

Department: Agribusiness John Morgan			
SWOT	Measurement/Evidence	Connect to Mission	Connect to Strategic Initiatives
Strengths			
Ability for faculty to train, stay informed, and implement new industry trends in the classroom	Faculty internships, trainings, curriculum modifications, grants.	High quality education	Student outcomes and assessment.
Division camaraderie	Strongest it has ever been. People are on the same page and working together. Not the negative and non-visionary attitudes of the past.	All	All
Excellent teaching media and depth of instruction formats.	Use of distance learning to capture broader county market, electronic media, decent equipment and facilities for some of the programs.	High quality education, cost effective learning opportunities	FTSE Generation
Providing employers with highly skilled employees.	Job placement, follow-up surveys.	High quality education, cost effective learning opportunities	Student outcomes and assessment.
Student produced products i.e. houses, fruits and vegetables, firearms, fabricated metalwork's, animals.	Numerous awards in these areas.	High quality education, cost effective learning opportunities	Student outcomes and assessment, five year capital improvement plan.
Industry support	Numerous donations of materials, facility use, technical advice, internships. Partners have still not lost faith in YC considering the turmoil and lack of institutional commitment to certain blue collar programs.	All	FTSE generation, outcomes and assessments.

Communication between faculty and students.	Open door policy and use of existing labs ensures excellent communication opportunities.	All	Student outcomes assessment.
Weaknesses			
Not enough on-line formatted classes.	The few we have launched have worked very well, but not all employees are up to speed on how this is done.	All	FTSE Generation
Recruitment of High School Students	Yavapai market still leaving. Failure to capture student interest <i>before</i> they leave high school. Out of area recruitment for world class, highly specialized programs.	High quality education, cost effective learning opportunities.	FTSE Generation
No plans for displaced programs	Programs held in facilities not designed for them and programs set to be removed from existing facilities without new facilities in place. "Ugly stepchild" syndrome.	All	Capital improvement plan, funding district growth, FTSE generation, master plan completion
Programs not housed together and missing facility components.	Cost effective in terms of staffing, equipment, cross curricular activities, transportation, and potential non-FTSE related revenue streams i.e. public equestrian center, rental of automotive bays.	All	Capital improvement plan, funding district growth, FTSE generation, master plan completion
Student Housing	Students are requesting it (evidenced by survey), but it is currently unavailable off of the Prescott Campus.	All	FTSE Generation, Capital improvement plan.

Intensity of classes	Not all students can take classes that are long and time consuming as evidenced by student complaints.	All	FTSE Generation
Targeting larger portion of existing vocational course and instruction to retirement community.	Missed opportunities and lack of new FTSE. Changing demographic proving difficult for blue-collar workforce development programs to capture.	All	FTSE Generation
Communication and timely follow through.	Difficult when division nucleus is housed in three separate locations. Delays at administrative levels higher than associate dean when movement on minor and major blue collar initiatives requires expediency. These programs often require rapid shifts but layers of bureaucracy inhibit movement based on current structures.	All	Capital improvement plan, funding district growth, FTSE generation, master plan completion
Cancellation of too many low enrolled classes	Costs programs 50-100 students per semester across all areas. Degree seekers are all over the board in terms of how many credit hours they are taking each semester making it difficult to schedule upper level classes that make. Time to look at clock hours	All	FTSE Generation

	for instructors versus load hours, as well as open lab models such as welding, and modular based instruction via computer and use of laboratories.		
Day/Night/Weekend market	Students are all over the place in terms of when they need classes which dilutes the overall market at specific times.	All	FTSE Generation

Department: ART

SWOT	Measurement/Evidence	Connect to Mission	Connect to Strategic Initiatives
Strengths			
Threshold Magazine	Job follow-up reports; distribution numbers; outreach; marketing, awards	Provides students with job skills for freelance design and entry level graphic design positions and is collaboration and job skills evidence	"Student Outcomes Assessment" "Data-driven documentation that demonstrates learning has occurred." "Demonstrate internal best practices for an effective learning organization."
Provide students with transferability	Transfer numbers from graduate follow-up survey; AFA completers	Provide fundamental 100- and 200-level art courses that transfer to Arizona state universities.	"Expenditure Limitation Compliance" "FTSE generation" "Demonstrate internal best practices for an effective learning organization."
Provide high level instruction in the fundamentals giving transfer students a distinct advantage over their peers at other institutions	Feedback from students who transfer to art schools	Provide fundamental 100- and 200-level art courses	"Expenditure Limitation Compliance" "FTSE generation" "Improve teaching and learning" "Demonstrate internal best practices for an effective learning organization."
Develop individual creativity and confidence in personal interpretation	Retention numbers (high 90 percentile)	Provides students with visual literacy (design elements and principles) and promote unique individual observations	"Expenditure Limitation Compliance" "FTSE generation" "Improve teaching and learning" "Demonstrate internal best practices for an effective learning organization."
Expose students and community consumers to contemporary and historic art examples	Strong art gallery attendance numbers	Provide tools to help students see how others have visually interpreted the past and how some contemporary environments may be individually	"Expenditure Limitation Compliance" "FTSE generation" "Improve teaching and learning" "Demonstrate internal best practices for an effective learning organization."

		perceived	
Offer and support a range of internships and service learning opportunities for advanced graphic design and fine art students.	Employers evaluations; enrollment numbers	Job placement in the community, beneficial services to non-profit organizations, evidence of advanced skill development	"Student Outcomes Assessment" "Data-driven documentation that demonstrates learning has occurred." "Demonstrate internal best practices for an effective learning organization."
Variety of instruction methods and assessment techniques	Data-driven outcomes assessment	Course Outcomes Assessment Evidence process; New course development	"Student Outcomes Assessment" "Data-driven documentation that demonstrates learning has occurred." "Demonstrate internal best practices for an effective learning organization."
Weaknesses			
Departmental tracking system and graduate follow-up for degree and certificate students are missing	Surveys; Data		"Expenditure Limitation Compliance" "FTSE generation" "Improve teaching and learning" "Demonstrate internal best practices for an effective learning organization."
Limited faculty awareness of national (economic) changes effecting art trends and future art student needs	Specific research data; Trends suggest design emphasis		"Expenditure Limitation Compliance" "FTSE generation" "Improve teaching and learning" Enhance the college's student-centered efforts, seeking to add value to all college programs and services.
Online networking and digital projectors not in all classrooms for basic PowerPoint and Internet presentations and demonstrations	Hardware; Software		"Expenditure Limitation Compliance" "FTSE generation" "Improve teaching and learning" Enhance the college's student-centered efforts, seeking to add value to all college programs and services.
No Division follow-up process for faculty evaluation by students	Design and employ process		"Expenditure Limitation Compliance" "FTSE generation" "Improve teaching and learning" Enhance the college's student-centered efforts, seeking to add value to all college programs and services.
Art course advertising and marketing isn't a high institutional	The local media (TV and newspapers) have advertised "bankrupt" programs for years. Even the YC Website doesn't		"Expenditure Limitation Compliance" "FTSE generation" "Improve teaching and learning" Enhance the college's student-centered efforts, seeking to add value to all

priority.	provide marketing for successful ART programs.		college programs and services.
Not providing "individual creativity" courses for other disciplines	Trends suggest design emphasis		"Expenditure Limitation Compliance" "FTSE generation" "Improve teaching and learning" Enhance the college's student-centered efforts, seeking to add value to all college programs and services.
Less than ideal level of instructional coordination between areas within the Art Department.	Develop process to review current instructional link and improve where needed		"Expenditure Limitation Compliance" "FTSE generation" "Improve teaching and learning" Enhance the college's student-centered efforts, seeking to add value to all college programs and services.

Objectives:

The Biology Department serves students needing to satisfy transfer, career and general education requirements:

- by offering coursework and activities that promote science literacy
- providing university transfer courses for Biology and Pre-Health professional programs
- providing required coursework to support the Nursing program
- offering General Education courses to support associate degree programs and non-major university transfer coursework
- offering enrichment courses for a diverse student population.

Strengths:

The YC Biology Department

- offers university-transferable classes taught with a variety of schedule options and instructional formats
- provides high-quality foundational courses for students preparing for the Nursing Program
- provides high-quality general education science courses for degree and transfer credit, and courses for the enrichment of the local community
- provides course offerings that are articulated with and are consistent with statewide offerings
- offers independent study opportunities for students
- prepares Biology Major students well for transfer

The YC Biology Department full-time faculty are well qualified science educators

- who have diverse experience and expertise with 4 Ph.D.s and 1 M.S.
- who act as a community resource
- consistently teach at least 18 contact hours per semester

The YC Biology program facilities support the education endeavor and are state of the art.

- Recently completed reconstruction of the science facilities has produced a facility that is well suited to support instruction including a new Biotech lab space
- New equipment has been purchased to furnish the recently completed labs
- Class sizes are generally small, typically 24 or less in laboratory sections
- The department is involved in a Consortium with several other local colleges and universities using the Walnut Creek facilities

Weaknesses:

The YC Biology Department has experienced difficulty attracting qualified adjunct faculty and tutors. This is especially true for the majors courses and nursing courses.

The YC Biology Department full-time faculty teaching loads are not compensated the same as most non-science faculty due to lab loading.

There is a need for better, more innovative and higher-level lab exercises for BIO 100.

There is not a wide variety of Biology courses offered.

- Lack of adjunct availability
- Unable to meet the demands for non-core courses due to current load teaching core courses.

Because of lack of faculty there are long waiting lists and support for future growth is limited.

No numbers regarding retention or long-term advanced degree success of students

Department: Business Services			
SWOT	Measurement/Evidence	Connect to Mission	Connect to Strategic Initiatives
Strengths			
Financial Reporting	GFOA - Certificate of Achievement for Excellence in Financial Reporting	Accountability	Long Range Financial Planning – Establish Historic Trends
Student Payment Plans	Customer Surveys	Providing Financial Opportunities to Fund Education	FTSE growth
Clean Audit Reports	Independent Certified Public Accountants	Compliance with Federal, State, Local regulations	Assuring Long Term Resources
Manage Bookstore and Food Services	Customer Surveys	Student (customer) Satisfaction	FTSE Growth
Purchasing and Contracting	Customer Surveys and Cost Containment	Utilization of Resources in the Most Efficient Manner	Funding District Growth
Copier Services	Customer Surveys	Provide Service to Faculty and Staff	Support Educational/Administrative Services
Delivery Services	Customer Surveys	Provide Service to Faculty and Staff	Support Educational/Administrative Services
Weaknesses			
Disseminating Information Involving Major Financial Issues Affecting the College	Customer Surveys	Understanding Major Financials Issue Impacting the College	Funding District Growth, FTSE Growth
Internal Financial Reporting	Customer Surveys and Reports Generated	Accountability	Support Educational/Administrative Services
Electronic Purchasing System	Increase Efficiency Processing Purchase Orders	Streamline Procurement Processes	Support Educational/Administrative Services
Provide Training Addressing Procurement Rules	Governing Board Monitoring Reports	Accountability	Funding District Growth
Improve Copier and Delivery Services	Increase Efficiency	Provide service to faculty and staff	Support educational/administrative services

Department: Communications Division			
SWOT	Measurement/Evidence	Connect to Mission	Connect to Strategic Initiatives
Strengths			
PEOPLE a) Instructors play vital role in overall student retention. b) We serve several thousand students per year and generate quality FTSE. c) Overall active support of YC College and community.	1. Students prepared for transfer or workforce 2. Faculty and staff participation in college-wide committees and groups 3. Division services to community: Hassayampa Writing Institute, Southwest Writers Series, Yavapai County English Teachers' Conference, etc.	Meets College purpose by providing "commitment to instruction excellence", "student learning", "innovative approaches to teaching" and provides	#1 - Generate FTSE and reduce expenditures #3 - Make a more concerted effort to use internal resources #6 Student Outcomes Assessment
PROGRAMS a) Strong critical thinking emphasis supports core College missions. b) Meeting goals for convenient educational opportunities	1. Diversity of courses and formats (online, night, weekend, intensive) 2. Offer both Gen Ed and workforce development 3. Portfolio Project: transformational program with adjuncts and full-timers which provides many opportunities for assessment and program review.	Meets College purpose for providing "convenient and cost effective learning opportunities for the diverse populations of Yavapai County" and "provides educational programs and facilitates transitions from and to other educational sectors", "a foundation in academic areas of specialization and general education to succeed in their further studies," and "focusing on competencies that lead to employment at or above the average wage."	#1 - Generate FTSE and reduce expenditures #3 - Make a more concerted effort to use internal resources #6 Student Outcomes Assessment
INNOVATIONS a) Ongoing efforts to bring the latest technology and discipline-specific teaching techniques into the classroom	1. Widespread use of a technology both in the classroom and supplemental to coursework 2. Ongoing participation in national associations	Meets college purpose for providing "innovative approaches to teaching", "appropriate technological support" and "professional development"	#1 - Generate FTSE and reduce expenditures #6 Student Outcomes Assessment

Weaknesses			
<p>LOW VISIBILITY</p> <ul style="list-style-type: none"> a. to community b. of General Education graduates 	<ol style="list-style-type: none"> 1. Speech and Journalism programs: we don't offer the full spectrum of 100 and 200 level courses, so students have to transfer early. 2. We need a comprehensive marketing & recruitment plan to market to county middle-school and high school students. Result: increased FTSE 3. We need a stronger connection to the YC Foundation 	<p>"partner with ..education and other community organizations to identify and address educational needs", "using outcomes assessment and appropriate technological support", "a foundation in academic areas of specialization and general education to succeed in their further studies," "a fundamental commitment to teaching excellence in student learning," "offering courses to prepare students for a first career, career change, or career advancement to meet individual goals and county needs,"</p>	<ul style="list-style-type: none"> #1 - Generate FTSE and reduce expenditures #3 - Make a more concerted effort to use internal resources #6 Student Outcomes Assessment
<p>DATA COLLECTION AND ANALYSIS</p>	<ol style="list-style-type: none"> 1. Verde, district, developmental ed: collaboration 2. Consistency in management of reassigned time, overload, stipend, etc. 		
<p>RESOURCES</p> <ul style="list-style-type: none"> a. Fewer full-time faculty to handle greater numbers of students b. Less reassigned time to handle added duties 	<ol style="list-style-type: none"> 1. Adjunct turnover rate 2. Fewer full-time faculty than two years ago 		

Department: Computer Science Division – Prescott Campus			
SWOT	Measurement/Evidence	Connect to Mission	Connect to Strategic Initiatives
Strengths			
1. The Department offers state-of-the-art technology training, using the latest technology available through College resources.	Student evaluations, outcomes assessment reports, university transfer rates, retention rates, graduate employment rates/wages	Direct – Provides high quality, convenient and cost-effective learning opportunities.	1. Generates FTSE 6. Faculty developing data-driven documentation that demonstrates student learning.
2. Curricular relevancy: Faculty members review and update curriculum frequently.	Outcomes assessment reports, university transfer rates, graduate employment rates/wages	Direct – Provides high quality, convenient and cost-effective learning opportunities.	1. Generates FTSE 6. Faculty developing data-driven documentation that demonstrates student learning.
3. Diversity: Departmental faculty members have a diversity of background, years of experience, talents and skills.	Documented by degrees, professional certifications, years of classroom experience, and private sector experience.	Direct – Provides high quality, convenient and cost-effective learning opportunities to a diverse population.	1. Generates FTSE 6. Improves teaching and learning experiences.
4. Quality of Instruction: Faculty value and prioritize instruction and make themselves widely available for student support.	Student evaluations, retention rates, outcomes assessment reports, university transfer rates, graduate employment rates/wages	Direct – Provides high quality, convenient and cost-effective learning opportunities to a diverse population.	1. Generates FTSE. 6. Faculty developing data-driven documentation that demonstrates student learning.
5. Environmental Scanning: Faculty members keep current with research and professional/community involvement.	Student evaluations, university transfer rates, graduate employment rates/wages	Direct – Provides high quality, convenient and cost-effective learning opportunities to a diverse population.	1. Generates FTSE 6. Improves teaching and learning experiences.
Weaknesses			
1. Measuring our effectiveness: data re: employment, for example, is not easily gained through currently-established channels.	Systematic analysis of student evaluations at the departmental/program level – improvement tracked over time, analysis of enrollment, retention and graduation/employment data – improvement tracked over time, survey of community needs with subsequent course and program modifications, employer satisfaction with graduates' skills/qualifications – improvement tracked over time.	Direct – Provides high quality, convenient and cost-effective learning opportunities to a diverse population.	1. Generates FTSE 6. Makes informed, coordinated decisions about instruction and budget/planning.
2. Articulation with University programs – many more classes should transfer.	An increase in the number of classes that transfer to the three State Universities.	Direct – Provides high quality, convenient and cost-effective learning opportunities to a diverse population.	1. Generates FTSE. 6. Makes informed, coordinated decisions about instruction and budget/planning.

3. No formalized community needs assessment process in place.	Survey of community needs with subsequent course and program modifications.	Direct – Provides high quality, convenient and cost-effective learning opportunities to a diverse population.	1. Generates FTSE. 6. Improve teaching and learning experiences.
4. Lack of time for planning purposes – administrative requirements take up time we could use for research and dialogue regarding future planning.	More time provided for planning purposes.	Indirect – Supports the mission to have the time to plan to offer new high quality, convenient and cost-effective learning opportunities for the diverse population of Yavapai County.	1. Generates FTSE. 6. Makes informed, coordinated decisions about instruction and budget/planning.
5. Lack of coordination and communication with other divisions offering similar content, e.g. Cisco, Career Skills, extension sites.	Develop and organizational chart which achieves Departmental goals. Increase opportunities for coordination and communication District-wide.	Direct – Provides high quality, convenient and cost-effective learning opportunities to a diverse population.	1. Generates FTSE. 6. Makes informed, coordinated decisions about instruction and budget/planning.

Department: Office of Economic Development			
SWOT	Measurement/Evidence	Connect to Mission	Connect to Strategic Initiatives
Strengths			
<p>Team Resources</p> <ul style="list-style-type: none"> • A wealth of knowledge, skills, and aptitudes to meet a variety of needs in Yavapai County 	<ul style="list-style-type: none"> • Repeat business demand in continued community requests to convene and facilitate programs, courses, workshops, deliberation meetings, seminars, and contracts • Enrollment levels and the conversion rates of SBDC clients into students • The number of publications produced in support of the state level/legislature • Awards earned from nationally-recognized professional organizations 	N	N
<p>Team Resources</p> <ul style="list-style-type: none"> • Extensive subject matter expertise and experience across a wide industry background 	<ul style="list-style-type: none"> • Repeat business demand in continued community requests to convene and facilitate programs, courses, workshops, deliberation meetings, seminars, and contracts • Enrollment levels and the conversion rates of SBDC clients into students • The number of publications produced in support of the state level/legislature 	N	N

<p>Team Resources</p> <ul style="list-style-type: none"> • Award-winning facilities in support of our mission on both sides of the county 	<ul style="list-style-type: none"> • Repeat business demand in continued community requests to convene and facilitate programs, courses, workshops, deliberation meetings, seminars, and contracts • Awards earned from nationally-recognized professional organizations 	N	N
<p>Public Sector</p> <ul style="list-style-type: none"> • Promote civic engagement and community building through convening public gatherings, providing leadership training to local and state-wide organizations, and representing the College on various committees, boards, and civic organizations 	<ul style="list-style-type: none"> • Repeat business demand in continued community requests to convene and facilitate programs, courses, workshops, deliberation meetings, seminars, and contracts • Awards earned from nationally-recognized professional organizations 	N	N
<p>Public Sector</p> <ul style="list-style-type: none"> • Guide and grow the burgeoning economic development organizations both locally and regionally by collaborating with various communities to establish and implement economic development plans 	<ul style="list-style-type: none"> • Repeat business demand in continued community requests to convene and facilitate programs, courses, workshops, deliberation meetings, seminars, and contracts 	N	N
<p>Public Sector</p> <ul style="list-style-type: none"> • Meet the internal and external needs for community gatherings by providing facilities support, logistics and event management 	<ul style="list-style-type: none"> • Repeat business demand in continued community requests to convene and facilitate programs, courses, workshops, deliberation meetings, seminars, and contracts 	N	N
<p>Public Sector</p> <ul style="list-style-type: none"> • Deliver high quality, on-site College curriculum (from the course bank, internally developed courseware, and that purchased from outside development firms) to government agencies throughout Yavapai County and beyond 	<ul style="list-style-type: none"> • The level of revenues generated by the variety of goods and services produced by our team • Class evaluation results and trends 	N	N
<p>Public Sector</p> <ul style="list-style-type: none"> • Develop and support grant applications for the benefit of multiple College departments, divisions, and a variety of public entities 	<ul style="list-style-type: none"> • Attainment of grant goals for “economic impact” clients 	N	N

<p>Public Sector</p> <ul style="list-style-type: none"> • Consult and align with local, state, tribal, and federal organizations and agencies in support of College initiatives throughout the region 	<ul style="list-style-type: none"> • Class evaluation results and trends 	N	N
<p>Public Sector</p> <ul style="list-style-type: none"> • Partner with the Yavapai-Apache Nation to develop a Yavapai-Apache Nation version of the Small Business Development Center 	<ul style="list-style-type: none"> • Enrollment levels and the conversion rates of SBDC clients into students 	N	N
<p>Private Sector</p> <ul style="list-style-type: none"> • Customize, design, market and deliver tailored learning environments and curricula to meet the specific needs of each client 	<ul style="list-style-type: none"> • The level of revenues generated by the variety of goods and services produced by our team • Repeat business demand in continued community requests to convene and facilitate programs, courses, workshops, deliberation meetings, seminars, and contracts • Jobs created and retained • Loans obtained by clients • Sales increased by clients 	N	N
<p>Private Sector</p> <ul style="list-style-type: none"> • Deliver Command Spanish®, an occupational Spanish language curriculum as one of only two licensed official registered providers in Arizona 	<ul style="list-style-type: none"> • The level of revenues generated by the variety of goods and services produced by our team • Repeat business demand in continued community requests to convene and facilitate programs, courses, workshops, deliberation meetings, seminars, and contracts 	N	N

<p>Private Sector</p> <ul style="list-style-type: none"> • Support the development and growth of both non-profit and profit businesses by delivering a variety of programs, courses, workshops, deliberation meetings, seminars, contracts, loans, and grants 	<ul style="list-style-type: none"> • The level of revenues generated by the variety of goods and services produced by our team • Repeat business demand in continued community requests to convene and facilitate programs, courses, workshops, deliberation meetings, seminars, and contracts 	N	N
<p>Private Sector</p> <ul style="list-style-type: none"> • Represent the priorities of the College in the private sector through membership in numerous business and economic development groups county-wide, i.e., chambers of commerce, Focus Future II processes, Northern Arizona Council of Governments, Verde Valley Central Basin Regional Council, Verde Valley Forum for Public Affairs, Prescott Economic Council, Prescott Valley Economic Development Foundation, and League of Women Voters 	<ul style="list-style-type: none"> • Repeat business demand in continued community requests to convene and facilitate programs, courses, workshops, deliberation meetings, seminars, and contracts 	N	N
<p>Private Sector</p> <ul style="list-style-type: none"> • Create measurable economic impact within Yavapai County by helping small businesses succeed 	<ul style="list-style-type: none"> • The level of revenues generated by the variety of goods and services produced by our team • Repeat business demand in continued community requests to convene and facilitate programs, courses, workshops, deliberation meetings, seminars, and contracts • Jobs created and retained • Loans obtained by clients • Sales increased by clients 	N	N
<p>Weaknesses</p>		N	N

<p>Team Resources</p> <ul style="list-style-type: none"> • The changes to our organization's mission and direction need affirmation following the changes in the direction of the College, and all job descriptions need to be updated to align accordingly 	<ul style="list-style-type: none"> • Realignment of team job descriptions and compensation 	N	N
<p>Team Resources</p> <ul style="list-style-type: none"> • Due to tremendous demand growth, sufficient resources and the more-robust internal procedures supporting product delivery are needed 	<ul style="list-style-type: none"> • Completion, training, and implementation of internal procedures for rapid deployment of courses 	N	N
<p>Team Resources</p> <ul style="list-style-type: none"> • Product awareness must be heightened both internally and externally for all departments with a communication/public relations campaign 	<ul style="list-style-type: none"> • Creation of a routine communications instrument supporting both internal and external communications • Increased awareness of the Office of Economic Development support activities through the increase in publications or findings from the Office • Stronger working relationships with Yavapai College and community partners as measured by increased volume of workforce training contracts and an increase in demand for services 	N	N
<p>Team Resources</p> <ul style="list-style-type: none"> • Planning for growth of our human resources in the instruction and administrative areas is needed to support existing programming and to perform research and new product development 	<ul style="list-style-type: none"> • Establishment of a lengthy list of certified instructors qualified to teach our courses 	N	N
<p>Team Resources</p> <ul style="list-style-type: none"> • Staffing in support of both internal and external scanning is needed with the creation of a knowledge management system for easy access to internal and external analytical findings in our community 	<ul style="list-style-type: none"> • Implementation and use of a knowledge management system 	N	N
<p>Team Resources</p> <ul style="list-style-type: none"> • Increased faculty support and participation is needed to converge the needs of our consumers with the knowledge, skills, and aptitudes of our College community 	<ul style="list-style-type: none"> • Increased participation from College community in projects undertaken by our team 	N	N
<p>Team Resources</p> <ul style="list-style-type: none"> • Financial compensation for SBDC part-time staff is well below statewide averages of similar positions within the SBDC network 	<ul style="list-style-type: none"> • Increase of team compensation to match market level for equivalent positions within the State 	N	N

<p>Team Resources</p> <ul style="list-style-type: none"> • The policies and procedures in allocation and measurement of Proposition 301 money must be revised to maximize the benefits to Yavapai County 	<ul style="list-style-type: none"> • Increased enrollment, revenue, and FTSE 	N	N
<p>Team Resources</p> <ul style="list-style-type: none"> • Quantitative measurements through SBA grant requirements and the state SBDC MIS system sometimes conflict with providing needed client and community services for the SBDC team 	Limited by contract	N	N
<p>Team Resources</p> <ul style="list-style-type: none"> • Dual (out-of-synch) budgeting processes involving the State SBDC budget cycle on a calendar year and the College budget cycle on a fiscal year cause duplication of efforts for the SBDC team 	Limited by contract	N	N
<p>Team Resources</p> <ul style="list-style-type: none"> • The SBDC facility on the Verde campus is plagued with physical issues: roof leaks; acoustical problems in both the training room and counselor office; and heating and air conditioning problems negatively impacting our ability to serve our students and consumers 	<ul style="list-style-type: none"> • Completion of facility repairs to the SBDC area of the Northern Arizona Regional Skills Center 	N	N

Department or Division: Enrollment Services

SWOT Participants: Sheila Jarrell, Jami Dodwell, Marianne Doyle, David Van Ness, Michael Dougherty, Suzie Belile, Debby Mannheimer

Mission

(How does our department or division contribute to a quality education for our students and consumers? Students: those enrolled in classes; Consumers: those who benefit from college resources but are not necessarily enrolled. Examples would be theater goers. Library patrons.

Efficiently and accurately facilitate comprehensive enrollment processes.

- Interpret and administer college policies and state/federal laws.
- Liaison to college services and resources
- Accurately maintain and protect student records
- Provide accurate enrollment and student information internally and externally
- Assist in enrollment monitoring functions

Strengths

(What as a department/division do we do well?)

(How do we know what we do well? Measures of effectiveness)

1. The employees of Registration across the district are a highly committed and caring group that provides a high level of customer service. Evidence of success is the continually high-rated responses on the I.R.-sponsored student satisfaction survey.
2. We maintain accurate records and comply with regulations and laws, as indicated by successful audits by the State Auditor General's Office, federal government (international student/SEVIS), financial auditors, and NJCAA (athletics).
3. A&R is flexible and responsive to changes in policy/procedures/initiatives, and effectively produces results that reflect such (e.g., operation of Welcome Center with expanded hours, implementation of Weekend College).
4. We strive for optimum efficiency in completing transactions, often exceeding industry standards (e.g., transcripts transmitted, grades published).
5. Ongoing training is integrated into our work, both across the district in registration functions but also across Student Service departments (TESS and 'just in time' training).

Weaknesses

(What as a department/division could we do better?)

(What measures would confirm that improvement efforts were successful?)

1. Facilities at the Verde and Prescott campuses are inadequately configured, uncomfortable, have inadequate signage, and located separately from related enrollment service units. Master Plan facilities (due 06FA) will result in increased efficiency and higher student satisfaction.
2. The telephone capacity is insufficient (operators, registration staff, IVR). Appropriate levels would result in increased registration and fewer complaints.
3. The student financial accounts operation is outdated and not consumer-friendly (e.g., refunds not credited to credit cards; timing of transactions delayed which causes miscommunication, and systems do not facilitate convenient transactions). More contemporary systems would create better customer relations and improve enrollment.
4. Communication systems between Registration and faculty are not robust. It is necessary to develop better means for instructors (especially adjunct) to learn and enforce enrollment procedures.
5. We do not have contemporary information technology tools. We are aware of the progress toward modernizing the information systems, but for this exercise it is important to note that services are hampered by not having better tools available. (Examples: Degree Audit system, Interactive Voice Response telephone system.)
6. We need to provide "just in time" training for various staff and do not have the tools or models to make it accessible. Effective implementation of such tools will result in greater knowledge across the district and improved services.
7. Registration is one of the functions integrally involved in monitoring enrollment, reporting and analyzing various data. We do not have the information systems to support such study and analysis, nor the tools or personnel dedicated to it. One example: the ability to track and communicate students' progress toward their educational goal.

Department: Facilities Management			
SWOT	Measurement/Evidence	Connect to Mission	Connect to Strategic Initiatives
Strengths			
Timeliness of response & completion of work orders & safety issues	Customer survey, work order software log, email kudos	Quality environment for learning: safe, clean, cordial	#1
Fully invested (time and \$) in Master Plan Activities	Work order system confirms labor & materials spent		#4
Maintenance of building & grounds excellent (in spite of MPA)	Visual daily inspectios	Generate FTSE: nice learning environment	#1
Cohesive bond (“esprit de corps”)	Support during stress; laugh, tease	Promotes good feelings and conveys safe environment	#1
Weaknesses			
Update our website	Information not there – no time.	Quality education = quality information.	#1
Communication with other departments	None – no forum for intra-departmental discussion		
MPA costs are diminishing operations budgets & time to expend managing facilities	Work order system documents \$539,423.30 (for 2004-05) and \$420,041.79 (for 2003-04) costs associated with MP		#4

Department or Division: Resource Development / Yavapai College Foundation/ Grants

SWOT Participants: Carol Bollinger, Barbara Claybaugh, Pat Conley, Rebecca Davis, Jamie Drew, Jane Garcia, Cristen Malvasio.

Objective

How does our department or division contribute to a quality education for our students and consumers? Students: those enrolled in classes; Consumers: those who benefit from college resources but are not necessarily enrolled. Examples would be theater goers, library patrons.

- **Acquire funding for curriculums, student scholarships and capital projects throughout the 5 sites of YC through private, state and federal sources.**
- **Scholarships allow students to use their own money on basic life necessities.**
- **Manage programs and work with affiliate support groups to provide services and funding activities that expand and enhance budgeted items.**
- **Create positive community awareness and partnerships.**
- **Develop collaborative efforts.**

Strengths

What as a department/division do we do well?

How do we know what we do well? What measures of effectiveness do we have?

What we do well as a department:

- Effectively continue to seek new revenue sources by making calls in the community, researching grant proposals and planning events.
- Provide support to faculty and staff in their fundraising endeavors.
- Provide grant, volunteer and board training to the community.
- Participate actively in professional organizations which directly enhance our job skills.
- Nurture and cultivate effective long-term relationships.
- Provide leadership to community volunteers.
- Recognize our donors in a timely fashion.
- We provide credibility and accountability through good stewardship.

We measure our effectiveness by:

- The amount of money raised.
- Grant Status reports.
- Number of calls to potential donors in the community.
- Feedback from our constituent groups and advisory boards.
- Increased volunteer involvement and participation.
- We send our thank you letters within 48 hours of receipt of donation.

Weaknesses:

- Lack a user-friendly database and donor tracking system (software).
- YC needs to maintain and collect Alumni records and allow access for Annual Fund drives and retained involvement.
- Need to develop web- based ability for fundraising and e-mail messaging.
- Need better recruitment, training and motivation of the Foundation Board to assist in meeting fundraising goals and as effective advocates in the community.
- Need to attract board members who provide or attract the resources required to implement our plans.
- Once the YC strategic plan is in place, we need to set up a long term development program including all areas of fundraising, with an emphasis on the annual gift component. We need to develop an ongoing identification process for major and planned gifts to meet priority projects.
- Need to balance donations to provide resources to departments and divisions rather than concentrating primarily on scholarships.
- Expand Speakers Bureau to develop awareness within the community through the Office of Public Information.
- Need YC to provide funding for memberships to community service organizations.
- We need to develop and electronic grants newsletter.

Measures to confirm improvement:

- More effective and informative reports run through new database software.
- With improved access to Alumni records we can initiate an Annual Fund and measure the increase in alumni donations.
- Track the amount of money raised through internet donations via our website.
- Fundraising efforts will be matched with college priorities.
- We will attract board members who provide or attract the resources required to implement our plans.
- Pass out evaluation sheets for events, speaking engagements and meetings.
- Positive responses via mail, telephone conversations and word-of-mouth.
- Track the increase in number of grants submitted.

Department: Health, Physical Education and Recreation			
SWOT	Measurement/Evidence	Connect to Mission	Connect to Strategic Initiatives
Strengths			
HPER provides a variety of offerings (broad curriculum)	Data from course evaluations	High quality and convenient learning opportunities	Expenditure limitation compliance (generate FTSE); make informed, coordinated decisions about instruction
Instructors are fully certified and continue post-certification education	Office of Instruction data	High quality learning opportunities	Improve teaching and learning
HPER provides a positive product and experience for its students	Course and instructor surveys; repeat enrollment; increased annual enrollment	High quality, convenient and cost effective learning opportunities	Expenditure limitation compliance (generate FTSE); make informed coordinated decisions about instruction; develop data-driven documentation that demonstrates student learning has occurred
HPER curriculum adjusts to current trends and models in the health and physical fitness fields	Add new courses in Yoga, Pilates, aqua fit, etc.; drop courses with declining interest	High quality learning opportunities	Make informed coordinated decisions about instruction
Strong adjunct faculty component (30+ per year)	Office of Instruction data	High quality learning opportunities	Establishing staffing benchmarks with similar community colleges; employee compensation
Weaknesses			
HPER has a lot of old and dated equipment and does not have an annual equipment capital budget to replace same	Minimum money spent on equipment replacement over the past 5 years	High quality learning opportunities	Identify funding resources to support capital needs outside the Master Plan
Some facilities need updating (pool) and some facilities need more room to accommodate larger classes (weight and aerobics rooms)	Class enrollments meet and/or exceed caps in some classes	High quality and convenient learning opportunities	Master Plan completion
Grading system does not fit the requirements of the activity courses	Conclusion of HPER faculty after review of grades and grading trends for Program Review		Make informed, coordinated decisions about instruction (begin S/U grading in Fall, 2005)

HPER lacks a website		Convenient learning opportunities (website will be developed in Summer, 2005)	
All course outlines and syllabi are not "in sync"	Review of all HPER course outlines and syllabi	High quality learning opportunities	Improve teaching and learning; make informed, coordinated decisions about instruction
Few (3) full-time faculty		High quality learning opportunities	Improve teaching and learning; establishing staffing benchmarks with similar community colleges; maintain market competitiveness
Limited recreation-based curriculum	Review of recreation course offerings	High quality and convenient learning opportunities	Make informed, coordinated decisions about instruction and budget/planning
Continued flat line funding of professional growth funds by the college		High quality learning opportunities	Evaluate feasibility of increasing tuition and fees; make a more concerted effort to use (develop) internal resources; improve teaching and learning

Department: Human Resources			
SWOT	Measurement/Evidence	Connect to Mission	Connect to Strategic Initiatives
Strengths			
Recruitment	# positions filled & time to fill	Support learning opportunities through staffing quality instructors, staff and administrators	6. Student Outcomes Assessment
Training and Development	Training Attendance Records Types of issues/questions received in HR by target audience	Support quality education through training/developing quality instructors, staff and administrators	Indirectly supports all
District Wide service / availability, knowledge and experience	Ability / Inability to respond to the "can you help?" issues; # and frequency of requests	Support quality education through reducing the process burden on instructors, staff and administrators	Indirectly supports all
Compensation & Benefits Management	Overall results of comp study and consultant reports / solvency of the Trust	Support learning opportunities through retention of quality instructors, staff and administrators	5. Employee Compensation
Weaknesses			
Data, Data Integrity, and Systems	# of errors in data, availability of data needed, system user complaints	Cost effectiveness and management control	Indirectly supports all
Performance Management System	Measure improved individual and organization performance. Survey employees on clarity of goals and expectations and supervisor feedback.	Support learning opportunities through retention of quality instructors, staff and administrators	5. Employee Compensation
Staffing growth	# of full and part time adds to staff over time	Lower costs through efficiency of best practices	1. Expenditure Limitation Compliance
Policy Ownership / process for change	# of steps and Time it takes to change a policy. Reduction in legal claims and increase in successful legal rebuttals.	Lower costs through efficiency of best practices	Indirectly supports all
Change process: district practice and business processes	# of steps and Time it takes to change a practice or way of doing business.	Lower costs through efficiency of best practices	Indirectly supports all

Department: Information Technology Services (ITS)			
SWOT	Measurement/Evidence	Connect to Mission	Connect to Strategic Initiatives
Strengths			
We build highly secure, reliable and scalable infrastructures that allow us to accommodate the expanding technology needs of the College	<ul style="list-style-type: none"> • Demonstrate the growth of applications over time to measure the ability to meet growing business needs • Compare reliability statistics to other large networks • Surveys and User feedback • Compare to industry performance standards • Internal diagnostics tools 	Supports and promotes outstanding learning opportunities throughout the District	SI1- Reduces cost. SI2 – Accommodates our changing environment SI4 – Provides the basis for future planning
We are able to adapt a large number of IT tools and techniques to solve College issues	<ul style="list-style-type: none"> • Statistics on the number of tools we use to support the College infrastructure • Surveys interviews and user satisfaction • Demonstrated use of proper tools to expedite solutions 	Use of appropriate tools promotes quality and convenience to faculty, staff and students	SL1 – Productivity gains through appropriate technology SL6 – Provides tools for information reporting SL4 - These tools are part of a long range replacement cycle
We share common goals of excellent customer service and dedication to teaching and learning	<ul style="list-style-type: none"> • Direct user feed back, surveys, and interviews • Internal prioritization 	We work with faculty, staff, and students throughout the district to understand and deliver solutions that both directly and indirectly support the delivery of a quality learning environment	SL6 – Our goals are targeted to improve teaching and learning opportunities
We use a multi-year phased approach when implementing new technology to allow us to have the appropriate new technology at the appropriate time in the appropriate quantity	<ul style="list-style-type: none"> • Examples of multi-year technology implementations • Phone switch • Clustered servers • SAN • CIS • WEB • ITV 	By providing cost effective technical solutions to teaching, learning, and support environments	SL1- Reduces costs per year SL2 – Coordinated with Master Plan SL3 – By spreading work over multiple years we take better advantage of internal resources SL4 – Provides long range estimates

<p>We have established a comprehensive training and development program that starts with employing the best and brightest students with potential of permanent placement</p>	<ul style="list-style-type: none"> • Have 7 permanent employees that originally started as student workers 	<p>This expands the learning opportunities of our student population, and expands our ability to provide cost effective solutions for the District</p>	<p>SL1 – Overall reduction of staffing costs by using student workers to supplement permanent staff</p> <p>SL6 - Increases student learning opportunities</p>
Weaknesses			
<p>We are required to support a large number of diverse technical platforms across the district. This strains the capabilities of our available resources.</p>	<ul style="list-style-type: none"> • Applications development supports: • CIS OpenVMS/COBOL • PeopleSoft/Purchased solution • New Platform CIS/Microsoft .NET • ID Card System/Purchased solution\UNIX • 26 Departmental Applications on a variety of platforms 	<p>This increases the difficulty to concentrate necessary resources on quality District teaching and learning solutions</p>	<p>SL1 – Raises support costs</p>
<p>We need to improve the quality of interdepartmental communications to insure technical infrastructure requirements are incorporated into the Master Plan</p>	<p>Changes in construction not forwarded in a timely manner</p> <p>Lack of consistent input to changes that directly affected technical infrastructure</p> <p>Critical timelines not met that affected technology implementations</p>	<p>Causes delays which in turn impacts the quality of instruction delivered</p>	<p>SL1 – Increases our costs SL2 - lowers our effectiveness</p>
<p>We lack the appropriate information necessary to build long term IT strategic goals that are aligned with the Academic and Administration strategic plans</p>	<p>Lack of formal Administration and Academic strategic planning documents</p>	<p>We cannot build technical solutions to meet the College mission without a comprehensive and coordinated IT strategic plan</p>	<p>SL4 – Reduces our ability to effectively plan</p> <p>SL1 – Forces crisis management which increases costs</p>

<p>We lack institutionally supported benchmarks required to manage growth in technology</p>	<p>No established ratios between number of support personnel; number of computers number of users number of applications number of WEB applications number of phone switches number of network connections etc.</p>	<p>Without appropriate IT support infrastructure, the technical environment cannot support a strong commitment to learning</p>	<p>SL3 – Inability to match resources to needs SL4 – Reduces our ability to provide long range estimates</p>
<p>Lack of adjacent work areas for Prescott campus IT staff that will be exacerbated as future Master Plan moves take place</p>	<p>IT support staff spread between Bldg 1 first and second floors, Bldg 19, and planned moves to Bldgs 11 and 20 across Sheldon St.</p>	<p>Degrades our ability to quickly respond to customer needs and reduces our ability to collaborate on issues</p>	<p>SL1 – Increases costs due to reduced efficiency in operation SL2 – Impedes our ability to complete projects on time and on budget</p>
<p>Lack of a comprehensive disaster recovery plan that includes formal individual business department aspects</p>	<p>Existing Disaster Recovery plan does not incorporate the new technological changes introduced by the Master Plan Individual Business Unit Disaster Recovery plans not incorporated into the ITS Disaster Recovery Plan</p>	<p>Jeopardizes our ability to quickly bring services on line in case of emergency</p>	<p>SL1 – Financial loses due to our decreased ability to recover quickly</p>
<p>Lack of a comprehensive training plan that provides the right training at the right time using the best possible trainers.</p>	<p>Number of recurring trouble calls User surveys Program Service Review recommendations</p>	<p>Reduces the potential productivity of faculty, staff and students</p>	<p>SL1 – Increase costs because of reduced productivity SL6 – Not using most effective methods to obtain data</p>

Department: ITS			
SWOT	Measurement/Evidence	Connect to Mission	Connect to Strategic Initiatives
Strengths			
We possess a diverse set of experiences and knowledge. This knowledge spans a number of programming languages, computer operating systems, and data platforms. This diversity allows us to develop and support the variety of computer systems currently used throughout the District	By peer evaluation By proficiency examinations By performance	Provides higher quality service	SI1- Reduces cost. SI2 – Accommodates our changing environment
We are able to respond quickly when crisis situations arise to identify the problem, determine corrective actions required, and execute corrective action to get our customers back up and running.	Response Time Customer surveys Program Service Review	Provides higher quality service	SI1- Reduces cost. SI6 – Improved product stability contributes to an improved teaching and learning environment
Short Response Time On Work Order Calls	Check Open Time Against Complete Time Compare with Industry Standards	Provides higher quality service	SI1 – Reduces user downtime, thereby reducing costs SI6 – Improves the environment in which teaching and learning take place
We have established a collaborative team environment	Willingness to work outside their units when workload dictates Align priorities with IT projects Strong internal Operational communication	Finding the most practical solution reduces costs Eliminates redundancy	SI1 - Reduces user downtime, thereby reducing costs SI2 - Improves response to Master Plan demands SI6 - Respond quickly to improve the teaching and learning environment

Weaknesses			
We need to improve the quality and amount of Program, System, Process, and User Documentation	Faster Response Time Proven Practices Track Self Help usage Track Number of Help Desk calls	Contributes to the productivity of our customers	S11 Reduced access to instructions and procedures will increase costs . S16 – Will reduce faculty and staff ability to utilize technology products
We need to develop methods to allow us to better track the status and priority of Work Requests and Assigned Tasks, and mitigate “Squeaky Wheel” syndrome	Better Documentation of status, priority, and assignments Improved internal communication	More efficient use of College resources	S11 – Increases costs S12 – Reduces our ability to respond to Master Plan initiatives in a timely manner
We need to develop, document, and enforce application programming standards to improve the quality and reliability of our systems.	Measure Code Against Standards Number and severity of work requests	Reduces cost of development and maintenance of applications	S11 – Increases costs
We must Improve our program testing, system certification, and Quality Assurance procedures to further reduce errors and increase the stability of our applications. (Develop Consistent Testing Methodology)	Fewer Bugs Fewer Release and Software Issues Formal testing plans Documented approach to testing	Reduces cost of development and maintenance of applications Improves the quality of our products	S11 – Increases application development and maintenance
We need to better allocate available resources to allow us to meet critical demand of our current applications and still support the re-design of our Legacy systems to a new, more robust and reliable technology.	Number of components and/or subsystems developed on new platform	The new platform will provide a more convenient, cost effective delivery mechanism	S11 – Increases costs to support multiple platforms S16 – Delaying the new platform affects our ability to deliver the new tools to improve the teaching and learning environment
We need to improve our planning efforts to insure we are fully utilizing our limited resources on appropriate projects	Documented project plans, assigned priorities Tasking and status reports	Will make the department more productive and more aware of College initiatives	S11 – Increases costs and reduces effective use of resources S12 – Impacts our ability to respond quickly to Master Plan changes and adjustments

We need to find ways to more effectively transfer knowledge between our programming resources to allow better support for our customers.	Documented procedures for walkthroughs Group training plans	Will make programming staff more productive, allowing for higher quality, more cost effective solutions	S11 – Increases costs by limiting the resources available to provide workable solutions
Expand the capabilities of the ITS Website	Fewer Help Desk calls Customer surveys	Improves access to technology support resources	S16 – Reduces the ability to provide critical technology support information
Lack of a common understanding of Departmental initiatives	More departmental meetings More unit meetings	Allow everyone in the Department to align to the College initiatives	S11 – Increases costs S12 – Degrades our ability to respond to Master Plan changes

Department: Institutional Planning, Research and Assessment			
SWOT	Measurement/Evidence	Connect to Mission	Connect to Strategic Initiatives
Strengths			
Provide timely and accurate scheduled and ad hoc reports.	Positive customer feedback.	High quality, convenient and cost-effective	1, 3, 6
Automation of data reporting and flexibility of using internal resources through department level programming, with reduced impact of other college resources.	Response time and positive customer feedback.	High quality, convenient and cost-effective	1, 3, 6
Provide quantitative and qualitative research methods.	Instruments, focus groups, IR project list	High quality, convenient and cost-effective	1, 3, 6
Weaknesses			
Inability to assess the scope of a project and resource requirements to assist in setting priorities.	Set benchmarks to determine efficiency levels. Lack of strategic direction has hampered priority setting.	High quality, convenient and cost-effective	1, 3, 6
Increasing inability to respond to many requests as quickly as customer would like due to increased volume of requests.	Improved priority setting and add a new component to project list to track completion times and set benchmarks.	High quality, convenient and cost-effective	1, 3, 6
Keeping up with technology.	Need to establish benchmarks as to IR industry standards for research/analysis methods.	High quality, convenient and cost-effective	1, 3, 6

Department: Intercollegiate Athletics			
SWOT	Measurement/Evidence	Connect to Mission	Connect to Strategic Initiatives
Strengths			
Coaches have successfully and consistently placed athletes in 4-year institutions	Coaches data	High quality learning opportunities	Develop and maintain data-driven documentation that demonstrates student learning has occurred
Successful athletics programs create a positive college identity in the local community	YC athletics is a daily feature in the sports section of the local newspaper		
Many community outreach programs through the Roughrider Club and various sports teams	Camps and clinics; Love of Reading week in the spring	High quality learning opportunities for local youth	
YC competes very successfully in NJCAA Division 1	National championships; finish at or near top of ACCAC	High quality (aids recruiting top athletes to YC; gives YC regional and national recognition)	
YC basketball and volleyball facilities are very good	Recent gymnasium renovations	High quality learning opportunities	Master Plan completion
YC athletics has an excellent working relationship with local agencies and schools for joint use of facilities	IGA with City of Prescott; ad hoc arrangements with PUSD, Humboldt School District, and ERAU	High quality and cost effective learning opportunities	Identify funding sources to support capital needs outside the Master Plan
Two certified athletics trainers	ATC certified; fully licensed by the state of Arizona	High quality	Establishing staffing benchmarks with similar community colleges; use of internal resources
Continuity of staffing	No turnover except in men's basketball and volleyball	High quality	Employee compensation
Strong annual financial support from the Board of Governors	Adequate budgets for recruiting, operations and financial aid	High quality, cost effective learning opportunities	Evaluate feasibility of increasing tuition and fees; establishing benchmarks with similar community colleges
YC athletics guarantees 100 FTSE per year to the college; all athletes on financial aid live in the dorms and eat on campus	Annual total number of athletes on team rosters	Cost effective	Expenditure Limitation Compliance; evaluate feasibility of increasing tuition and fees
Weaknesses			
Baseball facilities are very bad	No restrooms, concession stand, poor seating, limited parking, no ADA access provisions	High quality	Five Year Capital Improvement Plan
The training room and treatment center is undersized for the number of athletes using it	General observation of activity	High quality	Master Plan completion
The weight room is undersized and lacks the equipment required	General observation of facility and needs of the coaches and athletes	High quality	Master Plan completion; long range replacement of equipment

for training of today's top athletes			
The ratio of sport opportunities for men and women is unequally weighted to the men	Annually, approximately 63 male athletes to 36 female athletes		Funding district growth; benchmarking with similar community colleges (need to add another women's sport – softball)
YC lacks a physical education major for students desiring a career in that field	No HPER major	High quality	Funding district growth; make informed, coordinated decisions about budget/planning

Department: Liberal Arts Division Spring Semester (1-27-05)			
SWOT	Measurement/Evidence	Connect to Mission	Connect to Strat Initiatives
Strengths			
1. Provide an opportunity to obtain a good Liberal Arts education and successfully transfer to the university.	Graduate surveys conducted by IR. Anecdotal information from returning students and 4 year schools.	Impacts providing high quality learning opportunities for Yavapai County residents.	Impacts strategic initiative #1 as the division generates considerable FTSE.
2. Provide individual contact with students and smaller class size (compared with 4-year schools).	Enrollment data and anecdotal information from returning students.	Contributes to providing high quality learning opportunities for county residents.	
3. The expertise and quality of faculty.	Student evaluations. Outcomes assessment results.	Impacts providing high quality learning opportunities for county residents.	
4. Low faculty turnover (adjunct/full-time) resulting in quality instruction, continuity and collegiality.	HR data on years of service by faculty.	Contributes to providing high quality learning opportunities for county residents	
5. The benefits connected with interdisciplinary instruction (to students and faculty).	Student evaluations, surveys and anecdotal information.	Contributes to providing high quality learning opportunities for county residents	Adds to Strategic initiative #6: Student Outcomes Assessment (Improve teaching and learning).
6. Cost Effective education at Yavapai College.	Low tuition costs compared with other schools in the state and low instructor salaries.	Impacts providing cost-effective learning opportunities.	Relates to Strategic initiative #3: Funding district growth (tuition and fees).
7. Professional Development initiatives by faculty.	Conferences attended, articles published, Awards granted.	Contributes to providing high quality learning opportunities for county residents	Impacts Strategic Initiative 5: Employee Compensation (employee performance incentive system)
8. Service provided by faculty to the external community.	Annual reports that document volunteer activities, speaking engagements and community involvement.	Contributes to providing learning opportunities to the population of Yavapai County.	Relates to Initiative #5: Employee Compensation (employee performance incentive system)

9. Provide professional support to faculty governance structure at YC.	Compare participation in faculty association committee work to other college departments.		Contributes to Strategic Initiative #6: Student Outcomes Assessment (Make informed, coordinated decisions about instruction and budget/planning).
Weaknesses			
1. Inclusion and mentoring of adjuncts in division activities/operations.	Anecdotal information.	Impacts ability to provide high quality learning opportunities for county residents	
2. Heavy work load carried by many faculty considering non-instructional demands.	Anecdotal information. Listing of duties performed by faculty.	Impacts the quality of learning provided county residents.	Detracts from improving teaching and learning: aspect of Initiative #6.
3. Lack of collaboration as a division. Could benefit from greater sharing between and among members---such as what takes place more often in team teaching situations.	Anecdotal information.		Impacts the teaching and learning environment: aspect of Initiative #6.
4. Insufficient funding for professional growth activities.	Data from the Professional Growth Committee and anecdotal information.	Impacts ability to provide high quality learning opportunities for county residents	Impacts the teaching and learning environment: aspect of Initiative
5. The number of classes taught by adjuncts is too high.	HR data. Compare with AAUP guidelines and NCA guidelines.	Impacts the quality of learning provided when there is disparity of instruction between full-time and adjunct faculty.	Impacts the teaching and learning environment: aspect of Initiative#6.

Department: LIBRARY - INSTITUTIONAL			
SWOT	Measurement/Evidence	Connect to Mission	Connect to Strategic Initiatives
Strengths			
<p>The Library has a recognized commitment to service. We offer a user-centered, responsive and proactive service philosophy to our faculty, staff, and the community at large.</p>	<p>--The Library has consistently been given very high ratings by students in the YC student satisfaction surveys.</p> <p>--Our increasing circulation statistics counter national trends of academic library circulation decline.</p> <p>--Our statistics show that our in-house usage is increasing, even in this time of "virtual" libraries.</p> <p>--Our statistics show a continual increase in the number of community members (visitors) using our library.</p> <p>--We actively solicit feedback from our clientele, and can show that positive feedback far outweighs negative feedback.</p>	<p><i>The Mission of Yavapai College is to provide high quality, convenient, and cost-effective learning opportunities for the diverse population of Yavapai County.</i></p> <p>Directly connects to mission.</p>	<p>1) Expenditure Limitation Compliance: The Library is an essential instructional service point for all students taking College courses. The Library supports FTSE by supporting the courses which generate FTSE. While the Library does not directly generate income, it generates good will and interest in the College, and is a strong marketing device for potential students.</p> <p>2) Master Plan Completion: The new Library facilities were voted upon by the community at large, and represent one of the few areas on campus which community members can use freely, i.e. without paying enrollments or fees. While this does not generate income, it generates good will and interest in the College, and is a strong marketing device for potential students.</p> <p>6) Student Outcome Assessment: The Library's participation in the education of our students can be demonstrated in a variety of ways. It is a leading provider of information literacy outcomes on campus, and thus improves teaching and learning. In addition, in its role as a central provider of resources and tools, the Library helps to control costs through its centralization of what</p>

			could be duplicate services and resources. As the initiator of the newly formed Library/Computer Commons Steering Committee, the Library is leading a process to make informed, coordinated decisions about instruction and budget/planning.
<p>The Library's web page is an important tool for on- and off-site, 24/7 information and instruction.</p> <p>Our database offerings are broad, diverse, and relevant to the needs of our clientele. They go beyond providing information to incorporating instructional elements such as guides to critical thinking and the evaluation of information.</p> <p>"Ask a Librarian" allows remote users (including the public) to access the expertise of our library staff, regardless of their location.</p> <p>The design of the Library's web page includes tools specifically designed for campus centers as well as remote users.</p>	<p>--Current statistics show that we are the 3rd most-accessed web page on campus.</p> <p>--Internal campus feedback has consistently been positive regarding the design and offerings of our web page.</p> <p>--Our databases are analyzed on a regular basis to ensure that they are the most appropriate and cost-effective tools for our clientele. Our assessment cycle includes statistical use measurements, input from staff and faculty, and a formal evaluation process by the faculty members of the Library Advisory Committee.</p>	Directly connects to mission.	<p>1) see Expenditure Limitation Compliance, above</p> <p>6) see Student Outcome Assessment, above</p>
<p>The Library is committed to its program of instruction, and attempts to be as responsive to an important and increasing district-wide need for information literacy instruction as possible.</p> <p>In addition to providing instruction to district centers, it provides instruction to area charter schools,</p>	<p>--Statistics show that the demand for library instruction is increasing.</p> <p>--Real-time feedback requests as well as more formal surveys from students show that they have learned valuable search strategies and tools.</p> <p>--Our requests for library instruction at other sites are</p>	Directly connects to mission.	<p>1) see Expenditure Limitation Compliance, above</p> <p>6) see Student Outcome Assessment, above</p>

specialty schools, high schools, and college-related programs.	increasing.		
The Library's participation in a county-wide network greatly expands the resources traditionally available to community college students in rural areas. In addition, as a part of this network, the Library is a powerful vehicle for publicizing the College and attracting potential students from the community to the College.	<p>--YLN holdings data show that the number of library materials available to our students through the Yavapai Library Network is 10 times larger than the College's direct holdings.</p> <p>--Our lending statistics show that we are the second largest net lender in Yavapai County, which indicates the value of our collection to the community. Our statistics show that our lending to other libraries in the county has increased by over 585% in the last 10 years.</p>	Directly connects to mission.	<p>1) see <i>Expenditure Limitation Compliance, above</i></p> <p>6) see <i>Student Outcome Assessment, above</i></p>
<p>Our collections are relevant, well-chosen, up-to-date, and responsive to the needs of our clientele.</p> <p>The Library's general collections are purchased to both support the specific needs of our students, and complement the other resources available through the Yavapai Library Network (see above).</p> <p>The Library's specialized collections (Nursing, Paralegal, Government Documents, etc.) are widely used by the community at large.</p> <p>The Library provides scholarly access to information to students studying in partner 4-year colleges (NAU, ODU), related programs (OLLI), area high schools, charter schools, and other area colleges.</p>	<p>--Our increasing circulation statistics counter national trends of academic library circulation decline.</p> <p>--Our statistics show that our in-house usage is increasing, even in this time of "virtual" libraries.</p> <p>--Our statistics show that our materials borrowed by community users has increased by over 245% in the last 10 years.</p> <p>--We actively solicit feedback from our clientele, and can show that positive feedback far outweighs negative feedback.</p> <p>--Our lending statistics show that we are the second largest net lender in Yavapai County, which indicates the value of our collection to the community (see above).</p>	Directly connects to mission.	<p>1) see <i>Expenditure Limitation Compliance, above</i></p> <p>6) see <i>Student Outcome Assessment, above</i></p>

<p>The new Library facilities will offer a broad spectrum of media, equipment, and resources, and facilities to encourage learning and serve as a gateway to the College for the community at-large.</p>	<p>--Our statistics show that our community use is increasing.</p> <p>--The Library is the only place on campus where visitors can access computer technology and support. Our growing computer use by visitors is reflected in our statistics.</p> <p>--We can compare our new facilities with the recommendations set forth by professional organizations as well as the professional literature.</p>	<p>Directly connects to mission.</p>	<p>1) see Expenditure Limitation Compliance, above</p> <p>2) See Master Plan Completion, above</p> <p>6) see Student Outcome Assessment, above</p>
<p>Weaknesses</p>			
<p>Programmatic increases and/or changes in other areas of the College require commensurate attention to programs and staff within the Library; however, the Library's staffing budget has remained constant (and in some cases been reduced) over the last several years.</p> <p>An ever-increasing reliance on part-time staff in key service positions strains the Library's ability to provide the increasing levels of support required for new College programs and services.</p>	<p>--We can document that no new full-time positions have been created within the last several years relative to increased demand for services.</p> <p>--We can demonstrate where the increased demands for services have occurred:</p> <ul style="list-style-type: none"> -Weekend College -Increased technological responsibilities on the part of all staff. -New campus centers and extension sites. -Increased attention College-wide to distance education programs. <p>--We can demonstrate where our staff levels have remained constant or been reduced:</p> <ul style="list-style-type: none"> -Staffing reduction to fund reinstatement of library director position on Prescott campus. -Cuts in part-time staff budgets. 	<p>Directly connects to mission.</p>	<p>Related to Strategic Initiatives:</p> <p>1) see Expenditure Limitation Compliance, above</p> <p>2) See Master Plan Completion, above</p> <p>6) see Student Outcome Assessment, above</p> <p>Implications:</p> <p>1) Expenditure Limitation Compliance—financial implications</p> <p>2) Master Plan Completion—financial implications</p> <p>3) Funding District Growth—financial implications</p> <p>4) Five-year Capital Improvement Plan—financial implications</p>

	<p>--We can document that part-time staff are unable to take part in regular Library meetings, training sessions, etc. leading to a decreasing level of knowledge of key library issues, participation and involvement, etc.</p> <p>--We can document that part-time staff have the highest incident of involvement with Campus Safety due to problematic patron behavior, yet are unable to participate fully in the discussions required to deal with these and other issues.</p>		<p>5) Employee Compensation—financial implications</p>
<p>The Library's role in using technology as a teaching, learning, and support tool has increased tremendously over the past several years, but support for these changes in terms of additional staffing and training opportunities has been lacking.</p> <p>Libraries are no longer places where the tools remain static. Information literacy, unlike the ability to decode (traditional literacy), has ongoing and constant learning requirements as new tools are introduced, hardware and software is updated, and the technology changes.</p>	<p>--Surveys and informal feedback from staff have shown the need and desire for training sessions.</p> <p>--Evidence of pre-and post-technological competency training sessions have demonstrated that there is a wide divergence in terms of skill levels of staff. More training is necessary to keep pace with the rate of changes in our technology.</p> <p>--We can point to professional literature which correlates hardware and software increases with staff and training issues, and compare our staff and training increases with other key providers of IT-related services on campus.</p>	<p>Directly connects to mission.</p>	<p>Related to Strategic Initiatives:</p> <p>1) see Expenditure Limitation Compliance, above</p> <p>2) See Master Plan Completion, above</p> <p>6) see Student Outcome Assessment, above</p> <p>Implications:</p> <p>1) Expenditure Limitation Compliance—financial implications</p> <p>2) Master Plan Completion—financial implications</p> <p>3) Funding District Growth—financial implications</p> <p>5) Employee Compensation—financial implications</p>

<p>The Library's instruction program is in need of more definition, strategic direction, and support.</p> <p>The Library's instructional services to faculty and students are hindered by a lack of strategic direction and an inadequate staffing structure.</p> <p>The following areas require more definition: program design; identification of content of instruction; identification of modes of instruction; program structures; and evaluation and assessment.</p> <p>The following resources will need to be examined in order to achieve its aims: human resources; support in terms of instructional facilities; financial support; and support for continuing education, training, and development.</p>	<p>--Our statistics show that the demand for library instruction is increasing.</p> <p>--Our requests for library instruction at campus centers and extension sites is increasing. Our approach to serving these areas is hindered by our staffing structure; we know that we must limit these services to key areas at present.</p> <p>--We can compare our instructional services model with other institutions.</p> <p>--We can compare our strategic direction with the "Guidelines for Instruction Programs in Academic Libraries" cited by the Association of College and Research Libraries.</p>	<p>Directly connects to mission.</p>	<p>Related to Strategic Initiatives:</p> <p>1) see <i>Expenditure Limitation Compliance, above</i></p> <p>2) See <i>Master Plan Completion, above</i></p> <p>6) see <i>Student Outcome Assessment, above</i></p> <p>Implications:</p> <p>1) <i>Expenditure Limitation Compliance</i>—financial implications</p> <p>2) <i>Master Plan Completion</i>—financial implications</p> <p>3) <i>Funding District Growth</i>—financial implications</p>
<p>The Library lacks a comprehensive plan as well as the resources to accommodate the resource and information literacy needs of students in centers and extension sites such as CV, Sedona, PV.</p> <p>No provisions for additional staff or resources have been made since the branch locations have come online.</p> <p>We are beginning to market our services to centers and extension</p>	<p>--We can demonstrate that we do not offer the same standards of service at the centers and extension sites "with respect to access, staffing, assistance to users, and adequacy of physical facilities." (<i>Guidelines for Branch Libraries in Colleges and Universities, Association of College and Research Libraries</i>)</p> <p>--We are beginning to document the services necessary to adequately support students, faculty and staff at these centers and extension sites.</p>	<p>Directly connects to mission.</p>	<p>Related to Strategic Initiatives:</p> <p>1) see <i>Expenditure Limitation Compliance, above</i></p> <p>2) See <i>Master Plan Completion, above</i></p> <p>6) see <i>Student Outcome Assessment, above</i></p> <p>Implications:</p> <p>1) <i>Expenditure Limitation Compliance</i>—financial</p>

<p>sites, but in order to accommodate these needs, the Library has had to reduce services in existing Library locations.</p>	<p>--Our statistics show an increased demand for our instructional services at centers and extension sites.</p> <p>--We can show through our staffing patterns when and how we are unable to meet this increasing demand.</p>		<p>implications</p> <p>2) Master Plan Completion—financial implications</p> <p>3) Funding District Growth—financial implications</p> <p>4) Five-year Capital Improvement Plan—financial implications</p>
<p>The Library has not yet developed the resources or support structure necessary to support distance education students at a level that supports ACRL Guidelines for Distance Learning Library Service (Association of College and Research Libraries):</p> <p>“Traditional on-campus library services themselves cannot be stretched to meet the library needs of distance learning students and faculty who face distinct and different challenges involving library access and information delivery.” (ACRL)</p> <p>Special funding arrangements, proactive planning, and promotion are necessary to deliver equivalent library services and to achieve equivalent results in teaching and learning, and generally to maintain quality in distance learning programs.</p>	<p>--We can identify our deficiencies by comparing our DL services to the ACRL standards. We are unable to fulfill these requirements with respect to the seven major categories cited within the ACRL Guidelines: Support, Management, Finances, Personnel, Facilities, Resources, and Services.</p> <p>--We can compare the resources devoted to the delivery of effective library services to traditional services with the resources devoted to distance education students on campus.</p>	<p>Directly connects to mission.</p>	<p>Related to Strategic Initiatives:</p> <p>1) see Expenditure Limitation Compliance, above</p> <p>6) see Student Outcome Assessment, above</p> <p>Implications:</p> <p>1) Expenditure Limitation Compliance—financial implications</p> <p>3) Funding District Growth—financial implications</p>

<p>The Library needs well-developed and understood strategic and marketing plans in order to identify and prioritize potential opportunities, and respond in a manner that best utilizes existing resources.</p> <p>Although the Library has begun to work on collaborative initial elements of a strategic plan through its annual retreat as well as the SWOT process, much more is required to ensure that strategic elements are not only understood but “owned” by all members of the Library staff.</p> <p>If “the role of marketing is to support the library in its efforts to meet its goals by way of strategies which focus on the consumer rather than the library’s organization and content” (Nebraska Library Commission), then it becomes clear that the lack of a marketing plan can hinder the Library’s overall strategic direction-building.</p> <p>The strategic and marketing plans must include elements of community, student, and faculty advisory input.</p>	<p>--We can show the necessity of a strategic and marketing plan through any number of professional literature searches.</p>	<p>Directly connects to mission.</p>	<p>Related to Strategic Initiatives:</p> <p>1) see <i>Expenditure Limitation Compliance</i>, above</p> <p>2) See <i>Master Plan Completion</i>, above</p> <p>6) see <i>Student Outcome Assessment</i>, above</p> <p>Implications:</p> <p>1) <i>Expenditure Limitation Compliance</i>—financial implications</p> <p>2) <i>Master Plan Completion</i>—financial implications</p> <p>3) <i>Funding District Growth</i>—financial implications</p>
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Holbrook SWOT WORKSHEET
Mathematics Department
January 19, 2005

Objectives:

1. Continue to meet the needs of a diverse population of students, from developmental to advanced levels, in a wide variety of degree programs.
2. Students that successfully complete mathematics courses meet the general education requirements for quantitative literacy.

Strengths:

1. High degree of technology integration.
2. Assessment tied to learning outcomes in the MAT 122, MAT 092, and MAT 082 courses.
3. Faculty is active in professional organizations and/or professional growth.
4. Faculty offers support to the learning center by volunteering office hours in the learning center to be available to help all students.

Weaknesses:

1. Lack of data to support technology integrations and quantitative literacy objectives.
2. Assessment techniques for the common final exams are cumbersome.
3. A large percentage of courses, particularly developmental, are taught by adjunct faculty.
4. Lack of district-wide consistency in mathematics programs and/or curricula.
5. Lack of institutional support for implementing recommendations in program review.
6. Students are not progressing through developmental courses. Issues include placement and retention

Department: MUSIC			
SWOT	Measurement/Evidence	Connect to Mission	Connect to Strategic Initiatives
Strengths			
A program that serves both the educational needs of the transfer student and the continuing education student.			
A program that assists student recruitment.			
A program that provides cultural opportunities for the community through its public concert series.			
A highly educated full-time faculty (both Doctors).			
Ftse retention. Possibly one of the highest within the school.			
Weaknesses			
Faculty's need for time. This Division has an administrative structure that requires its full-time faculty to supervise a smaller unit of the Division. This requires additional time for the instructor to work with a large number of adjunct-faculty regarding curriculum, mentoring, ordering of supplies, building schedules, etc.			
It's rather difficult to locate high quality adjunct faculty. Many adjuncts are poorly qualified for the job and are what we might call "high maintenance", meaning they require a great deal of mentoring.			
Lack of rehearsal/teaching space (rooms) during popular day and evening times, that limits offering additional classes.			
Instrumental music librarian needed. Work-study students cannot handle the amount of work especially at the beginning and end of each semester.			

Department: NURSING			
SWOT	Measurement/Evidence	Connect to Mission	Connect to Strategic Initiatives
Strengths			
Nursing faculty reflects a diversity of talent in practice and clinical expertise.	Have graduated from seven different universities and worked in a variety of healthcare settings and nursing specialty areas	To provide high quality education	6. Improve teaching and learning
We offer diverse and commendable student services to nursing students	75-85% graduation rate of incoming students. Compare YC nursing graduation rates to other nursing schools.	To provide high quality education	6. Develop and maintain data-driven documentation that demonstrates student learning has occurred.
The curriculum is well-developed and demonstrates cohesiveness and leveling.	Compare nursing curriculum to National League for Nursing competencies for ADN graduates, National Council of State Boards of Nursing RN Test Plan, Arizona State Board of Nursing RN scope of practice. Compare student retention to other nursing programs. Compare graduation rate and NCLEX-RN pass rates to other nursing programs.	To provide high quality education	6. Improve teaching and learning
YC has demonstrated support of the Nursing program through capital expenditures and budget increases to hire additional faculty.	College budget documentation Master Plan documentation	To provide high quality education	2. Master plan completion 6. Make informed, coordinated decisions about instruction and budget/planning.
Weaknesses			

Department: Office of Public Information			
SWOT	Measurement/Evidence	Connect to Mission	Connect to Strategic Initiatives
Strengths			
The Design Services department of OPI provides outstanding, innovative printed materials for Yavapai College.	The Design Services department has received national awards for excellence in design from the National College Marketing and PR association and from the United College Designers Association for 2004.	This strength assists Yavapai College in communicating its mission with its diverse population.	Supports the Strategic Initiative to generate FTSE in order to achieve compliance for the Expenditure Limitation.
The Office of Public Information staff has developed outstanding relationships with the local media resulting in both placement of articles and announcements as well as independent, positive coverage of the college's programs, faculty, and community activities that lead to growth of FTSE.	OPI staff members track their pitches to local media (with an Excel spreadsheet that includes date sent, topic, dated printed or otherwise used, input from registration re: impact on enrollment) for appropriate stories vs. the stories that were actually placed. Records demonstrate a 90%+ rate of placement of stories from press releases and media pitches.	This strength assists Yavapai College in communicating its mission with its diverse population.	Supports the Strategic Initiative to generate FTSE in order to achieve compliance for the Expenditure Limitation.
The Office of Public Information meets college clients' expectations in a timely and efficient fashion.	The Office of Public Information (OPI) utilizes the "Marketing Request Form" (MRF) to generate requests for service from OPI for the college client. Each service is tracked by expected date of delivery, enabling OPI staff to deliver end products in a timely and efficient fashion.	This strength assists Yavapai College in communicating its mission with its diverse population.	Supports the Strategic Initiative to generate FTSE in order to achieve compliance for the Expenditure Limitation.
Staff members of the Office of Public Information remain current with applicable technology, graphic design, marketing, and public relations trends.	OPI staff members maintain their professional memberships in trade associations and receive trade publications from those associations and other industry sources that assist the department staff in remaining current.	This strength assists Yavapai College in communicating its mission with its diverse population.	Supports the Strategic Initiative to generate FTSE in order to achieve compliance for the Expenditure Limitation.

Weaknesses			
<p>The Office of Public Information does not have direct customer evaluation tools in place for Design Services and the Office of Recruitment.</p>	<ol style="list-style-type: none"> 1. A survey will be developed to ascertain the level of satisfaction of college clients with the projects completed by Design Services. The surveys will be administered by the External Communication Managers and the OPI Director who work with the clients as project liaisons. 2. A survey will be developed to determine efficacy of Office of Recruitment activities both within the college environment and outside of the college's campuses. 	<p>This strength assists Yavapai College in communicating its mission with its diverse population.</p>	<p>Supports the Strategic Initiative to generate FTSE in order to achieve compliance for the Expenditure Limitation.</p>
<p>Yavapai College is lacking in bilingual materials to address the growing needs of the broad Yavapai County communities.</p> <p>Outdated materials continue to exist throughout Yavapai College campuses and departments.</p>	<p>OPI will take the lead in developing a sub-committee comprised of people from all campuses and representative of the appropriate departments to discuss an initiative to determine what materials should become bilingual pieces and what other support activities (phone scripts?) should be in place.</p> <ol style="list-style-type: none"> 1. OPI will continue to educate departments on the importance of appropriate "branding" of college through current materials, logos, styles of publications. 2. OPI will establish a contest seeking "oldies" from all college departments in order to ascertain areas that need re-design. 3. OPI will develop a "Standards Manual" to assist college clients with the design of publications and advertising 	<p>This strength assists Yavapai College in communicating its mission with its diverse population.</p> <p>This strength assists Yavapai College in communicating its mission with its diverse population.</p>	<p>Supports the Strategic Initiative to generate FTSE in order to achieve compliance for the Expenditure Limitation.</p> <p>Supports the Strategic Initiative to generate FTSE in order to achieve compliance for the Expenditure Limitation.</p>

Holbrook - Physical Sciences SWOT exercise

January 19th 2005

Objectives:

The physical science departments; chemistry, geology, and physics/astronomy, serve students needing to satisfy transfer, career and general education requirements:

- by offering coursework and activities that promote science literacy
- by offering courses that provide the university-transferable classes required by many science, engineering, and pre-health professional programs
- by providing coursework to support associate degree, and certificate programs, as well as non-science major transfer students.

Strengths:

The YC physical sciences

- offer university-transferable classes taught with a variety of schedule options and instructional formats
- provide high-quality foundational courses for physics and engineering majors, required courses for other scientific and technical fields
- provide general education science courses for degree and transfer credit, and courses for the enrichment of the local community.
- offer classes of regional interest for continuing education and by offering courses that satisfy the needs of local educators for hands-on science classes.
- provide course offerings that are articulated, with and are consistent with statewide offerings

The YC physical science full time faculty are well qualified science educators

- 2 of 4 full-time faculty have Ph.D. degrees and years of teaching experience
- 2 have M.S. degrees coupled with extensive teaching experience.

Physical program facilities support the education endeavor and are state of the art.

- Recently completed reconstruction of the science facilities has produced a facility that is in compliance with safety norms and is well suited to support instruction.
- Instrumentation and computer capable instruction is on par or better than found in similar institutions.
- Class sizes are generally small typically 24 or less in laboratory sections.

The physical science geology department is uniquely advantaged because of its' strategic location at the edge of the Colorado plateau, in the Arizona central mountain transition zone.

Weaknesses:

SWOT Roll-ups

The YC physical science departments have experienced difficulty attracting qualified adjunct faculty and tutors.

- This is especially true for the chemistry and physics/astronomy departments.

Physical science full-time faculty teaching loads and responsibilities are not consistent with recommendations of national organizations, such as the American Chemical Society.

- Inequitable compensation for laboratory instruction.
- Poorly defined Job descriptions for physical science department chair faculty positions and commensurate compensation.

Coordination between the physical science departments and other divisions/departments and services at the institution is poorly developed..

The physical sciences student learning outcomes assessment plan is inadequately developed.

Department: Prescott Valley Center			
SWOT	Measurement/Evidence	Connect to Mission	Connect to Strategic Initiatives
Strengths			
Range of courses	FTSE/Student & Community Surveys	Convenient learning opps.	Expenditure Limitation Compl.
Evening & weekend classes	FTSE/Student Surveys	Convenient learning opps.	Expenditure Limitation Compl.
High quality instructors	Instructor Evaluations	High quality learning	Student Outcomes Assessment
One-stop student services	FTSE/Student Surveys	High quality, convenience	? (important but link how)?
Weaknesses			
Classroom space (lack of)	FTSE/Student & Community Surveys	Convenient learning opps.	Expend. Lim. & Master Plan Compl.
District-wide Course Planning	FTSE/Student & Community Surveys	Convenient learning opps.	Expenditure Limitation Compl.
Marketing Plan (lack of)	FTSE/Community Surveys	Convenient learning opps.	Expenditure Limitation Compl.

<p>Department or Division: Presidents Office SWOT Participants: Gail Armstrong, Nancy Lupo, Terry Walsh, Derik Yellowhair</p>
<p>Mission (How does our department or division contribute to a quality education for our students and consumers? Students: those enrolled in classes; Consumers: those who benefit from college resources but are not necessarily enrolled. Examples would be theater goers. Library patrons.</p> <ul style="list-style-type: none"> Support President Provide exceptional customer service Oversight of the ELT Contractual Relationships – to benefit students and college operations Support for the District Governing Board, College Policy and Governance of the Institution Gatekeepers of legal documents of the college Compliance with Arizona Statutes appropriate to President’s office and Board matters
<p>Strengths (What as a department/division what do we do well?) (How do we know what we do well? Measures of effectiveness)</p> <ul style="list-style-type: none"> Systems in place to insure legal compliance with Arizona Statues Maintain legal contracts/documents related to IGA, MOU and leases System in place to post agendas per Arizona Statutes Board members’ packets available week in advance of meeting for their review Board meeting minutes bound and filed in office General office operations flow smoothly
<p>Weaknesses (What as a department/division could we do better?) (What measures would confirm that improvement efforts were successful?)</p> <ul style="list-style-type: none"> Job knowledge – support staff lacking in preparation of board packets and recording meeting Not all Board packet information received in a timely manner Better distribution of work File system needs to be organized for document retrieval Disposal of old documents per college retention policy Organize system Provide staff training in procedures for Board meetings Delegate work load Train staff in Policy Governance software application – to be accomplished <p>February 21st and 22nd, 2005</p>

Department: SEDONA INSTRUCTION			
SWOT	Measurement/Evidence	Connect to Mission	Connect to Strategic Initiatives
Strengths			
1. Personal attention to students	Retention rate, student referrals of family and friends. Success stories of former students owning businesses, receiving awards and transferring to four year universities and colleges.	Availability of instructors and classes. On site student services and registration	By retaining students who are interested in quality instruction, FTSE generation is maintained. Student outcomes clearly documented and defined.
2. Leading edge software and equipment.	Monitoring industry standards. Students demand for classes indicates need for updated technology.	By having leading edge technology, high quality, and convenient learning opportunities are provided	FTSE generation is product of student demand. Five year Capital improvement plan should be part of ensuring leading edge is maintained
3. Availability of Enrichment and Credit Classes. (Diversity of Classes)	Classes offered are: General Education, Digital Media, Filmmaking, Business Partnerships. Lifelong learning opportunities are demonstrated by range of student population. From ages 13 up to 80	Convenient and High quality cost effective learning opportunities are reflected by the demand of student population. All types of programs show enrollment. From traditional to High Tech.	Students outcomes assessment is document by leaning outcomes, and program review. FTSE is generated, and Master Plan should be considered when developing new programs in Sedona. Additional building should consider community needs.
Weaknesses			
1. Marketing	PA's, more marketing to specific classes need	Demonstrating to the public that there is high quality, cost effective and convenient learning opportunities	Lack of marketing can negatively impact enrollment which affects FTSE
2. Facility usage – students should come first in allocation of space	Classroom use for instruction vs. event usage.	The ability to provide higher learning opportunities for the community	FTSE generation,
3. More time needed for Faculty Development	Better instruction indicated through student evaluations and cutting edge delivery methods	Provides high quality learning opportunities	Related to employee benefits, FTSE generation and Student outcomes assessment.

Department: Northern Arizona Regional Skill Center			
SWOT	Measurement/Evidence	Connect to Mission	Connect to Strategic Initiatives
Strengths			
Furnish excellent customer service	<ol style="list-style-type: none"> 1. By verbal client report. 2. By verbal peer report. 	Addresses overall quality of our "product." Without exemplary customer service, we will not succeed.	Indirect contribution to items 1, 3, & 6 of the Strategic Plan.
Provide diversified levels of education	<ol style="list-style-type: none"> 1. List of umbrellas programs and specific courses. 2. Annual report reflecting responses to community requests. 	<ol style="list-style-type: none"> 1. We offer training from GED up through CEO leadership training (VVMC). 2. "Convenience" can mean "when you need it." NARSC is rapidly responsive. 	<ol style="list-style-type: none"> 1. FTSE grows as programs are developed and offered. 2. Growth impacts Strat. Plan with increased need for staffing. 3. Strat. Plan items 2, 3, & 4 are being prepared for welding and MET. 4. Student outcomes components of Strat. Plan #6 are a part of everything we do.
Supply training for medical transcriptionists	<ol style="list-style-type: none"> 1. Annual Report. 2. Favorable correspondence from employers and WIA. 3. Request by partners to expand our programs. 4. FTSE Report. 	<ol style="list-style-type: none"> 1. This program is high-quality. It is reportedly a model that others wish to emulate. 2. Students can receive the training here; therefore, it is convenient. 	<ol style="list-style-type: none"> 1. Direct impact on Strat. Plan #1. 2. Contract trainer would be affected by any employee compensation change. 3. As the program expands, there will be an increased demand for space and technology which will place demands upon the Strat. Plan (but not yet).
Provide third-party funding for training programs.	<ol style="list-style-type: none"> 1. Annual report. 2. Grant Reports to DES for Grant #2. 3. Grant Reports to Az Dept. Of Ed. for Carl Perkins III. 4. Arizona HEAT Reports on WIA support. 	<ol style="list-style-type: none"> 1. Aids in making training cost effective for students. 2. Such funding makes it possible to get training locally. 	<ol style="list-style-type: none"> 1. Student outcomes components of Strat. Plan #6 are a part of everything we do. 2. Increased financial aid through 3rd party funding = increased FTSE. 3. However, increased aid = increased FTSE also increases demands for training support which impact Strat. Plan items 2, 4, 6, & (maybe) 5.

Use of partnerships to deliver “real-world” training.	<ol style="list-style-type: none"> 1. Annual Report. 2. List of partnerships. 3. List of Umbrella Programs. 4. Businesses have begun to seek partnerships with us. 	<ol style="list-style-type: none"> 1. “High quality” might mean that it is what is “necessary,” & our partnerships direct that, and they make it possible. 2. Partnerships create more cost-effective environment through resource sharing. 	<ol style="list-style-type: none"> 1. Partnerships making training possible will cause FTSE increase. 2. As above, such increases place demands upon the rest of the Strat. Plan. The secret is to grow only up to a point where expenses do not demand a “quantum” jump into another support level.
Weaknesses			
Lack of community participation (enrollment) in class offerings. Primarily, our problem is costs that are too high for our potential students.	<p>We offer classes & get little or no enrollment or interest. Students tell us they can’t afford market-based tuition.</p> <p>We have requested change to credit for some programs; those requests are still “in the system.”</p> <p>We are attempting to modularize some of our training. We have started with Medical Coding, Billing, and Insurance programs. It is too early to tell if this will be successful.</p> <p>In the case of Medical transcription, we have changed to open entry. Again, too early to tell if this is an effective strategy.</p>	<p>By report from potential students, our programs are not thought to be “cost effective.”</p> <p>Others have said our classes are not convenient because so many of them were offered during the day. Then, in order to deliver comprehensive training, night classes were scheduled for too long a period of time. (We have begun to modularize.)</p>	<p>The negative impact is that we have high start-up expenses to the NARSC fund 02 account without corresponding revenue.</p> <p>Secondarily, it is difficult to plan ahead when current activities are not being well enrolled.</p> <p>Additionally, we feel part of the problem is improper and/or incomplete building construction that creates negative marketing for us.</p> <p>Bringing the building up to acceptable standards will ultimately impact Strat. Plan items 2, 3, & 4.</p>
Non-supportive curriculum and credentialing processes	<p>For credit classes, the “real” curriculum process takes too long to allow for proper responsiveness to community. We state that our process is not cumbersome, but NARSC has had submissions under consideration since last March (10 months!) that are still not resolved.</p> <p>In 2002, NARSC was told that all of the YC support network</p>	<p>In fact, this has not adversely impacted our ability to meet the mission, because we have “worked around the system’ to make it work for our students.</p>	<p>This is definitely a distraction from improvement of teaching and learning. Further, when we grow large, we will need to have additional people to accomplish the tasks not being accomplished by the mirror departments in YC.</p>

	<p>would work to help, including trainer credentialing. When asked in November 2004 why a NARSC trainer's paperwork had not been acted upon since February, we were told that the Office of Instruction did not credential clock-hour trainers; consequently, we began our own process that mirrors the YC process.</p> <p>Just recently, there has been much more cooperation from the Office of Instruction, coming after NARSC submission of a policy manual which calls attention to our internal "growing pains."</p>		
<p>Insufficient administration support</p>	<p>For example, clock-hour programs are still not allowed to be on the AMIS Student Information System. Therefore, we can't schedule classes, book rooms use, connect instructors, or develop marketing materials in the most efficient way.</p> <p>We are doing all of these things "by hand," but we are limited by the small staff time available to accomplish everything that is done.</p> <p>We are coping, but our worry is that we are not becoming the great service anticipated because of sometimes-fickle levels of support and because of the extra time it takes us to get things done that are automatically done at YC.</p>	<p>While these "growing pains" are easily complained about, we do not think our mission has been compromised by them. In truth, our staff has grown tremendously because of these challenges. We have each learned much more than we would otherwise have needed to learn, and we have developed a kind of internal "us against the system" attitude that has been more positive than negative.</p>	<p>Strategic Planning should take into account these challenges and either plan for a different way of doing things or strengthen our ability to "make it work despite the system."</p> <p>While this would be difficult because the strategic planning processes are so dynamic, it might soothe our guilty consciences (chuckle).</p>

<p>Infrastructure inadequacies</p>	<p>The NARSC was not built for any specific purpose. That generalist philosophy has been a detriment to us, because there are not unlimited funds to create as we go along.</p> <p>Examples. We do not have 220V power and have inadequate 110v power for HVAC/R and welding. (Probably also for automotive.) There is very little sound blockage from classroom to classroom. There is a terrible echo in some classrooms and labs that greatly interferes with teaching.</p>	<p>Little by little, we are getting a handle on these difficulties. We have begun an engineering study to determine what is necessary to establish a safe and useful environment for welding. Facilities is constantly trying to stuff insulation into holes in the ceiling to block sound from traveling between classrooms. We have all begun to put carpets, and other cloth materials (e.g. a ruaño – sarape) on the walls to absorb sound. Facilities is looking into the cost and utility of using ceiling “clouds” to redirect or absorb echo.</p>	<p>Each of these little “fixes” has an impact on NARSC expenditures and college funding support. While it always seems to take longer than desired, there has been great cooperation with facilities in helping us get things worked out.</p> <p>(Maybe the impact on Strat Plan here is that facilities is also overworked and underpaid, item # 5. Chuckle).</p>
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Department or Division: Student Development and Retention / Student Services

SWOT Group Leaders: Paula Fuhst, Barbie Duncan, Michael Dougherty

(Participants are listed on individual forms)

- Academic Advising (AA): Doug Terry
- Assessment and Testing Center (ATC): Rose Landis
- Campus Activities and College Outreach – Verde (CACO): Barb Chavez
- Campus Safety/Police (CP): Kevin Nelson
- Career Services (CS): Michael Brown
- Disability Resources / ADA (ADA): Rich Bagwell
- Educational Talent Search (ETS): Lonnie Densberger
- GED Transitions program (GEDT): Becca Krieger
- Judicial Affairs (JA): Celia Lyon-Dannison
- Residence Life – Prescott (RL): Cathy Gertsch
- Student Activities and Conference Services – Prescott (SACS): Julie Moss
- Student Health Center – Prescott (SHC): Cathy Gertsch
- Student Support Services (SSS): Carol Clayton
- Veterans Upward Bound (VUB): Jake Lindsay

Objective

How does our department or division contribute to a quality education for our students and consumers? Students: those enrolled in classes; Consumers: those who benefit from college resources but are not necessarily enrolled. Examples would be theater goers, library patrons.

- Support student learning and personal development; (all)
- Help students make informed choices in planning their educational and career goals; (AA, ETS, SSS, CS, ADA, ATC, GEDT, VUB)
- Encourage appropriate course placement through assessment of skills in English and math; (ATC, AA)
- Support educational goal attainment through testing in GED, CLEP, proctoring, and for Nursing and EMS entrance; (ATC)
- Provide accurate information about college policies and academic requirements; (AA, SSS, VUB, JA, CP, RL, GEDT)
- Provide individualized and group instruction in study skills, career exploration, and use of technology; (ETS, AA, SSS, GEDT)
- Guide students toward becoming responsible and self-sufficient; (all)
- Set standards and maintain a safe, secure, and respectful environment; (CP, RL, JA)
- Provide convenient, one-stop service; (AA, ATC, GEDT, SSS, CS)
- Ensure access and opportunity for all students; (ADA, SSS, AA, GEDT)
- Offer opportunities for social, recreational and cultural enrichment; (SACS, CACO, SSS, GEDT)

- Provide opportunities for the development of skills needed for employment; (STCS, CACO, CS)
- Promote a healthy lifestyle; (RL, SHC)
- Collaborate with members of the college community to support student success; (all)
- Engage in professional development activities to improve skills and programs. (all)

Strengths

What as a department/division do we do well?

How do we know what we do well? What measures of effectiveness do we have?

- Excellent customer service: Institutional Research and individual department surveys show high levels of student satisfaction with services;
- One-stop, convenient, personalized service: Students are able to take care of business without much “run around;” many services are available at all locations; appointment and walk-in service available; some evening appointments;
- Experienced, professional staff: On-going, consistent, district-wide training and professional development opportunities provide for a knowledgeable and professional staff and implementation of best practices;
- Diversity increasing among staff;
- Training provided for student staff (tutors and RAs);
- Low student to staff ratio: allows for individualized assistance with educational and financial planning, career decision-making, college adjustment, and opportunities for involvement on campus;
- Grant objectives (SSS, ETS, VUB, GEDT) have been met or exceeded, and funding has continued;
- Communication within Student Services departments is open, constructive and collaborative resulting in effective teamwork;
- Collaboration with faculty is strong, as evidenced by: over 50 faculty and staff worked on the most recent Prescott Welcome Day; Testing services works with ABE/GED staff and the nursing department, and provide out-of-classroom testing for faculty; faculty participate as SSS mentors and club advisors; faculty informed of need for reasonable accommodations;
- Prompt attention to new student needs, such as the shuttle service to Prescott Valley and Chino Valley.
- Web appearance and resources are improving;
- Crime statistics are low in comparison to national data.
- Strong working relationships with outside organizations, such as other police agencies, the county attorney, and other colleges;
- Students have many opportunities for engagement: student forums, clubs, activities, Welcome week activities, volunteer projects; number of Prescott student activities increased by 50%; number of students involved in Verde Welcome Week increased 400%
- Health Center use increased by 33%

Weaknesses

What as a department/division could we do better?

What measures would confirm that improvement efforts were successful?

- Lack of meaningful data collection and measurement: we have surveys that suggest that students are satisfied with our services and personnel, but we are just beginning to look at how Student Services contribute to student learning; and are in the process of developing student learning outcomes for Student Development departments, but we do not have a clear understanding of which interventions influence retention;
- Lack of resources to address students' mental health issues: At least 100 Prescott campus students per year seek help for personal problems or are referred by faculty; affordable community resources are limited and often take three weeks to get an appointment;
- Lack of central policy manual for Student Services;
- Lack of outcomes measures for staff training;
- Location/facilities: Prescott Student Services departments are located in many different buildings, limiting the full implementation of one-stop-service;
- Limited evening hours for specialized academic advising and career counseling; limited availability in Prescott Valley and Chino Valley;
- Not all services are available at all college locations, for example, the Health Center, Career Services, Campus Safety;
- Limited faculty involvement in orientation and activities;
- Student engagement has not been studied to determine if meaningful involvement in workshops, clubs, community service, and/or student activities would contribute to greater learning and retention;
- Some departments feel vulnerable to staff vacancies, as they have difficulty hiring new employees (CP, RL);
- Need to strengthen ties with local high schools to promote YC programs;
- ETS, GEDT, and VUB could improve collaboration with YC departments.

Department: Education Division			
SWOT	Measurement/Evidence	Connect to Mission	Connect to Strategic Initiatives
Strengths			
<p>Committed to preparing future educators who will be clear and effective communicators, creative and practical problem solvers, self-directed and life-long learners, informed and critical thinkers, and collaborative and effective team members by:</p> <ul style="list-style-type: none"> • Recruiting and hiring experienced new adjuncts with similar expertise of existing faculty in our newly created division. • Faculty serving as a model for best teaching practices, willing to share with and mentor others. • Innovative use of anything that will improve instruction and student learning including instructional delivery using all available technologies. • Functioning as the primary source of info for PreK-12 teacher certification, degree programs available in answer to questions of students and prospective students. • Maintaining good rapport with students, community and K-12 districts, preschools and Head Start programs. • Making great efforts to gather and utilize student learning outcomes data to improve teaching, course 	<ul style="list-style-type: none"> ○ Records of division meetings, documented degrees and experience of existing and new faculty members. ○ Faculty involved in leadership of Outcomes Assessment effort, creation of Faculty Resource Center, making frequent presentations to college and outside groups. ○ Record of courses offered online, by ITV, hybrid, use of Blackboard, student field and intern experiences. ○ Starting to log calls, and emails and letters with requests for information. ○ Repeat acceptance of students into classrooms for observation, job offers by schools to students, recent qualification for student 	<p>High quality teacher preparation efforts.</p> <p>Commitment to leading efforts by the college to improve teaching and learning across all divisions and programs.</p> <p>High quality cost effective educational opportunities.</p> <p>High quality, convenient learning opportunities.</p> <p>Learning opportunities for the diverse populations.</p>	<p>Improve teaching and learning.</p> <p>Improve teaching and learning.</p> <p>Improve teaching and learning and generate FTSE.</p> <p>Improve teaching and learning and generate FTSE.</p> <p>Improve teaching and learning and generate FTSE.</p>

design, assessment efforts and overall program results.	<p>placement under Perkins funding.</p> <ul style="list-style-type: none"> o Current Outcomes Assessment Plan with all faculty gathering and submitting assessment data and very high Instructor/Course ratings from students. 	High quality learning opportunities.	Develop and maintain data-driven documentation that demonstrates learning has occurred.
Weaknesses			
Lack of full-time education division faculty on both campuses. Absence of follow-up system to track students through 3 degree programs of our division over time.	Documented FTSE growth allowing for more full-time faculty. Implementation of method of tracking students with IR and Registration departments.	<p>High quality, convenient learning opportunities.</p> <p>High quality, convenient learning opportunities.</p>	<p>Improve teaching and learning and generate FTSE.</p> <p>Improve teaching and learning and generate FTSE.</p>
Lack of widespread visibility and information about our programs in the community.	More effective marketing plan being in place with documented evidence of effectiveness of effort.	Learning opportunities for the diverse populations.	Improve teaching and learning and generate FTSE.
Early Childhood and Education students not connected and/or exposed to potential of other programs and options.	Joint meetings of student groups, development of some sort of education club on campus and program orientation conducted and info put on website.	Learning opportunities for the diverse populations.	Improve teaching and learning and generate FTSE.