



The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools



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## MULTI-SITE VISIT FORM

(PLEASE TYPE ALL INFORMATION)

<b>Institution:</b>	
Yavapai College	
<b>Site #1:</b>	
Prescott Valley Center (PVC): 6955 Panther Path, Prescott Valley, AZ 86314	
<b>Site #2:</b>	
Career and Technical Education Center (CTEC): 220 Ruger Road, Prescott, AZ 86301	
<b>Site #3:</b>	
Chino Valley Agribusiness and Science Technology Center: 2275 Old Home Manor Drive, Chino Valley, AZ 86323	
<b>(please include Site Name, Street, Town, State, Zip Code)</b>	
<b>Date Reviewed:</b>	
September 15-16	
<b>Reviewer:</b>	
DeLois P. Weekes	

Instructions: In order to document effective administrative systems for managing multiple sites, please complete the following. For each item, check **adequate** or **attention needed**, and indicate in comments the Institution's strengths and/or opportunities for improvement in controlling and delivering degree programs off campus. **1. I**

**Instructional Oversight.** What evidence confirms that the institutions effectively oversees instruction at the site? Consider, in particular, consistency of curricular expectations and policies, timely availability of coursework needed for program and graduation requirements, faculty qualifications, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

**Judgment of reviewer - check appropriate box:**  adequate  attention needed

**Comments:**

The Vice President of Academic and Student Affairs is tasked with instructional oversight for the college. He obtains input from the campus and division deans, program directors, and other constituents. He has been in the position for approximately 5-months and is viewed as inclusive in his approach to oversight of academic and student affairs. The College District Governing Board has final approval on new curriculum.

Division deans work collaboratively with the College Human Resources Department to recruit, credential, verify degrees, and/or certifications for FTE and adjunct faculty. Campus and Division Deans orient FTE and adjunct faculty, and ensure that performance evaluations are completed for all FTE and adjunct faculty.

The College-wide curriculum committee is a standing faculty committee. Evidence was provided to substantiate that requests for new program offerings and curriculum changes are submitted to the committee for review and approval. Faculty could articulate processes and procedures they would follow to submit new program offerings and/or curriculum changes to the committee for review and potential approval.

A College-wide schedule is being developed to facilitate student advisement. This schedule is expected to enable students to move toward timely graduation. Expected completion of the new academic year schedule is 2010 - 2011. Although some degree programs are only offered at the off-site locations, the programs and curriculum are approved via the same process and procedures.

The College is encouraged to continue working to ensure that faculty at off-site centers have the same opportunity to serve on the college-wide curriculum committee as do faculty on the main campus.

**2. Academic Services.** What evidence confirms that institution delivers, supports, and manages necessary academic services at the site? Consider, in particular, the level of student access (in person, by computer, by phone etc.) to academic advising/placement, remedial/tutorial services, library materials/services, and attention to student concerns.

**Judgment of reviewer - check appropriate box:**  adequate  attention needed

**Comments:**

On September 15<sup>th</sup> I met with Dr. Gillespie, Vice President of Academic and Student Affairs, Barb Wing, Prescott Campus Dean, Adrienne Tabar, Dean of Student Affairs, and Susan Fleming, Prescott Valley Center Dean. Based on evidence in the Report, print materials, website, and examples discussed during the meetings, academic services are deemed to be adequate. The District-wide Dean of Student Affairs works collaboratively with the campus deans to coordinate and insure that campus-based services are met. There is a director of academic advising and counseling who meets regularly with academic advisors.

Students are able to move between locations for classes, and can register at the nearest location. Each site has a computer center where students can access information about classes, contact advisors, etc. Students can also access advisors in person or by phone.

Tutoring is provided through the Learning Center. There is an online writing tutor who responds within 48 hours to students who send in their papers. There are numerous retirees in the area with graduate degrees that are hired as tutors through the Learning Center. Faculty spends a portion of their office hours tutoring students. The Director of Student Services meets with faculty to hear from them about student needs. The Library staff provides training workshops for tutors. The processes and procedures for assuring student access to tutoring are extensive and available. Evaluation of tutors is mostly informal, and staff believed that immediate knowledge of problems and complaints was received.

Students have access to individual and group advisement. The College website provides academic information for the entire district. Students at off-site locations are mentored and trained on how to access information about classes, student services such as financial aid, workforce development, as well as career services and skills. All students take 1-credit hour in workplace readiness.

Currently, there are understood channels whereby students give input about academic services. It was stated that students are educated about the channels and supported in their use. It was also stated that the Noel-Levitz Student Satisfaction Survey will soon be instituted as a means of formalizing the process.

Student Affairs staff is not assigned to each off-site location. However, clerical/administrative staff is trained to provide academic advising to students or to assist them in gaining access to student affairs staff on Prescott, Verde, or Prescott Valley campuses. The dean of the Career Tech and Chino Valley centers has instituted a practice of sending administrative staff to the Prescott campus during the summer to shadow student affairs staff and learn more about academic advising. Administrative staff was very positive about the benefits of this practice.

**Suggestions:**

1. While staff may receive immediate and accurate feedback about problems, concerns related to tutors/tutoring, it is suggested that a formal system for evaluation of tutors and tutoring services be established that would enable systematic feedback to be obtained from not only students, but also faculty, staff, and tutors themselves.
2. The college is encouraged to move forward with establishing a more systematic and formalized process for assessing student satisfaction.

**3. Adequacy of Assessment of Student Performance.** What evidence confirms that the institution measures, documents and analyzes student academic performance sufficiently to maintain academic quality at the site? Consider, in particular, setting of measurable learning objectives, actual measurement of performance, and analysis and use of assessment data to maintain/improve quality.

**Judgment of reviewer - check appropriate box:**  adequate  attention needed

## Comments:

There is a College-wide Student Learning Outcomes Assessment (SLOA) Committee. Findings from SLOA assessment is shared at district meetings such as Instructional Council, Curriculum Committee, and the President's Leadership Team (PLT), as well as with other college departments, e.g., Institutional Research and Student Affairs.

Assessment Workshops are integrated into pre-semester faculty meetings for at off-site locations. Workshops are also conducted by the Technology Enhanced Learning Services department at the summer and winter institutes to train faculty. If faculty at off-site locations identify an assessment issue, it is possible to request specific training workshops. And, if analysis of SLOA assessment surfaces concerns, the Vice President for Academic and Student Affairs can call for additional workshops. The Committee meets monthly to discuss questions or concerns with site division faculty members and deans.

There is an SLOA Home Page that delineates the mission, purpose, and objectives of the SLOA Committee. Home Page also includes meeting dates, committee membership, roles of division deans, faculty and staff in assessment, and plan for outcomes assessment of degree programs, courses, and general education. Each Division submits Assessment Plans, Reports, and Year-end Summaries to the committee. The reports include pre and post test data, assessment findings, issues, and plans for the ensuing year. Faculty training videos, (e.g., comprehensive guide to SLOA for faculty and staff, process and guidelines, timeline, along with forms and other tools are included on the SLOA Home Page).

The College describes assessment as being faculty driven, so "Assessment Friday" was instituted and occurs on the 3<sup>rd</sup> Friday of each year. Assessment Friday celebrates assessment for the entire college and provides outreach to faculty and divisions on assessment issues and questions. Faculty members on the Prescott Valley, CTEC, and Chino offsite campuses were asked to give examples of assessment issues they had encountered and how they had worked with the SLOA to resolve them. The Assessment Coordinator easily provided examples and spoke to the role of the SLOA. However, faculty members were less able to do so. They were able to speak to assessment in the classroom for their specific courses, but seemed to have limited familiarity with how the SLOA could help them with assessment of student learning outcomes.

**Suggestion:** Identify strategies to assist FTE and Adjunct faculty members at off-site locations in gaining increased knowledge and understanding of the interface between the SLOA and what goes on in the classroom. This would seem to fit nicely with "Assessment Friday." Also, consider conducting "Assessment Friday" outreach to off-site campuses more frequently than once a year.

**4. Student Services.** What evidence confirms that the institution delivers, supports, and manages necessary student services at the site? Consider, in particular, the level of access (in person, by computer, by phone, etc.) to admissions, registration/student records, financial aid, job placement services, and attention to student concerns.

**Judgment of reviewer - check appropriate box:**     adequate                       attention needed

## Comments:

There are district-wide advisement resources for all students. The College is piloting a faculty advisor model. Two-way computers are used at several of the off-site centers to help students learn online processes for advisement. Online admissions, registrations, business office, student records, and financial aid services are available to students twenty-four hours per day through the student portal system. Students receive advisement by phone and e-mail. In person advisement occurs once each semester. Beginning fall 2011, students will be able to do self-grad audits.

Academic Advisors are based at the Prescott main campus and rotate to off-site locations. Staff at the front counters assist students with basic student services, and make appropriate referrals to admissions and registration as needed and appropriate.

A number of college-wide changes are being made so that students will be able to do more self-advisement and self-monitoring of progress. While this is likely to be very useful to students, it is suggested that a comprehensive communication be developed and sent to students prior to the changes to apprise them of what is coming, why, how, and who will be affected.

Students at the CTEC Center reported being challenged by the change to online registration. They did not sense that they received personal attention or assistance from the Registrar's Office, and expressed the need for more help, especially with registration. They reported feeling like they got the "run-around" from student services and academic advisors. For example, they discussed not getting communication about the name of their academic advisor and when he or she was available, not being aware that they could take multiple courses at the same time, and not being clear about pre-and-co-requisites. They also identified the need for more and better explanation about the financial aid available to them. It is *strongly suggested* that provision of improved student services at the CTEC Center be a focus of *immediate attention*.

**5. Facilities.** What evidence confirms that the facilities at the site meet the needs of the students and the curriculum? Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (location, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.)

**Judgment of reviewer - check appropriate box:**     adequate                       attention needed

**Comments:**

The general facilities were comparable at each off-site location. The differences in facilities were observed to be guided by and appropriate to the programs delivered at the center—career technology and agribusiness.

**6. Marketing and Recruiting Information.** What evidence confirms that the information presented to students in advertising, brochures, and other communications is accurate?

**Judgment of reviewer - check appropriate box:**     adequate                       attention needed

**Comments:**

There was alignment of the general information presented about College programs, and courses in print materials, on the website, and as reported by students. However, there was expressed concern from staff at the CTEC and Chino Centers that print materials about the specific programs was fragmented. A website redesign is planned that will enhance individual program marketing.

## SUMMARY RECOMMENDATION

Check one and only one

- Overall, the pattern of this institution's operations at its extended sites appears to be adequate, and no further review or monitoring by the Higher Learning Commission is necessary.
- Overall, the pattern of this institution's operations at its extended sites needs some attention, as detailed in the individual site visit comments, and the institution can be expected to follow up on these matters without monitoring by the Higher Learning Commission. The next scheduled comprehensive review can serve to document that the matters identified have been addressed.
- The overall pattern of this institution's operations at its extended sites is inadequate and requires Commission attention. The institution should address the concerns summarized below and document be listed in the institution's Statement of Affiliation Status.

Date progress report should be due: \_\_\_\_\_

Specific concerns that progress report should address:

## **Streamlined Review Process Report Form** (MACRO Web Application Approval)

**Please complete the these five questions ONLY if you are reviewing  
a Streamlined Approval Institution**

Overall Hallmarks:

- Yes  No      The institution has been accredited for at least 10 consecutive years and is in good standing with the Commission with no record of any action during that period for sanction, show-cause, or monitoring of quality issues at existing sites or campuses.
- Yes  No      The institution has three or more approved off-campus sites offering 50% or more of an instructional program leading to a degree?
- Yes  No      The institution's opening or closing of sites fits its mission?
- Yes  No      The institution is offering programs at sites that are an extension of existing programs or has prior Commission approval to offer new programs at the site?
- Yes  No      The institution has demonstrated appropriate academic controls; regular evaluation by the institution of its sites; a pattern of adequate faculty, facilities, resources, and academic/support systems; financial stability; and long-range planning for future expansion?