Yavapai College - AZ

HLC ID 1015

OPEN PATHWAY: Mid-Cycle Review   Visit Date: 6/5/2017

Dr. Penelope H. Wills
President

Tom Bordenkircher   Kenneth Urban
HLC Liaison   *Review Team Chair*

Chris Cantwell   Erin Frew   Michael McClanahan
Team Member   *Team Member*   *Team Member*

Chantae Recasner
Team Member

Context and Nature of Review

Visit Date

6/5/2017
Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Mid-Cycle Review

There are no forms assigned.

Institutional Context

Yavapai College offers twenty-seven Associate of Applied Science degrees and seventy-three certificates for students seeking a career and technical education. The institution, nearing its fiftieth anniversary, serves an 8,123 square mile district (almost as large as New Jersey) with campuses in Prescott and Clarkdale, centers in Chino Valley, Prescott Valley, Sedona, and the Career and Technical Education Center in Prescott.

The team noted throughout the assurance argument that Yavapai College appears to have a propensity to use data to inform decision making. Further, the team noted that the institution appeared to actively reflect on its performance and noted areas ripe for improvement. This type of institutional self-reflection and analysis is to be commended.

Interactions with Constituencies

Since this was a mid-cycle review, there were no direct interactions with constituencies. The team made one request to the institution for supporting materials, which was handled rapidly and effectively.

Additional Documents

- SLOA Committee Activities
- SLOA Curriculum Maps

- SLOA Data Collection Schedule

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Evidence

The team found that Yavapai College has appropriately developed its mission statement through a transparent and participative process. The Mission Statement was developed through input from a wide cross-section of college stakeholders including district residents. The mission statement with its goals and the vision statement were approved by the District Governing Board with the vision statement receiving Board approval in 2016. The College mission statement supports the values and vision statements and all these documents provide the overarching framework that informs the public of the College activities and decisions. Yavapai College clearly invests resources (personnel, fiscal, and physical) in activities that further the goals of the college and are aligned with the mission of the College.

Yavapai College maintains 3rd party programmatic accreditation in four Associate of Applied Science Degrees; Nursing, Paramedic, Radiology, and Fire Science. In addition, the College offers an additional twenty-three AAS degrees and seventy-three certificates for students seeking career and technical education coursework leading to employment or additional skills for job requirements. The College also provides a means for students seeking transfer to four-year institutions of higher education through its six transfer Associate Degrees. Overall, Yavapai College provides a wide range of academic track and career track degrees and certificates that accommodate both transfer and job placement requirements for its service area.

Yavapai College provides student support services and activities to ensure student success, engagement, and security as students pursue their chosen field of study. These student support activities include student development staff who help the student set realistic college and career goals, skills assessment and placement, and advising so that students take the specific coursework they need

to be successful. The College also provides personal counseling services, career advising, learning centers, drop-in tutoring, and on-line tutoring. The College provides a full-service Library, financial aid, and payment plans, as well as a dedicated campus police force. All of these services align with the mission and vision for the College and help ensure student success.

Yavapai College dedicates resources as demonstrated in the budgetary evidence to support the stated priorities of the College. The majority of the stated budget (51%) is allocated to the number one priority of educating students, while the second priority of economic development has 16% of resources allocated; the third priority of social and cultural opportunities has 12% of the budget allocated to those activities. The College also supports a Regional Economic Development Center that provides a variety of services including customized workforce training events and a Small Business Development Center that aids in providing a resource within the community for those individuals seeking to start their own businesses. These activities and the budget allocations align with the stated mission of Yavapai College and its vision for regional economic development

The team found that Yavapai College demonstrated that students can complete their educational career track or transfer track goals; that community members can engage in lifelong learning; and that the College provides cultural activities for the citizens of the district. The team also determined that Yavapai College devotes funding and other resources to ensure that the community has the opportunity to develop and improve the economic stability of the region through relevant skills upgrade training and educational opportunities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Evidence

Yavapai College clearly states its mission on the College website, in the catalog, in the District Governing Board documents, and in the majority of documents provided as source documents by the College. This demonstrates that the College mission statement, vision statement, and goals are accessible to the public through a wide variety of mediums.

The mission statement, values, and vision statement are up to date and approved by the Governing Board. These documents clearly detail the priority goals for College outcomes and the varied constituents served by the College.

The College has clearly defined goals for its service area and identifies its constituencies. These goals are to:

(1) provide career and transfer educational opportunities and promote life-long learning,

(2) provide social and cultural opportunities and

(3) provide leadership in economic development.

The identified constituencies are for all age groups in the service area; from community child care and cultural events to high school concurrent credit to job seekers to retired college stakeholders for life-long learning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Evidence

The coursework available and the variety of calendar events for social interaction and exposure to other ethnic and culturally diverse groups for students demonstrate that the college is taking clear steps to address the multicultural society. However, minority role models for those students may be lacking. Non-white student enrollment was reported in the assurance argument as approximately 21% of the student population. Of this minority population the largest group is Hispanic comprising 15% of the student population. However, the team did not find evidence demonstrating minority faculty representation for Yavapai College in the assurance documentation.

Yavapai College provides educational and cultural opportunities that highlight human diversity. Included in the source documents were cultural events that celebrated World War II veterans and society of that era, art displays, and concerts. Also listed were "Armchair Adventures", "Munch and Learn" opportunities to discuss recent cultural, news, and religious events. There were also lectures available on key events in history and their impact on the world at large. Missing in the assurance documentation were records of attendance or indications that the events garnered enough participation to be held.

The College also supports student organizations such as Native American clubs, agricultural related clubs, and other student interest clubs. The College supports a child care facility that is available to the community but which also serves as a learning lab for students seeking child care certificates and degrees. This learning lab aspect provides real-world learning opportunities for the students in the child care programs and is a benefit to the students, employees, and the community at large who might need child care.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Evidence

Yavapai College clearly demonstrates that it serves the public. Publicly available documentation such as the District Governing Board Reports to Owners, the mission statement, and the values statement stress that the College priorities are to serve and better the communities served by Yavapai College. The College demonstrates its willingness to develop partnerships that benefit the College, students, and the communities served. As a public institution, the investors are the constituencies served by the College and the constituent return on investment are the educational opportunities, job training, skills development and career readiness, social, and cultural opportunities that are clearly provided by the College. Yavapai College offers coursework in a variety of formats: face-to-face, online, hybrid, and accelerated (less than 15 weeks) as demonstrated in the schedule of classes.

Yavapai College provides budgetary resources that support College priorities of education, economic development, and cultural enrichment. The evidence for this is found in the budgetary evidence in which approximately 50 percent of the available funding resources are devoted to instruction, 16% to economic development activities, and 12% to cultural and social activities for all stakeholders in the district.

Yavapai College engages its community stakeholders, alumni, and business partners to develop and improve College offerings through program advisory committee input, workforce training offerings, and in transfer degree needs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Evidence

The team found through its review of the source documentation provided by Yavapai College and investigation of online resources that the College, at all levels of administration including the District Governing Board, are actively engaged in open discourse that is based on the mission, values, and vision statement for the College. The ultimate goal of this discourse and the resulting actions of the College is to ensure all students reach their educational and career goals as well as improving the economic and cultural development of the College service area.

Yavapai College clearly meets the scope of Criterion 1 in both the intent and assumed practices for the Criterion.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Evidence

The institution fulfills Core Component 2.A and the evidence provided in the Assurance Argument indicates that the institution operates with integrity in its financial, academic, personnel, and auxiliary functions using fair and ethical policies and procedures. Policies and procedures are in place and readily accessible for viewing via the College website and are available to the public.

The Yavapai College Governing Board has adopted a series of policies and procedures using the *Carver Model* which address the Governing Board, Human Resources, Academic Systems, Student Policies, Administrative Services, and General Operations with approval and revision dates from 2005-2016. Specifically, Policy 3.3: Board Member Code of Conduct and Ethics discusses proper use of authority and appropriate decorum in group and individual behavior when acting as Board members. Policy 3.3.2 Conflict of Interest addresses situations that may constitute a conflict of interest with respect to the Board's fiduciary responsibility to the College's ownership

The Board delegates the responsibility and accountability for College operations to the College President. The Board reviews and approves the annual budget and requires reports from the President and Vice President of Finance and Administrative Services in order to monitor the operational and financial integrity of the institution.

The College has a well-defined set of policies that clearly delineate responsibility and authority for a wide variety of actors at the College. The institution provided evidence to support that the set of policies is frequently reviewed and revised, and all policies are publicly available on the website.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Evidence

The institution fulfills Core Component 2.B and the evidence is sufficient to indicate that the institution presents itself clearly and completely to the students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Both the catalog and the Yavapai College website provide comprehensive information about the institution. The website and catalog contain pages with programmatic requirements, institutional costs (tuition and fees), and accreditation information. The HLC Mark of Affiliation and program-specific accreditation are provided on the website and in the catalog.

Yavapai College offers a differential pricing model, which eliminates almost all course fees and provides more transparent pricing. Information on tuition and the cost of attendance is readily available online. The institution provides the Net Price Calculator to provide estimated net price cost of attendance information including tuition and required fees, books and supplies, room and board (meals), and other related expenses for students and the public.

Yavapai College demonstrates it is proactive in promoting a user-friendly interface with the "Roughrider Hub" which links to common resources for current students and faculty including academic and career planning, financial aid, the bookstore, library and health services, student engagement activities and organizations, faculty and staff support and resources, and Yavapai County resources.

Faculty credentials for full-time faculty are provided by division on the institution website under faculty profiles, which also includes a faculty photo, contact information (phone number and email), and office location.

The College clearly communicates to its constituencies, including HLC and third-party accreditation relationships. The College also provided evidence that it communicates academic requirements, transfer opportunities, and updates to tuition and fee information in compliance with Federal requirements.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Evidence

The institution fulfills Core Component 2.C and the evidence is adequate to indicate the governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to ensure its integrity.

It is clear that the Board considers the interests of the students, the institution, and the community when making its decisions, as evidenced by the agenda and minutes of the monthly Board meetings which are available on the Yavapai College's District Governing Board web page. The Board Ends statements were established and designed by the Governing Board to provide strategic leadership for the institution and to ensure accountability of the Board to the owners and taxpayers. The Board Ends includes student education and job placement, lifelong learning, economic development, and social and cultural community opportunities. The College President is accountable to the Board for developing and implementing programs and actions to help achieve these Board Ends.

Yavapai College operates under policy 3.3 Board Member Code of Conduct and Ethics which includes policy 3.3.2 Conflict of Interest. The Conflict of Interest policy requires Board members to avoid any situation that may constitute a conflict of interest or the appearance of a conflict of interest with respect to their fiduciary responsibilities.

The Governing Board employs the College President who is delegated to oversee the daily operation and management of Yavapai College. The Chief Academic Officer, Vice President of Finance and Administrative Services, and the Vice President of Community Relations support and assist the President in College management and operation.

The institution provided ample evidence that the governing board recognizes its authority and responsibility and is stringent in maintaining an appropriate relationship with the public and the College, working directly through the President. The board has clearly defined board policies that include conflict of interest and ethical expectations, and further has established ends policies that are

used to evaluate institutional and presidential performance.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Evidence

The institution fulfills core component 2.D and the evidence is sufficient to indicate that Yavapai College is committed to the freedom of expression and the pursuit of truth in teaching and learning.

The institution's commitment to and support of academic freedom is clearly stated in the Instructional Governance Policy and the Academic Freedom Policy. Freedom of expression and the pursuit of truth in teaching and learning are also protected and encouraged at the institution though the Intellectual Properties and Library Materials Selection Policies. Yavapai College is committed to freedom of expression in the classroom and supports diverse and potentially controversial perspectives. A Faculty Grievance Policy is in place to review and address any concerns in a timely manner should any Academic Freedom issue arise through open discussions.

The College codifies its commitment to freedom of expression and the pursuit of truth through an instructional governance policy. The policy is part of a constellation of other policies that, together, explicitly define expectations for staff, faculty, and students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Evidence

The institution fulfills Core Component 2.E and the evidence is sufficient to indicate that the institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Yavapai College is a community college in which the Mission and Goals focus on undergraduate instruction. Academic research is not a component of the institution's mission; however, the institution has policies and procedures in place to provide effective oversight of any applied research conducted at the institution.

Yavapai College has policies and procedures in place to ensure that faculty and students seek and use information in a responsible and ethical manner. It has established a human subjects review board to ensure that any research conducted with human subjects meets required standards of practice.

Students are provided information regarding ethical use of information though a number of avenues. Policy 2.28 Copyright Use Policy was developed to respect the rights of copyright owners and to follow the Copyright Act. Additionally Yavapai College has developed a general education program outcome that addresses information literacy. This outcome assesses the student's ability to know when there is a need for information and to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for a specific project or purpose. The institution's Student Code of Conduct addresses and enforces polices on academic honesty and integrity.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Evidence

It is apparent that the institution functions with integrity in all aspects of its operation. As presented in Criterion 2, Yavapai College provided evidence that its policies and procedures govern the institution and provide guidance for ethical and responsible conduct of the institution and all departments. All College policies are accessible to faculty, staff, students, and the community on the Yavapai College website.

Yavapai College follows budget and planning practices which are in accordance with Arizona Revised Statutes, are transparent, and comply with the applicable laws of the State of Arizona. A comprehensive Annual Finance Report is prepared by the institution which is reviewed by the Governing Board with a final review by an independent third-party auditor.

Various policies encourage academic and student freedom, academic honesty and integrity, and code of conduct and ethics which result in Yavapai College operating in a transparent manner while creating an environment conducive to effective teaching and learning.

Yavapai College has provided ample evidence that it has policies and procedures in place to ensure that it acts with integrity; these policies and procedures address the gamut of internal constituents from governing board, faculty, staff, and students.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met With Concerns

Evidence

Yavapai College has courses and programs that have been developed to align with AzTransfer guidelines, Arizona General Education Curriculum, and industry expectations. The College offers six associate degrees, twenty-seven associate of applied science degrees, and seventy-six certificates. Program learning outcomes and goals are noted in the 2016-2017 *College Catalog*, which is available on its website. Each credential type has distinct credit hour requirements, but all degrees require general education coursework as a foundation. Advisory Boards and third-party accrediting agency standards such as those for Fire Science and Nursing inform program course requirements and credit hours.

General education outcomes are noted as AGEC standards in College communications. Degree and certificate goals are noted as outcome statements in the *College Catalog*. For instance, the goal of the Associate of Arts in Fine Arts Degree is to "enable a student to transfer to a baccalaureate-granting institution." As well, program (degree and certificate) outcomes are noted on program webpages.

Yavapai offers courses in both face-to-face and online format. To ensure quality of online delivery, the college uses *Quality Matters* standards. The College also provides courses via dual enrollment options for high school students; dual enrollment is guided by NACEP Standards. The College has, however, acknowledged that, while there are standards in place to guide practice, there is no established system of evaluation to ensure quality delivery across all modalities.

Interim Monitoring (if applicable)

Report Focus:

Yavapai College is providing standards-based instruction, but through its assurance argument recognizes the lack of an established process for evaluating quality of delivery across modes. It is promising that the College recognizes this shortcoming as an opportunity for growth. To that end, the College should provide an update regarding established processes for ensuring instructional quality is equally maintained in face-to-face, online, and dual enrollment courses.

The monitoring report should include the following:

1. A list of delivery methods used for instruction
2. Noted strategy/strategies used to evaluate quality of instruction across all delivery modes and assessment plan for ensuring continuous quality improvement.

Course-level assessment at Yavapai College appears to be mature and program-level assessment is in place for general education and the AAS programs (the assessment schedule began in the 2013-2014 academic year). Providing full academic program assessment plans will allow reviewers to ensure that processes are effective and functioning appropriately. As the assessment process matures, Yavapai College will want to disaggregate assessment data by modality to ensure that actual student learning is equivalent across them.

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Rating

Met

Evidence

Yavapai College's general education program is aligned to its mission and appropriate for the degree levels offered at the institution. All degrees require general education courses as determined by the General Education and Curriculum Committees and in keeping with AzTransfer guidelines for the state and industry demands. General education outcomes are noted in the *College Catalog* and on course outlines and syllabi. The AGEC outcomes relate to intensive writing and critical inquiry; global/international or historical awareness; and ethnic, race, and gender awareness. Yavapai's *General Education Core Curriculum Outcomes* are more specific and include the following: Information and Digital Literacy, Creative and Critical Thinking, Scientific and Quantitative Literacy, Oral and Written Communication, Diversity Awareness, and Civic Engagement. Through these outcomes, the College demonstrates its commitment to valuing human and cultural diversity. As well, course and program alignment to these outcomes ensures students engagement in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Faculty inquiry and research is encouraged at Yavapai College, but their primary responsibility as community college employees is teaching. Nonetheless, the College provides support for research, conference attendance, and presentations through its Professional Growth Committee, the Teaching and Learning Committee, and institutional sponsorship. Additionally, faculty members are encouraged to engage the Yavapai College Performing Arts Center.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met

Evidence

Yavapai College employs 105 full-time faculty and about 240 adjunct or part-time faculty members each semester. This is sufficient to deliver curricular and co-curricular instructional tasks. All employee job descriptions are provided via the Human Resources website and the descriptions enumerate lists of qualifications and expected credentials. Additionally, the *Instructional Faculty List* for 2016-2017, cross-referenced with *Faculty Profiles* online, verifies that instructors are appropriately qualified to teach within various programs. In light of HLC credentialing standards, the College has not yet provided evidence of faculty qualification at the course level.

Yavapai College asserts that all faculty meet the HLC credentialing requirements and that the college has established minimum credentials across all disciplines. The assurance documents submitted by the College do not clearly demonstrate that individual courses are in fact taught by appropriately credentialed faculty. Yavapai College should consider developing a more explicative faculty credentialing document that provides the detail on faculty degrees awarded, courses authorized to be taught by each faculty member, and the courses actually taught by that faculty member for a period of time such as an academic year. The College is encouraged to consider such detail as it seeks to strengthen its documentation process for faculty qualifications across all disciplines and faculty types as it moves toward submission of its next assurance argument.

All Yavapai College faculty (including adjuncts) are required to complete regular evaluations, called annual *Performance Management Plans,* that "…clarify performance expectations and set goals, as

related to job description and relevant to the College's Strategic Initiatives, Strategic Priorities, and applicable departmental plans." These forms also document professional development activity to ensure instructors are current in their disciplines. The Human Resources department website provides explanations of the YC Performance Management Process via PDF documents and videos. Additionally, provisional faculty must participate in a three-year peer review process and all adjunct faculty are assigned a full-time faculty mentor. Finally, through the Professional Growth Committee, the Teaching and Learning Committee, sabbaticals, the GiFT Center, and the TeLS Department, faculty are provided adequate support for professional development.

The Yavapai College Administrative Policy and Procedures Manual Policy Number: 3.21 *Student Conference Hours for Faculty* ensures that full-time faculty members maintain regular office hours so they are accessible to students. Adjunct faculty are required to use the official email address provided by Yavapai College and to monitor the email account regularly for official correspondence and respond to students in a timely and professional manner. This is noted in the *Adjunct Faculty Resources* on the College's website. Furthermore, all adjunct and full-time faculty members are required to comply with employee guidelines as noted in *HR Policy 2.21: Performance Expectations and Corrective Actions*.

Finally, all staff at Yavapai College are appropriately trained and qualified as well. Staff position descriptions and qualifications are available on the Human Resources. Staff are provided employee training and support via Orientation, and the College provides financial support for external professional development by granting tuition waivers, staff development scholarships, and the Roger Runyan Employee Career Enhancement Award Program.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Evidence

Yavapai College provides a variety of student support services to ensure student success. Most notable are the TRIO Programs, the CARE team, the Answer Center, and Career Advisement. As students begin their application process, the Answer Center is available to provide responses to any questions that students may have. There is a required New Student Orientation that enables dissemination of critical information. The College uses a variety of tools to place students in appropriate courses and programs. The Testing Center notes use of *Accuplacer, Automotive Service Excellence* (ASE), *College Level Examination Program* (CLEP), *Health Education Systems Incorporated* (HESI), Nursing Entrance Exams, and *High School Equivalency Diploma (GED) exam through PearsonVue.* The College also ensures that students with disabilities are supported across course delivery modes. For instance, the Yavapai College Disability Resources tool, *Accessing Reasonable Accommodations in College: Making the Adjustment*, supports faculty with providing the appropriate in-class accommodations for students in both high school and college.

Yavapai College also provides students with academic and career advising. Additionally, the College offers a "First Year Experience" course and has several centers across the district to provide academic and career support. Among the centers are The Career and Technical Education Center (CTEC) in Prescott, the Chino Valley Center, the Del E Web Family Enrichment Center, and the Sedona Center, which promotes lifelong learning.

Finally, in addition to General Education Core Curriculum Outcomes, Yavapai has Digital Literacy and Information Literacy Outcomes to ensure students understand the importance of academic integrity, including identifying plagiarism and conducting ethical research. The library also provides various resources to support student and provides a training series for faculty to ensure they are capable of supporting student research and writing needs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Evidence

Yavapai College provides a host of co-curricular and extra-curricular programs including athletic programming. It has a host of organizations and groups for student engagement including Phi Theta Kappa, the Student Leadership Council, a Native American and a Veterans Connection club, and the Yavapai College Honors Program. It is noteworthy that the College has Athletic Team goals that reflect the College mission and that the College commits to financially supporting Honors Program participation.

In addition to co- and extra-curricular programs, the College promotes lifelong learning through the Lifelong Learning Center and the Regional Economic Development Center. The College also provides cultural engagement through efforts like the Art Galleries on the Prescott and Verde Campuses; the Literary Southwest Series, formally known as the Hassayampa Institute; and the Interdisciplinary Symposium.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Evidence

Yavapai College ensures the quality of the education through continuous review and evaluation of the curriculum, instruction, and facilities made available to all students. The College maintains appropriate and rigorous standards of the courses and programs. Students who complete general education transfer certificates and degrees are successful upon matriculation to state universities. Students who complete career and technical education programs can compete in the open job market. As evidenced by a cross section of the curriculum, regardless of the delivery method Yavapai College instructors strive to maintain consistent standards and rigor in the various disciplines.

Intellectual inquiry and the acquisition of learning skills are integral to educational programs. Associate degrees and Associate of Applied Science degrees require a general education foundation to ensure a broad liberal education that includes both an awareness of the diverse global environment and research skills to continue a life of inquiry and development well after a degree is complete. Faculty members contribute to ongoing scholarship in their field and model the curiosity and methods of lifelong learning through their continuous professional development activities and publications.

Yavapai College employs an educated and experienced faculty and staff to support the educational mission of the college. Close to 350 faculty members offer educational opportunities to the community. Using traditional and new technologies, faculty members are available for inquisitive and reliant students. All faculty members meet the minimum qualifications to teach within their respective disciplines or fields. Members of the Student Development team are qualified and continue to enhance and develop their knowledge and skills within their respective arenas. Within this department services for students in need of supplemental and developmental education are available. Academic career and financial advising is current and meets the recommended best practices within the field of student services.

The Prescott and Verde Campuses, along with four centers and an information technologies department offer the support and environments necessary for quality and effective instruction and student development. Traditional classrooms, art studios, science laboratories, machine shops, an extensive library collection, email, and online learning platforms provide Yavapai College students with the infrastructure and resources necessary to succeed in their studies.

Yavapai College does not reserve a welcoming educational environment for simply certificate or degree seeking students. Co-curricular programs, cultural activities, and the instruction and resources for economic development are a vibrant and intrinsic part of the mission and operations. Yavapai College remains vital and fluid. In the past few months, new initiatives were set in motion to enhance further student opportunities and success. The Marketing and Advancement department launched a new College website during the spring semester. The face of the College continues to develop and grow along-side evolving technologies making access to information more easily accessible to current and future students. The Office of Instruction and Student Development is currently in the process of reorganization. Yavapai College will restructure the divisions and departments in the coming year to align with a "Pathways" initiative to improve student success and completion. In concert with this initiative, a Strategic Enrollment Management plan is underway to heighten registration, persistence,

and retention objectives.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Evidence

Yavapai College's academic units actively and regularly engage in program review. A review of the annual process of *Accelerated Academic Program Review* indicates that it provides the campus with timely information, which it uses to consider the quality and effectiveness of its programs and general education. The review criteria, standards, and process are described in the review guidelines document and include a review of five-year historical trends of student credit hours generated, the average class size, student success rates, and a review of outcomes assessment results. An action plan and follow-up report are expected when programs are not performing to expected standards. Expanded, more-detailed program reviews are conducted for those programs in which substantial changes are necessary to maintain quality or when there are substantive changes in the related

industry.

The College should work closely with budget managers to ensure that budgeting and planning decisions are closely allied with program review results. Identifying programs in need of additional funds to maintain and enhance quality should be central to a strategic planning and budgeting process. Conversely, reviews pointing to programs that are no longer effective and contributing to the mission of the institution should be earmarked for potential closure.

Yavapai College has clearly articulated policies regarding the award of all transfer and articulation credit information on its website. The criteria for awarding credit for experiential or *extra-institutional learning* are appropriate and based on recommendations of the American Council on Education and the Council for Adult Experiential Learning. Yavapai College adopted cut scores set by the state-wide Arizona Articulation Task Force for Advanced Placement and International Baccalaureate Diploma. Students may review the policy, access information on procedures, learn where to go for assistance, and access forms both on the web and in the College catalog, and at the AzTransfer website. The College participates in Arizona transfer and articulation agreements, the information for which is also available at the AzTransfer website, the College policies and procedures manual, and the College catalog.

Academic credit is accepted by the College based on a credit-for-credit review of the syllabi and learning objectives for courses from regionally accredited institutions. This policy is clearly outlined in the student catalog. However, a review of the catalog and YC web site was not conclusive in determining the policy for the review of international credit. In the future, it would be helpful for the campus to indicate 1) whether it accepts international credits and if so, 2) the process for considering them and awarding credit for incoming students.

Yavapai College possesses full authority for the prerequisites and the courses it offers regardless of the modality (e.g., dual credit) by which they are offered. The Faculty Association's Curriculum Committee and General Education Committee exercise authority over and responsibility for the quality of new and on-going programs and courses. Department faculty members are responsible for proposing and developing new courses and programs, and for monitoring and improving the quality of student learning in extant courses and programs. A review of the process indicates that much of its administration is managed by the Curriculum and Articulation Coordinator and the Dean of Computer Technologies and Instructional Support. They ensure that standards are met and that proposals are complete and that they have been reviewed per stated policy. Changes approved by the Faculty Senate are forwarded to the Vice President for Instruction and Student Development, and ultimately considered and approved by the president and the governing board.

Learning resources offered by the College at its Prescott and Verde campuses and described on the campus website include libraries, learning centers, and information technology services. The library possesses extensive electronic resources that are available around the clock. The learning center provides resources that are important to success such as tutoring, supplemental instruction, workshops, and computer and printing services.

Information Technology Services (ITS) is central to effective teaching and learning as 30 percent of courses are offered online. It supports computing technology in classrooms and offices, instructional support, and it is also responsible for distance technologies in support of teaching and learning at its other locations. Other facilities designed to promote learning include fine arts studios, labs, and special facilities for career and technical programs. A review of Yavapai College's website indicates that these resources are appropriate for its academic programs and they are accessible by students locally and at a distance.

The primary objectives articulated on the website by the two learning centers are: *student engagement* and *student success*. However, information about the assessment and evaluation processes for them was not available to determine their effectiveness and their level of success in meeting those objectives. The Yavapai College learning center will want to develop and implement an assessment and evaluation plan in the upcoming year to ensure that it is meeting its objectives. ITS will similarly want to develop some objectives for determining its effectiveness because it touches many faculty and students in the large proportion of online programming the College offers.

Yavapai College is to be commended for the great effort it has made to ensure that it is assessing student learning outcomes in its academic programs. It also ensures that the learning objectives (i.e., inputs) for face-to-face courses are consistent with those offered via other modalities through Early College (i.e., dual credit, concurrent enrollment, underage enrollment). No evidence was available in the assurance documentation or via the Internet that the actual student learning (i.e., outcomes) by modalities in Early College is available to determine whether the outcomes of learning are consistent with face-to-face offerings. Disaggregating student learning outcome data by modality would allow the College to compare them and make improvements where they are warranted.

In the assurance argument, Yavapai maintains that all its instruction is provided by qualified faculty; however, the spreadsheet offered in evidence indicates the division in which each of them teaches rather than their specific course and program assignments. This makes it difficult to determine the appropriateness of specific teaching assignments. The HLC approved an extension of time until 2022 for complying with faculty qualifications for dual enrollment credit. A detailed review of faculty qualifications for dual and other types of teaching assignments will be warranted at that time.

Professional accreditation for the associate degrees in nursing, radiation technology, fire science, and paramedicine are current. Other programs for which the College may consider pursuing accreditation as resources become available include, for example, paralegal studies and aviation technology.

Yavapai College employs effective data collection processes to determine the success of its graduates and transfer students. It participates in state-wide consortia to track student transfer and completion rates. In 2013, 2014, 2015, and 2016 the institution produced the *Student Program and Outcomes Report*, which provided useful information on student access, retention, and completion. Although no benchmarks or goals were established for these indicators, the effort serves as a good starting point for ongoing evaluation of its programs and their students. In the future, data collection might also include indicators such as participation in experiential education, internships, and other programs the campus finds relevant for determining its students' success.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met

Evidence

A review of the 2017-2018 catalog revealed that student learning outcomes are available on the College web site for individual courses, and program outcomes are required for all new programs. In addition the College has published program outcomes for the Associate of Applied Science, general education, and several other programs. The College already has a robust course outcome assessment process and the web site indicates that the College has begun working toward combining course- and program-level assessment processes. It has a dedicated, faculty-led group leading institutional efforts related to outcomes assessment. The College recognizes that clear outcomes help shape expectations for learning by new students, and will assist new faculty in understanding the program in which they teach. Outcomes will be also critical in communicating to other stakeholders in the state. And, as the basis of the entire assessment process, outcomes must be developed for all programs (e.g., associate degrees, certificates).

The College implemented a centralized outcomes assessment process, including curriculum mapping, which clearly demonstrates how assessment supports the mission and related outcomes. For instance, every course outline must include a description of the course, the course content, the learning outcomes, and when appropriate the required assessment methods or measures. Course learning outcomes must align with both the course content and established program outcomes for certificate, degree, or general education outcomes. Course-level assessment appears to be mature and program-level assessment is in place for general education and the AAS programs (the assessment schedule began in the 2013-2014 academic year). Example assessment reports were provided as part of the assurance materials but assessment plans were not available. An Internet keyword search yielded no plans or a central source for them. In the future, providing full academic program assessment plans will allow reviewers to ensure that processes are effective and functioning appropriately.

The campus maintains that student learning is equivalent across the modalities of instruction it offers. A review of the evidence provided is related to "inputs" (i.e., course syllabi, course objectives) rather than "outcomes." As the assessment process matures, Yavapai College will want to disaggregate

assessment data by modality to ensure that actual student learning is equivalent across them.

The assessment of co-curricular programs appears to be nascent at this time. A plan to develop plans for Academic Advising, Financial Aid, and Registration is in place for the 2016-2017 academic year and should be fully implemented with results available by the comprehensive evaluation in 2022-2023.

The College elected to adopt a two-year assessment cycle rather than an annual process; consequently, examples of the use of assessment information to improve student learning are wanting. General education outcomes were revised and an assessment process implemented for some of them (i.e., Historical Perspectives, Quantitative Literacy) as a pilot process. The results of this effort indicated a need to refine the assessment process, but no improvements to the curriculum were warranted making it unclear if the processes for closing the loop are effective and efficient. Multiple examples of improvement based on the current process and assessment implementation calendar should be provided.

A review of available assessment documents indicated the College has adopted processes that include curriculum maps and rubrics tied closely to student learning outcomes. Faculty members conduct and review assessment results and participate in the Student Learning Outcomes Assessment Committee. An assessment day was established as a way to evaluate assessment results, share ideas, and plan for improvement. In addition, the campus hosted a state-wide assessment conference in which faculty and staff participated. The conference provided a good opportunity for professional development among faculty and staff.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Evidence

The institution uses multiple sources of data to define and measure the success of its students. As part of the *Accelerated Academic Program Review* process, programs identify the student credit hours generated over the previous five-year period and action plans are developed for those not achieving the benchmark or threshold established. This is an effective method for encouraging chairs and faculty to review their programs. In addition, student retention, persistence, and completion were identified as weaknesses during the Strengths, Weaknesses, Opportunities, and Threats analysis conducted as part of the development of the 2015-2020 *Yavapai College Strategic Plan*. A review of the plan indicates that several strategies for enhancing these areas were developed as were concomitant measurable, quantitative goals. The plan provides the institution with appropriate foci for retention, persistence, and completion of its students over the next several years.

The campus participates in the National Community College Benchmark Project and the state-wide Arizona Strategic Vision Project which allows it to compare and benchmark its performance to those of other institutions in the U.S. and in Arizona. The Integrated Postsecondary Educational Data System database informs the strategic plan and the accomplishment of its strategies related to student retention, persistence, and completion.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Evidence

The faculty and staff at Yavapai College have engaged in significant efforts to establish assessment of student learning processes and to make program review useful. It appears that they are pursuing good practice in assessment of student learning, but many of its processes are not yet sufficiently developed to provide conclusive information on which to base decisions. Approximately 30 percent of the credit the College awards employs distance technology, making the direct measure of student learning outcomes across them and comparisons to face-to-face classes imperative. Continued development of academic program assessment, and the assessment and evaluation of co-curricular offerings will be necessary if the campus is to have confidence in its understanding of where improvements should be made. In addition, the use of assessment and program review results should be carefully linked to the strategic plan and budgeting for the campus.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Evidence

The institution provided ample evidence that it has the human, fiscal, and infrastructure resources to support its mission and vision. The College demonstrated that it maintains its infrastructure proactively and in a way that is designed to support the primacy of its educational mission. This extends to both physical infrastructure as well as the financial and budgetary infrastructure.

The College allocates nearly three-quarters of its budget to instructional and student support. From a human resources perspective, the College has a strong professional development plan and ensures that faculty members meet the established qualifications for discipline-specific instructional delivery.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Evidence

The institution provided clear and extensive evidence for how the governing board is engaged, but less extensive discussion of how administration, faculty, staff, and students are engaged. The policies that apply to groups other than the governing board were not described. Yavapai College's District Governing Board, made up of elected officials with six-year terms representing five districts within the County, is knowledgeable about the institution and provides appropriate oversight of financial and academic policies and ensures the institution meets its legal and fiduciary responsibilities.

The institution clearly assigns oversight for academic matters to the faculty, although a variety of constituencies are engaged in the processes. The College should be commended for investing in Quality Matters, which is a peer-based approach to continuous improvement in online education and student learning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Evidence

Yavapai College planning and budget processes are data driven and aligned with its mission and goals, using evidence and data collected through strategic planning, academic program review, strategic enrollment management, and educational and campus master plans.

The College uses the majority of its general fund budget to support the primacy of its instructional delivery mission, including support for its economic development mission. The institution did not provide clear evidence on how assessment processes (including for student learning, operations, and planning) are linked to resource allocation and the budgeting process. Evidence provided in the assurance argument made it clear that the College recognizes this and is working to develop better evaluation processes to build this linkage. A study conducted with Hanover Research did not prove to be the best use of College resources and further evaluations will need to be completed to help identify practices in linking outcome assessment and operations research to strategic planning and budgeting processes at Yavapai College.

The planning processes consider the perspectives of internal and external constituents and are documented in the District Governing Board Ends and in the 2015-2020 Strategic Plan.

The institution provided evidence that it uses internal and external data providers in some cases (including Noel-Levitz and Quality Matters, as examples) to generate data to inform the decision-making and planning processes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Evidence

The College provided evidence that it shows a propensity to collect and use data to quantify operational performance in a variety of areas. It also provided evidence that is has used such data to drive changes in operations to improve performance; a case in point was decreasing the cycle time in providing student feedback as evidenced by results from Noel-Levitz and other tools. The College provided data to support the improvement that was documented.

In other areas, Yavapai College provided multiple reports and plans as evidence that it develops and documents evidence of performance in its operations. These data and reporting sources (including dashboard/benchmark reports, satisfaction and engagement surveys, comprehensive audits, and Key Performance Indicators) clearly indicate formalized processes to track and evaluate operational performance.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Evidence

Yavapai College provided ample evidence that it has a propensity for collecting and using data to evaluate and improve operations across the gamut of operational areas. Although it collects and uses data, it was unclear how such data are used in an assessment process linked to resource allocation. This area for continued improvement is recognized by the institution and it provided evidence that it is working on strategies to rectify this weakness.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	Met
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	Met
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met With Concerns
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	Met With Concerns
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	Met
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	Met

Review Summary

Interim Report(s) Required

Due Date
12/30/2018

Report Focus
Regarding Core Component 3.A, Yavapai College is providing standards-based instruction, but through its assurance argument recognizes the lack of an established process for evaluating quality of delivery across delivery modes. It is promising that the College recognizes this shortcoming as an opportunity for growth. To that end, the College should provide an update regarding established processes for ensuring instructional quality is equally maintained in face-to-face, online, and dual enrollment courses.

The monitoring report should include the following:

1. A list of delivery methods used for instruction
2. Noted strategy/strategies used to evaluate quality of instruction across all delivery modes and
3. Assessment plans for ensuring continuous quality in programs regardless of delivery mode.

Course-level assessment at Yavapai College appears to be mature and program-level assessment is in place for general education and the AAS programs (the assessment schedule began in the 2013-2014 academic year). Providing full academic program assessment plans will allow reviewers to assure that processes are effective and functioning appropriately. As the assessment process matures, Yavapai College will want to disaggregate assessment data by modality to assure that actual student learning is equivalent across them.

Conclusion

The team noted that Yavapai College appears to have a propensity to collect data and has taken significant steps toward data-informed decision making. The College has a strong set of policies in place, a collaborative governance structure from the Governing Board down, and it appears to have a plan for continuing to move the institution forward.

As noted elsewhere in this review, the institution appears to recognize where it has opportunities for improvement, and has developed strategies for addressing those opportunities. This type of institutional reflection is to be commended.

Overall Recommendations

Criteria For Accreditation
Met With Concerns

Sanctions Recommendation
No Sanction

Pathways Recommendation

Not Applicable to This Review

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Yavapai College, AZ
TYPE OF REVIEW:	Open Pathway Assurance Review
DESCRIPTION OF REVIEW:	The institution was granted an extension until September 1, 2022 to become compliant to the faculty qualification requirement.
DATES OF REVIEW:	6/5/2017 -

☐ No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Public

Recommended Change:

Degrees Awarded: Associates

Recommended Change: No change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2012 - 2013

Year of Next Reaffirmation of Accreditation: 2022 - 2023

Recommended Change: No change

Accreditation Stipulations

General:
Prior Commission approval is required for substantive change as stated in Commission policy.

Recommended Change: No change

Additional Location:
Prior HLC approval required.

Recommended Change: No change

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: No change

Accreditation Events

Accreditation Pathway   Open Pathway

Recommended Change: No change

Upcoming Events

Comprehensive Evaluation: 2022 - 2023

The team should review that the institution has completed its plan to come into compliance with the faculty qualification requirement.

Recommended Change: No change

Quality Initiative Report: 08/31/2022

Recommended Change: No change

Quality Initiative Proposal: 08/31/2020
Customized

Recommended Change: No change

Monitoring

Upcoming Events

None

Recommended Change: Interim Report due 12/30/2018 – A report listing the delivery methods used for instruction, strategies to evaluate instruction across all delivery modes, and assessment plans for continuous quality review for all programs.

Institutional Data

Educational Programs

Undergraduate

Recommended Change: No change

Institutional Status and Requirements Worksheet

Certificate	56	
Associate Degrees	33	
Baccalaureate Degrees	0	
Graduate		
Master's Degrees	0	
Specialist Degrees	0	
Doctoral Degrees	0	

Extended Operations

Branch Campuses

Verde Valley Campus, 601 Black Hills Dr., Clarkdale, AZ, 86324

Recommended Change: No change

Additional Locations

Career and Technical Education Center, 220 Ruger Road, Prescott, AZ, 86301 - Active

Chino Valley Center, 2275 Old Home Manor Drive, Chino Valley, AZ, 86323 - Active

Prescott Valley Center, 6955 Panther Path, Prescott Valley, AZ, 86314 - Active

Sedona Technology Center, 4215 Arts Village Dr., Sedona, AZ, 86336 - Active

Recommended Change: No change

Distance Delivery

11.0101 - Computer and Information Sciences, General, Associate, AAS in Computer Systems and Applications

11.0203 - Computer Programming, Vendor/Product Certification, Certificate, Computer Application Specialist Certificate

11.0901 - Computer Systems Networking and Telecommunications, Certificate, Certificate Computer Networking Technician

13.1202 - Elementary Education and Teaching, Associate, AA Elementary Education

13.1210 - Early Childhood Education and Teaching, Associate, AAS Early Childhood Education

19.0709 - Child Care Provider/Assistant, Certificate, Advanced Certificate Early Childhood Education

19.0709 - Child Care Provider/Assistant, Certificate, Basic Certificate Early Childhood Education

22.0301 - Legal Administrative Assistant/Secretary, Certificate, Legal Office Clerk

22.0301 - Legal Administrative Assistant/Secretary, Certificate, Legal Office Secretary Certificate

22.0302 - Legal Assistant/Paralegal, Associate, AAS Paralegal Studies

22.0302 - Legal Assistant/Paralegal, Certificate, Paralegal Studies - Post Degree Certificate

23.1302 - Creative Writing, Certificate, Creative Writing Certificate

24.0102 - General Studies, Associate, Associate of General Studies

24.0102 - General Studies, Certificate, AGEC-B Business Block Transfer

24.0199 - Liberal Arts and Sciences, General Studies and Humanities, Other, Associate, Associate of Arts

24.0199 - Liberal Arts and Sciences, General Studies and Humanities, Other, Certificate, AGEC-A Liberal Arts Block Transfer

Institutional Status and Requirements Worksheet

41.9999 - Science Technologies/Technicians, Other, Certificate, AGEC-S Science Transfer Block

43.0103 - Criminal Justice/Law Enforcement Administration, Associate, AAS Administration of Justice

43.0104 - Criminal Justice/Safety Studies, Certificate, Criminal Justice and Security

43.0104 - Criminal Justice/Safety Studies, Certificate, Justice Studies

43.0107 - Criminal Justice/Police Science, Certificate, Law Enforcement and Corrections

43.0202 - Fire Services Administration, Certificate, Fire Service Officer/Manager

43.0203 - Fire Science/Fire-fighting, Associate, AAS in Fire Science

43.0203 - Fire Science/Fire-fighting, Certificate, Fire Science Driver/Operator

43.0302 - Crisis/Emergency/Disaster Management, Associate, AAS Emergency Management Applications

50.0411 - Game and Interactive Media Design, Associate, AAS Video Game Development

50.0411 - Game and Interactive Media Design, Certificate, Certificate Video Game Developer

51.0707 - Health Information/Medical Records Technology/Technician, Associate, AAS Health Information Technology

51.0713 - Medical Insurance Coding Specialist/Coder, Certificate, Certificate Medical Records Technician

51.0801 - Medical/Clinical Assistant, Certificate, Certificate Medical Assistant

51.0805 - Pharmacy Technician/Assistant, Certificate, Certificate Pharmacy Technician

52.0201 - Business Administration and Management, General, Associate, AAS Management

52.0201 - Business Administration and Management, General, Associate, Associates of Business

52.0201 - Business Administration and Management, General, Certificate, Management Certificate

52.0301 - Accounting, Associate, AAS in Accounting

52.0301 - Accounting, Certificate, Accounting Assistant Certificate

52.0401 - Administrative Assistant and Secretarial Science, General, Associate, AAS in Office Administration

52.0401 - Administrative Assistant and Secretarial Science, General, Certificate, Administrative Office Specialist Certificate

Recommended Change: No change

Correspondence Education

None

Recommended Change: No change

Contractual Arrangements

49.0102 Airline/Commercial/Professional Pilot and Flight Crew - Associate - Associate - 49.0102 Airline/Commercial/Professional Pilot and Flight Crew (Aviation Technology - Airplane Pilot) - Guidance Academy, LLC and NorthAire, Inc.

49.0102 Airline/Commercial/Professional Pilot and Flight Crew - Associate - Associate - 49.0102 Airline/Commercial/Professional Pilot and Flight Crew (Aviation Technology - Helicopter Pilot) - Guidance Academy, LLC

None

Recommended Change: No change

Consortial Arrangements

None

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

Recommended Change: No change

HIGHER LEARNING COMMISSION