

YAVAPAI COLLEGE

S E L F - S T U D Y
F O C U S E D V I S I T
R E P O R T

Prepared for

THE
HIGHER LEARNING
COMMISSION

A Commission
of the North Central Association
of Colleges and Schools

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Yavapai
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YAVAPAI COLLEGE SELF STUDY

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INTRODUCTION 1

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CHAPTER 1

INTRODUCTION

PURPOSE OF FOCUSED VISIT REPORT

The Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools (HLC/NCA), completed a comprehensive visit at Yavapai College in April 2003. Based on the team recommendations, the Higher Learning Commission granted a ten-year continuing accreditation status and requested a focused visit to assess institutional progress in two areas:

- Planning
- Outcomes Assessment

The focused visit, to be held October 31 and November 1, 2005, at Yavapai College, requires the preparation of a focused visit report. The primary purpose of this focused visit report is to provide evidence to the Higher Learning Commission that Yavapai College has demonstrated substantial progress in the two areas of concern cited by the evaluation team. The introduction to the report entails the following sections:

- Historical Profile
- Accreditation History
- Organization of the Report

HISTORICAL PROFILE

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

During the past 30 years, the College has expanded to better serve the growing communities in Yavapai County. The Verde Valley Campus was established in 1975 on 120 acres at the outskirts of the City of Clarkdale. In 1988, a successful bond election provided \$11.3 million in funds to build a Performing Arts Center on the Prescott Campus; to expand and remodel College facilities on the Prescott and Verde Valley Campuses; and to create educational centers in Chino Valley, Prescott Valley, and Sedona. The educational center in Chino Valley was built in 1994; the

center in Prescott Valley was added in 1997, and the center in Sedona was completed in 2000. In addition, College services are delivered to more than a dozen other communities through the Extended Learning Program.

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

The first project of the plan brought a \$2 million expansion of the Prescott Valley Center in 2001 to accommodate the growing public services programs and the Career Skills Program. The opening of an 18,000 square foot Agribusiness and Science Technology Center occurred in Chino Valley in spring 2004, a facility three times the size of the existing structure built in 1994. A 3,100-square-foot Welcome Center and Campus Safety building opened in fall 2004. Also completed in fall 2004 was a new entrance to the Prescott Campus. Two additional major projects were completed in spring 2005: a new 50,000-square-foot combination library, academic and computer commons opened on the Prescott Campus; building 4 (one of four main 30-year-old buildings on the Prescott Campus) was renovated and expanded to serve as the home of the College's Math and Physical Science facilities. Renovations of the three remaining main 30-year-old buildings are slated to be completed by the end of 2006.

In response to research findings and student concerns, a \$500,000 Del E. Webb Foundation Grant, along with private funding, was acquired to build a child development center. The center will provide day care options to Yavapai College students with young children and serve as a child development laboratory school for the College's Early Childhood Education Program. Construction is expected to begin in 2006.

ACCREDITATION HISTORY

Yavapai College was granted "Correspondent Status" in 1968 by the North Central Association of Colleges and Schools (NCA). In 1972, it was granted "Candidacy Status." In 1974, a self-study report for full accreditation was completed and, following an on-site visit in 1975, Yavapai College was fully accredited by NCA with a stipulation that annual progress reports be submitted. In 1977, following submission of the second annual report, NCA dropped the report requirement and scheduled the next on-site accreditation visit for spring 1980. That visit resulted in continuing accreditation status. Subsequent on-site visits have been held in 1987, 1994, and 2003, each resulting in "Continuing Accreditation."

The Paralegal program is approved by the American Bar Association with the most recent visit being held spring 2005 resulting in continuing accreditation status.

The Nursing program is approved by the National League of Nursing with the most recent visit being held spring 2005 resulting in continuing accreditation status.

ORGANIZATION OF THE REPORT

The Focused Visit Report is organized into five chapters. The report begins with an Introduction that lays out the purpose of the report, historical background and organization of the document.

Chapter 2 addresses background in the areas of planning and outcomes assessment.

Chapters 3-4 of the report address concerns and recommendations from the 2003 Evaluation Team Report. Each chapter presents an institutional reply documenting progress that has been made by the College to date, an analysis of strengths and weaknesses, and plans for future action.

Chapter 5 is a summary of the evidence presented and a formal request for continuing accreditation status for the areas of planning and outcomes assessment through 2012-2013.

The Appendices provide supplemental materials that further explain and illustrate evidence of the progress addressed in the report narrative. Documents and additional resource materials will be referred to within the report by resource number and name and will be made available in the Resource Room.

Yavapai College welcomes this opportunity to share its progress and achievements with the Higher Learning Commission and to host the focused visit team in October 2005.

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CHAPTER 2

BACKGROUND

BACKGROUND AREAS OF CONCERN

To realize the progress that has been made in the areas of planning and assessment of student learning, it is important to have an understanding of the history of each of these areas at Yavapai College.

BACKGROUND ON PLANNING

Yavapai College has a more than ten-year history of planning activity. **(Historical Planning Documents –RD#1 - Strategic Plans)** Unfortunately, the College's planning process has been inconsistent and frequently not understood or embraced by the College community. Another impediment has been a lack of documentation regarding past planning activities. These concerns, many cited by the 2003 evaluation visiting team, are addressed in chapter three of this report.

Addressing criticism in the 1994 self-study that multiple changes in governance structure resulted in less continuity in internal College strategic planning processes than in long-range visioning, the College formed a new cross-functional structure to address planning. In 1995, four committees were implemented: Learning Council, Scanning, Institutional Effectiveness, Planning and Budgeting. The new model, while well intentioned, suffered from a lack of effective communication between committees and the Executive Leadership Team. The committees never effectively addressed data driven processes or a system for prioritizing resources. Interviews conducted during the most recent self-study indicated that in 1997-98, the President cut most of the recommendations made by the Planning and Budgeting Committee and sent her own list to the Board. **(RD#2 - 2003 Self-Study, Pg 274)** Activities such as these undermined the process and led to the dissolution of the Scanning and Planning and Budgeting committees. Again, documentation of planning activities from this time period is largely nonexistent.

At the same time that the planning and scanning committees were in decline, College management focused efforts on the development of an Integrated Master Plan to address College infrastructure and facilities. The Master Plan, managed by the Executive Leadership Team, subsequently became the College's planning process. In 2002, the Executive Leadership Team created strategic initiatives **(RD#3 - 2002-2007 Strategic Plan)** centered on the Integrated Master Plan, which had received little input from the College community. Consequently, the strategic plan was misunderstood and employee contribution to the planning process was left unclear. The outcome was a planning process that lacked wide participation, failed to integrate outcomes assessment, scanning and other data driven decision making into the process, and did not allow for a participatory process in planning for the future of the institution. These concerns, as cited by the visiting team, are addressed in chapter three.

BACKGROUND ON OUTCOMES ASSESSMENT

An institutional commitment to education reform regarding assessment of student learning was first addressed in the College's 1994 Self-Study Report for the NCA. **(RD#4 1994 Self-Study Report, see Ch. 7 pp. 75-89)** This document included a four-year timeline for implementing an "Institutional Effectiveness Plan." Nevertheless, the NCA visiting team cited among its four "institutional concerns" that "institutional data are not collected, interpreted and documented to better serve the College systems such as planning, budgeting, assessment, program review and evaluation."

By the time of its 1997 follow-up report to the NCA, **(RD#5 1997 Follow-up Report)** the College had carried out some elements of the 1994 plan related to assessment of student learning: staff development activities on assessment, appointment of faculty Outcomes Assessment Coordinators, implementation of pilot assessment projects such as the general education capstone and composition portfolios, and faculty training in and use of classroom assessment tools based on the work of Angelo and Cross.

The 1997 report's list of research/data collecting activities (p. 2) did not differentiate between direct and indirect measures of student learning, nor did it provide evidence that student assessments were systematically collected, analyzed or used to inform decisions about student learning, budget or planning.

Between 1997 and the publication of the Yavapai College Self-Study Report in January 2003, **(RD#6 2003 NCA Self-Study Report)** the College made progress in implementing the shift of both pedagogy and practice that are part of the higher education movement toward student-centered, outcomes-based instruction. Student learning outcomes had been developed for the general education core and a number of academic programs, and the curriculum review process focused on development of clear and measurable course and program-level outcomes that aligned with institutional mission and purposes. The institution had also made a strong financial commitment to outcomes assessment through budget allocations for a faculty member to be reassigned as full-time Outcomes Assessment Coordinator and for regular faculty development activities through the Office of Instruction and an adjunct faculty liaison.

However, the 2003 Self-Study Report noted that implementation of a continuous, systematic plan integrated with budget and planning had been hampered by changes in administrative leadership and committee structures, turnover in faculty assessment leadership, and erratic documentation of data collection and use of results. Therefore, even though by 2003 the College had an assessment plan, personnel and committees in place to support the assessment cycle, and the Office of Instruction and deans of the academic divisions were providing the leadership and accountability for implementation of program-level assessment plans, a pattern of ongoing and integrated assessment was still not in evidence.

The August 14, 2003 Report of the Higher Learning Commission visiting team concurred with the Self-Study recommendations and identified eight issues of concern to warrant a focused visit, those issues to be addressed in Chapter 4 of this report.

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CHAPTER 3

STRATEGIC PLANNING AND BUDGETING

Yavapai College has made steady progress in the area of strategic planning and the linking of the budgeting process to planning over the past two years. These planning activities have contributed to increased participation beyond senior management; a system for prioritizing allocation or reallocation of resources; development of a regular cycle of planning that incorporates scanning, assessment and data driven decision making, along with channels for regular communication about planning activities. Chapter 3 documents the progress the College has made in these critical areas.

The Institutional Review Committee (IRC), consisting of a district-wide makeup of faculty, academic managers, administrative managers, representatives from staff employee associations and students, is most directly involved in the planning process of the College. **(RD#7 IRC/Strategic Planning committee members {Appendix A}; IRC Website)** The IRC meets weekly during the academic year and conducts a yearly strategic planning retreat to create an environment for ongoing strategic planning. Issues are presented to the committee from a variety of sources and/or are initiated by committee members themselves. As a result of the IRC's action, the planning process generates academic and institutional planning documents created from information and data from a variety of sources: College committees; program reviews; assessment of student learning; service area reviews; surveys; strength, weakness, opportunities, threats exercises (SWOT); internal and external environmental scanning, and mandates imposed on the College by state and/or federal agencies.

PLANNING ORGANIZATION

EVALUATION TEAM REPORT CONCERN A:

Clarification of the relationship between College goals and the Community Benefit Statements developed by the District Governing Board.

INSTITUTIONAL REPLY:

Following the 2003 self-study visit, an examination and analysis of past planning and budgeting activities was conducted. The result of this analysis highlighted the need to broaden participation, link planning to budgeting, and examine the District Governing Board's (DGB) role in the College's strategic planning process. Since the last evaluation visit a number of changes have been initiated. First, the DGB adopted a governance policy model that mandated that they focus on "Ends" statements and entrust strategic planning to the College. As a result, the Community Benefits Report was discontinued and will be replaced by the DGB's "Ends" statements. Second, the Institutional Review Committee (IRC) was charged

with leading the College's planning efforts. Building on these changes and the momentum created, the IRC has made tremendous progress, even as the College has experienced a major turnover of the College's top level leadership.

STRENGTHS OF 2003-2005 EFFORTS:

- Clarification of the District Governing Board and the College's roles in strategic planning has made the planning process more visible, clear, and facilitated broad involvement by employees at all levels.
- Strategic planning mission statement was created. **(RD#8 Strategic Planning Mission; Strategic Planning Website)**
- The strategic initiatives plan developed provides a framework for the integration of institutional goals with departmental and individual goals. **(RD#9 Strategic Initiatives 2005/06 – 2009/10 {Appendix B}; Strategic Planning Website)**
- Reorganization of planning has increased reporting and communication of planning activities. Concern C addresses this strength.

WEAKNESSES OF THE 2003-2005 EFFORTS:

- Administrative turnover and a period of transition with top level leadership distracted and delayed planning activities.
- Planning activities did not follow planning calendar closely enough and resulted in delayed dissemination of planning documents.
- SWOT input exercises need to be re-worked to draw more on institutional issues and less on department-level issues.

FUTURE ACTION:

- Re-examine and modify SWOT exercises – to be completed 2005-2006.
- Develop and implement an employee perception survey of strategic planning to assess effectiveness of communications and the level of understanding. To be completed 2005-2006.
- A new College president, Dr. James Horton, has been hired effective August 15, 2005.

INTEGRATED PLANNING AND BUDGETING

EVALUATION TEAM REPORT CONCERN B:

Development of a comprehensive and integrated system of accountability that informs the budget process.

INSTITUTIONAL REPLY:

Yavapai College has reorganized and consolidated leadership for planning and scanning in the office of Institutional Planning, Research, and Assessment

(IPRA). Progress made since the 2003 self-study include a clear link between the College's planning and budgeting process, rationale for budget decisions, and a framework for assessment and accountability of the planning process. **(RD#10 YC Planning Flow Chart {Appendix C})**

STRENGTHS OF 2003-2005 EFFORTS:

- Consolidation of planning and scanning leadership in the office of Institutional Planning, Research and Assessment has provided stability and accountability to the planning process. The Director of IPRA chairs the strategic planning meetings and facilitates all planning and scanning communications to the College.
- Director of IPRA and the Outcomes Assessment Coordinator work closely to ensure that planning and the assessment of student learning are integrated.
- The past two years' budgeting cycles have integrated planning initiatives into the budgeting process and the allocation of resources. **(RD#11 Yavapai College Strategic Planning and Budgeting Cycle 2004; RD#12 Yavapai College 2005-2006 Budget Committee documents)**
- Budget committee formed to review requests for the allocation of resources. Committee reviews requests and weights, prioritizes and authorizes (or denies) requests based on the College's strategic initiatives. Feedback on funded and unfunded requests is provided directly to budget managers. Recognizing that requests and opportunities occur throughout the year, the budget committee convenes once a quarter to review new and existing budget requests. **(RD#12 Yavapai College 2005-2006 Budget Committee documents)**
- Environmental scanning efforts are now coordinated in a single office (IPRA) to strengthen accountability and sustainability. While centrally organized, scanning takes place at many levels within the institution. Internal activities include outcomes assessment, academic program reviews, service reviews, data from academic division heads, and internal research/survey data. **(RD#13 Community Forum Survey; IRC Website; RD#14 Program Reviews; IR Website)** External data is collected from a variety of state, national, and private sources. Scanning efforts provide data driven input into strategic and budgeting decisions. **(RD#15 Environmental Scan 2005 {Appendix D}; IRC Website)**

WEAKNESSES OF THE 2003-2005 EFFORTS:

- The 2003-2004 planning process showed progress by incorporating broad participation below the senior administration and linking budgeting to planning; however, end-of-year assessment also necessitated major restructuring of many planning processes. As a result, 2004-2005 planning activities did not always align with the planning calendar and delayed reports and communications.
- Assessment of strategic planning processes needs to be more formalized and clearly communicated to the College. This weakness was strongly evident in the 2003-2004 planning process, but has been addressed in 2004-2005 with the first formalized assessment to be reported in next year's year-end

report. **(RD#9 Strategic Initiatives 2005/06 – 2009/10 {Appendix B}; Strategic Planning Website)**

FUTURE ACTION:

- Create an environmental scanning subcommittee to provide regular and expanded input from the College's diverse and talented staff. To be completed 2005-2006
- Develop and implement a system to communicate environmental scanning information at regular intervals throughout the year. The culmination of these communications will continue to result in an annual Environmental Scanning Report. To be completed 2005-2006.
- Revision of Service Area and Academic Program Review process to strengthen internal scanning. To be completed summer 2005. **(RD#16 Academic and Service Area Review Guidelines; IR Website)**

PLANNING COMMUNICATION

EVALUATION TEAM REPORT CONCERN C:

Regular communication on the process, results, and next steps in planning.

INSTITUTIONAL REPLY:

Communication of planning and scanning activities has progressed from being almost non-existent at the time of the last evaluation team visit to being regular and sustained.

STRENGTHS OF 2003–2005 EFFORTS:

- Employee development days, which bring all College employees district-wide together, have been used regularly to communicate planning activities. **(RD#17 Employee Development Day documents)**
- A collaborative effort between the IRC and the Student Learning Outcomes Assessment Committee (SLOA) produces a newsletter dedicated to planning and outcomes assessment information. This publication is made available at all employee development days and on the IRC and SLOA websites. **(RD#18 Newsletters 2004-2005; Strategic Planning Website)**
- Straight Talk, a College employee newsletter, is regularly used to disseminate strategic planning and scanning information. **(RD#19 Straight Talk Newsletters)**
- NewsFlash, College informational email system, is regularly used to communicate planning and scanning updates and reports. **(RD#20 Strategic Planning Year-End Report 2004-2005; Strategic Planning Website)**
- Strategic planning website has been developed to facilitate communication and provide a one-stop site for information on the College's planning activities and documents. **(Strategic Planning Website)**

- Annual Environmental Scanning Report produced to facilitate and communicate issues important to the College. ([RD#15 Environmental Scan 2005 {Appendix D}; IRC Website](#))
- Strategic planning year-end reports have been produced and distributed to communicate planning results and activities. ([RD#11 Yavapai College Strategic Planning and Budgeting Cycle 2003-2004; RD#20 Strategic Planning Year-End Report 2004-2005; Strategic Planning Website](#))

WEAKNESSES OF 2003–2005 EFFORTS:

- Communications and understanding of the planning process have increased; however, assessment of the effectiveness of communications and the level of understanding has not been completed. See future actions below for addressing this weakness.
- Establishing a new centralized and inclusive planning and scanning process has taken more time than originally anticipated and caused delays in following the planning calendar; however, it is expected that now that the College is at the end of cycle number two, the College is positioned to follow the planning calendar and report results and assessments within regular and consistent timeframes.

FUTURE ACTION:

- Develop and implement an employee perception survey of strategic planning to assess effectiveness of communications and the level of understanding. To be completed 2005-2006.

PLANNING CYCLE

AUGUST - NOVEMBER:

Presentation of previous year's planning outcomes and IRC/SLOA newsletter disseminated at employee development day. During this cycle, the environmental scanning activities include the incorporation of data/information from academic and service program reviews, from findings extracted from annual assessment reports from academic divisions, general education, developmental education and assessment of student learning reports. Survey conducted to measure the College's understanding and satisfaction with the strategic planning process. SWOT analysis conducted to feed input into the budgeting process. Base budgets are sent out in December and initial planning and budgeting begins at the department level.

DECEMBER - MARCH:

During this period the IRC compiles and analyzes SWOT data and updates initiatives as needed. Environmental scanning during this period includes the incorporation of SWOT data and data from external sources. Strategies and action plans updated. Requests for new resources solicited from College community. A planning update and IRC/SLOA newsletter are presented at employee development day. Annual strategic planning retreat is conducted.

APRIL - JULY:

This portion of the cycle includes the creation of three year-end IRC reports: Strategic Initiatives, Environmental Scanning, and Strategic Planning Year-End report. Academic and Service Area Program Reviews are completed. Requests for new resources are reviewed and approved (or rejected) by the budget committee. Budgetary decisions are data driven and must support the strategic initiative(s) and tie to the college's mission. Adoption of the budget by the District Governing Board occurs in June. IRC conducts assessment of the previous year's planning process and makes adjustments as necessary. Departmental and individual goals are aligned with updated strategic initiatives.

PLANNING PARTICIPATION

EVALUATION TEAM REPORT CONCERN D:

Sustained implementation of the planning process over successive budget cycles that highlights broad involvement by employees at all levels.

INSTITUTIONAL REPLY:

Involvement of personnel below the senior administration level has been essential to the progress Yavapai College has made to date in strategic planning and linking budgeting to planning. Developing a strategic plan with broad campus participation has been a rewarding and challenging task for the College. The result has been a process that has been sustained over the past two years and is positioned to continue into the future. Restructuring the planning model has raised visibility of the planning process and provided a framework to weight and prioritize requests for the allocation and reallocation of resources.

STRENGTHS OF THE 2003–2005 EFFORTS:

- Annual all-day strategic planning retreats have been conducted. Retreats have included active participation from more than 60 College employees district-wide and represent a cross-section of administrators, faculty, staff and students. **(RD#21 Retreat Documents 2004, 2005)**
- Strategic planning survey solicited input from the entire College community. Input was directly linked to the goals and budget. **(RD#22 YC Strategic Planning Survey Executive Report 2003-2004; RD#11 Yavapai College Strategic Planning and Budgeting Cycle 2003-2004)**
- Strength, Weaknesses, Opportunities, Threats (SWOT) exercises conducted during employee development days gathered input from all College employees to inform the budget process. **(RD#23 SWOT Reports 2004-2005; Strategic Planning Website)**
- Institutional Review Committee, the College's planning committee, was reorganized to ensure broad, district-wide participation. **(RD#7 IRC/Strategic Planning Committee members {Appendix A}; Strategic Planning Website)**

- Instructional Council, consisting of academic division leaders, was regularly consulted for their input and feedback on strategic planning information. **(RD#24 Instructional Council Documents)**
- SLOA Committee representative sits on the IRC; committee provides input and SWOT analysis to the IRC.
- The past two budgeting cycles have integrated broad based employee input into planning initiatives and into the budgeting process and the allocation of resources. **(RD#11 Yavapai College Strategic Planning and Budgeting Cycle 2004; RD#12 Yavapai College 2005-2006 Budget documents)**

WEAKNESSES OF 2003–2005 EFFORTS:

- Planning survey participation rates were low for some employee categories. Upon assessment, the survey questions were deemed too broad making it difficult for some people to identify strategic goals. **(RD#22 YC Strategic Planning Survey Executive Report 2003-2004)**
- Strength, Weakness, Opportunities, Threats (SWOT) activities used as inputs into the linking of planning and budgeting need to be re-evaluated and conducted earlier in the budgeting cycle.
- Assessment of strategic planning communications and level of understanding need to be implemented. See future action item one under Concern C.
- Annual strategic planning retreats have occurred during the summer and this has created a difficulty in attracting full-time faculty who are off contract during this time.

FUTURE ACTION:

- Redesign SWOT and schedule exercise to occur earlier in budgeting cycle – to be completed fall 2005. See planning calendar under concern C.
- Schedule 2006 strategic planning retreat to occur during spring semester to facilitate including more full-time faculty in the process. See planning calendar under Concern C. To be completed 2005-2006.
- Develop and implement system to strengthen student involvement in the College's strategic planning process – to be completed 2005-2006.

The strategic planning process is designed to be modified on an ongoing basis, as necessitated by internal and external conditions. A copy of the Yavapai College Strategic Plan is provided in the appendices.

OUTCOMES ASSESSMENT 16

CHAPTER 4

Comprehensive, District-wide Plan,
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Use of Direct Measures of Student Learning,
Concern B _____ 19

Collection of Data from Student Assessment Activities,
Concern C _____ 20

Increased Faculty Involvement in Assessment Activities,
and Development of Measurable Program Goals
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Use of Results to Improve Instruction and Curriculum,
Concern E _____ 24

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CHAPTER 4

OUTCOMES ASSESSMENT

Since the 2003 visit from the Higher Learning Commission evaluation team, Yavapai College has made steady progress in establishing patterns of commitment to outcomes-based education and use of data to improve teaching and learning. Two elements are hallmarks of our assessment efforts: (1) affirmation of the diversity of our programs and students and the need for flexibility in designing program assessment tools; **(RD#25 SLOA Committee SWOT analysis)** (2) importance of continuous review of both processes and products of assessment to ensure that we learn from our mistakes, that we are using best practices, and that data is simple to collect and meaningful.

Regarding the overall observations the Higher Learning Commission team found in the Advancement Section, Yavapai College has implemented a policy of mandatory skills assessment for placement in math, composition and reading. **(RD#26 College Catalog statement on skills assessment; College website)** Additionally, the centrality of outcomes assessment at the classroom and program level has been reinforced through activities of the academic divisions, Student Learning Outcomes Assessment Committee, the Institutional Review Committee, and the Office of Instruction.

COMPREHENSIVE, DISTRICT-WIDE PLAN

EVALUATION TEAM REPORT CONCERN A:

Completion of a comprehensive and integrated plan that is communicated throughout the district.

INSTITUTIONAL REPLY:

In fall 2002, the Faculty Association instituted a Student Learning Outcomes Assessment Committee (SLOA) under the faculty governance structure. The committee's first charge was to update and revise the institutional assessment plan, which was then distributed for input from various College groups, such as Instructional Council, before its ratification by the Faculty Senate in fall 2003. **(RD#27 Student Outcomes Assessment Plan Guidelines for Academic Divisions)**

The assessment plan originally identified the same program units for both outcomes assessment and program review, subject to revision by the deans. The plan emphasizes:

- program-level student learning outcomes that are closely aligned with the institutional mission and purposes
- clear correlation between course-level and program-level outcomes

- embedded classroom-based assessments that serve multiple purposes and correlate with program-level assessments such as capstone projects, portfolios and national examinations
- continuous review of assessment processes as well as products to ensure that “assessment tools and strategies... will be meaningful for all members of the YC teaching and learning community: the student, the instructor, the program and the institution.” **(RD#27 Student Outcomes Assessment Plan Guidelines for Academic Divisions p. 1)**

STRENGTHS OF 2003-2005 EFFORTS:

- In fall 2003, the Faculty Senate ratified the “Student Outcomes Assessment Plan and Guidelines for Academic Divisions.” **(RD#27 Student Outcomes Assessment Plan Guidelines for Academic Divisions)**
- Copies of the Student Outcomes Assessment Plan are available on the College website, in division offices, and were given to adjunct faculty at 2003-2004 orientation meetings and workshops district-wide.
- The Office of Instruction and SLOA Committee co-sponsored two summer “Assessment Leadership Retreats” for division assistant/associate deans, program supervisors and faculty representatives to SLOA; topics focused on implementation of the assessment plan, collection and display of data, and sharing of results to complete the assessment cycle. **(RD#28 Assessment Leadership Retreats agendas and documents)**
- The Outcomes Assessment Coordinator sits on the Institutional Review and Curriculum committees and provides input into planning and budgeting processes.
- A representative from IPRA sits on the SLOA Committee to provide mentoring and consultation on assessment planning and data collection.
- The Director of Educational Data Analysis consults regularly with program review teams to incorporate outcomes assessment results into review process.
- The “units of accountability and responsibility” were reviewed and realigned in fall 2004, based on feedback from program assessment teams and Instructional Council to simplify the assessment process and make clearer linkage between course/program outcomes and outcomes for general education, degrees, certificates, developmental education, and career programs. **(RD#29 Program Assessment Areas Map {Appendix E})**
- Institutional strategic initiatives reflect emphasis on outcomes assessment and use of data under strategic initiative “Excellence in Education.” **(RD#9 Strategic Initiatives 2005/06 – 2009/10 {Appendix B})**

WEAKNESSES OF THE 2003-2005 EFFORTS:

- There has been difficulty sustaining momentum and continuity given faculty and administrative turnover. **(RD#25 SLOA Committee SWOT analysis)**
- Academic divisions identified problems with using the same program units for program review and outcomes assessment, and in identifying what constitutes a “program” for institutional assessment in 2003-2004. **(RD#30 Outcomes Assessment Summary Report 2003-2004)**
- Inconsistent dissemination of assessment results to all relevant audiences. **(RD#25 SLOA Committee SWOT analysis)**
- Website materials on outcomes assessment and showing linkage to strategic planning and program review need updating and expansion.

FUTURE ACTION

- Revision of “Program Assessment Areas” took place in fall 2004, but there is a need to continue monitoring program-level assessment units to identify what is still not working. Ongoing 2005-2006.
- Work with the IRC in development of a system to communicate outcomes assessment information and results at regular intervals. To be completed 2005-2006.
- SLOA Committee will finish web revision. **(RD#31 Student Learning and Outcomes Assessment web pages)** To be completed fall 2005.

USE OF DIRECT MEASURES OF STUDENT LEARNING**EVALUATION TEAM REPORT CONCERN B:**

Demonstration of an understanding of direct measures for outcomes assessment and of the difference between direct and indirect measures.

INSTITUTIONAL REPLY:

A 2002 survey of full-time and adjunct faculty throughout the district indicated that a variety of classroom assessment tools had been embedded in courses but that direct measures of student learning were not being used regularly for program-level assessment of student learning. Institutional data collection consisted primarily of surveys and faculty evaluations, with a few exceptions. The Outcomes Assessment Coordinator, SLOA Committee and Adjunct Faculty liaison worked with academic leadership to emphasize best assessment practices through workshops, division retreats, the IRC/SLOA newsletter, monthly “Beyond Testing” memos to Instructional Council, and mentoring of division assistant/associate deans in assessment principles.

STRENGTHS OF THE 2003-2005 EFFORTS:

- Course syllabi identify assessment tools, provide direct measurement of student learning and link tools with course and program learning outcomes. **(RD#32 samples of course syllabi)**

- Institutional funding for faculty development activities. **(RD#33 professional growth minutes; RD#34 OA budget/stipend reports 2003-2005)**
- The College has continued funding for Outcomes Assessment Coordinator, Adjunct Faculty Liaison and adjunct representation on SLOA Committee and maintained the current budget for 2005-2006, despite district-wide cutbacks in budgets. **(RD#34 OA budget/stipend reports 2003-2005)**
- Use of a variety of district-wide training forums and delivery methods for faculty development: web-based training modules for adjunct faculty, workshop on using Blackboard web-based assessment tools, division retreats, IRC/SLOA newsletter, new faculty orientations. **(RD#18 Newsletters 2004-05; RD#35 adjunct faculty module on assessment)**
- Identification of faculty experienced in use of direct assessment to participate in faculty development instead of bringing in “outside experts.” **(RD#36 division annual assessment reports; RD#37 agendas and documents from assessment workshops)**

WEAKNESSES OF THE 2003-2005 EFFORTS:

- Faculty development activities and opportunities for sharing practical models district-wide was hampered by the academic calendar; staff development days were announced last minute and dedicated time for assessment activities was erratic. **(RD#38 SLOA Committee Minutes)**
- Faculty indicated there is a continued need to identify and incorporate simple, effective authentic assessment tools. **(RD#25 SLOA Committee SWOT analysis; RD#9 Strategic Initiatives 2005/06-2009/10 {Appendix B})**

COLLECTION OF DATA FROM STUDENT ASSESSMENT ACTIVITIES

EVALUATION TEAM REPORT CONCERN C:

Clear evidence that data from student assessment activities are actually being collected.

INSTITUTIONAL REPLY:

A key concern of the various NCA evaluation teams was that Yavapai College had moved from a “planning to plan” phase to a “planning phase” without any evidence that actual implementation had occurred or that processes were systematic over time.

As with the planning and budget process, the College has not been able to establish patterns of evidence of outcomes assessment activities because documentation of activities and processes has been erratic and incomplete. Thus, when faculty were asked about assessment practices and documentation, they described informal methods of assessment and data gathering that could not be substantiated through records. Part of sustaining a “culture of assessment” has been to increase accountability for implementation of assessment plans and documentation of methods and results. Division assistant/associate deans and faculty now set yearly performance goals related to assessment of student learning, which are periodically reviewed with their supervisors.

Although faculty participation in the assessment process is paramount, the Office of Instruction is a critical factor in establishing clear guidelines for quality of assessment plans and reports, reinforcing timelines for completion of assessment activities and reports, and supporting faculty involvement. Despite a significant turnover in higher level administration in the past five years, the SLOA Committee, in fall 2004, indicated a strength of the outcomes assessment cycle and initiatives was the “commitment and leadership of deans of instruction and program directors, division assistant/associate deans, and Institutional Research.” **(RD#25 SLOA Committee SWOT analysis)** Evidence of progress made in this area is that submission of annual written assessment reports increased from four in 2003 to approximately 28 in 2004.

STRENGTHS OF THE 2003-2005 EFFORTS

- Director of Educational Data Analysis and Outcomes Assessment Coordinator meet regularly to identify areas of concern, provide guidance to the deans of instruction and division assistant/associate deans on data collection and use of results.
- Based on feedback from division assistant/associate deans, the deans of instruction worked with them to devise a more uniform reporting format using templates to display assessment results. **(RD#39 division assistant deans' reporting forms template)**
- Annual reports from academic divisions, the general education coordinator and the Outcomes Assessment Coordinator include tabulation and display of data. **(RD#36 division annual assessment reports)**
- Some academic divisions and faculty have developed electronic systems for data collection. **(RD#40 AG Science, EMS, CISCO year-end reports)**
- IPRA works with faculty to develop and analyze data collection systems. **(RD#41 IRPA project sheets; RD#42 Starting Block, General Education capstone portfolio, composition writing assessments)**

WEAKNESSES OF THE 2003-2005 EFFORTS

- The process of collecting, tabulating and storing student assessment data is perceived as cumbersome and overly time-intensive by many faculty. **(RD#25 SLOA Committee SWOT analysis)**
- The increased use of IPRA support for outcomes assessment data collection without a parallel increase in IPRA resources was identified as a potential challenge. **(RD#25 SLOA Committee SWOT analysis)**
- Annual assessment reports submitted for 2003-2004 did not consistently provide data to support recommendations and actions and some assessment teams did not submit final reports.
- Some career/technical programs indicated poor correlation between the College's requirements for reporting/implementation of assessment plans and requirements, and reporting for professional accreditation groups and national licensure (e.g. Nursing, Carl Perkins). **(RD#30 Outcomes Assessment Summary Report 2003-2004)**

FUTURE ACTION

- Continued training of faculty and academic leadership in effective data collection and storage processes. Ongoing 2005-2006.
- Publication of model examples of data reports on College website and in IRC/SLOA newsletter. To be completed 2005-2006.
- IPRA, Office of Instruction and Outcomes Assessment Coordinator will work with individual division assistant/associate deans to maximize use of data to satisfy requirements for both the College and outside constituents. To be completed 2005-2006.

INCREASED FACULTY INVOLVEMENT IN ASSESSMENT ACTIVITIES AND DEVELOPMENT OF MEASURABLE PROGRAM GOALS

EVALUATION CONCERN D:

Greater number of faculty who are involved in assessment activities and who have developed measurable objectives for program educational goals.

INSTITUTIONAL REPLY:

The College has made steady growth in faculty involvement in assessment since ratification of the revised Student Outcomes Assessment Plan. In fall 2003, program-level assessment teams were identified within each division to participate in all phases of assessment: review of course and program outcomes, choice of assessment tools and design of local instruments, implementation and analysis of results.

While the original plan outlined in the 1994 Self-Study was essentially the work of a small group of faculty, the 2003 outcomes assessment plan incorporated the work of representatives from all the academic areas and was broadly reviewed before the final version was sent to the Faculty Senate for review.

Since the 2003 Self-Study report was published, responsibility for and participation in assessment of student learning has become more diffused rather than being seen as the sole responsibility of an outcomes assessment coordinator or single committee.

Responsibility for monitoring and mentoring faculty in identifying assessment goals and reviewing/revising course and program outcomes is with the Office of Instruction and division assistant/associate deans.

Once the faculty had participated in a complete assessment cycle and gained experience assessing students at the program level, they became stronger advocates for re-thinking course and program outcomes to ensure that outcomes were clearly stated, measurable and appropriately aligned. The Curriculum Committee was particularly busy in 2004-2005 as divisions put through course and program modifications based on assessment results.

STRENGTHS OF THE 2003-2005 EFFORTS

- Division assessment teams include full-time and adjunct faculty and, in some cases, students. **(RD#43 Assessment Matrix from fall 2003; RD#40 AG Science, EMS, CISCO year-end reports)**
- Faculty have developed or adapted a variety of assessment tools for use at both the classroom and program level, such as capstone projects, scoring rubrics, common exam questions, performances. **(RD#44 sample rubrics and Math common exam)**
- The Adjunct Faculty Liaison, Outcomes Assessment Coordinator and Office of Instruction provide regular faculty development on assessment topics; participants provide input into choice of topics for workshops. **(RD#37 agendas and documents from assessment workshops)**
- SLOA Committee members participate in annual presentations on assessment topics at faculty in-service in Sedona.
- Division year-end assessment reports include documentation of professional development activities related to assessment. **(RD#36 division annual assessment reports)**
- Faculty attend regional and national assessment conferences; several faculty have presented on assessment at professional conferences; one faculty member serves on a national committee developing mathematical standards for assessment of student learning. **(RD#45 sample presentations from paralegal conference, NM assessment conference, math association)**
- Announcements of faculty position openings and the actual hiring process reflected an increased emphasis on hiring faculty with knowledge of and experience with outcomes assessment. **(RD#46 sample job description and interview questions)**

WEAKNESSES OF THE 2003-2005 EFFORTS

- Although an array of faculty development activities has been provided to accommodate schedules of adjunct faculty, compensation for adjunct participation in assessment activities has been inconsistent and inadequate.
- There is low interest among faculty in accepting the position of Outcomes Assessment Coordinator as it is currently configured, i.e. full-time reassignment with district-wide responsibilities.
- The most common faculty complaints were that assessment responsibilities were unduly time-intensive, that “buy-in” and participation was not consistent throughout the College district. **(RD#38 SLOA Committee minutes; RD#36 division annual assessment reports)**

FUTURE ACTIONS

- Deans of the Prescott and Verde campuses will continue to clarify and encourage coordination and accountability of division assistant/associate deans district-wide, to ensure full implementation of plans and faculty participation at all locations. Ongoing.
- Review process and practices for adjunct faculty compensation for participation in assessment activities across the district and make recommendations to Office of Instruction. To be completed 2005-2006.
- Implement strategies and actions from strategic initiative #1 throughout the district. Ongoing.
- The Outcomes Assessment (OA) Coordinator, Office of Instruction and SLOA Committee will discuss the OA Coordinator job description and re-assigned time to recommend options for increasing flexibility of duties and schedule. To be completed fall 2005.

USE OF RESULTS TO IMPROVE INSTRUCTION AND CURRICULUM

EVALUATION TEAM CONCERN E:

Use of results to improve instruction and curriculum.

INSTITUTIONAL REPLY:

The institution's outcomes assessment plan identifies three purposes for assessing student achievement of course and program learning outcomes.

Regarding the first purpose of providing evidence that student learning has occurred, the College has improved in this area by requiring consistent, systematic submission of program assessment plans and annual reports on results; further, the College is doing a better job of archiving samples of student work that show the standards by which student acquisition of skills is measured.

The second purpose of improving teaching and curriculum is not as clear as purpose one at the program level. The greatest gain has been in linking assessment with curricular change as evidenced in the number and quality of curriculum proposals submitted from all academic divisions to the Curriculum Committee. Year-end assessment reports also identify recommendations and actions related to classroom instruction, but reports sometimes focus more on recommendations related to refining the assessment process and planning more faculty development activities than on strategies that directly impact what goes on in the classrooms.

The third purpose of using data on student learning to inform budget and planning has been strengthened as the IRC has clarified the strategic planning process and the role of environmental scanning in formulating and prioritizing strategic initiatives. The summary report on YC outcomes assessment included four overall recommendations and actions extrapolated from program-level assessment reports which were reported to the College President, Office of Instruction, IRC and Faculty Senate. All of the recommendations were acted upon in 2004-2005 and reflected in development of Strategic Initiative #1.

STRENGTHS OF THE 2003-2005 EFFORTS

- Program and course modification proposals submitted to Curriculum Committee note changes based on results of outcomes assessment. **(RD#47 documents from the Curriculum Committee notebook)**
- Review of the AAS degree requirements and its relationship to general education curriculum was initiated based on assessment results/recommendations. **(RD#48 agenda and notes from the AAS retreat June 05)**
- Year-end division assessment reports document how results have been used and examples are highlighted in the IRC/SLOA newsletter "Research and Assessment Notes." **(RD#18 Newsletters 2004-2005)**
- Professional Growth committee requests for faculty funding and Innovation College proposals document rationales based on assessment results and tied to improvement of student learning outcomes. **(RD#49 documents from Professional Growth committee; RD#50 documents from Innovation College)**
- A Developmental Education ad hoc committee was formed, program-level student learning outcomes were identified, and the College's strategic plan includes strategies and actions for assessment of developmental education.
- Assessment results in several divisions and the general education capstone assessment indicated that poor documentation and research skills were contributing to plagiarism. ITS leased a software program Turnitin.com and a group of faculty piloted the software during summer 2005. **(RD#51 Innovation College Academic Integrity report)**

WEAKNESSES OF THE 2003-2005 EFFORTS

- Some division year-end reports place greater emphasis on issues and recommendations related to program review rather than instruction and learning. **(RD#52 memos from IR/Outcomes Assessment Coordinator)**

FUTURE ACTIONS

- IPRA, Outcomes Assessment Coordinator and Office of Instruction provide feedback and mentor academic division assistant/associate deans about display of data and development of recommendations/actions more clearly focused on improving student learning. To be completed fall 2005.
- Continue to review AAS outcomes and curriculum alignment, expectations for writing across the curriculum. 2005-2006

ANNUAL REPORTING AND FEEDBACK CYCLE

EVALUATION TEAM REPORT CONCERN F:

An annual reporting cycle and feedback processes.

INSTITUTIONAL REPLY:

The “Student Outcomes Assessment Plan and Guidelines for Academic Divisions” includes a description of an annual reporting cycle based on a four-year plan that would feed into fifth year program review. The specifics of timelines connected with the assessment cycle were adjusted yearly by the Office of Instruction to coordinate with other academic planning priorities.

One problem with the reporting cycle had been linkage with the planning and budgeting cycle. Because the faculty are on an academic calendar and ten-month contract, timelines were not always compatible with the strategic planning cycle, which is on a fiscal calendar and the IRC committee meets year-round. The following cycle has been used for the last two years and seems to have addressed the problem.

REPORTING/FEEDBACK CYCLE

SEPTEMBER-DECEMBER:

Review findings and recommendations from previous academic year assessment reports: deans of instruction, Outcomes Assessment Coordinator, Director of Educational Data Analysis, division assistant/associate deans and other academic supervisors, as appropriate (Director of Developmental Education, General Education Coordinator).

Disseminate results: share recommendations, review, revise and/or develop annual program-level assessment plans through division meetings, Instructional Council, SLOA Committee, website and IRC/SLOA newsletter.

Write institutional assessment summary report: Outcomes Assessment Coordinator collates data and findings for final review by Instructional Council and SLOA Committee for submission to the IRC, Office of Instruction and Faculty Senate. SLOA Committee participates in SWOT analysis.

Data collection occurs throughout the academic year.

JANUARY-APRIL:

Progress Reports: division assistant/associate deans meet with deans of instruction to review progress in implementing program-level assessments. Recommendations from institutional assessment summary report that impact budget and planning are carried to the IRC as part of the environmental scanning process.

MAY-JUNE:

Year-end reports submitted: program-level assessment teams and academic divisions complete data analysis and submit findings, recommendations and actions to the Office of Instruction.

STRENGTHS OF THE 2003-2005 EFFORTS:

- Academic Division assessment plans and year-end reports have been completed each year, including analysis of results, recommendations and action items. **(RD#36 division annual assessment reports)**
- The General Education and Outcomes Assessment Coordinators correlate results of general education assessment with program-level assessments and submit summary findings, recommendations and actions to the Instructional Council and SLOA Committee for review before sending final reports to the College president, Office of Instruction and Faculty Senate. **(RD#38 SLOA Committee minutes)**
- The General Education and Outcomes Assessment Coordinators meet in the fall with division assistant/associate deans and deans of instruction to review results and recommendations from previous year assessments.

WEAKNESSES OF THE 2003-2005 EFFORTS:

- Some assessment teams did not complete data analysis and reports by the end of the academic year; subsequently, summary reports were delayed.
- Although the academic calendar included designated staff development days wherein district-wide meetings to coordinate assessment activities (planning, implementation, reporting) could have occurred, these meeting days were often re-scheduled for other purposes. **(RD#38 SLOA Committee minutes)**
- Although efforts were increased to communicate results of program assessments and their correlation to larger program area assessments, such as general education, developmental education and degrees/certificates, faculty (especially adjuncts) continued to comment that they weren't aware of either results or actions related to student assessments.

IMPLEMENTATION SCHEDULE**EVALUATION TEAM REPORT CONCERN G:**

Documentation of what aspects have been implemented and a schedule of what will be implemented and when they are expected to take place.

INSTITUTIONAL REPLY:

Although the outcomes assessment plan outlined in the 1994 Self-Study contained a detailed schedule of implementation, by the time of the next self-study in 2002-2003, the schedule had become obsolete because of changes in the assessment plan. Because the current assessment plan emphasizes assessment at the program level, division assessment plans and reports include timelines for implementation of actions to address recommendations. Action timelines are carried forward through the environmental scanning process into the strategic planning report and list of actions under the strategic initiatives.

STRENGTHS OF THE 2003-2005 EFFORTS

- Most program-level assessment plans included implementation schedules for both conducting the assessments and acting on recommendations. **(RD#36 division annual assessment reports)**
- The summary report on YC outcomes assessment for 2003-2004 included a timeline for implementing recommendations and actions.

WEAKNESSES OF THE 2003-2005 EFFORTS

- The implementation schedules in the summary report and individual division reports were not widely distributed to faculty.

FUTURE ACTIONS

- Make use of the renovated OA website, newsletter and committees to communicate all aspects of the assessment cycle to ensure that a feedback loop communicates results, recommendations and completion of actions emanating from assessment.

PROGRESS BEYOND PILOT PROJECTS

EVALUATION TEAM REPORT CONCERN H:

Progress on implementation beyond pilot projects.

INSTITUTIONAL REPLY:

Although program-level assessment had not been fully established by the 2003 NCA evaluation team visit, several initiatives had evolved beyond the pilot process at that time. The College wrote a response to the team report in fall 2003 **(RD#53 letter responding to team report)** to clarify in particular status of the general education capstone assessment portfolio, which in fact had completed its pilot phase in 1996. In September 1996, the Outcomes Assessment Coordinator and the co-facilitator of the English department's writing portfolio assessment gave a presentation on these assessment initiatives at the September meeting of the state Community College Board of Governors (now disbanded).

The College has collected and documented results of capstone assessment since 2000 using a holistic rubric tied to the general education core curriculum. The General Education coordinator correlates quantitative results from the capstone assessment with program-level assessments and outcomes from the division annual reports.

Academic divisions with programs leading to career/technical certificates and the AAS degree have collected and analyzed data from national tests and professional certifications to improvement teaching and learning.

Developmental education assessment was problematic until 2004-2005 when a policy for mandatory assessment of entry skills was implemented. Shortly thereafter, the college appointed a Director of Developmental Education and developmental faculty and staff on the Prescott and Verde campuses in 2004 who will provide training and coordination of developmental education assessment.

STRENGTHS OF THE 2003-2005 EFFORTS

- The general education capstone portfolio assessment has been ongoing since 2000; the annual report provides recommendations to the academic divisions and the General Education Coordinator presents the report to various committees and groups district-wide. **(RD#54 general education annual reports)**
- The composition writing portfolio has been a primary assessment tool since 1996 providing both direct measurement of learning at the classroom level (to the student and instructor) and at the program level using a internally-developed scoring rubric. Results have been tabulated for three years and compared to capstone scores and other district-wide writing assessments. **(RD#55 COM division year-end report; RD#56 memos from writing portfolio project)**
- The Starting Block Developmental Learning Community has worked closely with IR and the Communications and Math/Science faculty to track student achievement of program goals and learning outcomes since 2001. In spring 2005 faculty presented findings and samples of student PowerPoint projects at the annual New Mexico Higher Education Assessment and Retention Conference. **(RD#57 NMHEAR PowerPoint presentation)**

WEAKNESSES OF THE 2003-2005 EFFORTS

- Although major gains were made in establishing a developmental education program, an actual plan for measuring program-level student learning outcomes was not finalized.
- Focus of current reporting of many program-level assessments is on a year-to-year basis, making it difficult to review data longitudinally.

FUTURE ACTIONS

- OA Coordinator, Director of Educational Data Analysis and IPRA work with Office of Instruction to create matrix for looking at data results over time. Ongoing

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Yavapai
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CHAPTER 5

REPORT SUMMARY

As a result of the self-study process, Yavapai College is confident that it has succeeded in making significant and sustainable advancement in the areas of planning and outcomes assessment that were cited in the evaluation team report of 2003. This focused visit report presents evidence of the progress made since the 2003 continued accreditation team visit and highlights opportunities and actions for continuous improvement to better serve the students of Yavapai College.

During the past two years the path toward effective planning and outcomes assessment has faced many challenges. In spite of the challenges, the College has moved forward in improving the areas of concern by weighing and prioritizing them as strategic issues and developing response action plans. The College has learned about its strengths and gained insights into its weaknesses. The result has been a greater understanding of the benefit of linking continuous improvement planning and outcomes assessment throughout all levels of the institution.

Although significant improvement has been made, the College understands that its efforts are not a final product, but a process where continued progress will be outlined into a plan that will better guide Yavapai College toward fulfilling its mission.

Through the restructuring of the IRC committee and increased input from the College community, an overall strategic plan has been developed and implemented providing the College with a clearer view of where the institution is going, how it will get there, and how it will assess progress toward increased institutional effectiveness. Additionally, the IRC and budget committees are vital to linking planning priorities to budget decisions. By identifying necessary needs and reviewing their impact against the strategic plan, the College can more effectively prioritize resource allocation to best serve the institution.

The SLOA committee, working with the Office of Instruction, is responsible for creating a culture that has integrated assessment of student learning throughout the district and significantly increased involvement of full-time and adjunct faculty in assessment activities. Accordingly, curriculum and instructional changes are supported by data driven results of the assessment process and systematically incorporated into the College's planning process.

Based upon the evidence presented in this focused visit report, it should be clear that Yavapai College has made significant progress in both areas of concern. These improvements and institutional changes could not have occurred without the involvement and outstanding efforts of every staff and faculty member at all levels of the institution. As a continuous planning and outcomes assessment culture grows, the College expects to demonstrate sustained improvement and increased institutional efficiency.

This focused visit report serves as Yavapai College's official request for continued accreditation to include the areas of planning and outcomes assessment through 2012-2013.

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Yavapai
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Greater
Expectations
YAVAPAI COLLEGE SELF STUDY

MICHAEL DOUGHERTY, Dean of Student Services, x2219

BARBIE DUNCAN, Asst. Dean of Verde Student Services, x6528

RICK GIARDINI, Director of ITS, x2053

LISA GRIEST, Director of Library Services, x2132

CAROL HAMMOND, Student Learning Outcomes Assessment (SLOA)
Committee Representative; x2283

TOM HUGHES, Director of IR, x2205 (IRC Co-Chair)

BOB LYNCH, Chief Financial Officer, x2110

DIANE MAZMANIAN, Professional Staff Association, x2164

MIKE MURPHY, Interim President, x2022 (Co-Chair)

SUE SAMMARCO, Director of Public Information, x2001

TOM SCHUMACHER, Dean of Verde Campus Instruction, x6513

PAUL SMOLENYAK, Faculty Association President, x2326

SANDRA THURMAN-JACKSON, Institutional Research, x2206

BARBARA WING, Dean of Instruction, x2311

MARNEE ZAZUETA, Operational Staff Association, x7727

LINDA HARGIS, Student Verde Campus

The Institutional Review Committee was designed to give college wide representation to the planning and budgeting process. Members are selected by virtue of the position they hold with the college.

INITIATIVE 1**EXCELLENCE IN EDUCATION**

Yavapai College is dedicated to excellence in teaching and learning. As the number one priority of the institution, comprehensive instruction and student support planning ensures an environment for successful student learning and the documentation of student learning in transfer/general education, career/technical, basic skills/developmental education, and lifelong learning programs.

STRATEGY 1.1 – SUPPORT AND ENHANCE EXCELLENCE IN TEACHING AND LEARNING FOR ALL FULL- AND PART-TIME FACULTY.

ACTION:

1. Implement the District Instructional Resource Center (DIRC) with locations on the Prescott Campus and Verde Campus.
 - a. Identify funding sources and operational budget for the DIRC, including resources for professional development activities.
 - b. Establish faculty advisory committee, master teachers, faculty mentors, and peer presenters.
 - c. Develop schedule of professional development workshops to support all faculty.
 - d. Develop an on-line resource center for faculty.
2. Implement faculty evaluation processes beyond student evaluations.
3. Implement adjunct faculty mentoring program.
4. Use outcomes assessment data to identify faculty development needs and opportunities.

COMPLETION: June 30, 2006

RESPONSIBLE: Chief Academic Officer

SOURCE OF FUNDS: Request for new resources and reallocation of existing college resources

STRATEGY 1.2 – ESTABLISH ENROLLMENT MANAGEMENT PLAN TO ENHANCE STUDENT SUCCESS.**ACTION:**

1. Build annual schedule to meet student needs and maximize student planning.
2. Manage schedule-building process to maximize course enrollments, build enrollment capacity, and increase facility utilization.
3. Analyze enrollment trends and patterns to respond to growth/decline areas.
4. Evaluate delivery systems to facilitate remote learning, support student options and access, and maximize instructional resources.
5. Enhance or implement college systems including on-line registration, degree audit, room scheduling, college website and the student information system to support recruitment and retention initiatives.
6. Direct and prioritize marketing/advertising initiatives including use of the college website, print media, and radio/TV to build awareness of learning opportunities.
7. Re-examine recruitment and outreach efforts to more effectively reach targeted populations.
8. Develop a Student Success Plan to positively impact retention. Components to include expanded orientation options, access to mental health services, and increased channels for students and the college community to provide feedback on programs and services.
9. Explore cost-effective options to deliver lifelong learning.

COMPLETION: June 30, 2006

RESPONSIBLE: Chief Academic Officer

SOURCE OF FUNDS: Existing college resources and new resource requests

STRATEGY 1.3 – INTEGRATE LEARNING OUTCOMES ASSESSMENT INTO ALL INSTRUCTIONAL PROGRAMS, COURSES, AND INITIATIVES TO DOCUMENT STUDENT ACHIEVEMENT OF LEARNING OUTCOMES, IMPROVE TEACHING AND LEARNING, AND INFORM INSTRUCTIONAL, BUDGET AND PLANNING DECISION-MAKING.

ACTION:

1. Establish, review, and revise program and course learning outcomes on a regular basis.
2. Complete annual program assessment plans and integrate findings with the program review cycle.
3. Identify authentic and effective assessment measures to document student learning.
4. Collect data to document student learning and develop action plans for curriculum revisions, instructional design changes, and/or inform the use of quantitative and qualitative assessment tools.
5. Develop systems and provide mentoring and training to support data collection and action plans.

COMPLETION: June 30, 2006

RESPONSIBLE: Chief Academic Officer

SOURCE OF FUNDS: Existing college resources

STRATEGY 1.4 – ESTABLISH A COMPREHENSIVE, DISTRICT-WIDE DEVELOPMENTAL EDUCATION PROGRAM.

ACTION:

1. Review developmental coursework in reading, writing, math, and English language, and revise and create appropriate sequential courses.
2. Implement a research-based advising and counseling plan for developmental-level students identified as most at-risk.
3. Align the Developmental Education curriculum and Adult Basic Education curriculum.
4. Provide supplemental instruction to support the success of all students in need of developing knowledge and skills through district-wide tutoring with training that is certified by the College Reading and Learning Association; group tutoring

specific to courses and programs that express need. Additional English language learning using modules and software.

5. Improve the quality of instruction for developmental-level students through research-based professional training.

COMPLETION: June 30, 2006

RESPONSIBLE: Chief Academic Officer

SOURCE OF FUNDS: Existing college resources and new resource requests

STRATEGY 1.5 – CONDUCT REGULAR PROGRAM REVIEW TO EVALUATE PROGRAM EFFECTIVENESS, SUNSET PROGRAMS THAT NO LONGER MEET STUDENT NEEDS, AND RESEARCH IMPLEMENTATION OF NEW PROGRAM AREAS.

ACTION:

1. Review all instructional programs every five years to evaluate program effectiveness and accountability.
2. Sunset certificate and/or degree programs that are not meeting student/employer needs and/or not achieving desired enrollments.
3. Research implementation of new programs via environmental scanning, employer requests, or other documented need.
4. Review general education requirements for all associate degree programs to determine relevance to the program area, integration with the program area, and overall effectiveness.

COMPLETION: June 30, 2006

RESPONSIBLE: Chief Academic Officer

SOURCE OF FUNDS: Existing college resources

STRATEGY 1.6 – INCREASE DISTRICT INSTRUCTIONAL ACCESS AND IDENTIFY APPROPRIATE, COST-EFFECTIVE DELIVERY SYSTEMS.**ACTION:**

1. Evaluate delivery systems to facilitate remote learning, support student options, and maximize instructional resources.
2. Implement a district-wide process to determine which courses and/or programs are developed for on-line delivery.
3. Identify a district standard for on-line course development and instructional design.
4. Review and evaluate all existing and new on-line courses according to the established standards to assure student learning effectiveness and instructional quality.
5. Provide support systems to enhance various delivery systems.
6. Expand dual enrollment opportunities with county high schools.
7. Implement the expanded NAU/YC partnership and identify partnerships with other higher education institutions as appropriate.
8. Evaluate effective organizational structures and efficient methods for managing/ coordinating district-wide delivery of courses and programs.

COMPLETION: June 30, 2006

RESPONSIBLE: Chief Academic Officer

SOURCE OF FUNDS: Existing college resources and new resource requests

STRATEGY 2.3 – INSTITUTE A PROACTIVE PLAN TO INCREASE TUITION AND FEES GRADUALLY REDUCING DEPENDENCY ON STATE AID AND PROPERTY TAX RESOURCES.

ACTION:

1. Establish tuition and other revenue benchmarks with other Arizona rural community colleges.
2. Explore alternative revenue sources.

COMPLETION: Annually, in conjunction with the preparation of the district's budget

RESPONSIBLE: Vice President for Finance

SOURCE OF FUNDS: Existing resources

STRATEGY 2.4 – DEVELOP A DISTRICT-WIDE, FIVE-YEAR CAPITAL IMPROVEMENT PLAN (CIP) FOR NEW BUILDING PROJECTS IN EXCESS OF \$25,000.

ACTION:

1. Identify major capital projects district-wide.
2. Prioritize capital building projects in relation to strategic initiatives.
3. Identify future annual operating costs for new buildings.
4. Explore funding methods to finance prioritized projects, both capital and operational.
5. Update CIP annually with the development of the district's annual budget.

COMPLETION: October, 2005; thereafter, annually with the adoption of the district's budget

RESPONSIBLE: Vice President for Finance

SOURCE OF FUNDS: Local resources, grants, state aid, donations, lease-purchase, revenue bonds, pledged revenues obligations

STRATEGY 2.5 – DEVELOP A DISTRICT-WIDE, FIVE-YEAR PROGRAM FOR THE REPLACEMENT OF CRITICAL EQUIPMENT.**ACTION:**

1. Identify recurring critical capital equipment needs district-wide.
2. Prioritize needs in relation to strategic initiatives.
3. Implement, based on the availability of funds, each year within the adoption of the annual budget.
4. Update annually with the development of the district's annual budget.

COMPLETION: December, 2005; thereafter, annually with the adoption of the district's budget

RESPONSIBLE: Vice President for Finance

SOURCE OF FUNDS: Local resources, grants, state aid, donations, lease-purchase, revenue bonds, pledged revenues obligations

INITIATIVE 3**LONG-RANGE FACILITIES PLANNING**

Master planning addresses long-range facilities, site and infrastructure planning that is necessary to provide students with excellent learning environments and accommodate future growth. This initiative ensures that facilities will meet the educational needs of our students and community.

STRATEGY 3.1 – COMPLETE MASTER PLAN BOND PROJECTS ON THE PRESCOTT AND VERDE CAMPUSES.

ACTION:

1. Complete renovations to buildings 1, 2, 3, 5, 6, 7, 11, 12, 20, and 31 on Prescott Campus.
2. Complete construction of the Community Learning Commons on the Verde Campus.
3. Evaluate programming needs of the Verde Campus, develop renovation plans, and complete renovations to existing buildings on the Verde Campus.
4. Complete landscaping around buildings L and M on the Verde Campus.

COMPLETION: December 30, 2006

RESPONSIBLE: Master Plan Project Coordinator

SOURCE OF FUNDS: Master Plan funds and operating budget/resource allocation requests

STRATEGY 3.2 – ASSESS MASTER PLAN BOND PROJECTS ON THE SEDONA, PRESCOTT VALLEY, AND CORDES JUNCTION LOCATIONS.

ACTION:

1. Evaluate utilization and current programming of Sedona and Prescott Valley locations.
2. Resolution of existing site/access issues at the Sedona Center.
3. Develop data to drive decision making on all three locations.

COMPLETION: June 30, 2006

RESPONSIBLE: Master Plan Project Coordinator

SOURCE OF FUNDS: Master Plan, existing operating budgets

STRATEGY 3.3 – MANAGE DESIGN AND CONSTRUCTION OF THE DEL E. WEBB CENTER FOR FAMILY ENRICHMENT.**ACTION:**

1. Develop memorandum of understanding between the YC Foundation and the college.
2. Coordinate planning and design process with architectural design firm.
3. Coordinate construction.

COMPLETION: December 30, 2006**RESPONSIBLE:** Master Plan Project Coordinator**SOURCE OF FUNDS:** Outside donations**STRATEGY 3.4 – IDENTIFY ADDITIONAL RESOURCES TO SUPPORT CAPITAL EXPENDITURES AND OTHER COSTS RELATED TO THE IMPLEMENTATION OF THE MASTER PLAN.****ACTION:**

1. Consolidate resources in Chino Valley and redirect sale proceeds.
2. Seek outside funding/grants to support increased project scope.
3. Ensure that there are budgeted dollars to support reallocation of project funding from Master Plan to Facilities.
4. Develop expenditure estimates to support the increased infrastructure and staffing requirements as new buildings come on-line.

COMPLETION: December 30, 2005**RESPONSIBLE:** Master Plan Project Coordinator**SOURCE OF FUNDS:** Operating budget, Prop. 301, partnerships and outside funds

STRATEGY 3.5 – DEVELOP LONG-RANGE ESTIMATES FOR THE REPLACEMENT OF FACILITIES AND INFRASTRUCTURE.**ACTION:**

1. Maintain ongoing preventative maintenance to maximize useful life of all buildings, furniture, fixtures and equipment.
2. Update Facilities Conditioning report.
3. Create a five-year schedule of critical repairs with assigned budget priorities.
4. Solicit long-range capital (buildings, equipment, etc.) needs district-wide.

COMPLETION: June 30, 2006**RESPONSIBLE:** Master Plan Project Coordinator**SOURCE OF FUNDS:** Operating budget

INITIATIVE 4**DEVELOP OUR HUMAN CAPITAL**

All of our employees are at the heart of the institution's ability to create, apply and disseminate knowledge. This initiative is designed to assist in the retention and recruitment of the most qualified full- and part-time staff and faculty, and to use our human resources in the most cost-effective ways possible.

STRATEGY 4.2 – OVERALL SALARY FOR FACULTY AND STAFF SHOULD BE WITHIN +/- 10% OF COMPARISON TO MARKET.

ACTION:

1. Complete compensation survey, recommend changes, and implement.
2. Begin a practice of annual review of salary schedules for possible adjustments.
3. Review and amend procedures for future salary review/adjustment.
4. Design and distribute a "Total Compensation Value" benefits summary for full-time faculty and staff.

COMPLETION: Action 1: September 30, 2005
Action 2: January 31, 2006; thereafter, annually
Action 3: October 31, 2005
Action 4: August 31, 2005

RESPONSIBLE: Director of Human Resources

SOURCE OF FUNDS: Existing operating budget

STRATEGY 4.2 – CREATE PERFORMANCE MANAGEMENT CULTURE AT YAVAPAI COLLEGE WHEREIN EMPLOYEES KNOW WHAT IS EXPECTED OF THEM, THEY DEVELOP THE SKILLS AND ABILITIES TO FULFILL THOSE EXPECTATIONS, THEY FIND OUT HOW WELL THEY ARE FULFILLING THOSE EXPECTATIONS AND ARE EITHER REWARDED OR NOT, AS IS APPROPRIATE.

ACTION:

1. Develop and launch a district-wide performance management system.
2. Develop complimentary reward system as part of compensation.

COMPLETION: Actions 1 and 2: October 31, 2006

RESPONSIBLE: Director of Human Resources

SOURCE OF FUNDS: Existing operating budget

STRATEGY 4.3 – ESTABLISH NON-FACULTY STAFFING BENCHMARKS USING DATA FROM SIMILAR INSTITUTIONS AND STAFFING ANALYSIS OF DEPARTMENTS.**ACTION:**

1. Conduct annual staffing surveys.
2. Utilize staffing survey results in guiding requests for new resources.
3. When appropriate, use a third party advisor for staffing analysis of YC departments.

COMPLETION: Annually**RESPONSIBLE:** Director of Human Resources**SOURCE OF FUNDS:** Existing resources**STRATEGY 4.4 – CONTROL NON-INSTRUCTIONAL POSITION GROWTH USING EXISTING CAPACITIES OF PERSONNEL, WHENEVER POSSIBLE.****ACTION:**

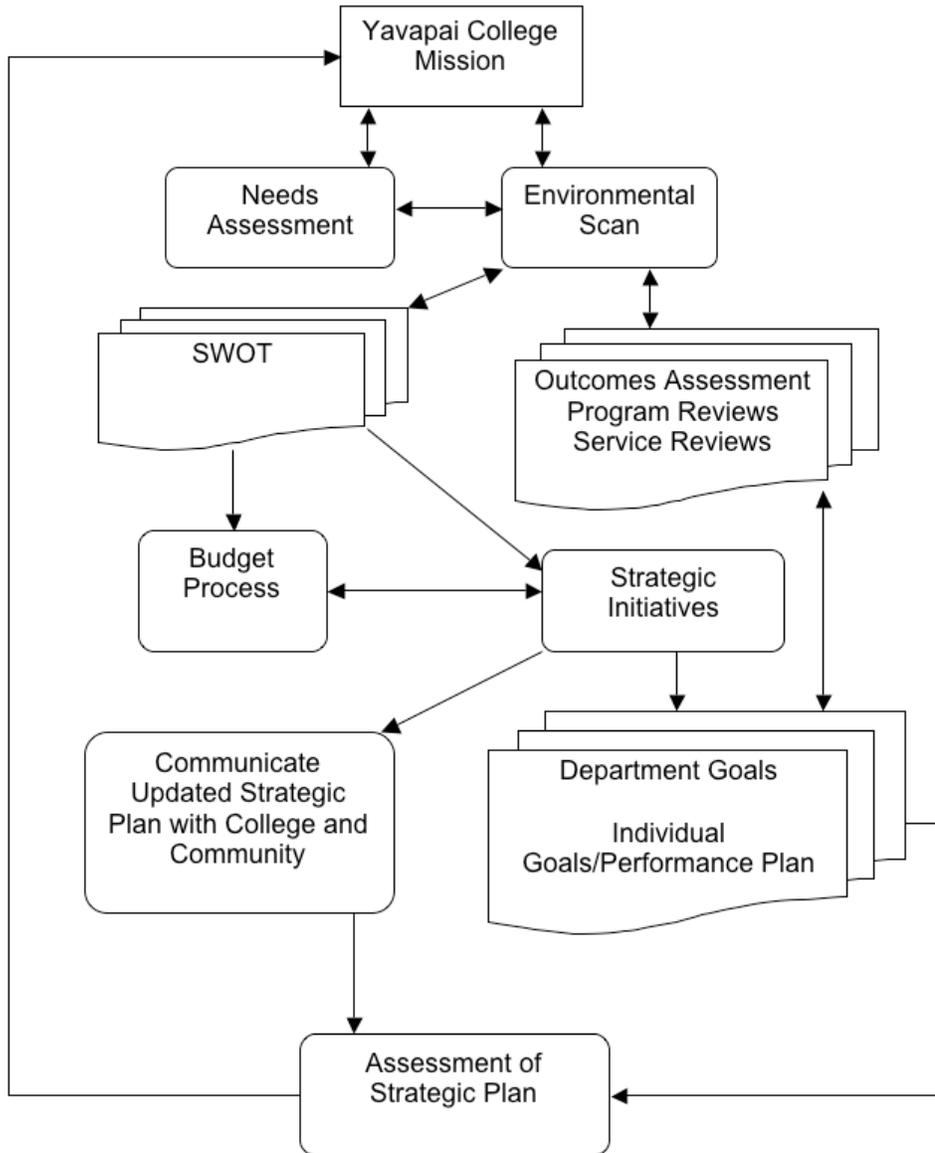
1. Through attrition and a thorough review of vacancies, determine the best use of existing staff prior to recruiting externally.

COMPLETION: Ongoing**RESPONSIBLE:** Director of Human Resources**SOURCE OF FUNDS:** Existing resources

YAVAPAI COLLEGE PLANNING FLOW CHART

APPENDIX C
 AUGUST 2005
 YAVAPAI COLLEGE
 SELF-STUDY
 REPORT

MISSION CENTERED/DATA DRIVEN PLANNING



Community colleges in the United States have been providing higher education for almost 100 years. Nationwide, more than 10.4 million students are enrolled in community colleges¹. In today's "knowledge economy," students and employers require quick and cost-effective education and training. Funding sources are ever changing and state funding has been trending downward. Community colleges are challenged more than ever to respond quickly to a wide array of economic and social issues.

NATIONAL OUTLOOK

Funding at both the federal and state levels is in flux. Nationally, state funding for colleges and universities has declined while states have increased pre-K through grade 12 funding. Perkins' federal vocational funding has been reauthorized. Other federal funding changes are up in the air with a national deficit growing rapidly. Currently, only 2.6% of the federal budget goes to education.

A bill to renew the Higher Education Act has been introduced again this year. Possible outcomes could be: changes to subsidies that impact fixed-rate consolidation loans; make Pell grants available year-round; changes in aid granted to students currently ineligible for federal aid due to drug-related offenses; increase loan limits for freshmen and sophomores.

In the proposed 2006 federal budget, many education-related programs were earmarked to be eliminated or to undergo major reductions. Affected programs include: Tech Prep State Grants, Upward Bound, Talent Search, LEAP, and Perkins Loans: Capital Contributions and Loan Cancellations.

ARIZONA OUTLOOK

The Morrison Institute for Public Policy at Arizona State University has identified five major issues facing Arizona. The report "Five Shoes Waiting to Drop on Arizona"² identifies these issues as: A Talent Shake Up, Latino Education Dilemmas, A Fuzzy Economic Identity, Lost Stewardship and the Revenue Sieve.

The Talent Shake Up refers to Arizona's inability to attract the best brain power and a failure to grow homegrown talent due to poor performing public schools. Latino Education Dilemmas represents both a challenge and an opportunity. Latinos now make up almost half of the under-18 population in Phoenix and Tucson. If the current Latino graduation rate of 50% is not bettered, an important potential talent pool could become a liability. Arizona's Fuzzy Economic Identity refers to a lack of focused economic direction and a gap between a growing high-tech market and the ability to economically support it. Lost Stewardship states that Arizona leaders are too focused on single issues and not focused on what is good for Arizona. The

Revenue Sieve refers to Arizona's antiquated tax system that hampers that state's ability to raise sufficient revenues.

The Eller College of Management at the University of Arizona has predicted a positive outlook for Arizona in the coming years. Statewide, Arizona is projected to see growth in leisure and hospitality, retail, professional and business services, and information industries³.

Does Arizona have a teacher shortage? Research is inconclusive. A report⁴ from the Morrison Institute states that Arizona does not currently have a teacher shortage. The report notes that there is a potential for an imbalance of teachers between metropolitan and rural areas of Arizona. Marshall Vest, Director of the University of Arizona Forecasting Project³, suggests that the shortage of teachers in Arizona is perpetual.

For Arizona, one of the largest employment shortages is in the area of healthcare and social services – particularly nurses, medical technologists, and pharmacists³.

YAVAPAI COUNTY OUTLOOK

Yavapai County and its major cities and towns are expected to continue to grow rapidly. Yavapai County grew 10% between 2000 and 2004 and is projected to grow another 16% between 2004 and 2009⁵. Yavapai County is unique in that much of its growth is due to older individuals who relocate and remain. The report *Gray Matters: An Economic Analysis of Yavapai County's Senior Industries* found that Yavapai County's population is almost a decade older than the U.S. as a whole⁷.

Major industries in the county are retail trade, services, and public administration. Best paying industries include: finance, insurance and real estate, public administration, and manufacturing⁶. Again, seniors have a significant impact on specific industries such as medical services, construction, retail, and real estate.

Arizona ranks 47 out of 51 in its high school grade 9-12 dropout rate (8.5%)⁸. Yavapai County's dropout rate is even more of a concern at 11.0%. Within Yavapai County, dropout rates vary widely by school. In 2002-03, Prescott High School reported a dropout rate of 2.8% (57 students), while Excel Education Centers, Inc. (Prescott) had a dropout rate of 49.4% (84 students).

GEO-DEMOGRAPHIC TRENDS

Yavapai County's rapid growth is expected to continue over the next five years. Current population estimates show Yavapai County as the home of 185,793 persons in 2004, and this figure is projected to grow 16% over the next five years. Hispanics are the fastest growing population sector and are projected to grow 30% over the next five years and represent 12% of the county's population. The Hispanic population is also much younger (median age 27) than the county average of 55 years of age.

ENVIRONMENTAL SCAN SUMMARY, SPRING 2005

APPENDIX D

AUGUST 2005
YAVAPAI COLLEGE
SELF-STUDY
FOCUSED VISIT
REPORT

Population projections for the next five years suggest a viable and growing market for recruiting traditional age students in east and west Yavapai County. In addition to targeting graduating students, an emphasis on recruiting dual enrollment students looks very viable. Past surveys of traditional age students 18-24 show that parents have the strongest influence on students' higher education decisions. Therefore, in addition to marketing to high school students, their parents should also be courted. The largest and fastest market growth is occurring in the age range between 45 and 64. Determining the needs of this rapidly growing market should be a high priority.

Yavapai County Population by Selected Locations and Age

Age Groups	12-17	18-24	45-54	55-64
2004 County Pop.	14588	13747	28069	26279
2009 County Pop.	17159	16840	34480	34231
Five-year growth*	1361	2025	3335	3940
Increases over next five years - 2009				
East County	12-17	18-24	45-54	55-64
Clarkdale	48	52	100	113
Cottonwood	141	193	243	268
Sedona	125	156	512	622
Camp Verde	191	214	369	397
East Total	505	615	1224	1400
West County	12-17	18-24	45-54	55-64
Prescott	308	796	1108	1451
Prescott Valley	393	466	698	782
Chino Valley	155	148	305	307
West Total	856	1410	2111	2540

*based on East County and West County figures provided above

Detailed demographic data by campus and community follows.

1. National Profile of Community Colleges: Trends and Statistics, Third Edition (2000), Community College Press.
2. Melnick, R. (2001). Five Shoes Waiting to Drop on Arizona's Future. Morrison Institute for Public Policy, Arizona State University, Arizona Board of Regents.
3. Vest, M. (2005). Economic Outlook: 2005-2006. Eller College of Business and Public Administration, University of Arizona.
4. Gau, R., Palmer, L., Melnick, R. & Heffernon (2003). Is There a Teacher Shortage?: Demand and Supply in Arizona. Morrison Institute for Public Policy, Arizona State University, Arizona Board of Regents.
5. Development Alliance Community Demographics (2004). <http://www.developmentalliance.com>
6. Profile: Yavapai County, Arizona: 2004. Arizona Department of Commerce.
7. Heffernon, R., Rex, T. (2002). Gray Matters: An Economic Analysis of Yavapai County's Senior Industries. Morrison Institute for Public Policy, Arizona State University, Arizona Board of Regents.
8. Annual Dropout Rate Study: 2002-03. Arizona Department of Education.

PROGRAM ASSESSMENT AREAS MAP

Program Assessment Areas

