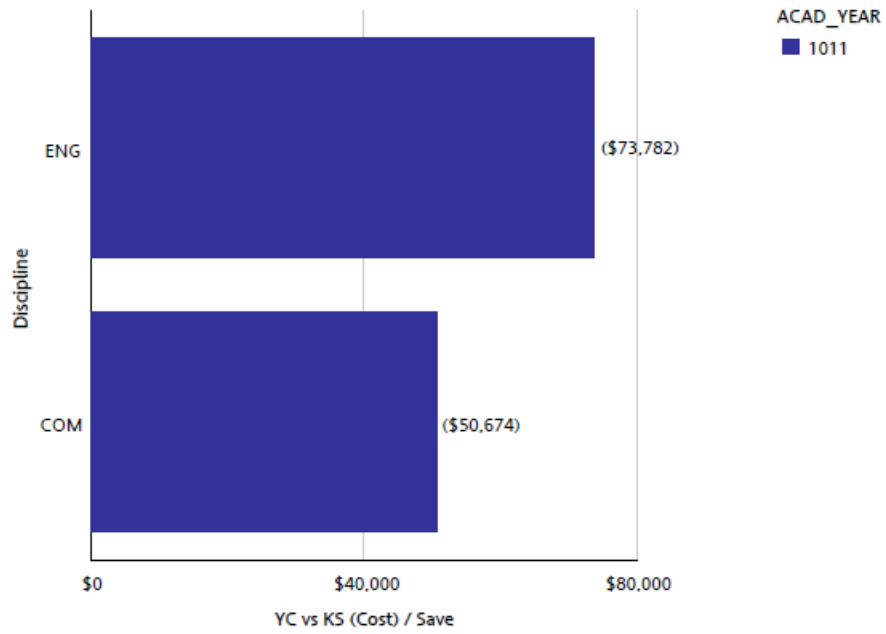
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Discipline Description	YC Cost / SCH	Natl Cost / SCH	(Cost) / Save	YC Sem SCH / Faculty	Natl SCH / Faculty	YC Class Size	Seat Fill Rate	YC % PT	Natl % PT	(Subsidy) Gain / SCH	Total (Subsidy) Gain	Total Other Instructional Labor
Communications	\$95	\$77	(\$53,483)	320	306	21.5	97%	41%	55%	(\$1)	(\$4,186)	\$8,010
English	\$84	\$78	(\$83,845)	287	267	19.1	88%	42%	51%	\$12	\$164,444	\$19,706
Mathematics	\$66	\$78	\$201,818	374	273	25.1	89%	52%	39%	\$33	\$564,758	\$43,157
Student Success Skills	\$81			285		19.0	84%	75%		\$15	\$15,655	\$31,066



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Overall Summary of Academic Disciplines Foundations Studies Division

Enrollment Trends

Instructional Disciplines	Instructional Division	Total SCH AY 2011-12	SCH 5 Year Forecast Comments
Communications (COM) Plan for Transfer Courses	FNDT	3141	Steady increase in all classes, with significant increases in online sections. Some additional growth is expected in the future.
English (ENG) Plan for Transfer & Remedial Courses	FNDT	10458 + 2052 = 12510	ENG 061 and ENG 140 have decreased significantly since 09/10. Dual enrollment increase. Transfer courses have decreased, particularly from fall 10 to fall 12. Given enrollment trends since fall 10, flat enrollment or possible decreases are expected.
Math (MAT) Plan for Transfer & Remedial Courses	FNDT	7444 + 8889 = 16333	Dual enrollment increase. Transfer courses have decreased. Remedial courses have decreased, particularly from fall 10 to fall 12. Given enrollment trends since fall 10, flat enrollment or possible decreases are expected.

Employment Trends

Instructional Disciplines	Instructional Division	Comments
Communications (COM) Plan for Transfer Courses	FNDT	N/A
English (ENG) Plan for Transfer & Remedial Courses	FNDT	N/A
Math (MAT) Plan for Transfer & Remedial Courses	FNDT	N/A

Capital Equipment Needs

Instructional Disciplines	Instructional Division	Comments
Communications (COM) Plan for Transfer Courses	FNDT	Video-taping equipment for possible recording studio for taping student speeches.
English (ENG) Plan for Transfer & Remedial Courses	FNDT	None
Math (MAT) Plan for Transfer & Remedial Courses	FNDT	None

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Physical Resources/Facility Needs

Instructional Disciplines	Instructional Division	Comments
Communications (COM) Plan for Transfer Courses	FNDDT	Location that could be used as a recording studio for video-taping student speeches.
English (ENG) Plan for Transfer & Remedial Courses	FNDDT	Writing lab with an open computer lab and individual conference areas.
Math (MAT) Plan for Transfer & Remedial Courses	FNDDT	Math tutoring lab space with an open computer lab and individual conference areas. With the growth of online classes, which require at least a proctored final exam, there is a greater need for proctored testing space with a wide range of available times.

Technology Needs

Instructional Disciplines	Instructional Division	Comments
Communications (COM) Plan for Transfer Courses	FNDDT	Increasing use of streaming server and continued access to NBC Learn archives.
English (ENG) Plan for Transfer & Remedial Courses	FNDDT	Better software to encourage skill-building beyond the classroom is being researched.
Math (MAT) Plan for Transfer & Remedial Courses	FNDDT	Improved software and hardware that would allow instructors to be more efficient, both in their offices and at home, is desired.

Staffing Needs

Instructional Disciplines	Instructional Division	Comments
Communications (COM) Plan for Transfer Courses	FNDDT	None at this time.
English (ENG) Plan for Transfer & Remedial Courses	FNDDT	None at this time.
Math (MAT) Plan for Transfer & Remedial Courses	FNDDT	There may be a need for additional staff to proctor final exams.

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Professional Development Needs

Instructional Disciplines	Instructional Division	Comments
Communications (COM) Plan for Transfer Courses	FNDDT	Continued training in technology will be important, including the use of the streaming server and tools like NBC Learn.
English (ENG) Plan for Transfer & Remedial Courses	FNDDT	Technology training will continue to be important.
Math (MAT) Plan for Transfer & Remedial Courses	FNDDT	Technology training will continue to be important.

Projections and Plans for the Future

Instructional Disciplines	Instructional Division	Comments
Communications (COM) Plan for Transfer Courses	FNDDT	The Department would like to add additional courses so that students would have more options if they are interested in pursuing a Major or Minor or certificated program in Communications. The addition of a recording studio would allow for additional flexibility in scheduling and will enhance the online and hybrid classes for students.
English (ENG) Plan for Transfer & Remedial Courses	FNDDT	Developmental courses in both reading and writing are being reviewed to determine possible changes. Discussions regarding the right balance of online, traditional, and hybrid courses will continue.
Math (MAT) Plan for Transfer & Remedial Courses	FNDDT	The state is in the process of training teachers for the new Common Core curriculum, and Yavapai College could host and help with this training. Discussions regarding the right balance of online and traditional courses will continue.

*Note: See Executive Summary and Adult Basic Education (ABE) Program Profile for specific needs in this program.

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Associate of Arts

The Associate of Arts degree requires completion of 60 credit hours. This degree is designed to enable a student to transfer to a baccalaureate-granting institution. Students following this degree program will complete university-parallel requirements in general education that will fulfill all lower division general education requirements at the Arizona universities. The AA degree will allow students with declared majors to fulfill their lower division major requirements at Yavapai College and is also appropriate for the liberal arts major and the transfer-oriented student who is undecided about either major area of study or the transfer institution.

Thirty-five hours of coursework are concentrated in **general education**. At Yavapai College the Arizona General Education Curriculum (AGEC-A) is embedded in the Associate of Arts degree. Arizona General Education (AGEC) special requirements incorporate additional university requirements in **Intensive Writing/Critical Inquiry (IWR)**, **Ethnic/Race/Gender (ERG) Awareness**, and **Global/International and Historical (GIH) Awareness** areas*.

The core curriculum consists of three parts: **(A) Foundation Studies** include critical literacy, precise writing, qualitative thinking, and the process of analysis and synthesis that underlie logical reasoning; **(B) Core Studies** focus on the conceptual frameworks through which a thinker, a culture, or an academic discipline may approach an issue; **(C) Area Studies** link foundation skills in thinking and communicating and the core emphasis on conceptual frameworks to the content orientation of academic disciplines.

Three credit hours of **communications** coursework are required for this degree. Twenty-two credit hours of coursework in this degree are in **major** and **elective studies**. Upon completion of all 35 credit hours (including the special requirements) of the AGEC with a grade of "C" or higher, the student will receive recognition of completion on their Yavapai College transcript.

Students preparing to transfer to an upper-division baccalaureate degree program should contact an academic advisor in the major field of study at the transfer institution in addition to meeting regularly with an academic advisor at Yavapai College. Regular advisement is important to build an educational plan and ensure transferability of general education, elective, and major courses. Students intending to transfer to one of the Arizona public universities can obtain specific information on transferability of courses from the course applicability system (CAS) website at www.aztransfer.com and curriculum transfer guides available from advisors. Transfer guides are also available from each university's web site.

Note: *AGEC Special Awareness Requirements Students must complete a course from each of the following areas:

- *Intensive Writing/Critical Inquiry (IWR)*
- *Ethnic/Race/Gender (ERG) awareness*
- *Global/International or Historical (GIH) awareness*

Associate of General Studies

The Associate of General Studies degree requires the completion of 60 credit hours. Students whose career, major, or transfer intent is uncertain may elect to pursue this degree. This degree allows students to uniquely design an associate's degree with more flexibility in the selection of courses. These courses may be taken from a variety of subject areas with no specific area of emphasis. Students are encouraged to develop their degree plan in conjunction with an academic advisor. Students electing to transfer to one of the Arizona public universities with an AGS degree will have their coursework evaluated on a course-by-course basis by the university to which they transfer. These students may wish to also complete the Arizona General Education Curriculum (AGEC) certificate to ensure the acceptance of their general education coursework as a block transfer of general education requirements.

Twenty-eight credit hours of coursework in this degree are concentrated in general education. The general education curriculum of this degree program is divided into three parts: (A) Foundation Studies include critical literacy, precise writing, qualitative thinking, and the process of analysis and synthesis that underlie logical reasoning; (B) Core Studies focus on the conceptual frameworks through which a thinker, a culture, or an academic discipline may approach an issue; (C) Area Studies link foundation skills in thinking and communicating and the core emphasis on conceptual frameworks to the content orientation of academic disciplines. The intent is to give the student a firm grounding in the processes and content of general education and to facilitate lifelong learning.

Three credit hours of **communications** coursework and 29 credit hours of major and elective studies are required for this degree.

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Communications (COM) Plan for Transfer Courses

Mission Statement

The Communications Department seeks to achieve excellence in teaching communications in an effective learning environment.

Graduate Summary

No graduate record.

Enrollment Trend

Communications Transfer				
	Fall 2009	Fall 2010	Fall 2011	Fall 2012*
District				
Sections	18	20	19	18
Enrollment	393	429	423	379
Avg. Class Size	21.8	21.5	22.3	21.1
Total SCH	1179.0	1287.0	1269.0	1137.0
SCH by Location				
Prescott	597.0	720.0	591.0	657.0
Verde Valley	123.0	129.0	126.0	78.0
Prescott Valley	66.0	42.0	60.0	
Online	393.0	396.0	492.0	402.0
Enrollee Success				
%Successful	79%	75%	80%	0%
<i>*Enrollee success equals a letter grade of A,B,C, or S.</i>				
Fall 2012 Academic Period may be incomplete.				

Communications Transfer			
	Spring 2010	Spring 2011	Spring 2012
District			
Sections	16	20	21
Enrollment	357	426	460
Avg. Class Size	22.3	21.3	21.9
Total SCH	1071.0	1278.0	1380.0
SCH by Location			
Prescott	528.0	645.0	663.0
Verde Valley	153.0	78.0	111.0
Prescott Valley	54.0	51.0	36.0
Online	336.0	486.0	570.0
Enrollee Success			
%Successful	73%	80%	79%
<i>*Enrollee success equals a letter grade of A,B,C, or S.</i>			

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Communications Transfer			
	Summer 2010	Summer 2011	Summer 2012
District			
Sections	5	6	6
Enrollment	105	125	164
Avg. Class Size	21.0	20.8	27.3
Total SCH	315.0	375.0	492.0
SCH by Location			
Prescott			57.0
Online	315.0	375.0	435.0
Enrollee Success			
%Successful	69%	76%	72%

**Enrollee success equals a letter grade of A,B,C, or S.*

Communications Transfer				
	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13*
District				
Sections	39	46	46	18
Enrollment	855	980	1047	379
Avg. Class Size	21.9	21.3	22.8	21.1
Total SCH	2565.0	2940.0	3141.0	1137.0
SCH by Location				
Prescott	1125.0	1365.0	1311.0	657.0
Verde Valley	276.0	207.0	237.0	78.0
Prescott Valley	120.0	93.0	96.0	
Online	1044.0	1257.0	1497.0	402.0
Enrollee Success				
%Successful	75%	77%	78%	0%

**Enrollee success equals a letter grade of A,B,C, or S.*

AY 2012-13 Academic Period may be incomplete.

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Course Enrollment

Communications Transfer - Academic Year 2011-12							
Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
COM100	12	21.1	253	759.0	81%	10%	9%
COM131	9	19.0	171	513.0	77%	9%	14%
COM134	20	25.8	515	1545.0	79%	9%	12%
COM135	2	23.0	46	138.0	59%	15%	26%
COM217	3	20.7	62	186.0	84%	11%	5%

*Cross-listed courses counted as individual course sections (not merged).

Enrollee success equals a letter grade of A,B,C, or S; Unsuccessful = D, F, or U

Incomplete student courses excluded from Success measures

Course Forecast

Communications Transfer - Annual Student Credit Hour Forecast							
Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
COM100	727.8	761.4	795.0	828.6	862.2	33.6	0.74
COM131	586.7	596.0	605.3	614.6	623.9	9.3	0.25
COM134	1486.2	1665.6	1845.0	2024.4	2203.8	179.4	0.96
COM135	139.7	152.0	164.3	176.6	188.9	12.3	0.90
COM217	215.6	211.7	207.8	203.9	200.0	-3.9	-0.13

Communications Transfer - Historical Student Credit Hour Trend							
Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
COM100	633.0	579.0	594.0	663.0	759.0	33.6	0.74
COM131	516.0	552.0	591.0	651.0	513.0	9.3	0.25
COM134	807.0	930.0	984.0	1248.0	1545.0	179.4	0.96
COM135	87.0	108.0	135.0	129.0	138.0	12.3	0.90
COM217		195.0	261.0	249.0	186.0	-3.9	-0.13

Enrollment Trends

Enrollment in COM classes has increased significantly over the last three years, growing by 22.5% between 2009/2010 and 2011/2012. This growth is primarily reflected in the growth of online courses (up by 43%), but enrollment in traditional courses have also increased by 8%. This growth has been evident each semester as all of the scheduled sections have filled (the online sections fill especially quickly). The demand appears to be there for additional sections and if we were able to offer additional sections the enrollment would likely continue to increase.

The three classes that have shown the largest growth over the last five years are COM 134 (enrollment has increased by 91%), COM 135 (with an increase of 59%), and COM 100 (with an increase of 20%). The growth in COM 134 has largely been in the online sections. The growth in COM 135, which can be used to meet general education requirements in most AAS programs, has come from the increase in our CTE programs. COM 100 is the other popular class that students can take to meet their general education requirements.

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Capital Equipment Needs

With the increase in online sections, there have been discussions among faculty about the possibility of having a location that would be similar to a recording studio. This location would be made available to students, especially those in online and hybrid courses, so they could come in and have speeches taped for their classes. Videotaping equipment would be needed at this location.

Physical Resources/Facility Needs

With the increase in online sections, that have been discussions among faculty regarding the usefulness of having a location that would be available to students to come in and have speeches taped for their classes. This location would need to be provided and outfitted with the necessary technology.

The need for additional medium size meeting space (with capacities of 200 to 400) has also been discussed. Currently the only space like this on the Prescott Campus is the Community Room and it is becoming harder to book times in this room.

Technology Needs

There has been increasing use of a streaming server in order to store and access video clips for use in their Communication classes (both traditional and online). Last year, Yavapai gained access to the NBC Learn archives and this resource has been valuable in Communications classes. The faculty would like to continue to utilize these resources and will research the availability of other similar resources.

Staffing Needs

The Department was able to convert a one-year temporary full-time position that had been used for the last two years, into a full-time faculty position this year. The Department has historically struggled to find adjunct instructors. An ad was posted fall 2012 and had interest from a number of qualified candidates. Beginning spring 2013, three new adjunct instructors will begin teaching for Yavapai College. These new instructors will allow the department to add more class offerings. Staffing may need to increase in the coming years in order to meet the demand for classes in this department.

Professional Development Needs

Training, especially for new adjunct instructors, in how to utilize the clips on the streaming server and the NBC Learn archives is important. Continued training in technology will be important.

Partnerships

Yavapai College has an agreement with AAEC High School in Prescott Valley. In coming years they will be looking to add communications classes for their juniors and/or sophomores. They will be expecting Yavapai College to provide instructors for these courses so additional staff will be needed to teach these classes. Local high schools may be interested in pursuing communication dual enrollment classes.

Program Outcomes

The Department would like to prepare students for a Major or Minor or certificated program in Communications while they are at Yavapai College.

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Projections and Plans for the Future

The Department would like to add additional courses so that students would have more options if they are interested in pursuing a Major or Minor or certificated program in Communications. Faculty would like to work with the Advising Department to make sure students are aware of these new options. As the program grows, staffing needs will need to be addressed. The addition of a recording studio would allow for additional flexibility in scheduling and will enhance the online and hybrid classes for students.

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English (ENG) Plan for Transfer & Remedial Courses

Mission Statement

The English Program seeks to achieve excellence in teaching reading and writing in an effective learning environment.

Graduate Summary

No graduate record.

Enrollment Trend

English Transfer				
	Fall 2009	Fall 2010	Fall 2011	Fall 2012*
District				
Sections	74	88	79	79
Enrollment	1519	1746	1635	1581
Avg. Class Size	20.5	19.8	20.7	20.0
Total SCH	4557.0	5238.0	4905.0	4743.0
SCH by Location				
Prescott	2250.0	2217.0	1983.0	1632.0
Verde Valley	528.0	588.0	492.0	333.0
Prescott Valley	198.0	195.0	120.0	108.0
Chino Valley	60.0	87.0	87.0	87.0
Online	1233.0	1428.0	1350.0	1404.0
Dual Enrollment	288.0	723.0	873.0	1179.0
Enrollee Success				
%Successful	72%	72%	72%	0%
<i>*Enrollee success equals a letter grade of A,B,C, or S.</i>				
Fall 2012 Academic Period may be incomplete.				

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Remedial English				
	Fall 2009	Fall 2010	Fall 2011	Fall 2012*
District				
Sections	26	25	22	22
Enrollment	453	437	389	369
Avg. Class Size	17.4	17.5	17.7	16.8
Total SCH	1359.0	1311.0	1167.0	1107.0
SCH by Location				
Prescott	918.0	870.0	726.0	669.0
Verde Valley	249.0	201.0	201.0	201.0
Prescott Valley	66.0	60.0	60.0	57.0
Online	126.0	180.0	180.0	180.0
Enrollee Success				
%Successful	72%	62%	75%	0%

**Enrollee success equals a letter grade of A,B,C, or S.*

Fall 2012 Academic Period may be incomplete.

English Transfer			
	Spring 2010	Spring 2011	Spring 2012
District			
Sections	79	86	77
Enrollment	1615	1730	1526
Avg. Class Size	20.4	20.1	19.8
Total SCH	4845.0	5190.0	4578.0
SCH by Location			
Prescott	2319.0	2079.0	1866.0
Verde Valley	588.0	573.0	417.0
Prescott Valley	117.0	132.0	117.0
Chino Valley	36.0	30.0	102.0
Online	1476.0	1752.0	1245.0
Dual Enrollment	309.0	612.0	831.0
Enrollee Success			
%Successful	71%	66%	71%

**Enrollee success equals a letter grade of A,B,C, or S.*

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Remedial English			
	Spring 2010	Spring 2011	Spring 2012
District			
Sections	22	16	14
Enrollment	379	292	235
Avg. Class Size	17.2	18.3	16.8
Total SCH	1137.0	876.0	705.0
SCH by Location			
Prescott	753.0	435.0	444.0
Verde Valley	189.0	189.0	144.0
Online	195.0	252.0	117.0
Enrollee Success			
%Successful	67%	58%	70%

**Enrollee success equals a letter grade of A,B,C, or S.*

English Transfer			
	Summer 2010	Summer 2011	Summer 2012
District			
Sections	21	21	16
Enrollment	441	410	325
Avg. Class Size	21.0	19.5	20.3
Total SCH	1323.0	1230.0	975.0
SCH by Location			
Prescott	117.0	165.0	123.0
Verde Valley	60.0	39.0	
Prescott Valley	123.0		
Chino Valley	48.0	33.0	27.0
Online	975.0	987.0	825.0
Enrollee Success			
%Successful	70%	73%	71%

**Enrollee success equals a letter grade of A,B,C, or S.*

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Remedial English			
	Summer 2010	Summer 2011	Summer 2012
District			
Sections	4	3	3
Enrollment	75	51	60
Avg. Class Size	18.8	17.0	20.0
Total SCH	225.0	153.0	180.0
SCH by Location			
Prescott	57.0	42.0	60.0
Online	168.0	111.0	120.0
Enrollee Success			
%Successful	71%	73%	70%

**Enrollee success equals a letter grade of A,B,C, or S.*

English Transfer				
	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13*
District				
Sections	174	195	172	79
Enrollment	3575	3886	3486	1581
Avg. Class Size	20.5	19.9	20.3	20.0
Total SCH	10725.0	11658.0	10458.0	4743.0
SCH by Location				
Prescott	4686.0	4461.0	3972.0	1632.0
Verde Valley	1176.0	1200.0	909.0	333.0
Prescott Valley	438.0	327.0	237.0	108.0
Chino Valley	144.0	150.0	216.0	87.0
Online	3684.0	4167.0	3420.0	1404.0
Dual Enrollment	597.0	1335.0	1704.0	1179.0
Enrollee Success				
%Successful	71%	69%	71%	0%

**Enrollee success equals a letter grade of A,B,C, or S.*

AY 2012-13 Academic Period may be incomplete.

Educational Master Plan 2012-2017

Remedial English				
	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13*
District				
Sections	52	44	39	22
Enrollment	907	780	684	369
Avg. Class Size	17.4	17.7	17.5	16.8
Total SCH	2721.0	2340.0	2052.0	1107.0
SCH by Location				
Prescott	1728.0	1347.0	1230.0	669.0
Verde Valley	438.0	390.0	345.0	201.0
Prescott Valley	66.0	60.0	60.0	57.0
Online	489.0	543.0	417.0	180.0
Enrollee Success				
%Successful	70%	61%	73%	0%
<i>*Enrollee success equals a letter grade of A,B,C, or S.</i>				
AY 2012-13 Academic Period may be incomplete.				

Course Enrollment

English Transfer - Academic Year 2011-12							
Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
ENG101	73	21.0	1531	4593.0	71%	14%	15%
ENG102	60	20.6	1233	3699.0	72%	14%	14%
ENG103	5	16.0	80	240.0	80%	9%	11%
ENG104	6	10.0	60	180.0	77%	2%	20%
ENG136	2	20.0	40	120.0	63%	15%	23%
ENG140	15	20.7	310	930.0	62%	16%	22%
ENG217	3	18.3	55	165.0	80%	7%	13%
ENG237	2	23.5	47	141.0	77%	17%	6%
ENG241	2	18.0	36	108.0	69%	14%	11%
ENG242	4	23.5	94	282.0	90%	4%	5%
<i>*Cross-listed courses counted as individual course sections (not merged).</i>							
<i>Enrollee success equals a letter grade of A,B,C, or S; Unsuccessful = D, F, or U</i>							
<i>Incomplete student courses excluded from Success measures</i>							

Educational Master Plan 2012-2017

Remedial English - Academic Year 2011-12							
Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
ENG061	2	12.5	25	75.0	72%	4%	24%
ENG082	3	8.7	26	78.0	81%	19%	0%
ENG083	6	15.0	90	270.0	68%	26%	7%
ENG100	28	19.4	543	1629.0	73%	14%	12%
*Cross-listed courses counted as individual course sections (not merged).							
Enrollee success equals a letter grade of A, B, C, or S; Unsuccessful = D, F, or U							
Incomplete student courses excluded from Success measures							

Course Forecast

English Transfer - Annual Student Credit Hour Forecast							
Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
ENG101	4997.7	5366.1	5734.5	6102.9	6471.3	368.4	0.86
ENG102	3996.6	4270.8	4545.0	4819.2	5093.4	274.2	0.89
ENG103	256.4	262.1	267.8	273.5	279.2	5.7	0.41
ENG104	184.5	196.5	208.5	220.5	232.5	12.0	0.73
ENG136	115.5	115.5	115.5	115.5	115.5	0.0	0.00
ENG140	1132.5	1177.5	1222.5	1267.5	1312.5	45.0	0.17
ENG217	139.1	153.2	167.3	181.4	195.5	14.1	0.55
ENG237	119.4	106.2	93.0	79.8	66.6	-13.2	-0.34
ENG241	Insufficient Data						
ENG242	273.2	267.5	261.8	256.1	250.4	-5.7	-0.22

English Transfer - Historical Student Credit Hour Trend							
Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
ENG101	3441.0	3654.0	4554.0	5034.0	4593.0	368.4	0.86
ENG102	2811.0	3054.0	3306.0	4020.0	3699.0	274.2	0.89
ENG103	213.0	264.0	249.0	267.0	240.0	5.7	0.41
ENG104	126.0	165.0	195.0	177.0	180.0	12.0	0.73
ENG136	120.0	111.0	99.0	111.0	120.0	0.0	0.00
ENG140	600.0	1500.0	1641.0	1290.0	930.0	45.0	0.17
ENG217	117.0	54.0	96.0	99.0	165.0	14.1	0.55
ENG237	132.0	261.0	207.0	111.0	141.0	-13.2	-0.34
ENG241				150.0	108.0	Insufficient Data	
ENG242	270.0	351.0	342.0	270.0	282.0	-5.7	-0.22

Educational Master Plan 2012-2017

Remedial English - Annual Student Credit Hour Forecast							
Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
ENG061	82.2	39.6	-3.0	-45.6	-88.2	-42.6	-0.84
ENG082	87.6	85.8	84.0	82.2	80.4	-1.8	-0.08
ENG083	272.7	290.1	307.5	324.9	342.3	17.4	0.45
ENG100	1776.5	1909.4	2042.3	2175.2	2308.1	132.9	0.64

Remedial English - Historical Student Credit Hour Trend							
Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
ENG061		186.0	225.0	132.0	75.0	-42.6	-0.84
ENG082	96.0	81.0	168.0	99.0	78.0	-1.8	-0.08
ENG083	171.0	282.0	342.0	258.0	270.0	17.4	0.45
ENG100	1209.0	1302.0	1986.0	1791.0	1629.0	132.9	0.64

Enrollment Trends

Enrollment in ENG 101 and 102 classes have seen steady and nearly linear growth between 2007/08 and 2011/12. Enrollment in other transfer-level English classes has been more variable. ENG 140, Academic Reading and Critical Thinking, which was originally projected to increase in response to an expected growth in the number of students entering college with reading deficiencies, instead has seen a significant decrease over the last few years. The class had a peak enrollment of 1641 SCH in 2009/10 and dropped to 930 SCH last year, or a drop of 43%. ENG 140 helps students improve their reading skills, but is recommended, not required for students who are reading at the 9th or 10th grade-level. This class was also one of the first courses that met the Critical Thinking requirement, but in the last several years a number of new courses that meet this requirement have been added, diluting the pool of interested students.

Overall, enrollment in transfer-level English classes has been trending down since the 2010/11 school year and has seen a decrease of 9.5% between the Fall 2010 and Fall 2012 semesters. The decline has been most significant at the Prescott Valley Center (down 44.6%), Verde Campus (down 43.4%) and Prescott Campus (down 26.4%) between these semesters. Dual Enrollment has grown significantly during that same time period increasing from 723 SCH to 1179 SCH, an increase of 63%.

In Remedial English, there has been an overall decrease in enrollment (25% between 09/10 and 11/12). Much of this decrease can be found in ENG 061, which has seen a significant decrease (67% between 09/10 and 11/12) in enrollment while the other classes have had variable enrollments.

Capital Equipment Needs

None at this time.

Physical Resources/Facility Needs

Faculty have discussed the possibility of developing a writing lab to better support all English students, especially online students. This lab would require a location with properly designed space possibly including an open computer lab with individual conference areas.

Educational Master Plan 2012-2017

Technology Needs

Many of the online instructors have mentioned the need for a better orientation system for students to improve their success in online courses. Better tools to encourage skill-building beyond the classroom are desired and software options such as MyCompLab are being researched.

Staffing Needs

Staffing requirements will be monitored each semester to determine upcoming needs.

Professional Development Needs

Technology training will continue to be important. Some faculty mentioned EDU 255: Fundamentals of Educational Technology course that has been taught in the past was helpful in this training and advocated for offering it for an internal audience on a regular basis.

Partnerships

Dual Enrollment has grown significantly over the last several years. English 101 and 102 classes are now offered at five of the six large high schools in the county as well as two of the charter schools. Yavapai College also has a partnership with AAEC high school to provide courses for their students either at the high school or at the Prescott Valley Center. They will have a full senior class by 2014 and will be interested in adding ENG 101 and 102 classes at that time.

Program Outcomes

The Department is discussing new ways in which to offer developmental courses in both reading and writing. They are also exploring options for changes to the ENG 140 class. The Department has developed an assessment and standards plan which will continue to expand in order to fulfill assessment requirements and maintain standards across all courses within the county.

Projections and Plans for the Future

Developmental courses in both reading and writing are being reviewed to determine possible changes. Discussions regarding the right balance of online, traditional, and hybrid courses will continue.

Educational Master Plan 2012-2017

Math (MAT) Plan for Transfer & Remedial Courses

Mission Statement

The Mathematics Department seeks to achieve excellence in teaching mathematics in an effective learning environment.

Graduate Summary

No graduate record.

Enrollment Trend

Math Transfer				
	Fall 2009	Fall 2010	Fall 2011	Fall 2012*
District				
Sections	40	38	42	39
Enrollment	865	892	867	837
Avg. Class Size	21.6	23.5	20.6	21.5
Total SCH	2938.0	2993.0	2918.0	2830.0
SCH by Location				
Prescott	1454.0	1406.0	1239.0	1148.0
Verde Valley	238.0	191.0	185.0	90.0
Prescott Valley	120.0	102.0	63.0	48.0
Online	769.0	868.0	825.0	871.0
Dual Enrollment	357.0	426.0	606.0	673.0
Enrollee Success				
%Successful	75%	69%	68%	0%
<i>*Enrollee success equals a letter grade of A, B, C, or S.</i>				
Fall 2012 Academic Period may be incomplete.				

Educational Master Plan 2012-2017

Remedial Math				
	Fall 2009	Fall 2010	Fall 2011	Fall 2012*
District				
Sections	56	65	61	57
Enrollment	1410	1581	1406	1352
Avg. Class Size	25.2	24.3	23.0	23.7
Total SCH	4230.0	4743.0	4218.0	4056.0
SCH by Location				
Prescott	2253.0	2274.0	2088.0	1836.0
Verde Valley	624.0	591.0	645.0	507.0
Prescott Valley	387.0	348.0	216.0	171.0
Chino Valley	243.0	234.0	210.0	234.0
Online	723.0	1272.0	1059.0	1308.0
Enrollee Success				
%Successful	59%	54%	54%	0%
<i>*Enrollee success equals a letter grade of A,B,C, or S.</i>				
Fall 2012 Academic Period may be incomplete.				

Math Transfer			
	Spring 2010	Spring 2011	Spring 2012
District			
Sections	45	54	53
Enrollment	1035	1128	1105
Avg. Class Size	23.0	20.9	20.8
Total SCH	3734.0	4206.0	4172.0
SCH by Location			
Prescott	1293.0	1381.0	1190.0
Verde Valley	138.0	111.0	144.0
Prescott Valley	39.0	66.0	57.0
Online	1008.0	912.0	831.0
Dual Enrollment	1256.0	1736.0	1950.0
Enrollee Success			
%Successful	72%	77%	77%
<i>*Enrollee success equals a letter grade of A,B,C, or S.</i>			

Educational Master Plan 2012-2017

Remedial Math			
	Spring 2010	Spring 2011	Spring 2012
District			
Sections	59	59	54
Enrollment	1339	1346	1170
Avg. Class Size	22.7	22.8	21.7
Total SCH	4017.0	4038.0	3510.0
SCH by Location			
Prescott	1941.0	1737.0	1377.0
Verde Valley	765.0	687.0	426.0
Prescott Valley	474.0	291.0	273.0
C.T.E.C	33.0		
Chino Valley	138.0	138.0	192.0
Online	666.0	1185.0	1242.0
Enrollee Success			
%Successful	54%	51%	52%

**Enrollee success equals a letter grade of A,B,C, or S.*

Math Transfer			
	Summer 2010	Summer 2011	Summer 2012
District			
Sections	8	6	5
Enrollment	162	128	106
Avg. Class Size	20.3	21.3	21.2
Total SCH	516.0	414.0	354.0
SCH by Location			
Prescott	132.0	132.0	135.0
Prescott Valley	54.0	39.0	42.0
Online	330.0	243.0	177.0
Enrollee Success			
%Successful	70%	67%	56%

**Enrollee success equals a letter grade of A,B,C, or S.*

Educational Master Plan 2012-2017

Remedial Math			
	Summer 2010	Summer 2011	Summer 2012
District			
Sections	19	13	17
Enrollment	379	321	387
Avg. Class Size	19.9	24.7	22.8
Total SCH	1137.0	963.0	1161.0
SCH by Location			
Prescott	429.0	225.0	234.0
Prescott Valley	129.0	129.0	129.0
Chino Valley	66.0		102.0
Online	513.0	609.0	696.0
Enrollee Success			
%Successful	55%	52%	52%
<i>*Enrollee success equals a letter grade of A,B,C, or S.</i>			

Math Transfer				
	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13*
District				
Sections	93	98	100	39
Enrollment	2062	2148	2078	837
Avg. Class Size	22.2	21.9	20.8	21.5
Total SCH	7188.0	7613.0	7444.0	2830.0
SCH by Location				
Prescott	2879.0	2919.0	2564.0	1148.0
Verde Valley	376.0	302.0	329.0	90.0
Prescott Valley	213.0	207.0	162.0	48.0
Online	2107.0	2023.0	1833.0	871.0
Dual Enrollment	1613.0	2162.0	2556.0	673.0
Enrollee Success				
%Successful	73%	73%	72%	0%
<i>*Enrollee success equals a letter grade of A,B,C, or S.</i>				
AY 2012-13 Academic Period may be incomplete.				

Educational Master Plan 2012-2017

Remedial Math				
	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13*
District				
Sections	134	137	132	57
Enrollment	3128	3248	2963	1352
Avg. Class Size	23.3	23.7	22.4	23.7
Total SCH	9384.0	9744.0	8889.0	4056.0
SCH by Location				
Prescott	4623.0	4236.0	3699.0	1836.0
Verde Valley	1389.0	1278.0	1071.0	507.0
Prescott Valley	990.0	768.0	618.0	171.0
C.T.E.C	33.0			
Chino Valley	447.0	372.0	504.0	234.0
Online	1902.0	3066.0	2997.0	1308.0
Enrollee Success				
%Successful	56%	53%	53%	0%
<i>*Enrollee success equals a letter grade of A,B,C, or S.</i>				
AY 2012-13 Academic Period may be incomplete.				

Course Enrollment

Math Transfer - Academic Year 2011-12							
Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
MAT142	21	21.2	446	1338.0	72%	14%	14%
MAT152	26	21.8	568	1704.0	69%	16%	15%
MAT156	2	21.5	43	129.0	70%	14%	16%
MAT157	2	16.5	33	99.0	82%	6%	12%
MAT167	8	21.3	170	510.0	80%	9%	11%
MAT172	2	19.5	39	117.0	54%	18%	28%
MAT183	4	11.5	46	92.0	74%	17%	9%
MAT187	19	23.8	453	2265.0	79%	13%	8%
MAT212	4	21.5	86	258.0	44%	28%	28%
MAT220	7	16.9	118	590.0	70%	19%	10%
MAT230	3	16.7	50	250.0	68%	10%	22%
MAT241	1	14.0	14	56.0	100%	0%	0%
MAT262	1	12.0	12	36.0	100%	0%	0%
<i>*Cross-listed courses counted as individual course sections (not merged).</i>							
<i>Enrollee success equals a letter grade of A,B,C, or S; Unsuccessful = D, F, or U</i>							
<i>Incomplete student courses excluded from Success measures</i>							

Educational Master Plan 2012-2017

Remedial Math - Academic Year 2011-12							
Class	Sections*	Avg. Class Size	Enrolled	SCH	Successful Enrollees	Unsuccessful Enrollees	Withdrawals
MAT082	32	22.4	718	2154.0	59%	22%	19%
MAT092	42	23.9	1004	3012.0	46%	34%	20%
MAT100	18	19.2	346	1038.0	58%	26%	15%
MAT122	40	22.4	895	2685.0	54%	25%	20%
<i>*Cross-listed courses counted as individual course sections (not merged).</i>							
<i>Enrollee success equals a letter grade of A, B, C, or S; Unsuccessful = D, F, or U</i>							
<i>Incomplete student courses excluded from Success measures</i>							

Course Forecast

Math Transfer - Annual Student Credit Hour Forecast							
Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
MAT142	1360.8	1538.4	1716.0	1893.6	2071.2	177.6	0.90
MAT152	1877.0	1892.9	1908.8	1924.7	1940.6	15.9	0.17
MAT156	121.8	116.4	111.0	105.6	100.2	-5.4	-0.16
MAT157	98.6	94.7	90.8	86.9	83.0	-3.9	-0.15
MAT167	584.7	674.1	763.5	852.9	942.3	89.4	0.75
MAT172	134.9	143.6	152.3	161.0	169.7	8.7	0.34
MAT183	100.9	112.7	124.5	136.3	148.1	11.8	0.91
MAT187	2307.8	2573.3	2838.8	3104.3	3369.8	265.5	0.99
MAT212	248.1	261.3	274.5	287.7	300.9	13.2	0.88
MAT220	634.0	667.0	700.0	733.0	766.0	33.0	0.76
MAT230	272.5	297.5	322.5	347.5	372.5	25.0	0.59
MAT241	67.6	74.8	82.0	89.2	96.4	7.2	0.68
MAT262	39.9	41.7	43.5	45.3	47.1	1.8	0.55

Math Transfer - Historical Student Credit Hour Trend							
Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
MAT142	576.0	954.0	1272.0	1206.0	1338.0	177.6	0.90
MAT152	1695.0	1893.0	1752.0	2034.0	1704.0	15.9	0.17
MAT156	159.0	114.0	240.0	120.0	129.0	-5.4	-0.16
MAT157	120.0	99.0	192.0	102.0	99.0	-3.9	-0.15
MAT167	192.0	312.0	648.0	570.0	510.0	89.4	0.75
MAT172	123.0	45.0	141.0	144.0	117.0	8.7	0.34
MAT183	52.0	60.0	64.0	98.0	92.0	11.8	0.91
MAT187	1240.0	1480.0	1645.0	2085.0	2265.0	265.5	0.99
MAT212	198.0	213.0	243.0	225.0	258.0	13.2	0.88
MAT220	495.0	505.0	625.0	645.0	590.0	33.0	0.76
MAT230	200.0	120.0	285.0	270.0	250.0	25.0	0.59
MAT241		40.0	48.0	72.0	56.0	7.2	0.68
MAT262		33.0	33.0	42.0	36.0	1.8	0.55

Educational Master Plan 2012-2017

Remedial Math - Annual Student Credit Hour Forecast							
Class	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	Annual Avg. Growth	Growth Trend
MAT082	2216.6	2407.7	2598.8	2789.9	2981.0	191.1	0.93
MAT092	3309.5	3406.4	3503.3	3600.2	3697.1	96.9	0.45
MAT100	1098.6	1258.8	1419.0	1579.2	1739.4	160.2	0.96
MAT122	2979.0	3105.0	3231.0	3357.0	3483.0	126.0	0.63

Remedial Math - Historical Student Credit Hour Trend							
Class	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	Annual Avg. Growth	Growth Trend
MAT082	1461.0	1563.0	2043.0	2088.0	2154.0	191.1	0.93
MAT092	2727.0	3111.0	3510.0	3510.0	3012.0	96.9	0.45
MAT100	450.0	573.0	879.0	999.0	1038.0	160.2	0.96
MAT122	2364.0	2529.0	2952.0	3147.0	2685.0	126.0	0.63

Enrollment Trends

The college and the department had their highest enrollments in Fall 2010. When comparing the Fall 2010 enrollments to the numbers in Fall 2012, transfer courses have decreased by 5.4% and remedial courses have decreased by 14%. The decline in enrollment has been seen at all campuses (about 19% on the Prescott Campus, 24% on the Verde Campus, and 51% at the Prescott Valley Center), and is limited to traditional courses. Online courses have maintained their enrollment, and there was also a 58% increase in Dual Enrollment. A similar distribution pattern can be found when comparing Spring 2010 to Spring 2012. The overall enrollment numbers were about the same, but the enrollment in traditional courses declined (about 20% on the Prescott Campus, 37% on the Verde Campus, and 36% at the Prescott Valley Center). These declines were offset by an increase of 24% in online enrollments and an increase of 55% in Dual Enrollment. Summer enrollments have also seen a decrease of 31% from Summer 2010 to Summer 2012, but only in transfer courses.

When the five-year enrollment trends in specific courses are examined, the most growth occurs in remedial classes (especially in MAT 082 and MAT 100), and in classes that are offered in Dual Enrollment (MAT 142 and MAT 187). MAT 082 and MAT 100 have seen nearly linear annual growth of 191 SCH and 160 SCH respectively. MAT 092 and MAT 122 both saw steady growth until the 2011/12 academic year, when they both decreased by about 15%. MAT 142 and MAT 187 have both seen nearly linear annual growth of 177 SCH and 265 SCH respectively. Other transfer courses have either not seen consistent growth, or have had small increases. There have been two transfer courses which have had a decline in enrollment, MAT 156 and MAT 157 (Math for Elementary School Teachers I and II). Since the 2009/10 academic year, they have declined 46% and 48% respectively. There will be fewer sections of these course offerings in the future.

Capital Equipment Needs

None at this time.

Educational Master Plan 2012-2017

Physical Resources/Facility Needs

There has been faculty dialogue around the development of a Mathematics lab space to better support all Math students, especially online and remedial students. This lab would require a location with properly designed space that should include an open computer lab along with individual conference areas. In addition, all physical classrooms should be outfitted with updated instructor stations and plenty of whiteboard surfaces. With the growth of online classes, which require at least a proctored final exam, there is a greater need for proctored testing space with a wide range of available times.

Technology Needs

Many of the online instructors have mentioned the need for a better orientation system or an introduction to online course for students to improve their success in online courses. Instructors are looking for improved software and hardware that would allow them to be more efficient, both in their offices and at home. Additionally, tools that would offer more consistency in classes are desired, this could include using videos or other support and ideas from the TeLS Department.

Staffing Needs

Staffing requirements will be monitored each semester to determine upcoming needs. There may be a need for additional staff to proctor final exams.

Professional Development Needs

Technology training will continue to be important for all math faculty. EDU 255: Fundamentals in Educational Technology has been helpful in professional development and should be offered for internal audiences on a regular basis.

Partnerships

Dual Enrollment has grown significantly over the last several years. Math classes are now offered at five of the six large high schools in the county as well as two of the charter schools and one of the smaller high schools. Yavapai College also has a partnership with AAEC high school to provide courses for their students either at the high school or at the Prescott Valley Center. They will have a full senior class by 2014 and will be interested in adding transfer-level math classes at that time.

Program Outcomes

The Department will continue to improve their support for adjunct instructors. They will also work on the department's assessment plan in order to fulfill assessment requirements and maintain standards across all courses within the county.

Projections and Plans for the Future

The state is in the process of training teachers for the new Common Core curriculum, and Yavapai College could host and help with this training. Discussions regarding the right balance of online and traditional courses will continue. As online offerings continue to increase, there will be a need to train additional instructors to teach these courses.

Educational Master Plan 2012-2017

Adult Basic Education (ABE) Program Plan

Mission Statement

The mission of the Yavapai College Adult Basic Education Program is to provide extraordinary educational opportunities to adult learners. Our primary goal is to help individuals function more effectively in the family, the workplace and the community.

Completion/Attainment Summaries

YC ABE Adult Basic Education Levels Pre-Lit., I, II, III					
Entering Educational Functioning Level*	FY 08/09 Total Number Enrolled** ... Number Completed Level ... Educational Gain Percentage***	FY 9/10 Total Number Enrolled ... Number Completed Level ... Educational Gain Percentage	FY 10/11 Total Number Enrolled ... Number Completed Level ... Educational Gain Percentage	FY 11/12 Total Number Enrolled ... Number Completed Level ... Educational Gain Percentage	FY 12/13 Total Number Enrolled ... Number Completed Level ... Educational Gain Percentage
ABE Pre-Literacy	14 8 57.1%	9 6 66.7%	4 2 50.0%	4 3 75.0%	(in progress)
ABE I	75 56 74.7%	79 55 69.6%	68 38 55.9%	74 40 54.1%	(in progress)
ABE II	168 106 63.1%	151 96 63.6%	136 80 58.8%	164 97 59.1%	(in progress)
ABE III	203 129 63.5%	162 94 58.0%	131 64 48.9%	155 89 57.4%	(in progress)
ABE Total	460 299 65.0%	401 251 62.6%	339 184 54.3%	397 229 57.7%	(in progress)

* **Initial** placement is based on the student's lowest placement level in the three subject areas; Language Arts-Reading, Mathematics and Language Arts-Writing. If a student places equally low in two areas, either one can serve as the placement level, depending on subsequent testing.

** "Enrolled" refers to ABE students with 12+ hours our recorded attendance

*** In the simplest terms, according to the AZ Department of Education, an educational gain represents a 2.5 grade level increase as measured by pre-/post- standardized assessment. The gain can only occur in student's lowest placement level.

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YC ABE Adult Secondary Education Levels I, II					
Entering Educational Functioning Level	FY 08/09 Total Number Enrolled ... Number Completed Level ... Educational Gain Percentage	FY 9/10 Total Number Enrolled ... Number Completed Level ... Educational Gain Percentage	FY 10/11 Total Number Enrolled ... Number Completed Level ... Educational Gain Percentage	FY 11/12 Total Number Enrolled ... Number Completed Level ... Educational Gain Percentage	FY 12/13 Total Number Enrolled ... Number Completed Level ... Educational Gain Percentage
ASE I	39 15 38.4%	47 30 63.8%	26 12 46.2%	30 20 66.7%	(in progress)
ASE II	13 8 61.5%	18 13 72.2%	12 9 75.0%	33 23 69.7%	(in progress)
ASE Total	52 23 44.2%	65 43 66.2%	36 21 58.3%	63 43 68.3%	(in progress)

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YC ABE English Language Acquisition for Adults Levels Pre-Lit., I, II, III, IV, V

Entering Educational Functioning Level	FY 08/09	FY 9/10	FY 10/11	FY 11/12	FY 12/13
	Total Number Enrolled	Total Number Enrolled	Total Number Enrolled	Total Number Enrolled	Total Number Enrolled
	... Number Completed Level	... Number Completed Level	... Number Completed Level	... Number Completed Level	... Number Completed Level
	... Educational Gain Percentage	... Educational Gain Percentage	... Educational Gain Percentage	... Educational Gain Percentage	... Educational Gain Percentage
ELAA Pre-Literacy	2 1 50.0%	25 12 48.0%	22 16 72.7%	27 17 63.0%	(in progress)
ELAA I	53 24 45.3%	28 14 50.0%	32 25 78.1%	22 15 68.2%	(in progress)
ELAA II	29 18 62.1%	23 14 60.9%	29 17 58.6%	20 17 85.0%	(in progress)
ELAA III	9 4 44.4%	18 14 77.7%	16 10 62.5%	30 16 53.3%	(in progress)
ELAA IV	8 0 0.0%	9 7 77.7%	10 4 40.0%	7 4 57.1%	(in progress)
ELAA V	0 0 0.0%	5 0 0.0%	3 0 0.0%	2 0 0.0%	(in progress)
ELAA Total	101 47 46.5%	108 61 56.5%	112 72 64.3%	108 69 63.9%	(in progress)

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YC ABE, All Grants All Levels					
Primary/Federal Goals	FY 08/09	FY 9/10	FY 10/11	FY 11/12	FY 12/13
	Number setting goal	Number setting goal	Number setting goal	Number setting goal	Number setting goal

	Number achieving goal	Number achieving goal	Number achieving goal	Number achieving goal	Number achieving goal
...	
Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
Entered Employment	163 71 43.6%	112 62 55.4%	106 61 57.5%	123 53 43.1%	(in progress)
Retained Employment	238 162 68.1%	172 148 86.0%	210 160 76.2%	193 171 88.6%	(in progress)
Obtained GED or Secondary School Diploma	144 68 47.2%	114 91 79.8%	126 88 69.8%	102 76 74.5%	(in progress)
Entered Post-Secondary Education or Training	144 72 50.0%	136 118 86.8%	87 57 65.5%	133 100 75.2%	(in progress)

Enrollment Trends

YC ABE Adult Basic Education Levels Pre-Lit., I, II, III					
Entering Educational Functioning Level	FY 08/09	FY 9/10	FY 10/11	FY 11/12	FY 12/13
	Total Number Enrolled	Total Number Enrolled	Total Number Enrolled	Total Number Enrolled	Total Number Enrolled

Total Attendance Hours	Total Attendance Hours	Total Attendance Hours	Total Attendance Hours	Total Attendance Hours	Total Attendance Hours
ABE Pre-Literacy	14 1,070	9 345	4 186	4 233	(in progress)
ABE I	75 5,143	79 5,038	68 3,719	74 3,739	(in progress)
ABE II	168 10,488	151 8,085	136 7,397	164 8,558	(in progress)
ABE III	203 10,655	162 8,232	131 6,703	155 6,471	(in progress)
ABE Total	460 27,356	401 21,700	339 18,005	397 19,001	(in progress)

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YC ABE Adult Secondary Education Levels I, II

Entering Educational Functioning Level	FY 08/09	FY 9/10	FY 10/11	FY 11/12	FY 12/13
	Total Number Enrolled ...	Total Number Enrolled ...	Total Number Enrolled ...	Total Number Enrolled ...	Total Number Enrolled ...
	Total Attendance Hours	Total Attendance Hours	Total Attendance Hours	Total Attendance Hours	Total Attendance Hours
ASE I	39 1,602	47 2,039	26 1,095	30 903	(in progress)
ASE II	13 398	18 596	12 514	33 879	(in progress)
ASE Total	52 2,000	65 2,635	36 1,609	63 1,782	(in progress)

YC ABE English Language Acquisition for Adults Levels Pre-Lit., I, II, III, IV, V

Entering Educational Functioning Level	FY 08/09	FY 9/10	FY 10/11	FY 11/12	FY 12/13
	Total Number Enrolled ...	Total Number Enrolled ...	Total Number Enrolled ...	Total Number Enrolled ...	Total Number Enrolled ...
	Total Attendance Hours	Total Attendance Hours	Total Attendance Hours	Total Attendance Hours	Total Attendance Hours
ELAA Pre-Literacy	2 60	25 2,256	22 1,937	27 2,411	(in progress)
ELAA I	53 4,697	28 2,427	32 3,301	22 2,057	(in progress)
ELAA II	29 2,328	23 2,038	29 2,557	20 2,348	(in progress)
ELAA III	9 650	18 1,550	16 1,104	30 3,055	(in progress)
ELAA IV	8 366	9 720	10 660	7 462	(in progress)
ELAA V	0 0	5 283	3 277	2 72	(in progress)
ELAA Total	101 8,101	108 9,274	112 9,836	108 10,405	(in progress)

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Course Enrollment and Forecast

YC ABE, All Grants All Levels							
Entering Educational Functioning Level	FY 12/13 (Current, In Progress) Total Number Enrolled	FY 12/13 (Projected) Total Number Enrolled	FY 13/14 (Projected) Total Number Enrolled	FY 14/15 (Projected) Total Number Enrolled	FY 15/16 (Projected) Total Number Enrolled	FY 16/17 (Projected) Total Number Enrolled	Average Annual Growth/ Growth Trend
ABE	139	405	414	423	432	441	+8.5/0.021
ASE	25	70	78	87	97	108	+7.25/0.115
ELAA	86	114	120	127	134	141	+6/0.055
Totals	250	589	612	637	663	690	

Enrollment Trends

Enrollment in ABE classes is and has always been subject to several outside forces. State and Federal funding of the ABE grants is renewed annually, which limits our ability to plan clearly for the future. Enrollment numbers are also affected by temporary pilot programs, such as CCR (Career and College Readiness), that are underwritten by the Arizona Department of Education. Enrollment also shifts when the official state assessments used to determine placement levels are changed (FY9/10 for ELAA and FY10/11 for GED).

Over the past ten years, there has been a gradual but inexorable shift in ABE enrollment from 75%ELAA/25%GED to 75%GED/25%ELAA. This is true not only in our program, but in ABE programs across the state. This is partially due to the loss of ELAA students from Arizona’s Proposition 300 statute, which requires all individuals seeking state-funded services to prove their legal status in the United States. If the federal government revises the national immigration and citizenship process, this trend may reverse. However, it seems clear that as the Common Core Standards are applied in AZ K-21 education, there will be a 6-8 year transitional period of students who are caught in the middle and may require YC ABE services. This will surely increase both the demographic pool of potential ABE students and the number of individuals seeking our services.

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Physical Resources/Facility Needs

Yavapai College Prescott Campus:

Services:	GED Classes	Mon/Wed 5-8 PM	(Bldg 1, Rm. #219A)
		Tues/Thurs 9 AM-12 PM	(Bldg 1, Rm. #219A)
		Tues/Thurs 5-8 PM	(Bldg 1, Rm. #219A)
	GED Lab	Tues/Thurs 1:30-4:30 PM	(Bldg 1, Rm. #219A)
	CCR Class	Mon/Weds 9 AM - 12 PM	(Bldg 1, Rm. #219A)
	CCR Math	Tues/Thurs 1:30-3:30 PM	(Bldg 1, Rm. #219A)
	ELAA Classes	Mon/Weds 5-8 PM	(Bldg 1, Rm. #200)
		Tues/Thurs 5-8 PM	(Bldg 1, Rm. #200)

Hardware:

Bldg 1, Rm. #219 and 219A

- LCD Projector & projection screen
- Computer with DVD drive (preferred device for video playback)
- Document camera
- Auxiliary VGA/HD15 input connection for Laptop (** Users with laptops having alternate output connector types need to provide their own adapters. Older deployments often do not have VGA/HD15 cables available at the lectern. Users should bring their own or make arrangements in advance for cable availability. Many older deployments have no associated audio available.)
- Wireless PowerPoint clicker (most have laser pointers but not all)
Installed speakers for program/presentation audio only (no microphones)
- Scanner
- 12 DELL systems with flat screen monitors; Black and white LaserJet printer

Software: YC ABE image (see Appendix B)

Other Available Prescott Campus Technology Access

All students in the Prescott area have the following access to open computer labs on the Prescott campus:

- **YC Learning Center:** WIFI for personal computers
 - 16 Dell computer systems with flat screen monitors; WEPA printing system
 - Hours: Mon-Thur 8AM-8PM; Fri 10AM-4PM; Sat 9AM-12PM;
- **YC Library:** WIFI for personal computers with wireless printing;
 - 24 Dell computer systems with flat screen monitors and WEPA printing system
 - Hours: Mon-Thur: 8 am-8 pm; Fri: 8 am-4 pm; Sat: 12-4 pm; Sun: Closed
- **YC Computer Commons:**
 - 50+ Dell Computers systems with flat screen monitors and CD readable/writable drives
 - WEPA printing system
 - Mon-Thur 8AM-10PM; Fri-Sat 8AM-6PM; Sun 2-7PM.
 - Students can expect one on one instructional support by lab personnel who have expert knowledge and experience related to computers and application software (e.g., e-mailing attachments, Internet searches, Blackboard assistance, word processing, desktop publishing, presentations, spreadsheets, database management, CD burning, graphics editing and scanning.)

Software: YC ABE Image (see Appendix B)

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Yavapai College Prescott Valley Campus

Services:	GED classes	Mon/Weds 9:30-12:30PM	(Bldg40, Room #105)
		Mon/Weds 5-8PM	(Bldg40, Rm. #106/149)
	GED Lab	Tues/Thur 9:30-12:30PM	(Bldg40, Rm. #105)
	ELAA classes	Mon/Weds 9:30-12:30PM	(Bldg40, Rm. #106)
		Tues/Thur 9:30-12:30PM	(Bldg40, Rm. #106)
		Tues/Thur 5-8PM	(Bldg40, Rm. #105,106)

Hardware:

Bldg 40, Rm. #105 (Computer Lab)

“Level 1” Classroom Technology rooms are equipped with the following:

- LCD Projector & projection screen
- Computer with DVD drive (preferred device for video playback)
- Document camera
- Auxiliary VGA/HD15 input connection for Laptop (** Users with laptops having alternate output connector types need to provide their own adapters. Older deployments often do not have VGA/HD15 cables available at the lectern. Users should bring their own or make arrangements in advance for cable availability. Many older deployments have no associated audio available.)
- Wireless PowerPoint clicker (most have laser pointers but not all)
- Installed speakers for program/presentation audio only (no microphones)
- 27 DELL systems with flat screen monitors; WEPA printer system

Software: YC ABE image (see Appendix B)

Other Campus Technology Access:

Computer Commons

- WIFI for personal computers with wireless and WEPA printing;
- 25+ Dell computer systems with flat screen monitors
- Hours: Mon - Thu: 8 am ; 8 pm; Fri: 8 am ; 4 pm; Sat: 12 pm ; 4 pm; Sun: Closed

Software: YC ABE image (see Appendix B)

Yavapai College Verde Campus

Services:	GED classes	Tues/Thurs 12noon-3PM	(Bldg I, Rm. #138)
		Tues/Thurs 4-7PM	(Bldg I, Rm. #138)
	ELAA class	Tues/Thurs 5:30-8:30PM	(Bldg M, Rm. #211)

GED Room I-138: Hardware

“Level 1” Classroom Technology rooms are equipped with the following:

- LCD Projector & projection screen
- Computer with DVD drive (preferred device for video playback)
- Document camera
- Auxiliary VGA/HD15 input connection for Laptop (** Users with laptops having alternate output connector types need to provide their own adapters. Older deployments often do not have VGA/HD15 cables available at the lectern. Users should bring their own or make arrangements in advance for cable availability. Many older deployments have no associated audio available.)

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- Wireless PowerPoint clicker (most have laser pointers but not all)
- Installed speakers for program/presentation audio only (no microphones)
- 20 DELL systems with flat screen monitors; WEPA printer system

ELAA Room M-211

- LCD Projector & projection screen
- Computer with DVD drive (preferred device for video playback)
- Document camera
- Auxiliary VGA/HD15 input connection for Laptop (** Users with laptops having alternate output connector types need to provide their own adapters. Older deployments often do not have VGA/HD15 cables available at the lectern. Users should bring their own or make arrangements in advance for cable availability. Many older deployments have no associated audio available.)

Software: YC ABE image (see Appendix B)

Other Verde Campus Technology Access: Computer Commons

Verde Valley Campus Library | Bldg M

- WIFI for personal computers with wireless and WEPA printing;
- 25+ Dell computer systems with flat screen monitors
- Hours: Mon - Thu: 8 am - 7 pm; Fri: 8 am - 4 pm; Sat - Sun: Closed

Yavapai College Chino Valley Campus

Services: GED class Mon 5-8 PM (Rm. #120)

GED Room I-138: Hardware

“Level 1” Classroom Technology rooms are equipped with the following:

- LCD Projector & projection screen
- Computer with DVD drive (preferred device for video playback)
- Document camera
- Auxiliary VGA/HD15 input connection for Laptop (** Users with laptops having alternate output connector types need to provide their own adapters. Older deployments often do not have VGA/HD15 cables available at the lectern. Users should bring their own or make arrangements in advance for cable availability. Many older deployments have no associated audio available.)

Other Campus Technology Access: Computer Lab

- All students in the Prescott area have the following access to open computer commons on the Prescott Valley campus:
- 16+ DELL computer systems with flat screen monitors; WEPA printer system

Software: YC ABE image

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Technology Needs

In order to lay the foundation for 21st century technological challenges in the workplace and the community, the Yavapai College Adult Education Program will make educational technologies an integral part of the program's educational process, facilitated by ever-improving technology-rich instruction, both in the classroom and through distance learning.

We know the use of technology inside and outside the classroom

- enhances teaching and learning
- provides essential employment skills
- allows greater access to, sharing, and organization of information, both personally and globally
- is a necessary form of communication

We are committed to integrating technology in the classroom because it

- builds student confidence
- provides opportunities for cooperative learning
- fosters independent learning
- improves academic achievement
- provides alternatives for students with different learning styles
- provides students with workforce development opportunities
- greatly increases access to information

Goal I:

Yavapai College Adult Basic Education Program students will experience technology as an integral part of their educational program through explicit technology-integrated curriculum.

Goal II:

Yavapai College Adult Basic Education Program students will, as a part of their education, develop those technology skills pursuant to obtaining meaningful employment in contemporary society.

Goal III:

Yavapai College Adult Basic Education Program students will demonstrate a practical use of technology to interact with their community, employers, family and school district.

Goal IV:

Yavapai College Adult Basic Education Program students will develop self-esteem and self-reliance in and through their use of technology.

Goal V:

Yavapai College Adult Basic Education Program instructors will demonstrate a firm commitment to technology integration.

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Staffing Needs

The YC ABE Program, in keeping with Arizona Adult Education’s new “faster, better, cheaper” philosophy and intensified professional rigor, has instituted a new policy of EVERY EMPLOYEE A TEACHER. This means that EVERYONE who works for our program - director, coordinators, specialists and instructors – is responsible for teaching a class. Full-time employees teach one to five classes a semester and part-time employees teach one to three classes. There are no more executive assistants, data entry specialists, classroom assistants or content tutors. Any other necessary support is handled in-house (such as IT support for school systems, internal fiscal/budget processing, and printing).

Key Function	Key Responsibilities
Program Administration	<ul style="list-style-type: none"> • Provides program leadership and supervises staff. • Monitors and evaluates the program, and reports data in a timely manner. • Manages grant, program, fiscal resources, and human resources. • Builds relationships and partnerships with community businesses and organizations; markets program services to build program capacity. • Develops and executes program data quality plan. • Actively participates in required ADE/AES trainings.
Instructional Leadership	<ul style="list-style-type: none"> • Mentors, coaches, and supports teachers to improve instruction. • Develops and implements curriculum based on Arizona Adult Education Standards. • Uses data for continuous instructional improvement. • Addresses the special needs of enrolled learners, including those with disabilities • Actively participates in required ADE/AES trainings.
Student Services Coordination	<ul style="list-style-type: none"> • Oversight of standard procedures for student intake and orientation. • Oversight of student goal setting and goal achievement processes. • Oversight of student follow-up processes. • Oversight of student retention, transition to employment, post-secondary education, and/or other training programs. • Actively participates in required ADE/AES trainings.
Assessment Coordination	<ul style="list-style-type: none"> • Oversight of standard procedures for student assessment. • Actively participates in required ADE/AES trainings.
Data Management	<ul style="list-style-type: none"> • Oversight of the data collection, documentation, and reporting. • Actively participates in required ADE/AES trainings.
Grants Management	<ul style="list-style-type: none"> • Oversight of the grant project in the ADE Grants Management Enterprise system. • Actively participates in required ADE/AES trainings.
Coordination of Distance Learning (DL)	<ul style="list-style-type: none"> • Oversight of the distance learning services including: intake, assessment, instruction, data collection and coordination with non-DL partner(s) • Actively participates in required ADE/AES trainings.
Educational Technology	<ul style="list-style-type: none"> • Provide program support to integrate technology for educational

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Facilitator	<p>purposes.</p> <ul style="list-style-type: none"> • Actively participates in required ADE/AES trainings.
Support Staff	<ul style="list-style-type: none"> • Program Assistant • Data Entry
Instruction	<ul style="list-style-type: none"> • Develops and delivers instruction to adult learners based on the Arizona Adult Education Revised Content and Performance Standards. • Actively participates in on-going professional development. • Actively participates in required ADE/AES trainings.

Professional Development Needs

The following goals, as written, will help establish a new baseline for next fiscal year, when ABE instructors will increasingly transform further and further into content specialists, with their lesson plans revised for Core Standards and the GED 2014. In FY12/13, we will reach for rigorous content, differentiated instruction, and blended technology. All of our Instructors will be raising the bar for what they “know and can do” within their specialties and without. In FY12/13 we will use every professional learning opportunity to push towards a hitherto unsounded academic breadth and depth in our people and our program.

Partnerships

In FY12/13, YC ABE will continue to work closely with the Arizona Department of Education to coordinate student tracking through NRSPRO and our professional learning opportunities. Additionally, we will keep working with Mohave Community College, supplying them with Distance Learning GED training for their staff and student instruction. We will continue to work with CVARP (Camp Verde Adult Reading Program) to provide educational technology facilitation and advice. We also look forward to a renewed and intensive partnership with NACOG (the Northern Arizona Council of Governments).

Internally, the ABE program will continue to work with Student Services to transition ABE students into the general certificate and degree-seeking student population. Our Transitions Coordinator is also working closely with YC departments and staff to develop a clearly delineated “map” of developmental education services at the college, and new policies and procedures for placement and referrals of applicable students.

Program Outcomes

The mission of the Yavapai College Adult Basic Education Program is to provide extraordinary educational opportunities to adult learners. Our primary goal is to help individuals function more effectively in the family, the workplace and the community.

The primary goal of the YC ABE program includes one or more of the following for each student:

- Educational gain (In the simplest terms, according to the AZ Department of Education, an educational gain represents a 2.5 grade level increase as measured by pre-/post-standardized assessment.)
- Enter Employment
- Retain Employment
- Obtain GED or Secondary School Diploma
- Enter Post-Secondary Education or Training

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Projections and Plans for the Future

The two greatest factors that will affect ABE in the immediate future will apply to both the GED and ELAA students. The revised GED 2014 examination will, if/when adopted by the state, require a much more rigorous and intensive academic preparation than previously needed to gain the credential. This will result in a heightened educational training standard for instructors and a broader GED curriculum, which addresses the new Common Core Standards from Arizona Department of Education. On the ELAA side of the program, it also seems likely that any revision of national immigration and citizenship policies and procedures will require some type of official and standardized ESL (English as a Second Language) Fluency Assessment. This could have the effect of bringing our ELAA student numbers back up to the levels of previous years.