Off-Campus Locations:
Prescott Valley Center
Career and Technical Education Center
Chino Valley Agribusiness and Science Center
Sedona Center

November 9 and 10, 2015
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OVERVIEW STATEMENT

1. Provide a brief overview statement about current additional locations, and about the institution’s general approach to off-campus instruction. List the current approved active additional locations. Be sure to include with each location the full address and all academic programs offered at the location.

Established in 1965, Yavapai College (YC) is a public two-year community college. The College’s mission is to provide quality higher learning and cultural resources for the diverse populations of Yavapai County. As a comprehensive institution, YC offers transfer, career and technical, workforce development, and community education programs and coursework.

With an 8,000 square mile service area, YC extends its reach beyond its campuses in Prescott and Clarkdale by offering quality academic and community education programs online and at the following approved active locations:

**Chino Valley Agribusiness and Science Technology Center**
2275 Old Home Manor Drive, Chino Valley, AZ 86323 (928) 717-7720

The Chino Valley Agribusiness & Science Technology Center houses the following programs: Agribusiness Technology, Animal Care & Management, Production Horticulture, Canine Care & Handling, Therapy & Service Dog Team Skills, Equine Practitioner, Electrical Utility Technology, Unmanned Aircraft System, and offers general education classes, including English, math and science.

**Career and Technical Education Center (CTEC)**
220 Ruger Road, Prescott, AZ 86301 (928) 776-2002

CTEC is a state-of-the-art, 108,000 square feet facility that is home to Yavapai College’s career and technical programs. Programs offered include Applied Pre-Engineering, Automotive Technology, Computer Numerical Control (CNC), Diesel Technology, Electronic Technology, Fixed Wing Pilot, Helicopter Pilot, Gunsmithing, Industrial Machine Mechanic, and Welding.

**Prescott Valley Center**
6955 Panther Path, Prescott Valley, AZ 86314 (928) 717-7911

The Prescott Valley Center is home to YC’s emergency services programs. Programs include Emergency Management Applications, Emergency Medical Services, Fire Science, and Police Certification. Prescott Valley also offers general education classes, including English, math and social and behavioral science.

**Sedona Center**
4215 Arts Village Drive, Sedona, AZ 86336 (928) 649-4266

The Center is home to the vibrant Osher Lifelong Learning Institute (OLLI), the Small Business Development Center, Community Education for the Verde Valley, and for-credit courses.
Approach to Off Campus Instruction

Yavapai College operates under a centralized model where district policy and decisions do not differ by location (on-campus or off-campus). The District Governing Board, operating under Policy Governance, directs the President to approve, guide, and implement YC’s operational policies.

The President accomplishes this through the president’s leadership team (PLT) that is responsible for district level oversight of instructional programs and academic and non-academic policies, and a robust shared governance process with input from faculty and staff. Provided in the appendices is a list of PLT members and their areas of responsibility.

In the Next Six Months

There is no additional location growth planned within the next six months. Through the college’s strategic planning and master plan processes, the College is exploring opportunities for increased credit and non-credit programming at the Sedona Center that meet the communities’ needs. During the fall 2015 semester, the Sedona Center will receive a roof replacement, new exterior stucco, and paint.

In the Next Three Years

Within the next three years, there is projected growth in career and technical programs at CTEC. Recent renovations completed in summer 2015 including new classrooms, computer labs, faculty offices, instruction labs, and environmental enhancements position YC to respond to this growth.

In fiscal year 2017, the Sedona Center will be renovated in anticipation of growth in for-credit community-education, and OLLI programming.

In the Next 10 to 20 Years

The College’s master plan recommends the sale of the current Prescott Valley Center and the construction of a new center in Prescott Valley that is more strategically aligned with the service area’s population growth and interstate infrastructure. The new and expanded Prescott Valley Center would be home to YC’s nursing and allied health programs. In addition, the master plan, due to infrastructure and population changes recommends exploring the closure and sale of the Chino Valley Center and consolidating its programs at other locations throughout the district.
INSTITUTIONAL PLANNING AND FACILITIES

1. How does the institution ascertain that facilities at each location will meet the needs of the students and the curriculum?
2. How does the institution ensure that the facilities at each location meet the needs of students and the curriculum?

Yavapai College has a robust planning process that includes a district-wide strategic plan, a 10-year campus master plan, and an educational master plan. In addition, there are multiple processes in place that ensure that facilities meet the needs of the students and program curriculum. This includes annual academic program reviews, program, general education, and course assessment processes, and external advisory boards for occupational and vocational programs. For direct student input, the College regularly seeks student feedback through the Noel-Levitz Student Satisfaction Inventory survey and end of term course evaluations.

All YC facilities are held to the same standards regardless of location. The College contracted with the architectural and engineering firm GHLN to complete a Facilities Condition Index (FCI) assessment that examined every YC building and provided a FCI score. The FCI is the ratio of deferred maintenance dollars to replacement dollars and provides a straightforward benchmark of the colleges physical assets. YC received an exceptionally high FCI score. To ensure that facilities remain in like new condition, the Facilities department maintains a capital improvement plan to guarantee that regular maintenance is planned and performed.

Off-campus teaching facilities are equipped with the same instructional technologies and capabilities to support instruction as are used on YC’s Prescott and Verde Valley Clarkdale campuses. Faculty have appropriate teaching space designed for multiple modes of instruction including direct instruction, collaborative work, multi-media presentations, and internet connectivity to academic support services such as the library and teaching and e-learning (TELS) support. YC’s Information Technology Services (ITS) also maintains a 24-hour help desk for addressing student and faculty needs at any instructional location.

Yavapai College employs administrators and staff who are responsible for direct oversight at off-campus locations. These positions include the Dean of Career and Technical Education at CTEC, the Executive Dean for the Verde Valley Campus and the Sedona Center, the Associate Dean of the Chino Valley Center, and the Associate Dean of the Prescott Valley Center. These positions handle multiple duties related to their off-campus locations that make sure facilities meet the curriculum needs of students and faculty.

3. What is the process through which the institution assesses and adjusts, as necessary, funding and staffing for locations?

The College’s planning processes are designed to be flexible and respond to technological, political, social-cultural, and demographic changes that may impact instruction and curricula. Both the strategic plan and campus master plan are reviewed annually to identify progress and areas of potential change. Instructional productivity is benchmarked using national data from the Kansas Study—this information is integral as replacement and reallocation decisions are made.
Also, YC maintains an open and transparent budget process that annually allows faculty and staff to request new resources that are aligned with the strategic plan and District Governing Board’s Ends. In the appendices is a diagram illustrating the College’s budgeting process. YC also maintains sufficient reserves in its budget to address unforeseen circumstances that require additional funding.

**INSTRUCTIONAL OVERSIGHT**

1. How does the institution ensure that promotion, marketing and enrollment for the additional location stay in balance with the institution’s actual resources and technical capabilities?

The Marketing and Communications professionals work with Student Development, Admissions, Financial Aid, Registration and key off-campus administrators, faculty, and staff to employ numerous promotional and marketing approaches. Marketing efforts include targeted, social media advertising (Facebook, Pandora), open houses, tours, television and radio advertising, online and print newspaper advertising, direct mail class schedules and postcards, email newsletter, outdoor banners, movie theater ads and email registration reminders as examples. In addition, the Marketing and Communications office and Institutional Effectiveness and Research department work closely to monitor enrollment for all online, and campus and off-campus locations.

Information Technology Services (ITS) ensures that the College has the technical capabilities to support promotion, marketing and enrollment for the additional locations. YC uses CollegeNETs’ room scheduling software to ensure that classrooms are assigned based on course enrollments and instructional requirements.

Lastly, the Assistant Director of Budgets has established an automated budget report that is emailed monthly to all employees who have budgeting responsibilities to ensure that all resources including marketing, promotion, and enrollment stay in balance.

2. How does the institution effectively oversee instruction at an additional location?

The president’s leadership team (PLT) is responsible for oversight of instruction and educational programs and policy at the district level. While the PLT approves major decisions regarding instruction, it is the Vice President for Instruction and Student Development who serves as the institutional leader over instructional decisions. The Vice President works closely with the Deans and Associate Deans at additional locations to ensure high-quality instruction.

Curriculum is under the purview of faculty. The Curriculum Committee, a standing faculty committee, oversees the quality of the curriculum. All new program offerings and curriculum changes go through the Curriculum Committee for approval. In addition, the General Education Coordinator who is an appointed faculty member oversees general education standards for the district.

YC also has a comprehensive course, program, and general education assessment process to guide instructional improvement. Additionally, through the program review process, academic
programs can monitor and ensure continuous improvement using the relevant data provided annually.

INSTITUTIONAL STAFFING AND FACULTY SUPPORT

1. What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location?

Academic qualifications are the same for all faculty regardless of location. The academic division overseeing each program is responsible for hiring and evaluating faculty teaching at off-campus locations. There is no distinction between the hiring criteria for on-campus or off-campus locations. Academic Deans work in conjunction with the Vice President of Instruction and Student Development and Human Resources to ensure that all faculty meet the qualifications and requirements of their discipline. All positions have minimum expectations and requirements that must be achieved before a person can be hired. Career/job application submissions for all positions go through NEOGOV, human resources software which allows the hiring committee to evaluate an applicant's qualifications for minimum standards. Only applicants meeting minimum standards can advance to the interview process.

All faculty members at the institution, including those teaching at the off-campus sites, are credentialed through the office of Instructional Support. Copies of faculty credentials and transcripts are available for review.

Academic Deans are responsible for ensuring that sufficient staff and faculty are in place to support program and student needs. To inform faculty and staffing decision-making, YC participates in the National Community College Cost and Productivity Project that provides national faculty staffing benchmark data.

2. What evidence demonstrates that the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training and orienting faculty at the location.

Regardless of location, all new full-time faculty hired at Yavapai College go through an annual orientation program that consists of 30+ hours of structured teaching, technology and student development training. In addition, new faculty are required to attend a Quality Matters workshop and professional development opportunities during the Summer/Winter Institutes. Faculty will meet the learning outcomes of EDU 255, Fundamentals of Educational Technology as part of the required New Faculty Orientation during the first year of hire.

Faculty are on a provisional contract the first three years while being mentored by two faculty and a Peer Review Oversight Committee. Faculty are required to submit a portfolio in their third year in order to become continuing contract faculty.
Yavapai College encourages and supports professional development of staff and faculty. Employees have access to a wide range of training and development options regardless of location. Some examples include the following:

- Sabbaticals for non-provisional full-time faculty.
- First Fridays -- a training program, which covers an array of topics such as leadership training, Cognos report training, software training, etc., that is offered the first Friday of each month.
- Winter and Summer Institutes -- a peer-led teaching and learning event for full-time faculty, adjunct faculty, and staff.
- Tuition Waiver -- staff and faculty may register tuition-free for for-credit courses at Yavapai College.
- YC Roger Runyan Career Enhancement Scholarship -- employees seeking to further their education may apply for financial assistance.

**STUDENT SUPPORT**

1. What evidence demonstrates that the institution effectively delivers supports and manages necessary academic and student services at off-campus locations?

Academic and student services such as advising, financial aid, tutoring, student employment, and library services are available to all students; however, not all sites have full-time staff in these areas. The Dean of Student Development works closely with off-campus administrators to ensure effective academic and student services are available. CTEC and Prescott Valley both have on-site academic and career advisors. Academic advising sessions are also available by phone for students at off-campus locations. CTEC also has a part-time Veteran Services staff member.

Recent renovations at CTEC included new computer labs. All off-campus locations have at least one fully equipped computer lab or classroom. The Teaching and eLearning Support (TELS) department provides students and faculty with online training, orientations, best practices, and support for Canvas the Colleges learning management system.

The Yavapai College Library is committed to serving students and faculty district-wide. Services such as reference assistance, interlibrary loan requests, tutorials, and searchable databases are available online. Upon faculty request, librarians will conduct in-person instructional sessions at off-campus locations. Also, the Library is a member of a 40+ county library consortium that includes academic, public, school, and special libraries where students can request and pick up materials near off-campus locations.

2. What evidence demonstrates that the institution provides students with sufficient access (in-person, by computer, by phone, etc.) to admissions, registration/student records, financial aid and job placement services?

Admissions and Registration services are completed online through the College’s website. Student Development staff are available by phone and in-person at most off-campus locations.
assist students who need help with admissions or registration. Student records such as transcripts can be ordered online through the Enrollment Services website.

Financial aid offices are located at the Prescott and Verde Valley campuses. All off-campus centers are within 20 miles or less of a full campus location.

Currently, the College has two full-time Career Coaches that serve all campus and off-campus locations. As part of the College’s strategic plan, Career Coaches working in the YC Regional Economic Development Center will be expanded to provide job placement services to all students at all off-campus locations. Faculty at CTEC, Prescott Valley, and Chino Valley also provide career services to students.

3. What evidence demonstrates that student concerns are addressed?

Yavapai College proactively identifies student concerns through its use of the Noel-Levitz Student Satisfaction Inventory survey that measures students’ importance and satisfaction levels on a plethora of issues including but not limited to academic instruction, registration, financial aid, campus safety, and library services. For student grievances, YC has clear processes for addressing non-academic and academic student concerns. The grievance processes are identical for all YC campus and off-campus locations.

Non-Academic Grievance

The Yavapai College process for non-academic complaints is used for issues other than disciplinary or academic matters and provides students protection against unwarranted infringement of their rights. The non-academic complaint form is located on the YC website. The following procedures attempt to resolve a student complaint at the lowest possible level. First, the student will attempt to rectify the complaint with the person directly involved within ten college business days. Where resolution is unsatisfactory, the student appeals to the appropriate supervisor at the site. The supervisor will discuss the matter with the student to resolve the complaint. If the complaint is not resolved at this level, the student may submit a written complaint (through the YC website) that goes to the Dean of Student Development. The Dean will work with all parties to resolve the issue promptly. The decision of the Dean of Student Development regarding non-academic complaints is final.

Non-academic complaints of sexual harassment go to the College’s Title IX Coordinator. Discipline complaints are handled by the Director of Judicial Affairs. Complaints of discrimination are heard and resolved by the Dean of Student Development or Title IX Coordinator depending on the issue. Yavapai College policy 6.13 addresses non-academic complaints.

Academic Complaints

Academic complaints are addressed by policy 3.16. A student may appeal an academic or instructional decision by faculty if the student deems the decision to be made in error. The first step in the process is for the student to contact the faculty member and attempt to resolve the
issue. In the event that a satisfactory solution is not reached by the faculty member and the student, the student may then appeal to the appropriate Dean. The academic complaint to the Dean must be submitted through the academic complaint form available on the College website. The Dean will make a decision based on documentation provided by the student and faculty member. In the event the student is dissatisfied with the decision of the Dean, a further appeal may be made to the Vice President of Instruction and Student Development whose decision is considered final.

**EVALUATION AND ASSESSMENT**

1. How does the institution measure, document and analyze student academic performance sufficiently to maintain academic quality at a location?

Yavapai College is committed to student learning. Evaluation and assessment processes are identical regardless of location, on-campus or off-campus. In support of this endeavor, the institution has clearly stated goals for outcomes assessment and effective processes for assessment of student learning. The College demonstrates its commitment to educational achievement and improvement through ongoing program, course, and general education assessment of student learning.

The Student Learning and Outcomes Assessment Committee (SLOA) is a standing faculty committee whose charge is to guide and assist faculty with developing and measuring outcomes within their programs and courses using assessment tools that provide students, faculty, and the institution with information about student progress towards the outcomes.

**Program and Course Assessment**

All college degree and certificate programs are included in program assessment ensuring that program outcomes are aligned with the college mission. The process begins with each degree or certificate plan. In the degree plan, core courses that tie to program outcomes are identified on curriculum maps. Associate and Associate of Applied Science degree programs also identify general education outcomes and courses that tie to those outcomes as well. Courses within the degree or certificate are identified as being introduced - reinforced - proficient (I-R-P). At each level of I-R-P, assignments are developed to assess student progress. The program assessment plan describes how faculty will assess all program outcomes at a minimum of two data points in the program for AA/AAS programs (I-R), and at one data point near completion of every program.

Program rubrics are also a part of degree and certificate program assessment. These rubrics are created on a 4-point scale, which faculty use to conduct program or certificate assessment. Assessment plans are conducted on a four-year cycle. Data is collected the first two years; evaluated the third year, and any improvements or changes to curricula are made in year four.

The Student Learning and Outcomes Assessment (SLOA) Committee conducts an annual Assessment Day to discuss program assessment process and outcomes in the degree programs by category. While also discussing General Education outcomes, each division reviews a checklist
to ensure the assessment process is progressing. In addition, all programs participate in annual program review that includes data on program graduates, growth trends, enrollment, success rates, and checkpoints to ensure that regular review of curriculum and outcomes assessment occur.

Course assessment of student learning is conducted by faculty in all academic divisions on a four-year cycle. Faculty identify that for each course taught, the syllabus contains a course calendar or outline that includes major assignments and course outcomes that are assessed with each major assignment. For multiple sections of courses taught in different modalities (online, hybrid, face to face) and/or by different faculty members (full-time, part-time), an assessment strategy is developed in each division/department with input from all faculty that provides evidence that course outcomes and rigor are being met across sections and the district. (Examples include but are not limited to common final exams, common assignments, common rubrics, pre and post-tests, etc.).

Data is collected the first two years; evaluated the third year, and any improvements or changes to curricula are made in year four. SLOA conducts semester/annual analysis on course assessment reports, informs academic deans of any concerns or questions that arise, which, in turn, are discussed in academic division meetings for changes in assignments, delivery, and curricular changes. Any recommended curricular changes are also provided to the Curriculum Committee staff coordinator.

General Education

There are two aspects to Yavapai College’s General Education program: the AGEC (Arizona General Education Curriculum) and the YC GECCO (Yavapai College General Education Core Curriculum Outcomes.) The former, mandates by the state of Arizona, ensures that transfer students encounter the topics and disciplines of a traditional liberal arts education. The latter is Yavapai College’s articulation of the values, skills and knowledge that higher education should address, and applies to all degrees granted by the College.

District-wide, general education assessment is conducted and resides within the institution’s student information system (Banner). Using a random sample of students selected from all eligible courses each semester, including summer, assessment is measured on a 4-point scale. Data is collected the first two years; evaluated the third year, and any improvements or changes to curricula are made in year four. Data includes modality of instruction, faculty type, and time of day, enrollment, location, and average grade given on 4-point scale.

The developed rubrics use a four-point evaluation scale and are designed to be applied by faculty across the college district for work that is already required in their courses. Using embedded assessment to evaluate student achievement of program outcomes has several benefits.

- It avoids any pressure to “teach to the test” by ensuring that the evaluation system is entirely informed by and aligned with the college’s own General Education program outcomes.
- It ensures that assessment efforts are faculty-driven.
Also, applying a four-point assessment rubric to work already being evaluated and graded will minimize the amount of time that additional assessment tasks will take from our faculty’s already busy schedule.

A reporting system has been developed and incorporated into the college’s Banner system, in the same way reporting for the FTSE and final grades are handled.

2. How are the measures and techniques the institution uses for a location equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

The measures and techniques used by Yavapai College do not differ by location. Likewise, all full-time and adjunct faculty are required to participate in course, program, and general education assessment as appropriate for their discipline area.

The District Assessment Director provides oversight of the institution’s assessment processes and is responsible for sharing best practices, scheduling assessment activities, setting timelines, and monitoring the completion of assessment plans regardless of campus location.

CONTINUOUS IMPROVEMENT

1. How does the institution encourage and ensure continuous improvement at a location?

In addition to evaluation and assessment discussed in the previous section, Yavapai College develops and documents evidence of academic and non-instructional operations performance at all locations, including off-campus centers. Through the use of Cognos, the College’s business intelligence tool, Yavapai College has developed more than a hundred operational reports that allow 24/7/365 access to information ranging from enrollment tracking to student attendance by day and hour to budget tracking. YC participates in numerous established benchmarking projects that capture information including student success rates, transfer rates and performance, developmental retention and success measures, and student pass rates on third-party licensing exams, and instructional costs. Noel-Levitz Satisfaction surveys are used to gauge the effectiveness of student service operations at off-campus locations. Internally, employees are surveyed to access the campus climate and identify areas for improvement. Yavapai College also documents the performance of non-instructional areas by conducting service-area benchmark studies, comprehensive audits of college finances and financial aid, and year-end follow-up of the College's strategic plan. The College has also implemented a dashboard to measure Key Performance Indicators (KPIs) to track and ensure continuous improvement. Information collected for improvement is also incorporated into the College’s strategic planning process that is directly aligned with resources allocation. This process ensures that projects brought forward by academic deans receive the necessary support needed to improve education outcomes for students.

National and State Benchmarking and Continuous Improvement Projects

- National Community College Benchmarking Project (NCCBP)
- Arizona Strategic Vision Project
• Noel Levitz Student Satisfaction Inventory survey
• Community College Survey of Student Engagement (CCSSE)
• National Community College Cost and Productivity Project (Kansas Study)

MARKETING AND RECRUITING INFORMATION

1. What controls are in place to ensure that the information presented to students in advertising, brochures and other communications is accurate?

The college employs highly skilled communications professionals who are steeped in and adhere to the strictest professional standards for accuracy in all materials they produce. The process of producing College marketing materials is centralized in the Marketing and Communications department. Communication materials submitted for production are reviewed to ensure accuracy, consistency, and quality. For materials created by Marketing, the department follows a process of confirming the accuracy of information with the source (e.g., Institutional Effectiveness and Research) and reviewing materials with at least one other department member as well as with executive leadership before publishing or producing materials with the information.
Appendix A – Off-Campus Locations Enrollment Trends

Chino Valley Center Student Credit Hour Enrollment Trends

Career and Technical Education Center (CTEC) Student Credit Hour Enrollment Trends
Prescott Valley Center Student Credit Hour Enrollment Trends

2015 Enrollment decline due to programs previously located at the Prescott Valley Center moving to the Prescott Campus.

Sedona Center Student Credit Hour Enrollment Trends

Sedona Center enrollment decline was due to declining enrollment in the College’s Filmmaking program and an increased focus on non-credit programming to meet local community needs. The Filmmaking program was redesigned as a Film and Media Arts program and moved to the Verde Valley Clarkdale Campus.
## Sedona Center

### Non-Credit Osher Lifelong Learning Institute (OLLI) Enrollment Trends

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<td>803</td>
<td>886</td>
<td>850</td>
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<td>Sedona</td>
<td>565</td>
<td>620</td>
<td>680</td>
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<td><strong>Total Enrollments</strong></td>
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## Appendix B – President’s Leadership Team

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<tr>
<th>Member Name</th>
<th>Staff Contact</th>
<th>Phone(s)</th>
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<tbody>
<tr>
<td>Dr. Penny Wills</td>
<td>Karen Jones</td>
<td>Wk: 776-2202</td>
</tr>
<tr>
<td>President, Yavapai College</td>
<td>Ext: 2307</td>
<td>Fax: 776-2019</td>
</tr>
<tr>
<td>Dr. Penny Wills</td>
<td><a href="mailto:karen.jones@yc.edu">karen.jones@yc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Mr. Scott Farnsworth</td>
<td>Billie Norris</td>
<td>Wk: 717-7778</td>
</tr>
<tr>
<td>Interim Vice-President for Instruction &amp;</td>
<td>Ext: 7170</td>
<td></td>
</tr>
<tr>
<td>Student Development</td>
<td>Fax: 776-2019</td>
<td></td>
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<tr>
<td>Mr. Scott Farnsworth</td>
<td><a href="mailto:scott.farnsworth@yc.edu">scott.farnsworth@yc.edu</a></td>
<td></td>
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<tr>
<td>Dr. Clint Ewell</td>
<td>Melinda Carr</td>
<td>Wk: 776-2166</td>
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<tr>
<td>Vice-President for Finance &amp; Administrative Services</td>
<td>Ext: 7173</td>
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</tr>
<tr>
<td>Fax: 776-2105</td>
<td></td>
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<tr>
<td>Dr. Clint Ewell</td>
<td><a href="mailto:clint.ewell@yc.edu">clint.ewell@yc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Mr. Steve Walker</td>
<td>Janice Soutee</td>
<td>Wk: 776-2063</td>
</tr>
<tr>
<td>Vice-President for College Advancement &amp; Foundation</td>
<td>Ext: 2025</td>
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<td>Fax: 776-2009</td>
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<tr>
<td>Mr. Steve Walker</td>
<td><a href="mailto:steve.walker@yc.edu">steve.walker@yc.edu</a></td>
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<tr>
<td>Ms. Monica Belknap</td>
<td>Connie del Castillo</td>
<td>Wk: 776-2211</td>
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<tr>
<td>Director, Human Resources</td>
<td>Ext: 2217</td>
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<td>Fax: 776-2202</td>
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<td>Ms. Monica Belknap</td>
<td><a href="mailto:monica.belknap@yc.edu">monica.belknap@yc.edu</a></td>
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<td>Mr. Patrick Burns</td>
<td>Gina Hutchison</td>
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<td>Chief Information Officer</td>
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<td><a href="mailto:gina.hutchison@yc.edu">gina.hutchison@yc.edu</a></td>
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<tr>
<td>Mr. David Gorman</td>
<td>David Gorman</td>
<td>Wk: 928-776-2093</td>
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<td>President, Faculty Senate; Math</td>
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<tr>
<td>Building 4, room 128</td>
<td><a href="mailto:davenport.gorman@yc.edu">davenport.gorman@yc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Mr. David Gorman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Stacey Hilton</td>
<td>Angie Poland</td>
<td>Wk: 717-7775</td>
</tr>
<tr>
<td>Dean for Computer Technology and Instruction Support</td>
<td>Ext: 2312</td>
<td></td>
</tr>
<tr>
<td>Fax: 776-2315</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Stacey Hilton</td>
<td><a href="mailto:stacey.hilton@yc.edu">stacey.hilton@yc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Mr. Tom Hughes</td>
<td>Tom Hughes</td>
<td>Wk: 776-2205</td>
</tr>
<tr>
<td>Director, Institutional Effectiveness &amp; Research</td>
<td>Building 32, room 118</td>
<td></td>
</tr>
<tr>
<td>Building 32, room 118</td>
<td><a href="mailto:tom.hughes@yc.edu">tom.hughes@yc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Mr. Tom Hughes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Mike Lange</td>
<td>Mike Lange</td>
<td>Wk: 776-2067</td>
</tr>
<tr>
<td>Director of Marketing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building 32, room 100</td>
<td><a href="mailto:mike.lange@yc.edu">mike.lange@yc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Mr. Mike Lange</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. David Laurence</td>
<td>Noel Bossen</td>
<td>Wk: 928-717-7666</td>
</tr>
<tr>
<td>Facilities Director</td>
<td>Ext: 7641</td>
<td></td>
</tr>
<tr>
<td>Building 20, room 104</td>
<td><a href="mailto:noel.bossen@yc.edu">noel.bossen@yc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Mr. David Laurence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. John Morgan</td>
<td>Susie Check,</td>
<td>Wk: 717-7721</td>
</tr>
<tr>
<td>Dean for Career and Technical Education</td>
<td>CTEC Ext: 7761</td>
<td></td>
</tr>
<tr>
<td>Fax: 777-3104</td>
<td><a href="mailto:susie.check@yc.edu">susie.check@yc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Mr. John Morgan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. James Perey</td>
<td>Alex Helm</td>
<td>Wk: 634-6513</td>
</tr>
<tr>
<td>Executive Dean, Verde Valley Campus</td>
<td>Ext: 6511</td>
<td></td>
</tr>
<tr>
<td>Building 1, room 123A</td>
<td><a href="mailto:alexandra.helm@yc.edu">alexandra.helm@yc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. James Perey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Tania Sheldahl</td>
<td>Karen Leja</td>
<td>Wk: 776-2128</td>
</tr>
<tr>
<td>Dean for Student Development</td>
<td>Ext: 2270</td>
<td></td>
</tr>
<tr>
<td>Building 1, room 129A</td>
<td><a href="mailto:karen.leja@yc.edu">karen.leja@yc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Ms. Tania Sheldahl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Alexandria Wright</td>
<td>Katherine White</td>
<td>Wk: 776-2378</td>
</tr>
<tr>
<td>Director for Regional Economic Development Center</td>
<td>Ext: 2008</td>
<td></td>
</tr>
<tr>
<td>(Building 29) <a href="mailto:alexandria.wright@yc.edu">alexandria.wright@yc.edu</a></td>
<td><a href="mailto:katherine.white@yc.edu">katherine.white@yc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Ms. Alexandria Wright</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Karen Jones (Staff Support Only)</td>
<td>Barbara Robinson</td>
<td>Wk: 776-2307</td>
</tr>
<tr>
<td>Executive Assistant, President &amp; District Governing Board</td>
<td>Ext: 2023</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:karen.jones@yc.edu">karen.jones@yc.edu</a></td>
<td><a href="mailto:barbara.robinson@yc.edu">barbara.robinson@yc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Ms. Karen Jones (Staff Support Only)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix D – Strategic Planning Process Diagram

Yavapai College Strategic Planning Process

1. Core Statements
   - Board Ends
   - Mission
   - Vision
   - Values

2. Conduct
   - Strengths, Weaknesses, Opportunities, and Threats (SWOT) exercise

3. Develop
   - Strategic Initiatives & Goals

4. Develop and Align
   - Strategies with Goals

5. Develop Annual Plan
   - Departmental Action Plans
   - Employee Performance Plans

6. Monitor Strategic Plan
   - Quarterly Updates

7. Assessment of Progress
   - Measurement & Effectiveness

8. Improve Planning Process
   - Evaluate, Learn, Improve

- Internal Needs Assessment
  - Program Review
  - Student Satisfaction Surveys
  - Benchmark Studies
  - KPIs

- External Assessment
  - Environmental Scan
  - National
  - State
  - Local

- Communicate
  - Draft plan with internal and external stakeholders to invite input
Appendix E – Budget Process Diagram

<table>
<thead>
<tr>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>President's Staff</td>
<td>Budget Kick-Off Overview</td>
<td>B. Present Budget Priorities to Campus</td>
<td>C. Solicit Feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>President's Leadership Team</td>
<td>2. Environmental scan and review an update strategic plan</td>
<td>Operating Budget Analysis</td>
<td>Capital Budget Analysis</td>
<td>5. Create CIP Priorities</td>
<td>6. Revenue Analysis &amp; Recommendations</td>
<td>7. Prioritize requests for new resources to President’s Staff based on Ends and KPI’s</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quarterly review on progress of SP</td>
<td>Quarterly review on progress of SP</td>
<td>Quarterly review on progress of SP</td>
<td>Quarterly review on progress of SP</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Review some KPI’s</td>
<td>KPI’s</td>
<td>Review some KPI’s</td>
<td>KPI’s</td>
<td>Review some KPI’s</td>
<td>KPI’s</td>
<td>Review some KPI’s</td>
<td>Review some KPI’s</td>
<td>Review some KPI’s</td>
<td>Review some KPI’s</td>
</tr>
<tr>
<td>Manager, Faculty and Staff</td>
<td>8. Formal meeting to obtain input on Strategic Priorities &amp; Budget</td>
<td>Develop Annual Plan with budget requirements</td>
<td>Create &amp; Prioritize DAPs and Requests for New Resources</td>
<td>9. Provide Feedback</td>
<td>10. Finalize Annual Plan</td>
<td>11. Finalize DAPs</td>
<td>Annual Employee Performance Review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implement DAPs</td>
<td>Implement DAPs</td>
<td>Implement DAPs</td>
<td>Implement DAPs</td>
<td>Implement DAPs</td>
<td>Implement DAPs</td>
<td>Implement DAPs</td>
<td>Implement DAPs</td>
<td>Implement DAPs</td>
<td>Implement DAPs</td>
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</table>

**PLT Statement of Purpose**

The Yavapai College President’s Leadership Team (PLT) exists to advance the Strategic Plan and fulfill the college’s mission. The PLT addresses issues that affect the college as a whole, propose solutions, make recommendations and decisions, and share information with appropriate internal and external audiences.
## Appendix F – Program Review CTEC Summary

<table>
<thead>
<tr>
<th>CTEC Program Areas</th>
<th>Program Areas</th>
<th>5-YrAvg</th>
<th>Growth Trend (Pearson Coefficient)</th>
<th>Class Enrollment (15)</th>
<th>Success Rate (74%)</th>
<th>Follow-up Status</th>
<th>Action Notes From Program Deans &amp; Directors</th>
</tr>
</thead>
<tbody>
<tr>
<td>- AAS - Agriculture Technology Management</td>
<td>8</td>
<td>0.99</td>
<td>17</td>
<td>80%</td>
<td>x</td>
<td>1</td>
<td>Follow up – steady growth</td>
</tr>
<tr>
<td>- AAS - Agricultural Pre-Engineering</td>
<td>15</td>
<td>0.95</td>
<td>17</td>
<td>89%</td>
<td>x</td>
<td>3</td>
<td>Action Notes expected</td>
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<tr>
<td>- AAS - Automotive Technology</td>
<td>16</td>
<td>0.51</td>
<td>17</td>
<td>78%</td>
<td>x</td>
<td>1</td>
<td>Follow up – steady growth</td>
</tr>
<tr>
<td>- AAS - Aviation Technology - Airplane</td>
<td>60</td>
<td>85</td>
<td>6</td>
<td>90%</td>
<td>x</td>
<td>3</td>
<td>Trending up; class size limited by lab size</td>
</tr>
<tr>
<td>- AAS - Aviation Technology - Helicopter</td>
<td>16</td>
<td>0.92</td>
<td>10</td>
<td>82%</td>
<td>x</td>
<td>1</td>
<td>Trending up; Rebooted Curriculum; Growth impacted by ASARCO union issues</td>
</tr>
<tr>
<td>- AAS - Aviation - Ops Management</td>
<td>10</td>
<td>0.99</td>
<td>13</td>
<td>92%</td>
<td>x</td>
<td>1</td>
<td>Growth impacted by ASARCO union issues</td>
</tr>
<tr>
<td>- AAS - Diesel Technician</td>
<td>4.2</td>
<td>0.95</td>
<td>18</td>
<td>79%</td>
<td>x</td>
<td>1</td>
<td>Growth impacted by ASARCO union issues</td>
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<tr>
<td>- AAS - Electronic Instrumentation Technology</td>
<td>4.8</td>
<td>0.54</td>
<td>17</td>
<td>79%</td>
<td>x</td>
<td>1</td>
<td>Growth impacted by ASARCO union issues</td>
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<tr>
<td>- AAS - Gunsmithing</td>
<td>No info</td>
<td>0.87</td>
<td>18</td>
<td>79%</td>
<td>x</td>
<td>1</td>
<td>Needs marketing plan</td>
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<tr>
<td>- AAS - Viticulture &amp; Enology</td>
<td>No info</td>
<td>0.93</td>
<td>13</td>
<td>82%</td>
<td>x</td>
<td>1</td>
<td>Growth impacted by ASARCO union issues</td>
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<tr>
<td>- CNC Machining Certificate</td>
<td>6.5</td>
<td>0.92</td>
<td>20</td>
<td>66%</td>
<td>x</td>
<td>3</td>
<td>Curriculum rewritten for 4 certificates; Math continues to be an issue</td>
</tr>
<tr>
<td>- Welding</td>
<td>No info</td>
<td>0.93</td>
<td>13</td>
<td>82%</td>
<td>x</td>
<td>1</td>
<td>Growth has been steady; math seems to be a problem with 65% failure/drop; considering replacing Math class with Manufacturing class</td>
</tr>
</tbody>
</table>

Data from 2009 through 2014
Appendix G – Assessment Day Web Highlight

Yavapai College Conducted Second Annual Assessment Day - Review and discussion of General Education data.

Last updated: 9/21/2015 1:14:04 PM

The second annual district-wide Assessment Day was held on Friday, September 18 in the Community Room and Building 19 on the Yavapai College Prescott Campus. YC faculty met in the morning session to review and discuss General Education data that was collected over the past two years for three of the ten General Education outcomes. The categories reviewed were Oral Communication, Written Communication, and Historical Perspective. Faculty also reviewed initial data for Quantitative Literacy, Scientific Literacy, and Behavioral Sciences, as well as work on the next Gen Ed categories.

“Faculty discussed retention and completion data for classes taught at various times of day and in various formats,” remarks Joanne Oellers, Biology faculty and Student Learning Outcomes and Assessment (SLOA) Committee Chair. “For example, were students more successful in an online, face-to-face or hybrid environment? Faculty might have discussed common assessment tools, or overall retention. These are the kinds of questions we can now answer based on data received.”

In the afternoon session, faculty discussed any curriculum changes, and developed rubrics for overall assessment in degree and certificate programs.

This data collection is required for Higher Learning Commission (HLC) accreditation and are part of Yavapai College’s assurance reporting and transparency with the college, community and taxpayers. “Assessment is key to accreditation,” notes Chris Heyer, District Assessment Director. “We’ve spent the last four+ years creating, reorganizing, and gathering data for our General Education requirements.”

Beyond accreditation requirements, however, the primary purpose of YC’s Assessment Day is not only to make meaningful changes to general education, degree and certificate programs, but to have meaningful collaboration and conversation about instruction, curriculum and improvement for our students. “It goes beyond accreditation,” Chris Heyer concludes. “It is about being transparent and responsible educators for our students and our community. This day helps our faculty discuss and deliver the best possible education for our students.”
Appendix H – Cognos Credit Enrollment by Campus Report

Cognos reports can be accessed 24/7/365 through the Yavapai College portal. This report presents a fall-to-fall comparison of enrollment by campus for both headcount and student credit hours.
Appendix I – Ten-Year Campus Master Plan

Due to large file size, the ten-year campus plan is not included in this report but may be accessed at the following URL:

Appendix C – YC Organizational Chart
Yavapai County Community College
District Management

Scott Farnsworth (Interim)
Provost & VP
Instruction & Student Development

Billie Norris
Exec. Asst. to VP

Craig Ralston
Director PAC

Denise Mueller, General Manager, PAC
Vacant Supervisor, Front of House

Angela Poland
Administrative Assistant

Mitchell Pietz
Technical Director

Luke Thesing
Stage Supervisor

Stacey Hilton
Dean for Instructional Support

Nancy Bennett
Administrative Assistant

Dennis Garvey
Dean for Community Education & OLLI

Tania Sheldahl
Dean for Student Development

Karen Leja
Administrative Assistant

Trisha Berlowe
Coordinator OLLI Prescott

Robin Weeks
Coordinator OLLI Sedona

Barbara Yarrow
Coordinator Community Education

Billie Norris
Exec. Asst. to VP
Yavapai County Community College
District Management

Scott Farnsworth (Interim)
Provost & VP
Academic & Student Development

Kelly Trainer (Interim Director)
Dean for Health & Sciences

Kim Ewing
Associate Dean
PS Program & Workforce Development

Nicole Jump
EMS Program Director

Maria Rosales
Administrative Assistant

NARTA

Nita Hillig
Administrative Assistant

Ken Krebbs
Fire Science Program Director

Sandy Carney
Instructional Support Specialist

Teresa Schwickerath
Instructional Support Specialist

Michael Pierce
Program Director, Enology

Alex Helm
Coordinator

Nikki Check
Program Director, Viticulture

Helen Haxton-Stephenson
Program Director, Sedona Center

James Perey
Executive Dean
Verde Valley

Susie Check
Instructional Support Specialist

OPEN
Instructional Support Specialist

Karen Smith
Instructional Support Specialist

Karla Phillips
Associate Division Dean
Chino Valley

Susie Check
Instructional Support Specialist

Heather Narvesen
Administrative Assistant

OPEN
Instructional Support Specialist

Stephanie Wiltcher-Sproul
Administrative Assistant

John Morgan
Dean, Career & Technical Education

Michael Pierce
Program Director, Enology

Helen Haxton-Stephenson
Program Director, Sedona Center

Karen Smith
Instructional Support Specialist

Heather Narvesen
Administrative Assistant

Sandy Carney
Instructional Support Specialist

Teresa Schwickerath
Instructional Support Specialist

Nita Hillig
Administrative Assistant

Scott Farnsworth (Interim)
Provost & VP
Academic & Student Development

Kelly Trainer (Interim Director)
Dean for Health & Sciences

Kim Ewing
Associate Dean
PS Program & Workforce Development

Nicole Jump
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Maria Rosales
Administrative Assistant

NARTA

Nita Hillig
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Ken Krebbs
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Program Director, Viticulture

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Instructional Support Specialist

Karen Smith
Instructional Support Specialist

Karla Phillips
Associate Division Dean
Chino Valley

Susie Check
Instructional Support Specialist

Heather Narvesen
Administrative Assistant

OPEN
Instructional Support Specialist

Stephanie Wiltcher-Sproul
Administrative Assistant

John Morgan
Dean, Career & Technical Education
Yavapai County Community College
District Management

David Laurence
Director Facilities Planning & Management

Chris Larson
Asst. Director Facilities Management

Noel Bossen
District Facilities Office Manager

Linda Hoots
Accounting Tech

James Crockett
District Manager Construction & Space Planning

Andrew Gilstrap
District Manager Custodial Services

Mike Kervin
District Grounds Supervisor

Bruce Hustedt
District Manager Tech Services

Thomas James
Facilities Supervisor, Verde

Michael Jacobson
Verde Lead

Jorge Alvarez
Prescott Lead

Bob Robinson
Facilities Supervisor (HVAC)