Assurance Argument
Yavapai College - AZ

Review date: 9/19/2022

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

The Yavapai College Mission is published on the college website, included in college publications, and informs decisions and planning throughout the college.

1.A.1

Since our establishment, Yavapai College, (hereafter YC) maintains its commitment to post-secondary education and service to the community through a balanced combination of continuity and flexibility. As is our practice, the Mission, Vision and Values statements are revisited regularly at the beginning of strategic planning cycles to meet the dynamic changes in the county. Review, revision and renovation of the Mission, Vision and Values Statements were addressed by the Strategic Planning Committee. This committee consisted of one student, two staff, five faculty and ten members of the administration. The endeavor began in the Fall 2020 with a mission subcommittee. The subcommittee met twice monthly and conducted surveys that reached hundreds of stakeholders. Through Spring 2021, presentations, a video, and feedback circles engaged internal and external stakeholders to amend and develop language for the final version. Recommendations and final approval were achieved in May 2021 (pg. 6). The statements approved in 2021 were reviewed during development of the 2022-2024 Strategic Plan.

1.A.2

Our college mission is direct, states our purpose and guides the objectives and decisions at YC. Developed through a rigorous exercise in shared governance the current YC Mission was approved (pg. 6) by the District Governing Board in the Spring of 2021.

Mission: Yavapai College enriches our community by providing accessible, quality workforce, transfer, lifelong and cultural learning opportunities.

The revisions to our Vision and Values statements complement our Mission and demonstrate our response to a new era in education which must adapt to environmental and economic challenges faced by our immediate and global communities.

Vision: Yavapai College ensures that Yavapai county is a premier place to learn, work, and live.

YC endeavors to promote our Mission and Vision through these **Values**:

Excellence

- We foster positive relationships with students, staff, and faculty to support student learning goals.
- We anticipate the needs of stakeholders and adjust our efforts to reduce their challenges and supports their objectives.
- We create a positive, productive, and supportive environment conducive to learning.

Caring

- We actively listen and provide support to students and colleagues.
- We connect with others, respecting human dignity and responding with compassion.

Equity

- We are committed to cultivating a diverse, inclusive, and equitable environment aimed at supporting and educating our students, staff, faculty, administration, and community partners regardless of individual backgrounds, identities, and differences.
- We are committed to dismantling structural barriers to equity by investing in policies, practices, and behaviors that work to support all students, staff, faculty, administration, and community partners to continually assess and adjust our behavior to be more equitable, fair, and just.

Integrity

- We are accountable to our students, community, ourselves, and our local taxpayers.
- We demonstrate collaboration and respect in all interactions.

1.A.3

Each Fall, the publicly elected YC District Governing Board updates the College Priorities, statements which it created to identify how the college can add the most value to the communities it serves. The College Priorities drive our Mission, Vision and Values and are the starting point for the annual Strategic Planning and Budgeting Cycles. These College Priorities provide clear direction as to the programs and services the college is intended to provide.

Goals

- Offer Career Education programs that provide the education and training necessary to

complete in the global job market.
- Ensure that General Education students can matriculate and continue in other institutions and programs.
- Provide the Community with access to lifelong learning and cultural opportunities.
- Assure the Communities of Yavapai County receive the leadership and encouragement to promote economic development.

1.A.4

Academic Programs, student support services, and the enrollment profile at YC are consistent with the Mission and related statements. 64% (pg. 9) of the annual general education budget is dedicated to instruction, instructional support, and student services.

Academic Programs

As a comprehensive community college, YC provides a variety of academic offerings as outlined in the College Priorities, including career technical education, transfer coursework, Adult Basic Education, and Community Education. Yavapai College offers twenty-four Associate of Applied Science degrees and eighty-seven certificates for students seeking a career and technical education. Six Associate degrees are available for students interested in general education to transfer to a four-year university to pursue bachelor's degrees.

Lifelong Learning is available for Yavapai County residents through for-credit personal interest offerings, summer College-for Kids programs, Community Education course offerings, and the OLLI Osher Lifelong Learning Institute. In 2020-2021, there were almost 4,000 lifelong learners enrolled in these personal enrichment opportunities

Student Support Services

Student Development provides a wide variety of services designed to meet the needs of students. This includes traditional college services such as Testing, Academic Advising, Financial Aid, and Tutoring. Newer support services include Hispanic Outreach, First Generation, Early Alert, Career Decision Support, and Social Workers to connect students to non-academic community service providers. Beginning in FY22, YC is proud to dramatically reduce its caseload down to 300 students per advisor, allowing advisors to provide better service and support to students.

Enrollment Profile

YC's Priorities and Vision statements designate Yavapai County as the primary service district of the institution. Yavapai County covers 8,123 square miles, with ¾ of the land belonging to the state, the federal government, or Native American tribes. Consequently, the population of 236,209 has low density, ranging from rural to suburban. The college services this population with strategically placed facilities throughout the county, including two campuses and four centers. There are college campuses in Prescott and Clarkdale, centers in Chino Valley, Prescott Valley, Sedona, and the Career and Technical Education Center in Prescott. Dual Enrollment courses offered at numerous high school locations throughout the county bring the educational opportunities to college-ready high school students throughout the district. Dual enrollment has grown from 1,421 to 1,545 students between 2019 and 2022. Dual enrollment represents eleven percent of the institution's full-time student equivalents (FTSE).

Over the past decade online courses have become an increasingly important delivery mode to help students juggle their competing priorities which often include family or work commitments in addition to school. The YC Teaching and eLearning Support Department (hereafter TeLS) championed the imperative and rapid transition to online instruction in March of 2020 (pg. 5). Digital technologies further enable the college to meet the needs of the community through our Online offerings.

With thirty-three percent (33%) of the population aged sixty-five years (65) or older, the county has roughly double the percentage of retirement-aged people as the US. Per the most recent census data, women represent 50.8% and Hispanics represent 15.3% of the population. The median income is $53,329 roughly 18% below the national average, while 10.8% of the residents live in poverty which is slightly below the national average of 11.4%.

YC serves a disproportionate number of women, Hispanic, and people of low economic means compared to our service area demographics.

Other College Priorities

YC operates the Regional Economic Development Center which provides a variety of economic development services including the Small Business Development Center, non-credit workforce training, and a variety of consulting services to cities, towns, chambers of commerce, and economic development agencies within the county.

Cultural opportunities are provided by the college through performing arts programming, a college library available to the public, lecture series, art galleries and a sculpture garden.

1.A.5

The Mission, Vision, Values, Goals and Board Priorities are published on the YC Website and included in college publications. These statements are founded in the original purpose of the institution, reflect the needs of the community, and guide the strategic planning process.

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1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1

YC is a public institution established to provide higher education and career training to the residents of Yavapai County. YC's five member District Governing Board (DGB) is elected by the residents of Yavapai County and they are responsible for ensuring YC consistently acts in the public interests while conforming with the quality standards established by HLC. The DGB meets almost every month, with Agendas posted in advance on the DGB page college website. Likewise, meeting minutes are posted on the website to provide transparency and accountability as to policy level decisions and actions that require DGB input and/or approval.

Similarly, YC posts its Strategic Plan (discussed in Criterion 5) which documents the actions the college intends to take as it fulfills its Mission, along with its Annual Budget which further demonstrates YC decisions to allocate resources in pursuit of our Strategic Plan, Mission, Vision and Priorities. Finally, YC publishes its Annual Comprehensive Financial Report (ACFR) which documents how resources were actually expended in pursuit of the same.

1.B.2

The educational responsibilities take priority over other purposes. As a political subdivision of the State of Arizona, YC can focus on its core Mission of education, and not be distracted with having to satisfy investors. There is no State department in Arizona which governs community colleges, thus freeing YC to focus on meeting the education needs of its local residents, who also provide the primary source revenue for the college though local property taxes.

Education is the priority in the college budgeting and resource allocation process. The focus on education is established in the college mission and integrated into the strategic planning and budgeting process. Each year about 62% of the college budget (pg. 9) is allocated to instruction, academic support and student development services.

In addition to operating revenues, YC generate revenues through its affiliate, the Yavapai College Foundation (YCF). YCF is a separate 501c(3) whose Mission is to support the college through resource development. In Fiscal Year 2021 (FY21), YCF raised $3.7M. That same year, they contributed $1.5M to YC, including $684,000 of scholarships to students.

Finally, the YC Grants Office seeks supplemental funding from local, state, and national sources whose priorities align with those of the college. For example in FY21, the grants department helped secure 17 federal grants providing over $18,000,000 to support educational programs and services at YC.

1.B.3

YC engages with its external constituencies to assess and respond to their needs. In alignment with our College Priorities, community outreach can be grouped into three categories: Education, Economic, and Cultural:

Education

YC engages with high schools in many ways. YC's VP of Academic Affairs regularly participates in meetings with all of the county high school superintendents to understand their collective issues, while senior YC staff members from the department of Early College Programs meet with Principals and Academic Counselors on a regular basis to determine school specific needs.

Arizona schools are consistently some of the lowest funded per pupil in the nation, and consequently have many needs. In response to learning that many schools in our service district are struggling to meet basic needs, YC began offering surplus equipment and supplies to k-12 schools before sending them to auction. Understanding high school staffing shortages, YC began supplementing high school academic counselors offering several college counseling services at each public high school including group and individual college advising sessions, FAFSA Nights, and College Signing Days (pg. 18)—YC provides these services to high school students whether or not YC is their school of choice.

Arizona high schools are rated annually with 20% of their score based on providing access for their students to college level coursework. To help Yavapai County high schools, and their students, YC offers a roughly 90% discount for dual credit courses (high school and college credit, taught by high school teachers in the high school classroom). In response to some high schools expressing that they couldn't offer Dual because of teacher credentialing issues, YC began a 50% discount for high school students taking an online concurrent credit course (counts for high school and college credit, and taught by college faculty). Also in response to this expressed need, YC will send faculty to the high school to teach concurrent courses in some cases. Likewise, the college partners with the local Career Technical Education (CTE) District who pays the tuition for concurrent CTE courses taught at the college.

The high schools and the students are appreciative: most college-bound Yavapai County high school graduates articulate to YC. More than 30% of the graduating class attends YC their first semester after graduation—well above the national average.

YC also engages with its four year partners, working to create seamless pathways for YC students seeking to transfer. The VP of Academic Affairs attends AZTransfer meetings with counterparts from the other Arizona public colleges and universities to ensure YC courses transfer efficiently toward a degree at other Arizona public institutions.

Economic

The Regional Economic Development Center at YC supports cities and towns in their efforts to

sustain and grow the local economy. YC has representation on every local Chamber of Commerce and Economic Development organization, such as Verde Valley Regional Economic Organization and Prescott Valley Economic Development Foundation. REDC staff members attend various meetings with the Arizona Department of Economic Security and the Arizona Commerce Authority to ensure YC offers programs that are aligned with the state economy (pg. 23), not just the local economy. REDC addresses expressed needs through providing informational reports and non-credit workforce training.

In past administrations, YC attempted to engage directly with residents through community surveys. The current administration believes it is more effective to engage the community through interactive discussions with their leadership. Senior college leadership meets with local city managers and elected officials at least twice a year to understand the unique educational needs of their communities. In response to these conversations, YC has developed several academic programs including Viticulture & Enology, Culinary, Plumbing, Residential Electrician, Commercial Truck Driving, HVAC, Unmanned Aviation Systems, Cybersecurity, and 3D Construction.

YC programs culminating with an AAS degree each have program advisory boards comprised of leaders of businesses that hire the graduates of those programs. The Advisory Board meets twice a year updating our programs to ensure YC graduates have the knowledge and skills needed to be successful in the evolving workforce.

YC partners with other Community Based Organizations when Mission alignment creates mutual opportunities. Examples include partnering with the Northern Arizona Council of Governments or Goodwill Industries to support their goals of helping displaced workers to retool, developing strategies with Yavapai Big Brothers/ Big Sisters when they needed to help their "littles" transition into college or the workforce, and providing fundraising support for the local chapter of the American Association of University Women whose main goal is to raise scholarships for women.

Culture

YC provides many opportunities for the community to engage with cultural events. In addition to hundreds of courses in music, arts, and humanities, the college has offered many cultural events including History Symposiums, Southwest Literary Series of lectures, as well as Library Lectures. YC's two libraries are part of the county library system, representing 21% of the county's collection.

YC sponsors a variety of nationally touring performers each season which it hosts in the Yavapai College Performing Arts Center (YCPAC), an 1100 seat venue on the Prescott Campus, as well as other community venues throughout our large service district. YC also sponsors the Curtain Up! Education Series which presents performers designed to entertain and educate k-12 students through the arts. The YCPAC is home to several regional cultural traditions including the Prescott Pops, the Phoenix Symphony, the Cowboy Poets Gathering and the Arizona Philharmonic. The technology in this state of the art facility allows YCPAC to present a variety of satellite events including The Metropolitan Opera and the London National Theater.

The YC Performing Arts Department produces a variety of memorable performances each year including 5 instrumental groups, 4 choirs, and 2 musicals each featuring a combination of traditional and non-traditional students.

The YC Film and Media Arts program holds the annual Prescott Film Festival in addition to other special movie events throughout the year including the Manhattan Shorts Film Festival and several

Oscar- nominated films.

In criterion areas 2.C.2 and 2.C.3, we detail how YC's District Governing Board engages and responds to the needs of our external constituencies.

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1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1

Curricular and cocurricular activities introduce our students to the multi-faceted world. YC provides co-curricular activities that both inform and engage our students with the diverse and multicultural societies within our immediate communities and an awareness of the complexity of the world at large.

YC's General Education curriculum addresses the following competencies: written communication, scientific literacy, quantitative literacy, critical thinking, and diversity awareness. The Diversity outcome (pg. 12) replaces the previous Civic Engagement outcome. This is described as:

> "The ability to understand a broader perspective of human experience that accompanies an understanding of diverse people, groups across history, geography and culture."

This competency is published on the General Education webpage on the College Website. Students pursuing transfer certificates or Associate of Arts Degrees are introduced to this competency. The expected outcomes of the General Education curriculum are intended to work together to produce an informed citizen ready for life and workplace success.

The Student Development program provides opportunities for students to engage in civic activities. In addition to sponsoring a Safe Zone training, college clubs and organizations participate in community awareness forums, informed voting discussions, town hall meetings, and charitable organization activities. Further, the Division of Adult Learning programs, courses and activities enrich the educational opportunities and develop a greater awareness for our large retirement community.

1.C.2

To ensure inclusion and equitable service throughout our county the Office of Institutional Effectiveness and Research incorporates race/ethnicity, gender, first generation and financial insecurity into many reports to identify equity gaps**.**

The YC Promise was intended to improve access and completions. Analysis of the disaggregated

data indicates [equitable improvements in completion rates regardless of race, ethnicity, gender or socio-economic status (pg. 26)](#).

The Hispanic community was identified as our county's fastest growing population, with a [performance gap in educational attainment (pg. 5)](#), YC is working to establish itself as a Hispanic Serving Institution**.** The new Hispanic Initiative is actively engaged in [outreach activities](#) to build connections, relationships and thus better serve this portion of our community. Our efforts are already yielding results: in just 3 short years we have grown the [proportion of college students](#) from 21% to 24%-- well above the [proportion of our service district](#).

1.C.3

In addition to addressing diversity and inclusion, YC works toward a greater climate of respect.

The [Respect Campaign](#) was established 2016 by the previous college president. Shortly after the national presidential election, "white power" and a swastika were scratched inside an elevator in a well trafficked area of the Prescott Campus. Two faculty members were tasked with overseeing a campaign which would host events on both the Prescott and Verde campuses. With the retirement of one of the two faculty leaders, the remaining organizer decided to change the structure to a committee-based endeavor that included faculty, staff, and students. Since its inception, the Campaign has been housed under the Vice President of Academic Affairs. The Campaign's mission statement reads:

> "The Respect Campaign unites Yavapai College students, faculty, staff, and administration to actively work together within curricular and co-curricular venues to promote open dialogue while addressing equality, cultural intelligence, multiculturalism, and social justice on both a local and national level. Awareness and respect are emphasized and modeled as core values necessary to work and live in a dynamic global community."

Student [survey results](#) between 2014 and 2019 show a significant positive increase in campus climate questions related to respect. The next Ruffalo Noel Levitz survey is scheduled for Spring 2023.

During the summer of 2020 the new college President created the [Equity Taskforce](#) another committee to improve the climate on campus. Efforts related to the Equity Taskforce include:

- [Adding Equity as a core college value](#)
- [Pronoun and preferred first name project](#)
- [Spanish interpreter incentive program](#)
- [Equity at YC website](#)
- [YC Justice Institute event](#)

The President instituted the [YC Way program](#) to improve relationship excellence. The program is founded on the [Outward Mindset](#) philosophy and trainings. Over 90% of faculty and staff have attended Outward Mindset [trainings](#) and [activities](#). Further, mediation services are provided by in-house trained facilitators if the mutual understanding cannot be met independently.

- [Outward Mindset Celebration and Recognition](#)

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1.S - Criterion 1 - Summary

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

Summary

As introduced in the assurance argument narrative for each core component of Criteria 1 and further clarified and substantiated through the documentary evidence provided, the Mission of Yavapai College is clear and guides the operations of our institution.

Our mission is reviewed and when appropriate revised to meet the expectations of our constituents and the dynamic environment of community and higher education. Our goals articulate clearly and publicly our focus on Career and General Education for certificate and degree seeking students. Our goals further embrace the importance of Lifelong Learning and Cultural Opportunities for our community. Finally, we recognize our responsibility to encourage and promote Economic Development throughout our county.

The foundation of each of these four goals is guided by a focus on education and the enhancement of our community. Our constituents, both within the institution and in the community at large are active participants in the continuous development of our Mission, Values and Goals.

Since our creation in 1968, Yavapai College has been guided by a Mission and the responsibility to serve our diverse public.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2.A.1

The policies and procedures which guide the college and ensure the Mission is met are published on the college website and available to the public on the YC Operational Policies webpage. The Webpage is organized to assist our constituency when searching for policies and procedures. The organization identifies the following ten (10) areas in which the policies that ensure fair and ethical behavior are housed.

1. District Governing Board
2. Human Resources
3. Academic Systems
4. Student Policies
5. Administrative Services
6. Facilities and Campus Police
7. Finance
8. Development
9. External Relations
10. General

Under the leadership of our Human Resources Department, YC began a review and revitalization of our policies. This endeavor continues as we evaluate and move forward with our changes in shared governance.

Addressed in detail in 1.A.1, the Mission was developed through a rigorous exercise in shared governance. The current YC Mission was approved (pg. 6) by the District Governing Board in the Spring of 2021.

Yavapai College is governed by a board of elected representatives from the five districts within Yavapai County. Governing Board members must reside within Yavapai County and serve a six-year term. In March 2020, the Governing Board revised the Board Policies to reflect the current Board

Priorities The revised Priorities articulate the role, authority and responsibilities of the Board and President (pg. 24).

2.A.2

Yavapai College maintains the credibility and integrity of curriculum and instruction through the policies and procedures of the General and Academic Systems outlined on the Policy webpage. Paramount to this end is the Policy of Participatory Governance which recognizes an interactive communication and information-sharing model involving all college groups, but granting primacy to faculty in academic matters. The All College Council Academic committees include Curriculum, Instruction, General Education, and Assessment of Student Learning. Criteria area 5.A.1 describes changes in governance affecting faculty committees. Academic policies include the established policies on Syllabus and Curriculum Development and the Evaluation of Student learning. College Policies on the Credit Hour and Credit for Prior Learning can also be found in the Academics area. All policies germane to Academics are available to the public on the college website.

The financial integrity of Yavapai College is addressed fully in Criteria 5; however, policies which regulate the fair and ethical utilization of the predominately public funds, which finance Yavapai College are published on the college website under Administrative Services. Policies which guide the budget and purchasing procedures along with those that address official travel or the rental of facilities are published on the college website. The college also maintains a policy to ensure the financial stability of the institution.

For twenty consecutive years, the Government Finance Officers Association (GFOA) of the United States and Canada awarded a Certificate of Achievement for Excellence in Financial Reporting to Yavapai College for its Comprehensive Annual Financial Report. The college has received an unqualified audit opinion on all financial audits since 2001.

Policy and procedures to insure the integrity and ethical behavior of college students and personnel are aligned with and regulated by the Human Resources department. The most recent revisions to college policy are those which address Title IX compliance, anti-discrimination, harassment and grievance procedures. However, the Human Resources policies include those which address issues of

- intellectual properties,
- family medical leave,
- copyright use,
- disabilities accommodation and
- codes of ethics and conflict of interest.

All Human Resource policies and procedures are available to the public on the college website.

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- YC Academic Systems 3.11 Credit for Prior Extra Institutional Learning
- YC Academic Systems 3.41 Curriculum
- YC Award of Credit Hour June 28 2022
- YC District Governing Board Priorities
- YC District Governing Board Priorities (page number 24)
- YC Finance OP 7.02 Purchasing and Contracting Procurement
- YC Finance OP 7.03 Travel
- YC Finance OP 7.04 Official Functions
- YC Finance OP 7.08 Investment
- YC Financial OP 7.01 Budget
- YC GEN OP 10.14 Title IX Sexual Harassment
- YC GFOA Certificate 2019
- YC HR OP 2.07 Intellectual Property Rights
- YC HR OP 2.19 Code of Ethics
- YC HR OP 2.20 Conflict of Interest
- YC HR OP 2.21 FMLA
- YC HR OP 2.26 Zero Tolerance for Threats and Disruptive Behavior
- YC HR OP 2.27 Americans with Disabilities Act
- YC HR OP 2.28 Copyright Use
- YC Interim Participatory Governance Policy- 10-11

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

Yavapai College presents itself clearly and completely to its student and to the public. Through regular revisions of the college website, college catalog and supplemental documentation, YC publishes information available to the public in the following areas.

2.B.1

YC ensures the accuracy of any representation it makes regarding **Academic programs.** The academic department works closely with each academic and service department within the college to ensure that advertising is accurate and timely and that they are being used in the correct marketing medium/channel. The marketing professionals within the department carefully vet all marketing and communication materials. All materials are vetted regularly for consistency in messaging and branding.

Yavapai College maintains an admission policy in accordance with Arizona Law and articulation agreements with the state universities. Admission requirements, degree and program expectations are available to the public on the college website and through the college catalog (pg. 24).

Certificate and Degree requirements are published on the college website and in the college catalog. Degrees are published alphabetically in the catalog. Associate Degrees (pg. 68) and Arizona General Education Certificates (pg. 81) precede the Associate of Applied Science (pg. 84) programs. Certificate programs and requirements follow in alphabetical order as well. The college website provides degree and certificate information that is searchable by program, school, location, and type. Information for students wishing to transfer to a university is located on the advising website, where students can research coursework that transfers directly to the state universities.

YC ensures the accuracy of any representation it makes regarding **Costs to Students.**

Current schedules for tuition and fees are maintained on the college tuition and fees website. The college maintains a Paying for College calculator on the tuition and fees, and paying for college websites to assist students with an estimate of tuition, housing and other educational costs.

YC ensures the accuracy of any representation it makes regarding **Human Resources or faculty and staff.**

The credentials for [full-time and adjunct faculty](#) are provided in pdf format on the employee directory page. Students can also view faculty and their credentials when they [search academic programs](#) on the area of study webpage.

YC ensures the accuracy of any representation it makes regarding **Governance Structure.**

A description of the College's participatory governance structure is provided on the About portion of the college website. Internally, governance information can be accessed from the [All College Council webpage](#) for staff and faculty. The College Council information link is also on the [President's website](#). The District Governing Board also makes information available to the public through its website and annual report.

- [Meeting Schedule](#)
- [Agendas and Minutes](#)
- [Annual Report](#)

YC ensures the accuracy of any representation it makes regarding **Accreditation.**

In accordance with HLC requirements, YC publishes accreditation information on the [college website](#) and [college catalog](#).

In addition to the present standing with the Higher Learning Commission, Yavapai College maintains third party accreditation for

- [Nursing](#),
- [Fire Science](#),
- [Radiology](#),
- [Emergency Medical Services, and](#)
- [Automotive programs](#).

YC is in [good standing](#) with all its third-party accreditors

2.B.2

YC provides information which supports our mission and commitment to our primary goals.

Addressed in detail in Criterion 5, YC shares information on the Board's priorities through the [strategic plan](#) and [priorities](#).

- Offer Career Education programs that provide the education and training necessary to compete in the global job market.
- Ensure that General Education students can matriculate and continue in other institutions and programs.
- Provide the Community with access to lifelong learning and cultural opportunities.
- Assure the Communities of Yavapai County receive the leadership and encouragement to promote economic development.

YC provides information which supports our mission and commitment to employment education.

Yavapai College uses state licensing data, graduate follow-up surveys, and a partnership with LiveAlumni to track student employment outcomes. Student outcomes can be found through the

About and Institutional Effectiveness webpages.

- [Nursing](#)
- [Radiologic Technology](#)
- [Fire Science](#)
- [YC Graduates](#)

YC provides information which supports our mission and commitment to transfer education.

Through the college's participation in the Arizona State System for Information on Student Transfer (ASSIST) and the National Student Clearinghouse, YC monitors and evaluates the outcomes of our transfer students.

- [Transfers](#)
- [Transfer First-Year Performance](#)
- [Transfer Junior-Year GPA](#)
- [Transfer Bachelor's Degree Graduation Rates](#)

YC provides information which supports our mission and commitment to lifelong education.

Lifelong learning information is reported through dashboards and monitoring reports.

- [Lifelong Learning Plan and Dashboard](#)
- [Lifelong Learning Outcomes](#)

YC provides information which supports our mission and commitment to economic development.

Described in detail in Criterion 5, Yavapai College's Regional Economic Development Center (REDC) provides information on the college's commitment to economic development in the region.

- [Economic Plan](#)
- [REDC website](#)
- [AZ Pipeline Career and Employment](#)
- [Economic Overview - Yavapai County](#)

Sources

- 2021-22 DGB Meeting Schedule - Yavapai College
- 2021-22-Catalog
- 2021-22-Catalog (page number 4)
- 2021-22-Catalog (page number 24)
- 2021-22-Catalog (page number 68)
- 2021-22-Catalog (page number 81)
- 2021-22-Catalog (page number 84)
- 2022-2023 Tuition and Fees - Yavapai College
- 2022-23-Catalog - Accreditation
- 56 - 2022-2024 Strategic Plan Report 3-5-22
- 56 - 2022-2024 Strategic Plan Report 3-5-22 (page number 4)

- 61 - 084-22 Strategic Planning 2021-22 Brochure - Final
- 78 - 2022-2024-economic-development-plan-11-2021
- Accreditation Website
- ACEN Accreditation Approval
- Admission at Yavapai College - Yavapai College
- Admission to Yavapai College- 4-00
- Automotive Accreditation Information
- Automotive ASE Accreditation
- Behavioral and Social Sciences - Yavapai College.pdf
- College Cost Comparison Tool - Yavapai College
- College Council - Yavapai College
- Degrees and Certificates on Website Example
- DGB 2021 Annual Report
- Economy_Overview_Yavapai_County_AZ_1006_6-22-21[1]
- EMS Accreditation Information
- EMS Accreditation Letter
- Fire Science Accreditation Information
- Fire Science Student Achievements - Yavapai College
- First Year Performance YC
- Governing Board Agendas and Minutes - Yavapai College
- Grad Rate YC
- IFSAC Accreditation Letter
- Job Connections Powered by Pipeline - Yavapai College 4.C.3 - Copy
- Junior Year GPA YC
- LiveAlumni and Graduate Follow Up Example
- New Transfers YC
- Nursing Accreditation Information
- Presidents Website with Link to College Council
- Radiology Accreditation Information
- Regional Economic Development Center Website
- student-outcomes-2022
- student-outcomes-2022 (page number 2)
- student-outcomes-2022 (page number 8)
- Third-Party Accreditation Letters.pdf
- University Transfer Information
- YC DLL - Academic Master Plan 2021-11-5 FINAL
- YC Faculty Directory 2021

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

The Yavapai College Governing Board is elected by the community and expected to be sufficiently autonomous to make decisions in the best interest of the institution. Their deliberations reflect both the immediate needs of the institution and reasonably set goals for the future. In June 2021, the Governing Board revised the Board Ends and enacted Board Priorities. Through these priorities and through their deliberations and decisions, they demonstrate their responsibility and accountability to the taxpayers of Yavapai County.

2.C.1

Board members are informed of developments with The College Mission, Goals, Priority Statements and Strategic Initiatives; however, they delegate the responsibility pg. 24 of administration to the President. Board representatives are members of the Association of Community College Trustees (ACCT) and regularly attend conferences for professional development. The Board reviews regularly the successes and challenges of the institution. The Board also regularly holds retreats with in-depth training agendas. Academic and Administrative services provide monthly, periodic and annual reports. This continuous process of review and evaluation enables the Board to remain current with the conditions and needs of the institution and its constituency. Further, the Governing Board reviews the President's evaluation pg. 26 of the Board Priorities as a component of the President's performance review. As part of Policy Governance, the President must also provide the Governing Board with an assessment of the Board's Executive Limitations as well as the completed monitoring reports. The President's monitoring reports pg. 10 based on these assessments must contain verifiable data to support compliance with each Executive Limitation.

2.C.2 and 2.C.3

The Governing Board reviews and evaluates the concerns and interests of the college community. Through *Open Call* opportunities during regular meetings, public hearings, and outreach activities, the Board accesses the needs and concerns of the community. During each board meeting, the public has opportunity to address the Board during the *Open Call*. At this time the community can put forth

their observations and opinions on any issue within the jurisdiction of the Governing Board. Arizona Open Meeting Law, Arizona Revised Statute 38-431-01(H), states that upon the conclusion of the *Open Call* Board members may respond to concerns and may ask the President to review the matter and potentially add the issue to a future agenda. The Board cannot discuss or take legal action on matters raised during an *Open Call* unless the issues are properly noticed for discussion and legal action. The Governing Board conducts public hearings for Truth in Taxation and for the budget in May of each year. Finally, the Board conducts a variety of outreach activities through which they glean information necessary to make thoughtful decisions. The most traditional of these activities are actual presentations or open forums during which time the Board, the President or members of the college leadership team introduce potential changes to the college, seek responses from the communities or present information on new developments. With unique needs and constituents inhabiting a large service delivery area, the Board holds their monthly meetings at various locations throughout the district to ensure all voices have the opportunity to be heard. The Governing Board webpage on the college website provides yet another vehicle through which the Board can glean information. Here members of both the internal and external constituencies can communicate and provide necessary information to the Board.

2.C.4 and 2.C.5

As codified in the District Governing Board Priorities 306 3.3 "Board Members Code of Conduct and Ethics," board members conduct a self-evaluation monitoring process to preserve independence from undue influence on the part of any internal or external party when such an influence would be detrimental to the institution. Included in this section of the policies are narratives on Personal Gain, Voting, Conflicts of Interest, The Board Operates with One Voice, and Understanding the College as a Whole.

The Governing Board Policies delegate the responsibility and accountability for college operations to the College President and the Administration.

The College President is supported by four executive officers,

- The Vice President of Academic Affairs
- The Vice President of Finance and Administrative Services
- The Vice President of Community Relations and Student Development
- The Chief Human Resource Officer

The President and Vice Presidents keep the Governing Board abreast of college management; however, the Board is restricted from evaluating pg. 24 or directing any staff other than the President. The Vice President of Academic Affairs in concert with the Deans of the Academic divisions and Student Development communicate matters of instruction and inform faculty and staff of their decisions.

Sources

- 02-26-2019 Full Retreat Agenda Summary
- 2022-05-17-budget-hearing-summary
- 4-12-21 Strategic Planning and MVV Board Presentation

- Arizona Revised Statues 38 431 01 Open Meetings
- Board Monitoring Report Pg 10 dgb-04-12-2022
- Board Monitoring Report Pg 10 dgb-04-12-2022 (page number 10)
- Board Outreach - BM 2021-2022 Advocacy and Community Relations Plan
- DGB Community Survey Final
- January 12 2021 - Budget Workshop Agenda with Attachments
- Presidents Annual Evaluation 2021_With Attachments
- YC Budget Work Study Part 1 Budget Slides 02-21-22 Intro UA
- YC DGB Meeting April 2021 Mission and Values
- YC DGB Meeting May 2019 Budget Public Hearing
- YC DGB Meeting May 2020 Budget Public Hearing
- YC DGB Meeting September 2016 Suspension of Verde Advisory
- YC DGB Truth in Taxation May 2018
- YC District Governing Board Priorities
- YC District Governing Board Priorities (page number 17)
- YC District Governing Board Priorities (page number 24)
- YC District Governing Board Priorities (page number 26)

2.D - Core Component 2.D

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

Argument

Yavapai College maintains its commitment to freedom of expression and the pursuit of truth in teaching and learning. As a community college and an institution whose Mission and Goals focus on undergraduate instruction rather than academic research, freedom of expression and the pursuit of truth are primarily addressed in classroom and student activities.

2.D

The recent climate of political divisiveness served as catalyst for further measures to ensure open and civil discourse in the classrooms and during college sponsored activities. A civil communications statement was composed and approved by the Faculty Senate to be included in every course syllabus.

> "Regardless of venue or delivery method, faculty must ensure and maintain an environment appropriate for higher education. To promote a positive educational experience, appropriate and civil communication is an expectation of all students. All communication must remain respectful. Language or behavior that is threatening, intimidating, harassing, defamatory, libelous, or obscene is unacceptable. Hate speech is prohibited. Failure to abide by these standards may result in disciplinary measures."

The Faculty Association and Faculty Senate's Affiliation with the American Association of University Professors embrace the *Statement of Principles on Academic Freedom and Tenure*, (1940) as the Academic Freedom Policy. Therefore, the college is committed to the freedom of expression in the classroom when the expression benefits the students, the community and supports the diverse and potentially controversial perspectives germane to the subject or discipline.

A Faculty Grievance Policy exists to ensure that if issues of Academic Freedom arise, a policy and procedure is in place to review and address the concern.

The Visual Art Department encourages the freedom of expression and enhanced student learning opportunities with the following "Accepting Art" statement which is published in the department, posted in classrooms, and included in all syllabi.

> "Dealing with the concept of "what is art" can sometimes be confusing. An image that one student considers art may be considered disturbing and objectionable by another. The Visual Arts Department of Yavapai College encourages open minds and open discussions in its classes. If you find yourself confused about an image you wish to present or one that another student has presented, discuss your issues with your instructor. Together we can explore appropriate avenues of communication and resolution."

The freedom of expression and the pursuit of truth in teaching and learning is further protected and encouraged at Yavapai College through the Intellectual Properties and Library Materials Selection

Policies.

Sources

- YC Academic Systems 2.37 Faculty Grievance
- YC Academic Systems 3.02 Academic Freedom
- YC Academic Systems 3.27 Library Materials Selection
- YC Art Department Lab and Studio Policy 2021 2022
- YC HR OP 2.07 Intellectual Property Rights
- YC Syllabus Template
- YC Syllabus Template (page number 7)

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1 and 2.E.2

Although Yavapai College is a community college and an institution whose Mission and Goals focus on undergraduate instruction over academic research, the institution maintains policies and procedures to ensure the integrity of research and scholarship performed by faculty and students. In compliance with Federal mandates, the Human Subjects Review Board Policy ensures the college regulation of projects and the protection of research participates. Since our last assurance argument review, the Human Subjects Review Board has addressed a dozen requests. The College policies on Code of Ethics and Conflict of Interest further enhance the integrity of behavior and activities at Yavapai College. The Office of Institutional Effectiveness and Research provides support services in study designs, data analysis, business intelligence and survey research to promote and enhance the integrity of research and scholarly practice.

2.E.3

Yavapai College Students are offered guidance in the ethical use of information resources. The College Policy on Copyright Use and instructional programs in the College Library provides expectations of ethical scholarship. College librarians provide these programs in the classroom, Library instruction room, and over Zoom. The library also offers numerous guides and videos to students as resources on appropriate ethics and research practices.

- Explore & Evaluate Your Information
- Write and Cite
- Evaluating Magazines & Newspapers
- Assessing Websites
- Online Search Strategies
- Avoiding Plagiarism

2.E.4

Yavapai College Student Code of Conduct articulates the expectations of academic honesty and integrity and the consequences of failing those expectations.

Sources

- Avoiding Plagiarism - Key research skills - LibGuides at Yavapai College
- Improve your research skills - Yavapai College
- YC GEN OP 10.1 Human Subjects Review Board
- YC HR OP 2.19 Code of Ethics
- YC HR OP 2.20 Conflict of Interest
- YC HR OP 2.28 Copyright Use
- YC Human Subjects Review Board Approval 2019
- YC Library Instruction
- YC Student Code of Conduct 21 22

2.S - Criterion 2 - Summary

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

Summary

As introduced in the assurance argument narrative for each core component of Criteria 2 and further clarified and substantiated through the documentary evidence provided, Yavapai College strives to meet the ethical standards and professional practice within Higher Education.

Our Institution continues its commitment to ethical standards through the maintenance of the Policies and Procedures of the Institution. These policies are available to the public and guide the practices of our Governing Board, Administration, Operations, Faculty, Staff, and Students.

Yavapai College ensures the public has access to information concerning our academic programs, employment opportunities, governance, and accreditation. This information is published on the college website.

As elected representatives of our constituency, our District Governing Board is expected to act in the best interest of our community. Although their charge is to develop priorities for the institution, they delegate the authority to lead the college to the President.

Integrity and ethical practices to ensure academic freedom, freedom of expression, and quality education are protected by the policies and procedures developed through our shared governance system.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its 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).

Argument

The rigor of Yavapai College's academic offerings is appropriate to higher education.

3.A.1

The courses and programs at Yavapai College are current and require levels of performance by students appropriate to the degree or certificate awarded. Yavapai College provides opportunities for individuals seeking general or career and technical educations.

Career and Technical Education certificate and degree programs provide a college level general education foundation and meet the criteria provided through industry standards and/or third party accrediting agencies.

As a member of the a state wide consortium of higher education institutions, AzTransfer, YC awards transfer certificates and degrees which meet the academic criteria and rigor established by this statewide consortium of higher education institutions. Yavapai College offers, six associate degrees, twenty-four associate of applied science degrees and eighty-seven certificates.

3.A.2

The goals and outcomes of specific degree and certificate programs are published in the Yavapai College Catalog. The quality of the education and appropriate rigor is substantiated by the success of Yavapai College transfer students (pg. 13). The Office of Institutional Effectiveness and Research monitors and documents transfer data and success annually. The process has been in place for over ten years and regularly informs YC stakeholders about transfer students' academic preparedness.

Yavapai College articulates and differentiates learning goals for its

- Associate degrees and transfer certificates,
- Associate of Applied Science degrees and
- Career and Technical Education certificates.

Students unsure of their academic goals may pursue three general education certificates available at Yavapai College which are the equivalent to a freshman year of college or the first thirty-five semester hours. Thus the AzTransfer Arizona General Education Curriculum (AGEC) certificates

- AGEC Arts,
- AGEC Business, or
- AGEC Science provide students with the freshman core.

The goals and requirements for these certificates and our associate degree programs meet the articulation requirements established by AzTransfer and are clearly articulated in the college catalog.

Associate degrees at Yavapai College all require a minimum of sixty credit hours for completion. All degrees require general education foundation coursework and a sampling in area studies courses in arts and humanities, the social and behavioral sciences, and physical and biological sciences. The Associate of Arts and the Associate of General Studies degree programs provide the most breadth for personal inquiry. The Associate of Arts in Elementary Education and the Associate of Fine Arts provide tighter parameters to include the foundation courses necessary for a smooth transition to teaching programs or fine arts programs at state universities. The Associate of Business and the Associate of Science degrees provide more prescriptive guidelines for student success upon completion and matriculation to the state universities. Regardless of focus, the Associate degrees provide educational requirements for a solid liberal education that will introduce students to skills of academic scholarship and the complexity of a global community.

Dependent upon the content and objectives articulated by industry standard or special accreditation, Associate of Applied Science degrees may require sixty to eighty-two credit hours. These degrees are designed to prepare graduates for entry-level employment in specific career and technical occupations. These degrees may also meet the needs of experienced individuals seeking training enhancements or upgrades within their respective trades or professions.

Applied Science degree programs are reviewed by advisory boards and are designed to meet industry standards and certification requirements. The Associate of Applied Science degrees in Automotive, Emergency Medical Services, Fire Science, Nursing and Radiologic Technology hold Third Party Accreditations.

Every Associate of Applied Science degree includes nineteen credit hours of general education coursework. The remaining credit hours are determined by the specific career or employment path. These degree requirements, like those for associate degrees are clearly articulated in the YC College Catalog.

Certificate programs require completion of between five and forty-three credit hours. Certificates are designed to prepare students for entry level employment in specific occupational areas. Some certificate programs at Yavapai College are built on the curricular requirements of special accreditation while others are driven by the criteria of certification testing.

3.A.3

Yavapai College program quality and learning goals are [consistent](#) across all modes of delivery and all locations. Yavapai College endeavors to improve and maintain program quality throughout the district. The institution has long held that standardized course outlines ensure consistent course and thus program quality. Evaluation of program-wide student learning outcomes assessment data in the general education areas encourages curricular amendment. The participation in Quality Matters trainings and the application of [instructional design](#) guidelines have improved the quality of online offerings. Since our four-year remote review, [YC remedied concerns](#) of inconsistency in delivery and assessment across all mode of delivery.

YC has a [robust early college dual enrollment program](#) where instruction in college courses takes place in the high school. The College follows [NACEP partnership standards](#) to ensure quality college courses for high school students. All dual enrollment instructors meet the same credentialing criteria as any YC adjunct or full-time faculty. Dual enrollment courses have the same learning outcomes as on-campus courses. YC maintains [faculty liaisons](#) for all areas taught through dual enrollment. College meetings with faculty liaisons, partner high schools, and dual enrollment instructors occur twice a year in the [fall](#) and [spring](#) semesters.

Sources

- 11.12.21- Brewing Technology Advisory Committee Meeting Minutes
- Academic Learning Management System -LMS- Use Policy- 3-43
- Advisory board examples for Nursing and Brewing
- AzTransfer Tools Course Exam Equivalency
- Current Dual Enrollment Courses for All Yavapai County Schools for 2021-22
- Dual Enrollment Advisory Committee Fall Meeting October 15 2021
- Dual Enrollment Advisory Committee Spring Meeting 2.25.2022
- NACEP_Standards_2017
- Third-Party Accreditation Letters.pdf
- Yavapai College Catalog 2021 2022
- Yavapai College Catalog 2021 2022 (page number 61)
- Yavapai College Catalog 2021 2022 (page number 62)
- Yavapai College Catalog 2021 2022 (page number 68)
- Yavapai College Catalog 2021 2022 (page number 70)
- Yavapai College Catalog 2021 2022 (page number 72)
- Yavapai College Catalog 2021 2022 (page number 76)
- Yavapai College Catalog 2021 2022 (page number 78)
- Yavapai College Catalog 2021 2022 (page number 79)
- Yavapai College Catalog 2021 2022 (page number 81)
- Yavapai College Catalog 2021 2022 (page number 82)
- Yavapai College Catalog 2021 2022 (page number 83)
- Yavapai College Catalog 2021 2022 (page number 84)
- Yavapai College Catalog 2021 2022 (page number 86)
- Yavapai College Catalog 2021 2022 (page number 124)
- Yavapai College Faculty Dual Enrollment Liaisons 2021-2022
- Yavapai College Interim Report 20190320 - response to monitoring report on assessment by delivery mode
- YC Policy 3.42 Syllabus Development
- YC Stategic Vision Outcomes Report 2021
- YC Stategic Vision Outcomes Report 2021 (page number 13)
- YC Stategic Vision Outcomes Report 2021 (page number 14)
- YC transfers Junior Year GPA

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

Yavapai College offers programs that engage students in collecting, analyzing and communication information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

 3.B.1

The general education program at Yavapai College is appropriate to the mission, educational offerings, and degree levels of the institution.

Our Mission states:

> "Yavapai College enriches our community by providing accessible, quality workforce, transfer, lifelong, and cultural learning opportunities."

Our first two primary Goals read:

- Offer Career Education programs that provide the education and training necessary to compete in the global job market.
- Ensure that General Education students can matriculate and continue in other institutions and programs.

Hence t**he general education program at Yavapai College is appropriate to the mission, educational offerings, and degree levels of the institution.**

- Providing accessible learning opportunities is the mission at Yavapai College.
- Two of our primary goals address terminal and transfer educational objectives.

Yavapai College offers Career and Technical degree programs that provide the education and training necessary to compete in the global job market. The general education degrees ensure our students can matriculate to four-year universities. All Associate and Associate of Applied Science degrees at Yavapai College require some foundation of general education coursework.

Associate Degree programs require students to complete coursework in First Year composition, mathematics, physical and biological sciences, arts and humanities, social and behavioral sciences, and communication. These programs require 35 credit hours of General Education coursework.

Associate of Applied Science degree programs include coursework in composition or communication, mathematics, physical and biological sciences, and area studies in arts and humanities or social and behavioral sciences. These programs require 19 credit hours of General Education coursework.

Decisions concerning General Education requirements for all degrees are determined by two College committees. The General Education Committee oversees the General Education curriculum. The General Education coordinator and the committee review any changes to the General Education component of any degree and evaluate revisions to criteria, descriptions, and outcomes for all General Education courses prior to submission to the Curriculum Committee.

The Curriculum Committee ensures the appropriate content and rigor of the General Education programs through further review and evaluation of course outlines and degree programs.

3.B.2

In addition to the internal systems which guide and ensure the quality of the general education programs, Yavapai College is a member of AzTransfer. As mandated by the Arizona Revised Statute 15-1824, 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. For close to 30 years, we have been a member of AzTransfer. As a member of AzTransfer, Yavapai College offers courses that address the ideas, values, and practices of the academic disciplines which compose a liberal arts education.

In February of 2021 the Arizona Board of Regents passed a new policy requiring the three state universities to redesign their General Education programs. This new policy will require Yavapai College to amend and align the general education or Arizona General Education Curriculum (AGEC) requirements within our own programs. However, Yavapai College currently articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements,

As part of AzTransfer, Yavapai College requires students to complete credits in general education. Each of these general education categories has defined learning outcomes with which course outcomes must align.

This body of curriculum is identified as the AGEC or Arizona General Education Curriculum. Students who wish to transfer to one of the three state four-year institutions but not complete an Associate's degree may work toward an AGEC Certificate in Arts (AGEC-A), Business (AGEC-B), or Science (AGEC-S). Whether in pursuit of an Associate's degree or an AGEC Certificate, students at Yavapai College must successfully complete courses in the following areas of General Education.

Composition:

Mathematics:

Arts and Humanities:

Social and Behavioral Sciences:

Physical and Biological Sciences:

Communication (optional):

The State of Arizona presently mandates that students fulfill curricular requirements which may be imbedded into the course outlines of academic disciplines. Upon completion of an AGEC Certificate, students will have taken courses that meet the following special requirements.

Intensive Writing and Critical Inquiry (IWR) courses ensure students are developing upper- division writing skills. IWR Courses have an ENG 101 or ENG 103 prerequisite and a required assessment of at least 2500 words of written work designed to ensure that students are developing the writing skills necessary for success in upper-division college courses.

Global/International or Historical Awareness (GIH) courses provide students with information and skills that allow them to develop a broader perspective on human behavior, culture, and/or institutions by putting topics within a contemporary global/international/historical context.

Ethnic, Race, and Gender Awareness (ERG) courses emphasize the influence of human diversity and the necessity of cultural awareness in contemporary society by ensuring that students develop discipline-specific perspectives on race/ethnicity/gender.

Every degree program offered at Yavapai College engages students in

- collecting,
- analyzing, and
- communicating information;
- in mastering modes of inquiry or creative work; and
- in developing skills adaptable to changing environments.

Our programs introduce students to the human and cultural diversity of the world. The Yavapai College General Education Competencies establish a set of ideas and skills which the faculty believes define the essence of a college education and are present throughout the curriculum regardless of academic discipline. The General Education competencies include the following:

- Written Communication
- Quantitative Literacy
- Scientific Literacy
- Diversity Awareness
- Critical Thinking

Through these programs and their aligned course outcomes, Yavapai College ensures students are introduced to and engaged

- in the research,
- analysis and articulation of information,

- critical thinking and
- creative expression.

3.B.3

The education YC offers clearly recognizes human and cultural diversity not only through coursework but also through many institution hosted events, community events, and clubs. Diversity and civic engagement outcomes provide students the opportunity to study human and cultural diversity.

All aspects of the Arizona State and Yavapai College General Education areas are available to students through the Yavapai College Catalog. Degree programs publish the required and elective course options. These courses are identified by their respective discipline, area, and unique learning outcomes attributes.

3.B.4

The faculty and students at Yavapai College contribute to scholarship, creative work and the discovery of knowledge. As a community college, the primary expectation of faculty is that of instruction. Full and part-time instructors, however, continue activities in research, publication, performance and visual arts exhibition. With financial sponsorship through the college and faculty association professional growth committee, faculty are encourage to present at professional conferences nationwide. Students, through classroom or independent study programs participate in scientific research and paper presentations, literary readings, student art exhibitions, and student performances.

Sources

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- Yavapai College General Education Assessment Plan Senate Approved October 19 2021 Revision
- YC Faculty Scholarship Bibliography 2017- 2022

- YC Gen Ed ERG IWR and GIH
- YC General Education Assessment Plan
- YC General Education Assessment Plan (page number 3)
- YC General Education Assessment Plan (page number 4)
- YC General Education Assessment Plan (page number 8)
- YC General Education Assessment Plan (page number 9)
- YC General Education Assessment Plan (page number 10)
- YC General Education Assessment Plan (page number 11)
- YC General Education Assessment Plan (page number 12)
- YC General Education Committee Evidence
- YC Library Instruction
- YC-Civic Engagement - Yavapai College

3.C - Core Component 3.C

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

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

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

3.C.1 and 3.C.2

The faculty and staff mirror the diversity of the county and the constituents we serve.

Yavapai College currently employs 102 full-time faculty and an average of more than 250 adjunct or part time faculty members each semester. YC's student-to-faculty ratio is 17:1, and about 57% of student credit hours are taught by full time faculty. Full-time faculty at Yavapai College are required to teach thirty load hours each year. The credit and thus load of any course is determined by the distinction of lecture or lab hours. Non classroom roles including curriculum development student learning outcomes assessment and the evaluation of academic credentials are addressed through committees on which full-time faculty are invited to serve.

3.C.3

Instructors at Yavapai College meet the credentialing expectations established by Office of Academic Affairs. A directory of instructors at Yavapai College is maintained by the office of instructional support. New Faculty qualifications and credentialing requirements from the Higher Learning Commission encouraged a re-evaluation of faculty credentialing policy and procedure. During the Fall 2015, Yavapai College began the process to develop discipline specific minimum qualifications and a district-wide procedure for evaluation of potential faculty. Faculty committees employed the

HLC criteria, surveyed other institutions and considered the unique student population to create standards for both General Education and Career and Technical Education instructors. Applicants for both of full time and part time faculty positions are evaluated using the established educational and professional criteria.

3.C.4

Yavapai College full-time faculty are evaluated regularly in accordance with established institutional policies and procedures. Evaluation of faculty consists of anonymous student satisfaction surveys conducted at the end of each semester. Probational or what Yavapai College addresses as *provisional* faculty participate in a three-year peer review process prior to the transition to continuing contract status. This review process to achieve continuing status includes student evaluations, peer-faculty, and administrator classroom observations, and scheduled in-house training. All full-time faculty must establish annual Faculty Performance Goals. This process requires faculty to set objectives within their respective disciplines but also must align with the Board's priorities and the college strategic plan. Adjunct faculty who teach dual enrollment courses in the high schools are evaluated by a full time faculty mentor.

3.C.5

One of the YC Way pillars is Learning Excellence. In HR Policy 2.05: Learning Excellence, Yavapai College has outlined the responsibilities of employees, supervisors, and the college to create a positive, productive and supportive environment conducive to learning excellence.

Yavapai College provides opportunities to encourage faculty to remain current in their discipline and instructional technology. Yavapai College has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development. The full-time Faculty Performance Management Plan includes expectations for professional development goals and outcomes. Professional development activities may be achieved internally by attending a variety of college sponsored activities or through the support of the Faculty Association Professional Growth Committee. Full-time faculty may apply for financial assistance to attend state, national and occasionally international conferences. Yavapai College also provides the opportunity for full-time faculty to receive sabbatical leave. An average of two faculty are granted sabbatical leave annually.

All full-time faculty and staff were encouraged to attend Outward Mindset trainings (pg. 3) Further, each year all faculty and staff are required to complete a battery of online trainings administered through the Human Resources department. All YC employs must repeat approximately 20 trainings each year on topics from the Clery Act to Hazardous Waste management and disposal.

The TeLS Department, (Teaching and eLearning Support) continues to provide annual internal training conferences called the Institutes. The *Institutes* provide sessions for best practices for online learning. Open to both full and adjunct faculty, the *Institute* began in 2006 and continues today with strong participation. Internal grant and training opportunities have been offered to assist with the transition to Online delivery and Open Educational Resources (OER) development.

3.C.6

Instructors at Yavapai College are accessible for student inquiry. All full-time faculty must be available for students a minimum of five office hours each week. Full-time faculty members are

provided offices, office phones, email accounts and additional communication technology, to be present and accessible to students. Contact information for all full-time faculty members can be found on the college website. The college directory provides the opportunity to search by last name. Further department webpages (pg. 2) provide contact information on faculty. Adjunct faculty are provided access to shared office space, email accounts and communication technology. All faculty are required to provide contact information on course syllabi. Ruffalo Noel Levitz student satisfaction surveys show that YC students report higher satisfaction with faculty availability than our peer institutions.

3.C.7

Staff members providing student support services are appropriately qualified, trained, and supported in their professional development. Job descriptions for positions in Student Development articulate the preferred and minimum qualifications for all employees providing advising and instructional services. Minimum levels of education and professional experience for admissions and academic advisors are published on the college website. Learning Center tutors must have a 3.0 cumulative grade point average and demonstrate above average abilities in the discipline for which they will tutor students. Furthermore, all tutors must earn a College Reading and Learning Association (CRLA) certificate to teach in the learning centers.

The Student Development department maintains a high level of quality service through continuous professional development. In addition to numerous in-house trainings and webinar participation, members of the Student Development team attend discipline specific regional and national conferences and trainings.

Sources

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- YC Professional Development OER
- YC Curriculum Committee current membership
- YC Employee Demographics
- YC Enrollment Management Credentials
- YC Faculty Directory 2021
- YC Faculty Institute data
- YC Faculty Professional Development Application
- YC Faculty Professional Development Committee Evidence
- YC Faculty Professional Development Policy
- YC Faculty Qualifications and Credentialing Documents

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- YC General Education Committee current membership
- YC Performance Management NEOGOV Sample Page
- YC Professional Development Online Trainings
- YC Provisional Faculty Documentation
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- YC SLOA Handbook 2021
- YC Student Affairs Credentials
- YC Student Course Evaluation example
- YC Student Demographics
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3.D - Core Component 3.D

The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

Argument

Yavapai College provides support for student learning and resources for effective teaching.

Our institution recently reorganized our Student Affairs departments to best meet the needs and objective of our degree seeking population. Our new organization flows in an effective and efficient manner. This process does not follow the sub criteria organization; therefore the responses to the sub-criteria are not presented in the order written by the HLC but rather as our institution functions.

3.D.1 and 3.D.3

YC provides comprehensive support services to students at its two campuses and tailored services to those attending its centers.

The Degree and Certificate programs at Yavapai College are supported through a variety of Student Development Departments to ensure student success**.** These departments provide:

- Support Services suited to the needs of our student population.
- Assessment Testing, Preparatory Instruction and Supplemental Learning programs to direct and support incoming and continuing students.
- Academic Advising to enhance persistence, retention, and completion.

Academic Advising at Yavapai College approaches guidance from a new perspective. YC students pursuing transfer degrees or career and technical education receive guidance through first *Enrollment Management* programs and then continuous support through *Student Affairs*. This recent move of Student Development from Instruction to Community Relations and Student Development,(2019) and the restructuring of the department enables specialized services to in-coming and continuing students. Under the leadership of the two associate Vice Presidents, one for Enrollment Management and one for Student Affairs, various programs were recently established and renovated for our unique constituency.

Enrollment Management is now under the leadership of the Vice President of Community Relations

and Student Development. The *Answer Center* and *Career Cruising* programs in effect four years ago were replaced by

- Recruitment,
- Admission, and
- Enrollment services.

Recruitment advisors educate the community. Their activities, throughout the county, provide current information on transfer programs and career and technical education opportunities. The college website furthers these endeavors and objectives by partnering with Pipeline Arizona. Pipeline AZ helps students explore career paths, learn about training programs, and find jobs from Arizona employers. Department of Labor information substantiates the materials and provides future students with employment opportunities.

Potential students are then supported by admissions advisors or *intake* specialists.   These members of the enrollment management team ensure potential students have met all the requirements to matriculate into YC. Admissions advisors direct potential students to the Financial Aid team. A team of advisors or specialists educate and assist students and their families on Financial Aid opportunities available through Yavapai College. This team oversees eligibility and disbursement of funds. Financial Aid services are available in-person during open office hours, online, and over the phone. The staff fulfills the obligation to Federal, State and institutional regulations through rigorous professional development activities.

Once students are admitted, Enrollment advisors assist with career decisions and help students register for their first semester at YC. Enrollment advisors support their assigned students for the first eight weeks of their first semester.

If a student remains actively enrolled and engaged in their courses or programs for eight weeks, they are transferred to a Retention *or Success Advisor* for the remainder of their time at YC. Retention advisors organize two semester academic plans for their students. These academic advisors remain with the same student until the completion of their programs. However, due to the dynamic nature of education, training and technology, students who "stop-out" for two or more semesters begin again with a new admissions and enrollment advisors. This transition from one advisor to another is facilitated through a communication plan.

Two unique programs were recently developed for Enrollment Management.

- The *Early College*
- *Hispanic Outreach*

The *Early College program* serves the dual and concurrent enrollment students. Four advisors are dedicated to serve the high schools identified at our additional locations. These advisors spend seventy-five percent of their time in the high schools. These advisors provide the full complement of services from admissions, enrollment and through to actual retention or academic advising for post-secondary education.

In addition to the early college or dual enrollment programs, The Hispanic Outreach program was created to assist with the strategic initiative to become an Hispanic serving institution and thus enhance greater service to this constituency. Students whether they come to Yavapai College through these early college or outreach programs are supported by services which provide either

assessment testing or preparatory instruction.

3.D.2

Testing Services at Yavapai College provides in-person testing on the Prescott and Verde Campuses. Online access replaced services previously provided at the college centers. Testing Services administers academic assessments tests for the following Yavapai College programs.

- [Accuplacer](#)
- Emergency Medical Services reading placement
- Nursing and Paramedic admissions exams
- Yavapai College course proctored exams

Testing Services proctors exams for:

- Other institutions of higher learning
- College Level Examination Programs (CLEP)
- Automotive Service Excellence certification testing
- Pest Control certification testing
- Performance Assessment Network (PAN)
- Pearson Vue proctored exams
- High School Equivalency/General Education Development

This department not only serves all of Yavapai County but is the only provider for many exams in Northern Arizona. Testing Services responsibilities are met by two full time and one part time employee.

Students who score below the recommended levels for language or mathematics on the Accuplacer are served through the Adult Basic Education programs administered by Yavapai College

Now directed through the Division of Health, Wellness, Science and Mathematics, [Adult Basic Education](#), ABE, General Education Development Certificates GED/HSE and English Language Acquisition for Adults, ELAA or ESL are scheduled and offered on Yavapai College campuses and centers. College and Career Readiness programs and transition services are an additional component of the programs as well.

The [Yavapai College Adult Basic Education](#) (ABE) program provides adult education services to students and clients throughout Yavapai County. These services include:

- Adult Basic and Secondary Education,
- English Language Acquisition for Adults,
- Integrated English Literacy and Civics Education,
- Workplace Preparation, and
- Integrated Education and Training.

These services are all provided at no cost, as ABE is [funded by state and federal grants](#). Our program works primarily out of the Yavapai College campuses in Prescott and Clarkdale; however, we also provide our services at the

- Chino Valley Center,
- Prescott Valley Center,

- Sedona Center
- and several YC Satellite Learning Centers at public libraries in:
  - Ashfork,
  - Bagdad,
  - Camp Verde and
  - Yarnell.

YC ABE plans to serve students at both the Yavapai-Apache Nation and increase their presence at the Yavapai County One-Stops in Cottonwood, Prescott, and Prescott Valley. As an ongoing service to their students, the ABE program will enhance their collaboration with Workforce Innovation and Opportunity Act (WIOA) partners in Yavapai, Mohave and La Paz counties.

Developing policies, procedures and curriculum related to pre-college level courses and services for under-prepared students is the responsibility of the Faculty Association Developmental Education Committee. The work accomplished by this committee is approved by both the Math and English departments. The college now employs multiple measures which allow students to enroll in college-level course based on a variety of indicators. When appropriate, students are directed to the following types of courses to ensure successful completion of certificate and degree programs.

- College Literacy,
- Fundamental Writing and Mathematics, and
- Introductory Algebra and Composition courses.

Once enrolled in a college course, our students have access to a comfortable environment in which to study individually or in groups and a variety of support services provided in our Learning Centers. The Learning Centers on the Prescott and Verde Campuses are home to the following programs.

- Tutoring
- Student Success Workshops
- Disabilities Resources

3.D.1 and 3.D.2

Tutoring Services are available in-person on both campuses and via Zoom video conferencing. Students can schedule a session or take advantage of drop-in tutoring for the following subjects.

- American Sign Language
- Accounting, Business Administration and Economics
- Biology, Chemistry Math and Physics.
- Computer Networking, Systems and Application
- Geography and History
- Nursing
- Music
- English and Writing

In addition to the option of scheduled or drop-in tutoring for English and Writing, students can upload a paper and receive feedback from the Online Writing Tutor.   The Learning Center also sponsors *Ask a Tutor* for online support and *Tele-Tutor* for assistance over the phone.

Student Success workshops and Study Skills Resources are developed and orchestrated through the

Learning Center team. Time management, exam preparation and anxiety abatement are offered daily for drop-in sessions. One-on-one sessions offer assistance in time management, note-taking and critical reading strategies, to name a few.   Finally, an extensive selection of online resources can be accessed through the Learning Center webpage.

Finally, the Learning Center is home to our **Disabilities Resources** team. Our three-person team educates the college community and ensures students with disabilities receive equal access to programs

Yavapai College continues to provide two of the original TRIO Programs through the Student Affairs Division– Educational Talent Search (ETS) and Student Support Services (SSS). These Federally funded grant programs were renewed for our next five-year cycle in September 2021 and September 2020 respectively. These programs continue to meet the objectives and receive exceptional evaluations by the agency.

To serve the diverse communities in our large county, ETS serves the potential college bound students in eleven of our county's middle and high schools. ETS provides services to our constituents in the Verde Valley at

- Camp Verde Middle School,
- Camp Verde High School,
- Cottonwood Community Middle School, and
- Mingus Union High School in Cottonwood.

Our communities in the northern area of our county, Chino Valley, are served through

- Heritage Middle School, and
- Chino Valley High School.

Potential students in the Prescott Valley and southern areas of our county are provided services at

- Glassford Hill Middle School,
- Bradshaw Mountain High School,
- Yavapai County High School,
- Mayer Junior High School, and
- Mayer High School.

Our SSS Program provides eligible YC students with individualized activities and counseling. Students who meet the eligibility criteria

- First Generation,
- Low Income, and/or
- Have a documented disability

receive academic advising and have access to individualized activities. YC advisors in this program excel at supporting student endeavors to earn additional scholarships and financial support. While academic advising is not required per federal grant regulations, it is permitted which ultimately elevates the level of individualized services students receive through the SSS grant program benefiting them the most.

Additionally, both TRIO programs organize a variety of learning enrichment, co-curricular and

career investigation opportunities.

After a thoughtful and thorough evaluation of Veterans Upward Bound (VUB) one of our previous TRIO programs, the college decided to establish an internal department, **Veterans Education and Transition** services (hereafter as VET Services). Primary consideration for the development of the new program were the parameters set through the grant program. Both the decline in interested recipients and the restrictions on funds encouraged YC to establish a program to support veterans attending YC. As an internal college program, advisors can now better serve veteran-students with a more flexible and fluid system of enabling veterans to conserve their VA education benefits to use toward college-level coursework, while increasing their readiness for the rigors of college through the YC Adult Basic Education (ABE) program at no cost. This change also supports the Veteran Supportive Campus certification awarded to Yavapai College from the Arizona Department of Veterans' Services in 2019.

The **Office of Student Engagement** is administered by one full-time college employee and one *Vista* volunteer. The program continues to provide Yavapai College students with a variety of co-curricular and extra-curricular clubs and activities to support student success and build a sense of belonging and community. Interest in the student organizations aligned with particular academic and career programs which allowed students to work together for the betterment of the individual students and the growth of the particular program. Economic and environmental changes beginning in the spring of 2020 affected student participation. The program's current foci are two-fold, including student engagement and student leadership.

Student Engagement not only provides a small group of student *ambassadors* the ability to design a calendar of events and activities but further provides all interested students at YC with opportunities to interact with one another and topics germane to their course of study, civic engagement and diversity issues. The composition of the ambassadors, either part time student workers or work study employees, fluctuates but includes representatives from both the Prescott and Verde campuses. Participation in student clubs and activities has yet to regain momentum since the Spring of 2020. However, the participation and contribution from the student *ambassadors* and the newly established *Student Government* are working with the program director to establish and develop new methods of supporting and encouraging students.

Student Leadership and in particular, the student government were developed by a group of student ambassadors. These students performed the necessary research, composed a formal proposal, and created a marketing plan to establish the student government. The *Yavapai College Student Government Association* (YCSGA) composed a Constitution which was approved by more than 800 students. Each year the YCSGA sets an agenda for the academic year and since its inception, engages in the shared governance of the college.

The Office of Student Engagement further endorses and encourages the development of leadership skills through the Students of Leadership (SOL) program. Each year 40 students are selected through an application process to participate in this program which provides monthly events and trainings as well as service activities.

In addition to providing a home for the college sponsored clubs, activities, and leadership, Yavapai College provides the opportunity for programs to join National Organizations such as Phi Theta Kappa or the Student Nursing Association.

Yavapai College can provide student housing for 220 residents in our two Prescott Campus residence

halls. Most of the rooms are double occupancy with ADA single compliant rooms available for twelve eligible students. More than fifty percent of the available rooms are reserved for student athletes who participate on the eight athletics teams. With the relocation of the NARTA (Northern Arizona Regional Training Academy) to the Prescott Campus the first-year cohort of students, (10-20) recruits are now required to live on campus. The College Honor's Program (CHP) recipients may be offered available space. The residence halls are no longer available to students during the summer as the facility is now used for a revenue generating summer conference facility.

The Residence Halls program is staffed by two full-time and one part-time employee. This provides a 1:88 ratio of professional staff to students. There is no staffing formula for Resident Assistant employees. Support is dependent on funding and not student occupancy. In addition to a room, bathroom and required meal plan, the full-time manager, residence hall coordinator, and part-time specialist who works remotely, provide 360-degree support for the 200 plus residents. Their programs include but are not limited to the following:

- Programs to cultivate a sense of belonging
- Activities that contribute to Fall-Spring Retention
- Referrals to college services

The staff responsibilities are multi-faceted including but not limited to the following:

- Ensure safety
- Predict and respond to the unpredictable.
- Navigate mental health issues
- Direct students to appropriate resources.
- Assess and address facilities needs of the residence.

Judicial Affairs is now Student Conduct and Community Standards at Yavapai College. The Director primarily addresses incidents which occur in the Residence Halls on any campus or at any college center. Issues of Academic integrity are resolved within the academic divisions with the faculty and dean. Cases involving threats to the well-being of a student, or the college community are vetted through the CARE Team. The CARE Team is a committee of Yavapai College staff specifically trained to address concerning behavior in online courses and campus classrooms. All Title IX cases are directed through the Director who is also the Title IX Coordinator. Personal Counseling is provided on a limited basis. There is currently one advisor who is a licensed counselor and dedicates a portion of time to non-academic counseling. Students may receive a limited number of sessions, and if necessary ongoing therapeutic counseling may be referred to community organizations. The personal counselor is part of the CARE Team at YC. This team resolves issues that may arise that are of concern to the campus.

3.D.4

Yavapai College provides students and instructors with the infrastructure and resources necessary to support effective teaching and learning**.** The College practices the philosophy that well-maintained assets lead to lower total cost of ownership. YC annually reinvests an average of $3.9M in planned maintenance projects and has a best-in-class Net Asset Value (NAV) score (total replacement value) (pg. 4).

With an 8,000 square mile service area, Yavapai College provides students and instructors with the facilities and resources necessary to support the delivery of degree and certificate programs.

Information Technology Services Department is fundamental to the successful delivery of instruction at Yavapai College. Thirty-two full time employees serve the needs of the Administration, staff, faculty, and students. Since 2017 the department has grown not only in staff but services as well. Our college is now home to 198 technology-equipped spaces.

- 134 Classrooms that are broken down into three levels
- 47 Interactive Technology Meeting/Collaboration/Team Conference Rooms
- 11 Computer Lab/Computer Commons
- 6 Advanced Presentation Community/Multipurpose Rooms

Faculty office hours, Individual and group video conferencing in addition to our WEBLive course delivery option utilizes Zoom. Through the college website and student portal, our students have remote access to Zoom and all our software applications. To further assist students a chatbot was deployed to assist students with their IT questions 24/7. Finally, Salesforce CRM enhancements were made to better student notification and engagement.

IT Services are intrinsic to the planning of new and improvements to existing facilities. This is evidenced in the following facilities.

- Prescott Campus E-Sports Environment
- Prescott Campus IT Security Program
- Verde Valley Campus Skilled Trade Center for Construction Science and HVAC industry
- Verde Valley Campus Nursing and EMS programs
- Career and Technical Education Center Fabrication Laboratory
- Prescott Valley Center Adult Basic Education Program classrooms

The immediate response to the communication and course delivery challenges during the Spring of 2020 was comprehensive.

- The ITS team supported the Community Education, Osher Lifelong Learning Institute and Non-Credit programs in their transition to online offerings via Zoom. This provided the platform not only to continue with existing course offerings but also develop a new method of delivery for this constituency.
- Systems were developed for COVID-19 tracking and student waiver collection.
- Yavapai College launched the Laptop Initiative. The objective of the plan is to fully transition to laptop computers for all full-time employees.
- *The previous* phone system was replaced by *Zoom Phone*. This platform seamlessly ties into the same Zoom environment that our faculty and staff now use.
- YC increased the number of on-premise classrooms that support synchronous online web conferencing via *Zoom* (WebLIVE).

Library Services

Through both our Prescott and Verde campus, Information Technologies worked in concert with the libraries to provide laptop computers for student checkout and WIFI hotspots services. The two campus library locations, Prescott and Verde Valley, continue to provide students access to print and online resources. Ten full-time library employees serve our district which includes membership in the Yavapai County Library Network (YLN). This consortium comprised of more than forty public, academic, K-12 and special libraries offers a catalog of nearly a million titles. We all share our collections and have a one card system. If an item is not available via the YLN, we offer an

Interlibrary Loan service where we can request materials internationally. The [Yavapai College library has access](#) to over 270,000 ebooks, 12,700 digital audiobooks and thirty eight databases (including streaming videos) accessible twenty-four hours a day. The library offers guidance to every student, instructor, and class through reference support that is available in-person, over the phone, or online. Additionally, research skills tutorials provide instruction on the new methods of using computer-assisted research. The [college librarians are available to assist](#) and instruct any class in discipline-specific research upon request.

During periods of required closure, both libraries offered curbside pickup. Our library offered all our remote Ask a Librarian services. These services included Online Chat, Email, Phone and Zoom Conferencing. Finally, we partnered with numerous internal YC departments to get materials to students via our Curbside Service.

Yavapai College provides the students with the resources and infrastructure necessary to provide a quality education.

Yavapai College, Prescott Campus

The Prescott Campus acts as the main campus for Yavapai College. The executive offices, the headquarters for campus police, the residence halls, athletic teams and facilities, the Del Webb Center, college bookstore, and Performance Hall are all located on the Prescott Campus.

 The Academic Programs available on the Prescott Campus include:

Associate Degrees of

- Arts,
- Business,
- Elementary Education,
- Fine Arts,
- General Studies,
- Science.

The Arizona General Education Curriculum Certificates (AGEC) in

- Arts,
- Business, and
- Science.

Associate of Applied Science Degrees in

- Administration of Justice,
- Computer Networking Technology,
- Computer Systems and Applications,
- Early Childhood Education,
- Graphic Design,
- Management,
- Nursing,
- Paralegal Studies and
- Paramedicine.

Career and Technical Certificates in

- Athletic Coaching,
- Cisco Networking,
- Computer Networking,
- Computer Programming,
- Cybersecurity Specialist and Technician,
- Early Childhood Education,
- Emergency Medical Technician,
- Fitness Trainer,
- Graphic Design,
- Justice Studies,
- Law Enforcement and Corrections,
- Legal Office Clerk,
- Management,
- Media Production,
- Paramedicine,
- Technical Theater,
- Windows Server Administrator.

The Prescott Campus provides students with the learning environments and infrastructure necessary for the Degrees, Certificates and specific disciplinary foci. In addition to traditional classroom space, designated computer commons, and the library, the campus provided unique studio and laboratory environments to support the instructional programs.

Students pursuing certificates or degrees in the **Fine Arts**, have access to studios and classroom designed and equipped for the following media;

- Ceramics
- Digital Art and Graphic Design
- Drawing
- Jewelry
- Painting
- Printmaking
- Welded Metal
- Woodworking

Students pursuing certificates or degrees in the **Physical and Natural Sciences** have access to classroom laboratories designed and equipped for the following discipline;

- Anatomy and Physiology
- Biology and Microbiology
- Chemistry and Organic Chemistry
- Geology
- Physics

The Nursing and Allied Health Programs have designated classroom and simulation facilities.

The Prescott Campus Performance Hall embraces facilities recently renovated for the **Performing Arts Programs.** The complex includes:

- Dance Rehearsal Hall
- Music Practice Rooms
- Music Rehearsal Hall and
- Technical Theatre Classroom

Space as previously cited is dedicated for the **Computer and Information Technology** courses.

Finally, the Athletic Programs continue to grow. The Prescott Campus is home to the following teams: Men's Soccer, Women's Volleyball, Men's Baseball, Women's Softball, E-Sports, and Men's and Women's Basketball (beginning fall 2022).

Athletic facilities include:

- Aerobic and Lap Pool
- Aerobics Classroom
- Baseball Field
- Softball Field
- Fitness Center
- Gymnasium
- Locker Rooms
- Soccer Field
- Tennis Courts
- E-Sports Arena

Yavapai College, Verde Campus serves the eastern region of the county. The Academic Programs available on the Verde Campus include:

Associate Degrees of

- Arts,
- Business,
- Elementary Education,
- Fine Arts,
- General Studies, and
- Science.

The Arizona General Education Curriculum Certificates in

- Arts,
- Business, and
- Science.

Associate of Applied Science Degrees in

- Advanced Manufacturing Technology,
- Applied Pre-Engineering Electrical and Instrumental Technology,
- Nursing, and
- Viticulture and Enology.

Career and Technical Certificates

- 3D Printing and Manufacturing,
- Assisted Living Caregiver and Brewing Technology,
- Computer Networking and Computer Numerical Controlled Machining,
- Emergency Medical Technician Enology,
- Basic Firefighter,
- HVAC Installation and Maintenance Technician,
- Medical Assistant,
- Medical Office Assistant,
- Nursing Assistant,
- Phlebotomy Technician,
- Plumbing Technician,
- Horticulture Production,
- Residential Electrical Technician,
- Fundamental and Advanced Viticulture.

In addition to traditional classroom space, designated computer commons, and the library, the campus provided unique studio and laboratory environments to support the instructional programs.

Students pursuing certificates or degrees in the **Fine Arts in Visual Arts**, have access to studios and classroom designed and equipped for the following media;

- Ceramics,
- Drawing and Painting,
- Jewelry.

Students pursuing certificates or degrees in the **Physical or Natural Sciences** have access to classroom laboratories designed and equipped for the following discipline;

- Anatomy and Physiology,
- Biology and Microbiology,
- Chemistry and Organic Chemistry.

The **Nursing and Allied Health Programs** have designated classroom and simulation facilities.

The Verde campus has two rooms dedicated to Physical Education, a weight room and a general-purpose room.

The Verde Campus recently renovated and added facilities to support the **Career and Technical Education Programs.**

The Southwest Wine Center on the Verde campus provides students pursuing Viticulture and Enology certificates and degrees with a laboratory winery, a commercial/revenue generating wine tasting room and thirteen acres of vineyards. Existing facilities were recently repurposed and renovated to add a venue for a Brewing Technology Certificate

Commercial Trade programs are now supported by a new and renovated facilities which include laboratory space for hands on coursework in:

- Computer Numerical Control,
- Electronics,

- Carpentry,
- Residential Electrical ,
- Heating Ventilation Air Conditioning, and
- Plumbing.

The Verde Campus **Greenhouse** serves as laboratory space for Horticulture course and the **Verde Café** provides student in the Culinary program practical experience.

[Yavapai College provides services to the community at four centers](#)

Chino Valley Agribusiness and Science Technology Center (Chino Valley Center) The Chino Valley Center is located at 2275 Old Home Manor Drive, Chino Valley, AZ 86323. It is 20 miles from the main campus in Prescott, AZ, and 48 miles from the Verde Campus in Clarkdale, AZ. Home to YC's Agriculture and specialized technology programs, the Chino Valley Center offers students hands-on experience working in state-of-the-art facilities providing a real-world career environment.

Academic programs offered at the Chino Valley Center are:

Associates of Applied Science in Agriculture Technology Management.

Career and Technical Certificates in

- Animal Care and Management,
- Basic Carpentry,
- Commercial Driver Training,
- Electrical Utility Line worker,
- Equine Care and Management,
- Production Horticulture.

In addition to traditional classroom and meeting venues, the center provides learning environments dedicated to the specific career and technical programs. [Facilities include:](#)

- Construction Science and Drafting laboratories
- Equestrian Arena and Ferrier Barn
- Greenhouse
- Lineman Pole Field
- Science Laboratory

Career and Technical Education Center (CTEC) CTEC is located at 220 Ruger Road, Prescott, AZ 86301. It is 9 miles from the main campus in Prescott, AZ, and 36 miles from the Verde Campus in Clarkdale, AZ. This site underwent a Higher Learning Commission [multi-location visit in 2021](#). CTEC is a state-of-the-art, 108,000 square feet facility home to Yavapai College's career and technical programs.

Academic programs offered at CTEC are:

Associate of Applied Science in

- Advanced Manufacturing Technology,
- Aerospace Science,

- Applied Pre-Engineering,
- Automotive Technology,
- Diesel Technician,
- Fire Science,
- Electrical and Instrumentation Technology, and
- Gunsmithing.

Career and Technical Certificates in

- Additive Manufacturing,
- Auto Body Paint and Collision Technology,
- Automotive Master Technician,
- Computer Numerical Controlled Machining,
- Diesel Technician,
- Electrical Instrumentation Technician,
- Electronics: Advanced; Analog, Digital, Industrial or Technology,
- Fire Science: Basic, Community Risk Manager, Driver/Operator, Officer/Manager,
- Gunsmithing: Basic and Advanced,
- Industrial Machine Mechanic,
- Integrated Systems Engineering Technician,
- IMM Hydro Utility Technician,
- IMM Machine Fabrication Technician,
- IMM Mechanic Assistant, and
- Welding: Gas Metal Arc; Gas Tungsten Arc, Pipe or Structural.

In addition to traditional classroom and meeting venues, the center provides learning environments dedicated to the specific career and technical programs. [Facilities include](#):

- Autobody Laboratory
- Automotive and Diesel Laboratory
- Aviation Lecture Hall
- Construction and building trades Laboratory
- Electrical Laboratory
- Gunsmithing Laboratory
- Manufacturing Laboratory
- Upholstery Laboratory

Prescott Valley Center The Prescott Valley Center is located at 3800 Glassford Hill Road, Prescott Valley, AZ 86314. The PV Center is 9 miles from the main campus in Prescott, AZ, and 33 miles from the Verde Campus in Clarkdale, AZ.

The newly renovated Prescott Valley Center is home to most of the College's Allied Health programs and the Radiology Program. Early college students from the Mountain Institute (CTED) and the Arizona Agribusiness and Equine Center (AAEC) high schools take concurrently enrolled courses at the PV Center. Finally, The Regional Economic Development Center (REDC) and the Small Business Development Center (SBDC) are located at the PV Center.

Academic programs offered at Prescott Valley Center include:

Associate of Applied Science

- Medical Assistant, and
- Radiologic Technology.

Career and Technical Certificates

- Computer Tomography,
- Medical Assistant,
- Medical Office Assistant,
- Medical Records Technician,
- Magnetic Resonance,
- Nursing Assistant,
- Phlebotomy Technician, and
- Assisted Living Facilities Caregiver.

In addition to traditional classroom and meeting venues, the center provides learning environments dedicated to the specific career and technical programs. Facilities include:

- X-Ray practicum laboratory
- Allied Health Programs laboratory

Sedona Center The Sedona Center is located at 4215 Arts Village Drive, Sedona, AZ 86336. It is 66 miles from the main campus in Prescott, AZ, and 18 miles from the Verde Campus in Clarkdale, AZ. This site underwent a multi-location visit in 2015. The Sedona Center is home to the College's Culinary program and features both both Community Education and the Osher Lifelong Learning Institute, the later which provides non-credit programming for adults 50 years and beyond.

Programs at the Sedona Center include Career and Technical Certificates in

- Baking and Pastry Arts, and
- Culinary Arts.

In addition to traditional classroom and meeting venues, the center provides learning environments dedicated to the specific career and technical programs. Facilities include:

- Culinary Arts commercial kitchen
- Pastry kitchen

Sources

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3.S - Criterion 3 - Summary

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

Summary

As introduced in the assurance argument narrative for each core component of Criteria 3 and further clarified and substantiated through the documentary evidence provided, Yavapai College continues to develop and improve the educational offerings we deliver. Our Mission and primary goal is to provide quality education to the residents of Yavapai County.

Yavapai College works to provide a quality education in our general and career and technical education programs by maintaining the rigor and expectations of our professional advisory committees and by maintaining the rigor and expectations of our articulation agreements within a state-wide consortium, *AzTransfer*.

Our faculty, be they full-time or part-time ensure the consistency of courses and programs by adhering to the curriculum published in the course outlines, submitting syllabi for review each semester, and following the required practices for online and dual enrollment courses. As evidenced by our interim report and review, we continue to improve the quality and consistency of our course delivery.

The General Education programs and Institutional Learning Outcomes at Yavapai College continue to develop and improve. The faculty Curriculum and General Education committees assess and evaluate the rigor and expectations to enhance intellectual inquiry or creative works. We include opportunities for students to learn about human and cultural diversity.

The faculty and student development staff reflect the demographic of our constituency. Our faculty meet the qualifications necessary to teach the general or career education programs we offer. All faculty are evaluated regularly and are encouraged to remain active in their disciplines or professional development. The professional staff in our Student Affairs departments, along with our faculty, actively participate in the oversight of curriculum, instruction and the assessment of student learning.

Finally, Yavapai College provides our community with the resources and facilities necessary to benefit and enjoy career, general, and lifelong learning opportunities.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure 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 ensures 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 ensures that the credentials 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.

Argument

4.A.1

Yavapai College maintains a practice of regular program reviews. In 2006-2007, an accelerated program review process was designed and initiated. Over the next decade, the process evolved and matured. Then during YC's 2017 Four-Year Open Pathway Remote Review, the college evaluated its program review procedures and addressed the concerns articulated during that review process. Yavapai College Interim Report outlines how the institution now reviews courses and programs across all delivery methods.

A cross-functional Program Review Planning Committee was formed in 2017 and then created a more integrative process between student learning assessment, program review and our planning and budgeting processes. The proposed 3-year cycle program began in 2018. This process includes the review of

- Curriculum and Learning Outcomes Assessment,
- Institutional Effectiveness and Research Data (Demand Employment or Transfer, Success

Rates),
- Resources,
- Proposed New and Current Initiatives, and
- Prioritized Budget Requests.

The process consists of an initial comprehensive program review followed by two annual updates. The comprehensive program review is the process to evaluate and evolve the quality, viability, and sustainability of the college's academic programs and departments. It occurs every three years and is the start of the program review process. It is a review of data trends over five years which are used to inform follow-up planning, implement changes over time, and rationalize budget requests. The two annual report updates that follow the comprehensive program review focus on comparing last year's data to this year's data to evaluate whether or not implemented changes are making improvements within the program or department area. The deans and faculty use it as an opportunity to check-in and update ongoing initiatives. Yavapai College identified an Assessment and Program Review Manager to oversee the process; however, academic deans and program directors are ultimately responsible for the analysis and evaluation of the data provided by the Office of Institutional Effectiveness and Research.

Upon completion of each program review cycle, the program reports, both comprehensive and annual, are reviewed. Copies are provided to the Vice President of Academic Affairs to share with the Executive Leadership Team. This information is intended to inform budgeting and planning processes.

The Program Review Committee evolved from the initial Planning Committee. This Committee is comprised largely of non-academic positions from

- the Office of Institutional Effectiveness and Research,
- the Office of Instruction,
- the scheduling administrator,
- Finance,
- Division of Lifelong Learning,
- Academic Deans, and
- Representative faculty.

The Program Review Committee reviews and may provide suggestions for revisions of initiatives or require further action. Information from the academic program reviews that is needed for budget development or strategic planning is brought forward by the deans or Vice President of Academic Affairs.

The Assessment and Program Review Manager maintains the schedule for program reviews, which is available in the SLOA Handbook and in each of the school's Canvas shells. Copies of the comprehensive program reviews and annual update conclusions are archived.

Each phase of the 3-year academic program review cycle is led by an individual from within the program who oversees each phase of the 3-year process. The individual is responsible for forming a Review Team to review the data, completing the forms, and creating future initiatives. The individual then submits the final form. A variety of data is evaluated. The Office of Instructional Effectiveness and Research developed a comprehensive system to collect data for program review. This office provides program data each year, for both comprehensive and annual reviews, including

- full-time student equivalents (FTSE),
- growth trends,
- enrollment persistence and completion summaries,
- grade distribution, and
- faculty-to-student ratios.

Documentation of ongoing course and program assessment is gathered by the academic areas and included in the program review process. Where available, program review data is illustrated in five-year trends and analyzed during the comprehensive program review portion of the cycle. New programs are given a three-year period to gather substantial information before beginning the three-year program review cycle.

4.A.2

Yavapai College evaluates all transcripted credit including that awarded for prior Extra-Institutional Learning. Faculty and the Registrar are integral to this process. YC's Registrar is an active member of the American Association Collegiate Registrars and Admissions Officers, (AACRAO) and ensures the college adheres to their conventions. Advance Placement Testing, Agency Certification and License and Military Training are considered and transcripted. YC's Credit Hour policy adheres to the Federal, regional, and state board of regents expectations. The policy on Credit for Extra Institutional Learning is informed by the American Council on Education and the Council for Adult Experiential Learning. Courses and programs developed at Yavapai College are evaluated by a Curriculum Committee to ensure they meet the measures established and the expectations of Arizona state articulation agreements(AZTransfer).

Yavapai College awards credit to students who take Advanced Placement and International Baccalaureate Diploma courses in secondary school. Acceptance scores are set by the state discipline specific Articulation Task Forces (ATFs) and are posted and maintained on AZTransfer. Accepted Yavapai College course equivalents are available to students in the college catalog . Credits may also be awarded to students who successfully complete College Level Examination Program (CLEP) tests. Students may take a selection of CLEP tests at the college testing center. Information on course equivalency for specific exams is available in the college catalog and AzTransfer.

4.A.3

Yavapai College has procedures that address the quality of the credit it accepts in transfer. To ensure the quality of credit Yavapai College accepts in transfer, students are encouraged to submit transcripts for evaluation upon their initial application. Transcripts are evaluated by the registrar or qualified faculty to determine which courses, if any, can be applied toward Yavapai College program requirements. Coursework from regionally accredited institutions on a credit- for-credit- basis are considered. Course equivalencies are established by curriculum review. The AzTransfer consortium ensures the quality of in-state transfer credit between all state community colleges and the three state universities.

4.A.4

Yavapai College maintains and exercises authority over the prerequisites for courses, rigor of courses, and the expectations for student learning. Yavapai College maintains academic standards and quality of the courses and the programs it offers through a faculty-driven development process.

Courses and programs originate from faculty within the academic departments. Curriculum development is guided by college policies and procedures. The review is performed by the Curriculum Committee. This committee includes:

- Fifteen full-time faculty members including the
- General Education Committee Chair, and the
- Student Learning Outcomes Assessment Committee Chair,
- The Vice President of Academic Affairs,
- Ten staff members, and
- One student representative.

The primary purpose of the committee is to maintain standards that will ensure the integrity and clarity of the curricula. During both the fall and spring semesters, this Curriculum Committee meets twice monthly to discuss and approve curriculum proposals.

Administration of curriculum development is conducted by the Curriculum and Articulation Coordinator and the Dean of Instructional Support. Proposals for curriculum originate and are reviewed within departments. Proposals move forward to a Curriculum Committee Technical Team and the SLOA committee for further review. Program curriculum proposals must include

- Curriculum maps,
- Program mission,
- Program-level outcomes,
- Course-level outcomes, and
- Progression plans.

The Curriculum and Articulation Coordinator oversees and facilitates the process. If proposals impact Yavapai College's General Education program they must receive approval from General Education Committee. Once cleared by the Curriculum Technical Team and, if necessary, the General Education Committee, it can be placed on the next Curriculum Committee meeting agenda.

The Curriculum Committee maintains the learning-centered process as the standard for review. Measurable student learning outcomes are the foundation of course and program development. Proposal evaluation includes evaluation of

- content,
- prerequisite,
- academic standards, and
- learning outcomes.

After approval by the Curriculum Committee, proposals are forwarded to the Vice President for Academic Affairs for final review and approval. New and deleted degree or certificate programs must also be reviewed and approved by the College President and the District Governing Board prior to implementation.

Yavapai College provides access to the learning resources necessary for successful completion of courses and programs of study.

Information Technology Services Department is fundamental to the successful delivery of instruction at Yavapai College. Thirty-two full time employees serve the needs of the Administration,

staff, faculty, and students. Since 2017 the department has grown not only in staff but services as well. YC is now home to 198 technology-equipped spaces.

The two campus library locations, Prescott and Verde Valley, continue to provide students access to print and online resources. Ten full-time library employees serve our district which includes membership in the Yavapai County Library Network (YLN). This consortium comprised of more than forty public, academic, K-12 and special libraries offers a catalog of nearly a million titles. We all share our collections and have a one card system. If an item is not available via the YLN, we offer an Interlibrary Loan service where we can request materials internationally. The Yavapai College library has access to over 270,000 ebooks, 12,700 digital audiobooks and thirty eight databases (including streaming videos) accessible twenty-four hours a day. The library offers guidance to every student, instructor, and class through reference support that is available in-person, over the phone, or online. Additionally, research skills tutorials provide instruction on the new methods of using computer-assisted research. The college librarians are available to assist and instruct any class in discipline-specific research upon request.

The Prescott and Verde Campus Learning Centers provide tutoring, supplemental instruction, success workshops, computers and printing services. Student engagement and student success are the primary objectives of the learning centers. Full- and part- time college staff provide direct instruction or supervise part-time, peer or volunteer tutors.

Students pursuing the Fine Arts have access to studio facilities, equipment and supplies necessary to excel in a variety of media on both the Prescott and Verde campuses.

Programs under the Schools of Health and Wellness, Science and Engineering and Career and Technical Education are taught in laboratories and facilities designed and equipped with the necessary materials and equipment to meet the learning outcomes for specific programs. Facilities on all campuses meet the requirements of our third-party accreditation and regulatory safety requirements. The Prescott Campus is home to extensive facilities and equipment for the Athletics program.

A directory of instructors at Yavapai College is maintained by the Office of Instructional support. New Faculty qualifications and credentialing requirements from the Higher Learning Commission encouraged a re-evaluation of faculty credentialing policy and procedure. During the Fall 2015, Yavapai College began the process to develop discipline specific minimum qualifications and a district-wide procedure for evaluation of potential faculty. Faculty committees employed the HLC criteria, surveyed other institutions and considered the unique student population to create standards for both General Education and Career and Technical Education instructors. Applicants for both of full time and part time faculty positions are evaluated using the established educational and professional criteria.

Yavapai College program quality and learning goals are [consistent](#) across all modes of delivery and all locations. Yavapai College endeavors to improve and maintain program quality throughout the district. The institution has long held that standardized course outlines ensure consistent course and thus program quality. Evaluation of program-wide student learning outcomes assessment data in the general education areas encourages curricular amendment. The participation in Quality Matters trainings and the application of instructional design guidelines have improved the quality of online offerings. Since our four-year remote review, [YC remedied concerns](#) of inconsistency in delivery and assessment across all mode of delivery.

YC has a [robust early college dual enrollment program](#) where instruction in college courses takes place in the high school. The College follows [NACEP partnership standards](#) to ensure quality college courses for high school students. All dual enrollment instructors meet the same credentialing criteria as any YC adjunct or full-time faculty. Dual enrollment courses have the same learning outcomes as on-campus courses. YC maintains [faculty liaisons](#) for all areas taught through dual enrollment. College meetings with faculty liaisons, partner high schools, and dual enrollment instructors occur twice a year in the [fall](#) and [spring](#) semesters.

4.A.5

Yavapai College values and seeks out third-party accreditation where applicable. Yavapai College maintains specialized accreditation for five career and technical programs. All programs are in good standing.

- [The Associate of Applied Science in Nursing](#)
- [The Associate of Applied Science in Radiologic Technology](#)
- [The Associate of Applied Science in Fire Science](#)
- [The Associate of Applied Science in Paramedicine and the Emergency Medical Certificate](#)
- [The Associate of Applied Science in Automotive](#)

4.A.6

Yavapai College evaluates the success of its graduates. The Office of Institutional Effectiveness and Research participated in several statewide projects which analyze and assess student progress and success on both a state and national level.

The AzTransfer [Average Junior Year GPA](#) of New Transfers report regularly demonstrates that Yavapai College transfers to the state's three public universities have a junior grade point average equal to or higher than students who started at the universities as freshmen.

The annual [*Strategic Vision Report* (2021)](#) published by the partnership of Arizona Community Colleges indicates, ["Seventy-eight percent of 2016-2017](#) transfers from Yavapai College to in-state, public universities earned a bachelor's degree within four years." This same report documents, "out of all learners in Yavapai's 2017-2018 Occupational Completers/Leavers Cohort who took a technical skill or end-of-program assessment aligned with industry-recognized standards up to one year after college exit, [eighty-three percent](#) passed the assessment and/or earned an industry-recognized credential."

Yavapai College conducts regular graduate follow-up surveys. Beginning in Fall 2021, the College partnered with [LiveAlumni](#) to track graduates' employment information. With LiveAlumni employer reports, YC will be able to track students' employment and education over the life of their careers. Finally, Yavapai College evaluates the success of its graduates in the [Radiology](#) and [Nursing](#) programs by evidence collected through national licensing examinations.

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4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

Yavapai College has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

4.B.1

Course-level learning outcomes are included in the course outlines which are required for every course. These outlines include

- a description of the course,
- the course content,
- the learning outcomes, and
- the required assessment methods or measures.

 All of these items are required when completing a course syllabus, regardless of the modality. Syllabi are submitted to the academic departments for review at the commencement of each semester. In addition, the course outlines are published in the college's online catalog.

Course learning outcomes must align with program outcomes.

Course-level outcomes are aligned with the program-level outcomes on a curriculum map. For degrees and certificates, program-level outcomes are measured in the core courses of that degree or certificate and are available on each of the Program Plan pages within the online catalog.

The Associate of Arts, the Associate of Science, and the Associate of General Studies degrees are exceptions as the students can take any articulated course to complete the core of the degree. Instead of program-level outcomes, courses within a broad field of study use department-level outcomes as these courses have not been formalized as a specific degree, certificate, or concentration. There are four such departments: English, Humanities, Mathematics, and Science.

Many of the department-level courses serve dual assessment purposes and can be assessing both department-level outcomes and General Education competencies. The five General Education competencies assessed are located within the college's online catalog and are on the General Education website. The competencies are Written Communications, Quantitative Literacy, Scientific Literacy, Diversity Awareness, and Critical Thinking. These competencies are aligned with the three

Institutional Level Outcomes: Communication, Critical Thinking, and Social Responsibility. Thus when student learning data is collected for assessing the General Education competencies, it is also considered institutional-level student learning data.

For the programs that do not have core courses that align with the General Education competencies, such as most of the courses in the workforce degrees and certificates, the program-level outcomes are mapped directly to the institutional-level outcomes. As the Institutional Level Outcomes were recently adapted and have not been fully incorporated into the college's assessment practices, programs creating new assessment plans for the next three years will begin to incorporate and assess them.

While the creation and assessment of the outcomes at all levels is the responsibility of the faculty, four committees assist with the coordination and evaluation of outcomes assessment:

- Curriculum Committee,
- General Education Committee,
- Student Learning Outcomes Assessment (SLOA) Committee, and
- Program Review Committee.

New or modified programs must include curriculum maps for review and consideration. By aligning course and program outcomes, the academic programs can assess student learning and achievement at both levels. The programs use their curriculum maps to create three-year assessment plans.

Each program creates a three-year assessment plan that outlines how the faculty will assess

- Course,
- Program or Department, and
- General Education competencies or Institutional-level outcomes.

In the spring of 2022, programs creating new assessment plans for the next three years will begin to use the recently developed institutional-level learning outcomes or the already established general education competencies.

Once an assessment plan is developed, it is submitted to the SLOA Committee for review. Following SLOA Committee approval, the assessment plan is then included in the annual program review process and archived for future reference. The program will use the assessment plan for three years to collect data. An individual from within the Program oversees the review process annually. This annual process includes

- Collection of data,
- Analysis of data, and
- Composition of an annual report.

The annual report requires the program to record course, program/department, and general education/institutional

- curricular changes,
- assessment data,
- amendments, and
- activities.

Upon completion of the annual report, it is reviewed by the SLOA committee. The assessment report is then included in the annual program review process and archived for future reference.

In the 2017-2018 academic year, Co-Curricular activities began to be included in the assessment activities of the college. The following areas began to assess using the previous general education outcomes referred to as GECCOs as the college began developing the new general education competencies in 2020-2021:

- Learning Centers
- TRIO Programs
- Veteran Services

In the summer of 2021, representatives, from the SLOA committee, Student Development and Library Services, attended the HLC Co-Curricular Assessment workshop. Using information from the workshop, a modified process was created and is being utilized to collect assessment using the recently developed institutional learning outcomes. The process is being used by the following student services areas that completed assessment plans for the 21-22 academic year.

- Learning Center
- TRIO
- Veteran Services
- Library Services

Analysis of this data will be conducted and documented in assessment reports to be completed during the summer of 2022. The Library Services recently completed their assessment reports on the Distinguished Guest Lecturer Series and the library instruction for English courses

4.B.2

Yavapai College uses information gained from assessment to improve student learning. Each year, a day is set to evaluate student learning data in all modalities . Faculty gather as a community to

- evaluate the data,
- assess the quantitative evidence, and
- compose new curriculum or
- develop new instructional methods.

These activities are not limited to Assessment Day. Assessment data and analysis is continuous. Information gleaned from the assessment process is integrated into the ongoing discussion in the departments, Curriculum and General Education committees' meetings and then documented in the annual assessment reports and program review documents.

Annual assessment reports for the last three-years provide evidence of the improvements for student learning at the course-level. English and other intensive writing courses incorporate embedded tutors because of ongoing discussion and development. Many courses cited the need to restructure assignments for clarity and to use technology to increase student engagement and comprehension. Some courses with online components implemented Quality Matters standards to assist students in navigating and completing the coursework.

At a program-level, equity across multiple modalities, in particular online and dual enrollment is a focus. In the Management program, course outcomes were redesigned to build more effectively

towards program outcomes. In Programming, adding prerequisites group projects and increasing rigor addressed requirements in industry expectations.

In 2019 a six-year assessment cycle concluded with the assessment of ten different General Education core curriculum outcomes. Following the conclusion of that cycle, the General Education Committee made process modifications based on faculty and department assessed feedback. In the new cycle, General Education curriculum courses will assess one or more of the five general education competencies over three years: Written Communication, Quantitative Literacy, Scientific Literacy, Diversity Awareness, and Critical Thinking. Certificate and Degree programs (such as workforce programs) will assess one or more of the institutional learning outcomes (ILOs): Communication, Critical Thinking, and Social Responsibility. Currently, the ILOs are being measured by the co-curricular areas; however, 2022 will see the academic programs employ the ILOs in data collection.

4.B.3

Yavapai College's student learning assessment processes and methodologies reflect good practice and rely on faculty participation as well as other instructional and relevant staff. Each course offered through the college aligns to published learning outcomes. General Education assessment employs a standardized or uniform rubric.

Faculty determine how to assess student learning within their disciplines and fields. Some departments with numerous sections, such as Math and English, employ commons assessments such as common rubrics to assess required essays or common questions on final exams. There are also many programs that only have one or two faculty members teaching the core courses. These faculty members use assessment tools that align with their programs. For example, the Gunsmithing program uses skills demonstrations and projects to measure many of the program's outcomes.

Additionally, there are continuous efforts to gather both direct and indirect learning data within the assessment processes. Ultimately, the assessment processes are focused on student learning improvements within the courses and programs.

The college employs a full-time individual to manage Assessment and Program Review. This manager works with individual faculty and participates on the responsible committees to support the

- development,
- implementation, and
- evaluation of learning outcomes.

Ultimately assessment data and analysis are a faculty activity with academic administrative oversight. The faculty members are responsible for assessment and program review.

Four committees with faculty membership guide assessment process. However

- The Curriculum Committee,
- The General Education Committee Chair,
- The Student Learning Outcomes Assessment Committee Chair,
- Administrative support from the Office of Instruction,
- Administrative support from Student Affairs and Development, and
- A scheduling administrator

review faculty initiations, substantiating materials, and proposals.

Although the college is at the beginning of implementing institutional-level outcome assessment, overall the assessment processes and methodologies are comprehensive and include analysis and reporting at the various learning outcome levels. These processes and methodologies are based on the faculty members' expertise within their respective fields, as well as the professionals within the student services areas, and used to improve student learning.

Sources

- YC Assessment Day Agenda 2021
- YC Assessment Director Report 2020
- YC Co-Curricular Assessment Plan and Reports Form
- YC Co-Curricular Assessment Plan and Reports Form (page number 1)
- YC Co-Curricular Assessment Plan and Reports Form (page number 3)
- YC Co-Curricular Assessment Plan and Reports Form (page number 5)
- YC Co-Curricular Assessment Plan and Reports Form (page number 7)
- YC Co-Curricular Assessment Plans
- YC Co-Curricular Assessment Reports
- YC Co-Curricular Assessment Reports (page number 1)
- YC Co-Curricular Assessment Reports (page number 2)
- YC Co-Curricular Assessment Reports (page number 3)
- YC Curriculum Committee current membership
- YC General Education Assessment Plan
- YC General Education Assessment Plan (page number 7)
- YC General Education Assessment Reports
- YC General Education Committee current membership
- YC Illustration IER Data Package Program Review
- YC Illustration Learning Outcome Levels
- YC Institutional Learning Outcomes
- YC Learning Management System Policy Guide
- YC Library Services Co-Curricular Assessment Reports
- YC Policy 3.42 Syllabus Development
- YC Program Review Committee Minutes
- YC Sample Assessment Reports
- YC Sample Assessment Reports (page number 1)
- YC Sample Assessment Reports (page number 5)
- YC Sample Assessment Reports (page number 7)
- YC SLOA Handbook 2021
- YC SLOA Handbook 2021 (page number 9)
- YC Syllabus Template

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve 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, 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.)

Argument

4.C.1 and 4.C.2

Yavapai College has defined goals for student persistence, retention, and completion. The processes and methodologies employed for collecting and analyzing information reflect good practice. The College's Strategic Enrollment Management (SEM) committee sets defined goals for persistence, retention and completion rates at the institution. SEM also evaluates its goals. For example, fall 2021 enrollment exceeded expectations; fall-to-spring retention was below the target level.

In addition, this committee develops a college-wide SEM plan that aligns with the College's strategic plan, and both have a laser focus on persistence and completion. The SEM plan is reviewed and updated on an annual basis. Beginning in 2022, at the request of the District Governing Board, the institution implemented a gainsharing model that ties a portion of employees' annual salary increases to student outcomes in retention, completion, and minority completions based on the Aspen Institute methodology.

The Yavapai College Strategic Plan 2022-2024 identified enrollment, persistence, retention, and completion goals. These goals are reasonable, attainable, and reflect the analysis and evaluation of data collected through participation in

- IPEDS Surveys,
- NCCBP Project,
- Aspen Measures, and
- the Arizona Strategic Vision Project.

4.C.3

The statistical information acquired through the various projects is used to improve the quality of

education at Yavapai College. The Strategic Vision Student Progress and Outcomes Report indicates that Yavapai College transfer students excel after transferring to four-year institutions. This evidence affirms the alignment of curriculum and rigor of the AzTransfer system and the high quality of instruction provided by YC's full- and part-time faculty.

Statistical evidence collected and analyzed on student success after remediation in mathematics and English courses were catalysts for curricular and delivery changes. Students no longer take a series of incrementally paced developmental language or math courses but rather are registered for courses with embedded support to ensure supplemental instruction while students pursue college-level coursework. Research and best practice indicate this is an advantageous means of addressing underprepared students.

Quality of instruction, partnered with continuous improvement activities in the Student Development department, are illustrated by the eighty-eight percent retention rates from Fall-to-Spring and the seventy-four percent retention rates from Fall-to-Fall. Increased support and activities for

- enrollment management,
- registration, and
- student engagement

are examples of improvements fostered by evidence collected and analyzed as part of this project. Evidence of improved college-going rates is also documented in the Arizona Strategic Vision Project.

The Student Development department has increased efforts in high school recruitment activities to retain dual enrollment and recent graduates from local area high schools. With thirty-three percent of local high school graduates matriculating to Yavapai College, YC now has higher college-transfer rates than Arizona and the U.S. When accounting for only college-going high school graduates, YC captures 56% of recent graduates.

Yavapai College collects and analyzes information on student persistence, retention, and completion for programs and, from this information, develops improvement plans to serve the community better. In addition to national and statewide data collection projects, the Office of Institutional Effectiveness and Research (IER) supports and conducts data collection focused on the internal workings and programs at Yavapai College.

As part of the Academic Program Review Process, academic programs receive a data package that provides trend data, including information on persistence and completion to allow for current and continuous improvement of educational programs. The IER department also developed retention reports showing program-specific retention patterns. In support of pathways and improved academic outcomes, IER developed numerous *Cognos* and *Tableau* reports to assist faculty, deans, and student development staff in analyzing student persistence, retention, and completion. Reports include program-specific

- pathways progress reports,
- course success (persistence),
- semester-to-semester retention, and completions.

Yavapai College developed a three-year, rolling strategic plan by employing thoughtful and thorough analysis of the most current student success data. The Strategic Planning Committee included representation from

- college administration,
- staff,
- faculty, and
- the student populations.

Student success initiatives in the 2022-2024 Strategic Plan include goals to increase completion rates, focusing on improving outcomes for Hispanic students and adult learners with some college and no degree. These strategic goals were informed by the College's environmental scan and analyses of disaggregated student outcome measures. The office of Institutional Effectiveness and Research (IER) uses a broad spectrum of data, including student outcomes measures, to build predictive analytics to identify at-risk students proactively. At-risk students are identified within the first two weeks of the semester so that advisors can provide timely advising and student services outreach. IER also provides early alerts using Canvas data to inform faculty and advisors when a student struggles academically in a specific class.

Based on persistently low on-time degree completions, in FY2018 we created a unique YC Promise program that reimburses the student's tuition for completing an associate's degree on time. The YC Promise program began in fall 2019 with the first cohort of 340 recent high school graduates. The program incorporated

- mandatory orientation,
- a required student success course,
- and *inescapable* advising.

The completion outcomes for this first cohort were significant, with on-time degree completion rates increasing from 10% to 25%. With an extra summer semester, the completion rate jumped to 31%. The findings revealed no significant differences when completions data was disaggregated by

- race and ethnicity,
- gender, and
- socioeconomic status.

The YC Promise program was honored as a 2022 Bellwether Award Finalist. Based on the outcomes of the first cohort, the College will be expanding the program to county adults interested in high-demand career and technical degrees. In addition, based on the outcomes and YC Promise advising model, the College will be hiring additional advisors to reduce the current student caseloads to 300 students per advisor.

Yavapai College's Quality Initiative project, Improving Student Success Through the Use of Open Educational Resources (OER) Course Materials, was a two-year study that compared directly collected and analyzed student retention, persistence, and completion data of YC with our OER courses with non-OER courses. In addition, surveys were administered to collect the perspective of students taking OER courses. Overall, the study resulted in many positive accomplishments. For example, One positive outcome is that data showed that students taking two or more OER courses enroll in an average of 2.5 more credits the following semester compared to similar students enrolled in two or more non-OER classes. This result is similar to previous research and aligns with YC's hypothesis that when students save money on textbooks, they reinvest that money in the next semester on an extra class. The student surveys indicated that overall, students prefer taking courses with OER materials and that OER materials made it easier to learn and be successful.

The importance of job placement and a living wage is also a vital component of the three-year rolling strategic plan. The Regional Economic Development Center (REDC) connects students with internships and graduates with career opportunities. The REDC regularly holds job fairs and events where students can connect with local, state, and national employers. The REDC maintains a current listing of open positions in Yavapai County through their Job Connections website. The REDC and Yavapai College recently partnered with *Pipeline* to create the Jobs Connection Pipeline. With YC Pipeline, students can

- complete a career assessment,
- identify potential careers,
- explore career interests, and
- find education and training options.

Additionally, the Career and Technical Education Center (CTEC) has a dedicated career coach for CTE programs.

4.C.4

The College utilizes the methodologies from recognized national and state sources.

- Integrated Postsecondary Educational Data Survey (IPEDS),
- the Aspen Institute,
- the National Community College Benchmark Project (NCCBP), and
- the Arizona Strategic Vision Project.

The Arizona Strategic Vision Project, which uses the Voluntary Framework of Accountability methodology, provides longitudinal data as it was established in 2011. This project is a self-assessment, benchmarking, and accountability process that collects and distributes data annually amongst all Arizona community colleges. Student Retention data for part-time, first-time, degree or certificate-seeking students is collected from the IPEDS collection system. In addition to IPEDS, the College gathers persistence, retention, and completion information for students who transferred into the institution.

Sources

- 2022-2024 Strategic Plan Report 3-5-22 4.C1 r1
- 2022-2024 Strategic Plan Report 3-5-22 4.C1 r1 (page number 11)
- Aspen 2023-Round-One-Model-Description
- ASPEN Fall-Fall Retention and Graduation Rates 2018-2020
- Bellweather Award Program
- Bellweather Award Program (page number 13)
- Bellweather Award Program (page number 14)
- Bellwether Award Submission_Yavapai College
- Bellwether Award Submission_Yavapai College (page number 6)
- Bellwether Award Submission_Yavapai College (page number 10)
- College Going Capture Rate March 22
- Comp Program Review 2022 (Electrical and Instrumentation Technology AAS)

- Environmental Scan 2021-2022 Final r1
- Example of Cognos Program Pathways Report 4.C.2
- Fall 2021 Enrollment and Retention Evaluation Example 4C1
- Gainshare and Aspen Measures 4.C.1
- Graduate Summary by Program V2 4.C.2
- IPEDS Data Collection
- Job Connections Powered by Pipeline - Yavapai College 4.C.3 - Copy
- NCCBP Report 2020 4.C.1
- QIReport_YavapaiCollege_AZ
- Regional Economic Development Center - Yavapai College 4.C.3
- SEM Goals-Targets - Covid Phase All Clear Final 4.C.1
- Semester to Semester Retention V2 4.C.2
- sem-marketing-recruitment-retention-plan-2021 4.C.1
- Tableau Persistence Report Example 4.C.2
- YC Budget Work Study Part 6 Budget Slides 02-21-22 Compensation 4.C.1
- YC Pipeline Example for Cyber Security 4.C.3
- YC Retention Persistence Completion Dashboard Example 4.C.1
- YC Shared Governance Key Activities Timeline
- YC Stategic Vision Outcomes Report 2021
- YC Stategic Vision Outcomes Report 2021 (page number 6)
- YC Stategic Vision Outcomes Report 2021 (page number 7)
- YC Stategic Vision Outcomes Report 2021 (page number 9)
- YC Stategic Vision Outcomes Report 2021 (page number 13)
- YC Strategic Plan KPIs r1 4.C.1

4.S - Criterion 4 - Summary

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.

Summary

As introduced in the assurance argument narrative for each core component of Criteria 4 and further clarified and substantiated through the documentary evidence provided, Yavapai College evaluates the effectiveness of our courses, our programs, and our institution to promote continuous improvement.

We ensure the quality of our educational offering through a continuous practice of program review. YC regularly uses the information gained from assessments to improve student learning. Our Curriculum, General Education, Instruction, and Student Learning Assessment committees establish policies that maintain the quality of transfer credit, course and program expectations, and faculty qualifications. Yavapai College maintains third-party accreditation for five professional programs and finally reviews and evaluates the success of our graduates.

Student success (persistence, retention and completion) continues to be an important objective at Yavapai College. Internal and external data is employed to improve the success of Yavapai College students.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.A.1

Yavapai College is committed to a shared governance process that engages the Board, administration, faculty, staff, and students as appropriate. YC relies on a shared governance approach to college business and those structures have evolved over time with the intention of seeking opinions, advice, and insights from college stakeholders.

In 2018, the former president commissioned an ad-hoc committee, the *Blue Ribbon Committee*, to review and recommend changes to the shared governance structure. Co-Chaired by the Faculty Association President and Director of Intuitional Effectiveness and Research, the committee included representation from all areas of the college. The committee produced a

- Shared Governance Policy
- A governance matrix
- the recommendation to create a College Council

The policy and matrix were adopted in October 2018; however, continuing assessment and evaluation resided with the President's Leadership Team. With the former president's retirement in 2019, the responsibility to continue passed to our current president, Dr. Lisa Rhine.

Significant changes to our shared governance structure began in 2019. (Key Shared Governance Timeline) Progress continues as the community develops new systems of communication and organization. The dynamic and significant changes were informed by the following.

- An internal ad-hoc *Blue Ribbon* committee (BRC)

- Amendments to Arizona Revised Statutes 15-1444 (HB2750)
- Yavapai College District Governing Board Resolution.

Due to decades of administrative change (for example, seven Vice Presidents of Academic Affairs in the past ten years) and in the interest of continuity, a comprehensive Faculty Association Constitution evolved which placed the majority of the responsibility and oversight of instruction in faculty committees who communicated through the Faculty Senate and Faculty Association President. The Faculty Constitution ensured faculty provided oversight in areas of curriculum instruction and academic standards.

In August 2019, the Arizona legislature voted to amend the statutes which governed community colleges. The new statute prohibited community colleges from compensating employees for work performed on behalf of an elected employee representative group; moreover, colleges were forbidden from providing more favorable employment terms and conditions to an employee because that individual belonged to an elected employee representative organization. With the passage of HB2750, YC's practice of providing compensation (i.e. Release time) to the faculty members to manage Faculty Association roles and committees was no longer legal. Likewise, the Faculty Senate bylaws excluded staff from voting membership on committees, including those that governed College operations and policies (e.g. Curriculum, Assessment, General Education). Consequently, YC's shared governance process needed to change.

Between August 2019 and December 2020, our current president, Dr. Rhine and executive team members held 15 meetings with the faculty association president and senate to discuss a shared governance structure. In January 2021, College legal council, Lynn Adams, addressed faculty, administrators, and staff at an all-college meeting to share the Attorney General's decision and describe what Arizona law now allows and prohibits (pg. 14).

Leading an organizational change of this magnitude is a daunting challenge. To address the requirements of state legislation and the recommendations of the internal *Blue Ribbon* committee, in February 2021, all staff and faculty were invited to participate in Feedback Circles to discuss and share input on shared governance.

In April 2021, the President announced the formation of a new College Council. *College Council 1.0* broadened the governance structure to include student government representation, additional staff members, and full- and part-time faculty.

To help manage the change, the College administration reached out to ACCT and brought in a consultant with expertise in governance. The ACCT consultant met with the new College Council, conducted a shared governance survey and facilitated ten virtual and 12 in-person focus groups with various college stakeholder groups.

- Survey Findings

The consultant recommended the College expand the College Council representation and structure college committees based on Higher Learning Commission criteria for accreditation; the College Council endorsed these recommendations.

On November 9, 2021, the District Governing Board passed a resolution directing the President to adopt a Participatory Governance model. The All-College Council shall be based on the following principles:

1. For the College, participatory governance is defined as an interactive communication and information-sharing model involving all college groups, including faculty, students, and staff. The President shall be authorized to determine the appropriate make-up of the Council.
2. Ongoing communication and input into decision-making shall be the driving purpose of the governance model, with a focus on the College's mission and student success.
3. The All-College Council shall advise the President on matters determined by the President to be of college-wide importance and not directly and/or substantially related to wages, salaries and working condition. After taking into account all input received for the All-College Council, the President shall have the final decision-making authority, subject only to direction from the Governing Board.
4. The All-College Council shall be evaluated by the President each year to determine whether it has met the goals adopted by the Governing Board in this Resolution and whether it should be modified to better effectuate those goals. The President shall inform the Governing Board of the results of the evaluation at the end of 12 months of the Council's formation and yearly thereafter.

The President requested nominations for the new All-College Council, and the inaugural College Council 2.0 meeting occurred on January 14, 2022. The All-College Council membership includes three students, three staff, three administrators, three full-time faculty, one part-time faculty representative, and the presidents of the Student Government Association, Staff Association, and Faculty Association. Executive Leadership Team members sit on the Council as Ex-officio members. Eight College Council Committees guide the College Council:

- Curriculum Committee (Academic Primacy)
- Instruction Committee (Academic Primacy)
- Assessment Committee (Academic Primacy)
- General Education Committee (Academic Primacy)
- Strategic Planning Committee
- Budget Committee
- Strategic Enrollment Management Committee
- Policy Review Committee

College Council committees that address academic matters are given primacy in which faculty recommendations carry more weight in submissions sent to the Council and President. Please note the academic committee charters are in draft form and will be finalized in the fall 2022 semester.

The following committees are still under the Faculty Association:

- Standards
- Faculty Affairs
- Professional Growth
- Developmental Education
- Peer Mentor

In light of the Arizona amended statute HB2750, the Yavapai College Faculty Association (YCFA) Constitution was revised in May, 2022.

In response to the Blue Ribbon Committee recommendations, changes required by HB2750, and the District Governing Board's participatory governance resolution, a new interim participatory governance policy and participatory process/procedures have been shared with the college

community. Updated charters for College Committees have been drafted. The next step is for the interim policy to go to the College Council for input, and then it will go through the regular college process, including the Policy Review Committee. The All-College Council meets monthly.

- All-College Council Minutes – January 14, 2022
- All-College Council Minutes – February 11, 2022
- All-College Council Minutes – March 4, 2022
- All-College Council Minutes – April 8, 2022
- All-College Council Minutes – May 6, 2022
- All-College Council Minutes – June 2, 2022

In addition to the information shared in the President's regular updates, all employees can visit the College Council webpage to view membership, agenda and minutes, committees, information submission dates, and the College Council 2.0 submission form. In response to the Board's resolution, we are making progress in the areas of:

- Draft Assessment
- Draft Decision-Making Principles
- Draft Decision-Making Diagram

YC recognizes an unfortunate shift in the cultural climate. Issues of trust and communication are at the forefront of leadership concerns. The administration is working with employees to reinstate trust through regular communication and transparency of decision-making processes.

Despite the changes, the participatory governance process is working, as evidenced by the passing of the budget, advancement of the strategic plan, and development of new academic and campus master plans. Yavapai College faculty are in charge of the curriculum through the Curriculum Committee. Curriculum examples include approval of the addition of 8-week program lengths (pg. 20) and new program curriculum approval (Behavioral Health Technician Certificate pg. 24) that HLC recently approved. The academic program review process documents curricular changes (pg. 3) approved by the Curriculum Committee. Curriculum changes are forwarded to Faculty Senate for approval before going to the College Council.

This past year, participatory governance through a four-year taskforce and college-wide meetings was vital to engaging constituencies in the research and ultimate decision to add the College's first bachelor's degree programs in Business and Nursing, scheduled to begin in fall 2023 and 2024, respectively. The College has submitted a *Substantive Change* request and will have an on-site visit in fall 2022 for approval of our first four-year program. The College Council and District Governing Board have given their approval.

5.A.2

To reach informed decisions in the best interest of our students, internal and external stakeholders, the administration employs a mission-driven and data-informed practice. The focus on data-informed decision-making starts with the President and her executive leadership team. In matters of strategic direction, student success, and budget development, leadership uses and shares data that sets the standard for evidence informed decisions across the college district.

- Strategic Planning
- Student Success

- Budget Development
- Four-Year Degree Taskforce (pg. 5)

YC administration has invested in well-resourced data offices, understanding the vital need for timely and accurate data. The Institutional Effectiveness and Research (IER) team include the director and three full-time programmer analysts. IER has access to internal data through *Banner* and maintains an ODS data warehouse. The department uses

- *Cognos* as its business intelligence reporting tool,
- *Tableau* for data visualizations, and
- *SPSS* for statistical analysis and predictive modeling.

The Student Development Technology (SDT) team uses and manages

- *Salesforce* as YC's customer relationship solution to harness data to improve communication and improve the student experience.
- *Degree Work*s, a degree audit system that students and advisors can use to ensure that students are on track to complete their program of study.

The Regional Economic Development Center (REDC) provides the administration, employees, and students with relevant and timely data on labor, wages, job openings, and economic measures using

- *EMSI/Burning Glass*,
- *AZ Pipeline*,
- *IMPLAN*, and
- U.S. *Census and Bureau of Labor* datasets.

The creation or elimination (sunsetting) of academic programs are informed by data. For example, as the College explored adding four-year degree programs, data on workforce needs, program gaps, and student demand were core to the decision to propose adding a Bachelor's of Nursing and a Bachelor's of Science Business degrees. Other considerations included mission and strategic planning alignment, community support, facilities, staffing, support services, and the impact on existing programs. Conversely, the recent decisions to sunset academic programs (Video Game Development AAS ; Hotel and Restaurant Management Certificate)were driven by academic program review data examining enrollment demand indicators, completions trends, and program viability.

As addressed in Criterion 4.C, the Office of Institutional Effectiveness and Research has developed an extensive set of Cognos reports and dashboards for leadership and departments to analyze enrollment, retention, and completion rates across programs, in addition to, course delivery modes, and key student demographics. IER also provides three early alert predictive modeling solutions to identify students at risk of dropping out or struggling academically.

- Zero Canvas Access
- Course Early Alerts
- Retention Risk Alerts

The College regularly uses surveys to inform decision making. Employee surveys have led to improvements in professional development. For example, in the 2020 PACE survey, staff concerns regarding professional development opportunities led to increased funding and internal offerings through NEOED, our employee learning management system. The addition of more 8-week courses

and programs, and changes in shared governance are examples of surveys being used to gather staff, faculty and student input.

- [8-Week Courses/Program Survey (pg. 2)](#)
- [Shared Governance Survey](#)

Student feedback is gathered primarily through end of course evaluations, and the *Ruffalo Noel-Levitz* Student Satisfaction (RNL) survey. [End of course evaluations](#) are used by faculty and deans to strengthen courses. The [student satisfaction survey](#) provides critical information to the institution on the importance and satisfaction of students in the areas of student belonging, instructional effectiveness, safety and security, academic advising, admissions and financial aid, campus services, registration, and campus climate. Student surveys have led to changes in the registration system to make the process less difficult for students. Student survey questions on student centeredness are now being used as a key performance indicator of belonging in the YC's strategic plan. Beginning in spring 2023, the RNL Student survey will be conducted annually.

To ensure market-competitive salaries, the College has adopted a three-year review cycle. Each year a third of positions are reviewed for market competitiveness and internal equity. The review includes a [questionnaire](#) outlining duties and responsibilities to ensure the scope of an employee's position has not changed. Human Resources uses [compensation data](#) from salary.com to place positions in a grade whose midpoint is within the 50% percentile of the Arizona market. This analysis of salary data ensures that YC employees are compensated fairly and appropriately.

Data is also central to the institution's budgeting processes and is detailed in Criterion 5.C.

5.A.3

The administration, faculty, staff, and students are involved in setting academic requirements through open communication and collaboration. The Vice President of Academic Affairs with faculty establish academic requirements at Yavapai College. [Four academic committees](#) (pg. 11) inform the College Council.

- [Curriculum](#),
- [Assessment](#),
- [General Education](#), and
- [Instruction](#).

Academic committees address issues of curriculum and instruction. [A statement on academic matters illustrates faculty contribution to academics and instruction.](#) Academic committees, in which the majority of members are faculty, in concert with members of Student Development and the student body, establish the academic requirements necessary to maintain articulation agreements with four-year universities and meet the employment demand in career and technical fields. The standards and expectations are part of the academic committees' charters.

- [Curriculum Charter](#)
- [Assessment Charter](#)
- [General Education Charter](#)
- [Instruction Charter](#)

Faculty members also serve on the [Policy Review Committee](#) to ensure policies support and maintain

academic standards and requirements. Committee charters and [student conduct (pg. 15)](#) support and maintain academic standards and requirements.

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5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.B.1

Yavapai College plans, maintains and continuously develops our educational offerings within the parameters of our resource base.

Yavapai College has the infrastructure, human and fiscal resources necessary to support our mission as programs are developed, delivered and improved. Since 2017, the College has focused on three ideological pillars:

- Relationship Excellence
- Service Excellence
- Learning Excellence

These pillars are known as the YC Way. The YC Way provides a cultural foundation for employees to support our Mission, each other and our students through all our endeavors.

The Faculty and Staff at Yavapai College are appropriately qualified, trained, and participate in continuous development. The Office of Human Resources at Yavapai College oversees hiring all faculty and staff at the institution. The expectations and requirements for all positions are available through the Human Resources page on the College website. All applications filter through the NEOED human resources software, allowing hiring committees to assess applications for minimum criteria.

All faculty meet the minimum qualifications for teaching in their respective discipline. Faculty job descriptions include the expectation of continuous professional development. A Master's degree in Counseling, Advising, or a related discipline is the preferred requirement for many of the positions in Student Development. Student Development staff are also expected to remain current in their profession through continuous and further education opportunities.

Yavapai College policy 2.05 Learning Excellence outlines our expectations for maintaining learning excellence. Faculty and staff are encouraged and supported in their continuous professional development by funding professional growth programs and professional development days. Our

Learning Excellence@YC webpage publishes information on trainings, including but not limited to:

- annual mandatory online programs,
- *Outward Mindset* opportunities,
- new employee orientations,
- performance management platform,
- sabbatical information, and
- YC partnership tuition discounts.

Our employee learning management system – NEOED offers an extensive catalog of classes in topics relevant to higher education. In addition, YC provides a generous tuition waiver benefit for all employees.

Yavapai College acquires the fiscal resources necessary to support our mission through property taxes, tuition, fees, and state appropriations. For the Fiscal Year 2023, property taxes accounted for 56% of the revenue, followed by tuition and fees at 13%, with state contributions accounting for 2%. The remaining revenue comes from grants or other sources.

- FY2022-23 Summary of Revenue Data (pg. 2)
- FY2022-23 Budget Part I & Part 2
- FY2021-2022 Budget in Brief Report

The budget and planning practices at Yavapai College are transparent and comply with the applicable laws in the State of Arizona. In fiscal year 2021-2022, YC received the Distinguished Budget Presentation from Government Finance Officers Association (GFOA) in recognition of adhering to best practices in budgeting. As part of its Budget practice, YC sets aside recurring funds to reinvest in capital equipment to insure employees remain productive and students work with equipment they will find once they move into the workplace. Similarly, YC sets aside recurring funds to reinvest in our facilities, addressing deferred maintenance real time in an effort to lower our Total Cost of Ownership. Per an independent consultant, YC has some of the best-maintained facilities (pg. 11) in the higher education sector.

Likewise, GFOA has awarded a Certificate of Achievement for Excellence in Financial Reporting to Yavapai College for its Comprehensive Annual Financial Report for more than 20 consecutive years.

- Certificate of Achievement for Excellence
- Budget Presentation
- Budget Committee Charter

The College has the human resources necessary to support its mission. Yavapai College currently employs close to 100 full-time and over 200 part-time faculty members. The Student Development department employs approximately 70 counselors, advisors, and student success advocates. Close to 200 members of our administrative support-team assist faculty and student development staff at Yavapai College. Forty-two of this administrative team work in information technologies. Facilities Management has a crew of 60 to serve the two campuses and four centers throughout the Yavapai College district.

- Employee Counts by Department
- Employee by Positions

As addressed thoroughly in Criteria 3D and the additional locations report, our college has the faculty, professional staff and infrastructure to meet the expectations of our educational programs.

Information Technology Services (ITS) maintains and supports the hardware and software used by Yavapai College employees, faculty, and students in classrooms, offices, laboratories, and online platforms. The majority of the classrooms on Yavapai College campuses and centers are equipped with the most current technology. District-wide, 134 classrooms are technologically enhanced with computers and presentation tools. Since 2017, YC now offers all students remote access to all of our software applications, and Zoom has replaced the interactive tele video (ITV) system for online (asynchronous), Weblive (synchronous), and hybrid course delivery.

- ITS Website
- ITS Systems Status
- ITS Technology Plan

Teaching and eLearning Support (TeLS) provides training and technical assistance for faculty and students. Thirty-three percent of the students at Yavapai College are taught exclusively online. With all online courses and most hybrid and face-to-face classes using the LMS, *Canvas,* the TeLS department is imperative to student success. TeLS department staff can support both faculty and students through email, video conferencing, in-person and group training. This department provides access to web cameras and other hardware devices. TeLS assumes the responsibility for video streaming and copyright supervision for online courses.

- Summer Institute
- TeLS Blog

Students pursuing Associate of Fine Arts degrees or community members interested in the visual and performing arts have access to medium-specific equipment and studios.

Del E Web Family Enrichment Center on the Prescott campus provides five Early Childhood Education program classrooms. The Center is home to one infant, two toddlers, and two pre-school classrooms. The Center offers care and education to children while providing a teaching environment for observations and practicum placement in the Early Childhood Education program.

The Division of Sciences, Health, and Public Safety oversees the instructional laboratories dedicated to natural and physical sciences coursework.

The Registered Nursing program at Yavapai College has dedicated skills laboratories, a simulation room and computer classrooms. Facilities on both campuses meet the requirements of the Accreditation Commission for Education in Nursing (ACEN) the program's third-party accreditor.

The Northern Arizona Regional Training Academy (NARTA). NARTA is a regional recruit training center serving the city, county, tribal, and state law enforcement agencies throughout Arizona. The Academy is required by Arizona Peace Officers and Standards Training (AzPOST) to ensure that each basic training graduate meets specific minimum performance objectives. In 2019, NARTA moved from the Prescott Valley center to a newly constructed facility on the Prescott campus. Three classrooms, a video scenario room, an outdoor obstacle course, and an interior multiple-purpose room for physical and tactical training are dedicated to the NARTA program.

The two campus library locations, Prescott and Verde Valley, continue to provide students access to

print and online resources. Ten full-time library employees serve our district which includes membership in the Yavapai County Library Network.

During periods of required closure, both libraries offered curbside pickup. Our library offered all our remote services. These services included Online Chat, Email, Phone and Zoom Conferencing. Finally, the library partnered with numerous internal YC departments to get materials to students via our Curbside Service.

The Verde Valley campus in Clarkdale, Arizona, is home to the Southwest Wine Center, a respected and award-winning teaching winery. Two full-time directors and two full-time staff oversee the educational activities for the Enology and Viticulture programs at the Southwest Wine Center. A thirteen-acre teaching vineyard provides the raw materials necessary to fuel the Enology laboratory. This facility is a teaching winery built to industry standards.

In fall 2021, the Verde Valley Skilled Trades Center opened a new 10,000 square feet state-of-the-art facility on the Verde Campus. The Center offers in-demand career training in high-wage programs like residential construction, electrical, HVAC, and plumbing.

Again, Criterion 3.D provides a complete list of unique facilities associated with the academic programs on the Prescott and Verde campuses and the College Centers.

The Career and Technical Education Center (CTEC) in Prescott is a state-of-the-art, 108,000 square feet facility home to Yavapai College's career and technical programs.

Degree and certificate programs in Agriculture, Equine, and Electrical Utility are offered at the Chino Valley Center. Students learn fish, flower, and vegetable production in a 7,200 square foot greenhouse equipped with fisheries tanks and automated fertigation systems. Students pursuing instruction for equine or fishery certificates have access to a quarter-acre warm-water fish production pond, and a 4,500 square foot fenced Equestrian Center area is located on the grounds. Four acres of field are dedicated to pole climbing. Steel and wooden poles of various heights compose the necessary facility for the Electrical Utility program. An open-air laboratory covering eighty acres for line of sight training is available for the Unmanned Aircraft Systems program. Since 2017, one new program, Truck Driving, has been added to the Chino Valley Center. An on-location CDL driving course provides Truck Driving students with a hands-on learning facility.

The Prescott Valley Center offers degree and certificate programs in Allied Healthcare and Radiology. Emergency Medical Systems and Paramedicine programs have dedicated laboratory and classroom space at the Prescott Valley center. These facilities meet third-party accreditation requirements. The Certified Nursing Assistant and Medical Assistant programs have designated classrooms, laboratory, and simulation spaces. The Radiology Technician program has dedicated classrooms and radiology labs, one of which is energized to provide students with actual hands-on imaging practice. These facilities meet industry and third-party accreditation standards. The Prescott Valley center is also home to the award-winning Regional Economic Development Center (REDC), which provides economic development leadership, economic analytics, student career connections, and non-credit workforce training.

The Yavapai College Sedona Center is home to the College's Culinary Arts program, Community Education, and the Osher Lifelong Learning program. In the fiscal year 2017, the Sedona Center underwent a $6.6M renovation that resulted in updated smart classrooms, a computer lab, and state-of-the-art teaching and bakery and pastry kitchens. Non-degree seeking community members can

participate in numerous instructor-led and peer-led personal and professional interest courses.

5.B.2

The four educational goals, which are the foundation of the Mission Statement at Yavapai College, are realistic and reasonable for a publicly funded community college. The Goals align with the [College Mission](#) and the [Governing Board Priorities](#). The Institutional goals, in order of priority, are as follows.

- Offer Career Education programs that provide the education and training necessary to compete in the global job market.
- Ensure that General Education students can matriculate and continue in other institutions and programs.
- Provide the Community with access to lifelong learning and cultural opportunities.
- Assure the Communities of Yavapai County receive the leadership and encouragement to promote economic development.

YC monitors our [Cost per Full Time Student Equivalent (pg. 12)](#) to ensure we have enough resources to provide quality outcomes for out students.

5.B.3 and 5.B.4

Yavapai College's budget development process is designed to ensure the alignment of resources with the institution's mission and strategic priorities. The budget development process is coordinated by the Vice President of Finance and Administrative Services, Controller, and Budget Director, who are responsible for providing budget assumptions, instructions, and timelines. The budget process, which begins in October, provides numerous channels for stakeholders to learn about and participate in the process.

October

The formal budget process begins with the District Governing Board (DGB) in October when budget assumptions are shared. Also, in October, the DGB is asked to approve tuition and fee increases for the following fiscal year so that financial aid packaging can commence when the FAFSA process opens in November. October is also when comprehensive [academic program reviews, with budget requests (pg. 11)](#), are due and shared with the relevant Academic Dean.

November & December

Budget unit managers and College Committee Chairs use the months of November and December to solicit input from their teams on the resources they need to support the strategic plan and improve student success. The annual [environmental scan](#) is shared with the DGB and college community in November. Also, in November, the [college-wide budget kickoff meeting](#) is held where the Vice President of Finance and Administrative Services shares essential scanning and budget information with the YC community. During this timeframe, the Budget Director extends an [invitation](#) to all budget unit leaders to meet with their units and answer questions about the budget process. The College also maintains a budget website that includes resources and instructions for budget managers.

- [Budget Timeline](#)
- [Budget Request Process](#)

- What You Need to Do and Due Dates

January

Budget requests are submitted to the vice presidents to be prioritized for submission to the Executive Leadership Team.

February

Prioritized requests for new resources are presented to the College Council at a Budget forum. Also, in February, YC holds a half-day budget work-study session with the Board.

March

The College Council recommends budget priorities to the Executive Leadership Team (ELT).

April

A final list of budget requests is determined by ELT and submitted to the Board.

May

The District Governing Board receives the final budget for review and approval. The Budget Office publishes a comprehensive budget report for the college community.

Monitoring Expenses

Yavapai College uses *Banner*, the institution's financial platform, to track all account activity. Every month departments receive financial reports to monitor their budget to actual expenses. Budget managers can track financial transactions and detail-level budget information through budget reports using *Cognos*.

- Department Budget Report
- Budget Detail Report
- Custom Budget Manager Report

Budget managers are responsible for monitoring their budgets and ensuring sufficient funds. The College has established controls through the *Banner* platform to ensure timely notification of any potential concern.

The Business Office presents a monthly revenue and expenditure report to the District Governing Board.

The resource allocation processes at Yavapai College ensure educational programs take priority in the budgeting process. Public education is the primary purpose and the foundation of the college's mission. Most budget expenditures (pg. 9) support instruction, academic support, and student development. The outcome of these inclusive, data-informed budget development and monitoring processes is allocating funds to carry out the institution's mission and support student success.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1

Yavapai College engages in systematic and integrated planning and has taken this approach for more than a decade as planning processes have matured. The integration of multiple planning documents has allowed the institution to grow in a manner designed to serve our community and improve student success.

Yavapai College allocates resources in alignment with its Mission and Educational Goals. Our mission is simple.

> Yavapai College enriches our community by providing accessible, quality workforce, transfer, lifelong and cultural learning opportunities.

Four primary goals articulate the mission and align with the priorities of our District Governing Board. Our goals are:

- Offer Career Education programs that provide the education and training necessary to compete in a global job market.
- Ensure that General Education students can matriculate and continue in other institutions and programs.
- Provide the Community with access to lifelong learning and cultural opportunities.
- Assure the communities of Yavapai County receive the leadership and encouragement to promote economic development.

The College regularly examines its service area and itself (pg. 21) to ensure alignment of budget decisions and our goals. All general fund allocations are designed to support furthering our Vision, Mission, and Goals in concert with the Strategic Plan goals. Appropriately, academics (instruction, academic support, student development) takes priority in the current general fund budget

expenditures and receives the largest percentage (64%).

Almost 4,000 lifelong learners annually enroll in personal enrichment educational opportunities. Tens of thousands of residents and school children attend cultural events at the Yavapai College Performing Arts Center. Budget allocations for lifelong learning and cultural activities amounted to 12% of the college's current funds budget.

Yavapai College's Regional Economic Development Center (hereafter REDC) supports our county. The REDC promotes economic development, emphasizing, generating, and sustaining economic base jobs. The REDC accomplishes this through a four-pronged approach to economic development that focuses on

- the Workforce: training and job connections,
- Business: creation, expansion, and retention,
- Innovation: economic research,
- Sustainability: diverse revenue.

Twenty percent of the of the college's current funds budget is allocated to support this goal.

5.C.2

Yavapai College has a long history of linking findings from academic assessment measures, Program Review and the evaluation of its operational areas to both planning and budgeting processes. All YC units are engaged at different levels in measuring and identifying ways to strengthen services and annually have the opportunity to bring findings to bear on planned actions and budget requests.

In the planning and budgeting process, Yavapai College utilizes the evidence from

- Academic Program Review,
- department evaluations, and
- student learning outcomes assessment.

Data and information accumulated through both internal and external sources inform decision-making processes. Information and data are shared or linked through various methods, including regular

- Strategic Planning and Budget Committee meetings,
- College Council meetings,
- Executive Leadership Team Open-Forums,
- Strategic Enrollment Management meetings,
- the Summer Institutes,
- Faculty Senate meetings, and
- district-wide email communications.

The Strategic Enrollment Management committee is an essential component of the strategic planning process. Led by the Associate Vice President for Enrollment Management, representatives from Faculty, Student Development, Student Government, Institutional Effectiveness and Research address issues such as enrollment targets, time to completion analysis and Program Review. To guide enrollment management, the committee uses operations data such as:

- Environmental Scan

- [Enrollment Comparison Reports](#)
- [Enrollment Forecasts](#)
- [Academic Program Review](#)

Academic Program Reviews are fundamental in developing the [Academic](#) and Campus Master Plans. The Academic Master Plan incorporates data from the Academic Program Reviews, outcomes assessment and occupational forecasts from EMSI Burning Glass ([EMSI-BG](#)), environmental scanning, and enrollment forecasts. The Academic Program Review process, in its second full cycle, integrates data on program demand and student success with curriculum and assessment of student learning information. Academic programs then use this information to make budget requests within their comprehensive review.

Beginning in the summer of 2022, the Academic Program Review Committee will prioritize budget requests to flow into the our regular budget cycle. Previously, it was the responsibility of individual academic Deans to prioritize and submit their budget requests. The current review process, in conjunction with the data accumulated through the Arizona State System for Information on Student Transfer ([ASSIST](#)) and the National Community College Benchmark Project ([NCCBP pg. 4](#)), enhanced the establishment of success thresholds in areas such as class size and successful completion. The Assessment and Program Review Manager is actively involved in the program review process, ensuring that program review and outcomes assessment data are shared.

Yavapai College operates on a fiscal year from July 1 through June 30; however, the [strategic planning and budgeting cycle](#) (pg. 12) is ongoing and simultaneously addresses implementation for the current fiscal year and preparation for the next. Throughout this cycle, the assessment and evaluation of operations informs the planning and budgeting process. Yavapai College recognizes that close linkages between student and program outcomes, planning and budgeting are critical to effective institutional development and thus student success. An example of this was the funding of [embedded tutors](#) (pg. 5) in mathematics courses based on the Math Department's program review data and assessment of student learning findings. An illustration of planning and budgeting alignment on the operations side is the collaboration between the Early College program, Enrollment Management, and Institutional Effectiveness and Research. A joint evaluation of our first *Promise* cohort and Early Alert outreach demonstrated significant improvement in [student retention and completion outcomes](#) (pg. 21). These evaluation findings informed the decision to budget five new academic advisor positions.

All Yavapai College plans: Campus Master Plan, Academic Master Plan, Academic Program Review, Foundation Plan, Marketing and Recruitment Plan, Economic Plan, assessment plans, surveys, and strategic enrollment management work in concert to inform desired steps for continuous improvement and response to constituent needs.

5.C.3

The strategic and budget planning processes at Yavapai College are continuous, transparent, and consider [internal](#) and [external constituencies](#). The institution adopted a three-year rolling strategic plan for our current strategic plan. The rolling plan allows us to be flexible and responsive to the dynamic local, national, and global environment in which higher education finds itself. The [Strategic Plan](#), and the processes associated, anticipate potential internal and external changes. The Planning process at Yavapai College uses an evidence-based approach with extensive internal and external research and stakeholder feedback to inform our strategic goals and initiatives. The [Strategic Planning Committee](#) (hereafter SPC) is a standing College Council committee and includes faculty,

administrators, staff, managers, and student representation. The most current Strategic Plan was developed after 20 meetings were held in eight months of review, discussion, surveys, and presentations. This review was comprehensive, inclusive, and representative of the YC Community. The SPC's planning activities included reviews of:

- our prior plan
- Literature in Higher Education
- environmental scan
- student success data
- student satisfaction and engagement data
- employee satisfaction and engagement data
- Strengths, Weakness, Opportunities, Threats (SWOT) analysis

The committee also conducted surveys of internal and external stakeholders.

Before publication of the final plan, the SPC presented a TED-style talk to communicate the plan and evidence to support the strategic goals and initiatives to the District Governing Board, the college and county communities. Planning information is also presented on the strategic planning website .

The Strategic Plan 2022-2024 reflects the goals necessary to meet the District Governing Board Priorities and thus the College Mission and Goals.

As a College Committee, the work is ongoing and includes regular meetings and annual plan updates to ensure fulfillment of the plan, update the SWOT, establish, and communicate annual priorities , and continue research on internal and external trends which impact the College.

5.C.4 and 5.C.5

Yavapai College has a thorough understanding of its capacity. The College prepares itself for the potential of shifting resources and enrollment through its longstanding practices of maintaining fund balances and contingencies to cushion unexpected or abrupt changes, informed financial forecasting, and focused attention on community, statewide and regional demographics that inform YC enrollment and planning elements.

The college prepares for dynamic change and plans for

- revenue stream changes,
- economic or demographic shifts,
- enrollment fluctuations,
- emergency situations, and
- natural disasters.

To plan academic and non-academic services, we annually conduct an environmental scan that incorporates a five-year enrollment forecast (pg. 9) and looks at factors such as:

- Population trends
- Tuition/fee structures
- High school graduation trends
- Dual enrollment
- College readiness of recent high school graduates
- Occupational outlook

- Academic program data
- Local and state economic outlook

In support of these efforts, the college subscribes to and uses information from Economic Modeling Systems International/Burning Glass (EMSI/BG pg. 4) and the Society for College and University Planning (SCUP) to enhance the college's strategic planning process. Yavapai College is also an active member of the American Association of Community Colleges (AACC), which provides national information and data integral to planning.

Academic and campus master plans represent long-term and extensively researched planning. Yavapai College is completing its current Master Plan and has partnered with the Smith Group to develop a new eight-year plan. At the beginning of the 2023 fiscal year, the new plan will be in place. The Master Plan development has included institutional data and feedback from internal and external stakeholders.

- YC Master Plan Data
- Master Plan Survey (pg. 18)
- Master Plan Presentations
- Master Plan Forums

As part of the our planning processes, the Academic Master Plan (AMP) was updated in 2021 to ensure alignment with the Strategic Plan. The AMP provides a framework for academic design and decision-making. The AMP (pg. 8) includes concrete action steps and key performance indicators aligned with the strategic goals of increased belonging, ensuring a living wage for program completers, expanding opportunity for adult learners, and redefining time, place, and methods of educational delivery. The AMP remains flexible by identifying needs and updating strategies through annual academic activities like

- Progression Plan Day,
- Academic Program Review, and
- Assessment Day.

All planning, long or short-term, flows into the strategic budgeting process assuring resources are allocated appropriately. Our Vice President for Finance and Administrative Services and the Budget Director have developed contingency plans to address fluctuations in revenue from local and state sources. Furthermore, the Yavapai College District Governing Board maintains policies that require set reserves in case of emergencies (pg. 6).

An extensive emergency response plan and command structure, to address such situations, exist in preparation for a natural disaster or emergency affecting a Yavapai College campus or center. The Emergency Response Guide and all safety resources and training utilize standards established by the National Incident Management System (NIMS) and the standard emergency response protocol recommended by the Department of Homeland Security and Federal Emergency Management Agency (FEMA).

Yavapai College planning processes are progressive and anticipate emerging factors such as innovations in technology, economic and occupational changes, demographic shifts, and globalization. As a SCUP, EMSI, EASI, and AACC member, the college has access to services and tools that help assess trends affecting higher education. Information provided by SCUP and EMSI covers areas such as education, demographics, technology, politics, education, and the environment.

The college regularly conducts literature reviews and identifies research studies that address emerging trends.

Information on emerging trends is folded into our enrollment and environmental scanning analysis and provides critical information for educational and campus master planning efforts. Emerging trends are shared in district-wide meetings and the annual environmental scanning report.

- 2021-2022 Annual Environmental Scan
- 2021-2022 SWOT
- EMSI Burning Glass Occupational Overview
- EMSI Burning Glass Program Demand/Gap Analysis
- SCUP Fall 2021 Trends

YC's leadership remains keenly aware of national trends and resources as the college navigates the complex variables affecting the higher education landscape.

5.C.6

Yavapai College implements its plans and conducts regular and systematic evaluations of initiatives to improve its operations and student outcomes. Yavapai College recently concluded its 2015-2021 Strategic Plan. Evidence of evaluation can be found in

- 2015-2021 Strategic Plan Dashboard - Final
- 2015-2021 Strategic Plan Update Report

Implementing academic pathways to improve student outcomes is one example of our evaluation of strategic initiatives. Despite declining enrollment, student outcomes like retention and completion increased between 2015 and 2021 , and the College has developed reporting tools to track and manage student progress (pg. 7). Pathways dashboards are available to all YC faculty and staff through the Institutional Effectiveness and Research dashboards website.

Yavapai College also regularly reviews all institutional plans to ensure their alignment with the College's strategic plan.

- SPC Minutes – Technology Plan Review
- SPC Minutes – Human Resources Plan Review
- Strategic Plans Alignment Graphic

Institutional plans include

- Strategic Enrollment Management Plan
- Academic Master Plan
- Financial Plan
- Economic Plan
- Technology Plan
- Campus Master Plan (file is too large to load)
- Foundation Plan
- Human Resources Plan

Constant attention to planning, analysis of results, and the potential for improvement are fixed elements in implementing the many plans that define YC, its current success, and its planned future.

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5.S - Criterion 5 - Summary

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

Summary

As introduced in the assurance argument narrative for each core component of Criteria 5 and further clarified and substantiated through the documentary evidence provided, Yavapai College plans and processes focus on the mission of our institution.

Yavapai College is committed to a participatory governance process that appropriately engages internal and external constituencies. The College's leadership focuses on data-informed decision-making in the best interest of our students, employees, and external stakeholders. Faculty, administration, staff, and students are involved in setting academic requirements through policies and college committees.

The College, driven by our Mission, plans, maintains, and continuously develops our educational offerings within the parameters of our resource base. The infrastructure, human and fiscal resources necessary to support our institutional priorities and strategic direction are realistic and sufficient. Yavapai College's budget process ensures the alignment of resources with the mission and strategic plan.

Yavapai College has a mature planning process that engages in systematic and integrated planning. Integrating multiple planning documents has allowed the institution to evolve in a manner designed to serve our community and improve student success. YC regularly conducts systematic evaluations of planning initiatives to improve its operations and student outcomes. Academic Assessment, Program Review, and the evaluation of operational areas are linked to the institution's planning and budgeting processes. The College's leadership remains keenly aware of national trends and resources as the institution navigates the complex factors affecting higher education today.

Sources

There are no sources.