



**Student Focused
Faculty, Staff & Industry Inspired
2022-2024 Academic Master Plan**

Yavapai
COLLEGE

Table of **Content**

Introduction	03
Our Mission	04
Planning Process	05
Definitions	06
Belonging	08
Living Wage	09
Adult Learners	10
Delivery	11
Committee Members	12
Future Focused - Emerging Trends	13
Resources	14
Get In Touch	15

Introduction



Dr. Diane Ryan Vice President of Academic Affairs

The aim of the Academic Master Plan (AMP) is to align the District Governing Boards educational ends with the institution's strategic goals. Everything we do in academics is important, but not everything is a priority. If something is not in the AMP, it does not mean it will not be started or eliminated. The document is a living document to be adjusted over a three-year timeline 2021-2024. A yearly evaluation of the plan and its action steps will be reviewed.

The arrangement of the document is in line with the four institutional strategic goals and its pillars: Student Belonging, Living Wage, Adult Learner, and Delivery. Each subsection will provide examples of how the workforce, transfer, and community education ends of Yavapai College (YC) meet that definition. The intended aim is to provide a comprehensive metric of the status of each educational end so that actionable steps may be taken to fulfill the goals of YC.

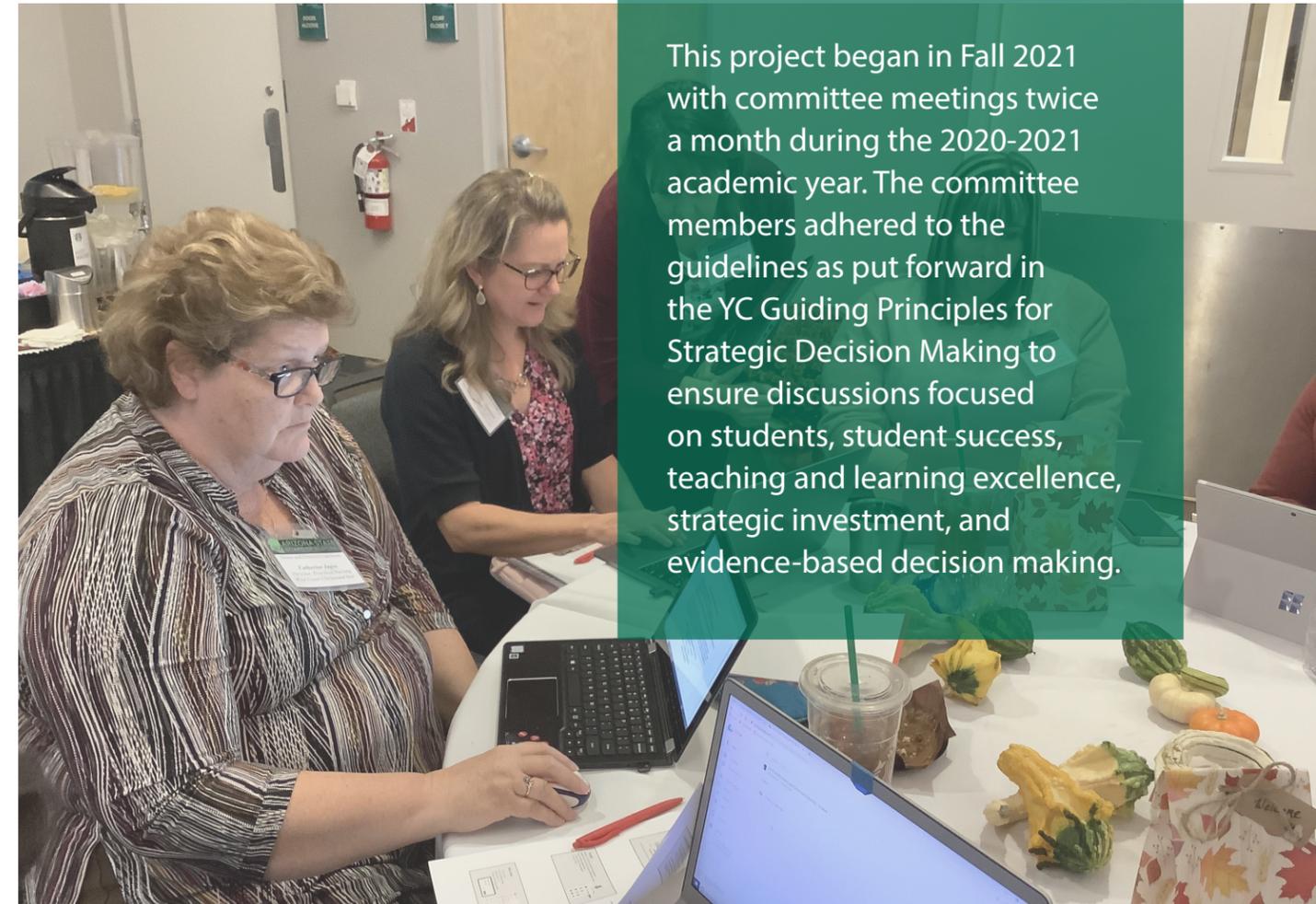
The philosophy of the academic master plan refocuses our priority to making the college ready to teach or train our students from where they start. Our goal is to build confidence in our students so they can build academic skills in the workplace, a transfer university, or in life. As a college it is our responsibility to leave them better off than when they came to us.



Our Mission

The goal of academic planning is to ensure the mission and values of Yavapai College (YC) are carried out through careful planning and implementation. An academic master plan is a dynamic living document that provides a framework for academic designing and decision-making. This document will be updated in accordance with those needs as identified through Progression Plan Day, the Program Review Process, and Assessment Day.

Planning Process



This project began in Fall 2021 with committee meetings twice a month during the 2020-2021 academic year. The committee members adhered to the guidelines as put forward in the YC Guiding Principles for Strategic Decision Making to ensure discussions focused on students, student success, teaching and learning excellence, strategic investment, and evidence-based decision making.

Fall 2021

Meeting and Planning

Individuals representing all constituents regularly met ensuring planned approaches encompass unique perspectives.

Spring 2022

Strategy Development

Strategically aligned next steps to meet college priorities.

And Beyond

Implementation and Review

Continuous implementation, improvement, and review with ability to modify based on feedback received.

Definitions



Adult Learners

A diverse group of students (typically age 25 and older) with a wide range of educational and cultural backgrounds, adult responsibilities, and job experiences.



Career Technical Education (CTE)

Education that combines academic and technical skills with the knowledge and training needed to succeed in today's labor market.



Community Education

Lifestyle and leisure classes that feature hands-on learning and special interest topics.



Non-Credit

Short-term classes intended for students who want to gain general knowledge, learn a new skill, upgrade existing skills, or develop personal interests. No credit is granted.



Open Educational Resources

Learning, teaching, and research materials in any format and medium that reside in the public domain or are under copyright that have been released through an open license.



Persistence

Student completes the course in a semester.



Completion

Student finishes a terminal certificate, degree, or successfully transfers to a four-year institution.



Delivery

The way in which educational content is conveyed from instructor to students.



Living Wage

A wage that is high enough to maintain a normal standard of living.



Retention

Student registers from semester to semester.



Transfer

Degree and certificate programs that advance the completion of bachelor's programs.



Workforce

The people engaged in or available for work, either in an area or in a particular company or industry.

Belonging



According to the Strategic Goals, belonging involves strengthening our commitment to individual and organizational efforts to build respect, dignity, caring, equality, and self-esteem in all employees and students. The AMP provides guidance towards how our educational ends ensure that students are respected and cared for in an equitable manner.

In becoming a more equitable institution, YC is committed to cultivating a diverse, inclusive, and equitable environment aimed at supporting and educating its students, staff, faculty, administration, and community partners regardless of individual backgrounds, identities, and differences. YC is committed to dismantling structural barriers to equity by investing in policies, practices, and behaviors that work to support all students.

YC has made substantive efforts to reach out to underrepresented communities, including recruiting Hispanic students and regaining stop-out enrollments; and increase enrollment of Millennial and Gen X students.



01

Career & Technical Education (CTE)

CTE programs utilize a cohort model to instill a sense of belonging. With a cohort, students often spend four consecutive semesters working closely together as they advance through the program. Courses often require team projects to foster respect, caring, equality and self-esteem among the team members. Some CTE programs offer internships that further strengthens bonding and a sense of belonging among the student interns. Bilingual faculty and CTE-based student clubs (such as robotics, agriculture, and automotive) work to further strengthen student respect and dignity.

02

Transfer

Courses are developed ensuring they transfer appropriately and provide students with the skills needed to be successful in their desired academic paths. Students find additional support through campus communities and wrap around services including, goal-oriented advising, identifying a transfer specialist, early major declaration, and faculty advising. The guiding principles for student-centered support for credit transfer include, understanding transfer students' experiences and outcomes; defining a vision and goals for equitable transfer student success; creating clear paths to a four-year degree; providing clear and consistent transfer information and advising; and committing to routines of collaboration with the goal of continuous improvement.

03

Community Education

Through the Division of Lifelong Learning, YC offers a wide range of community education opportunities allowing those who are at their earliest and latest phases of life to participate in a community of learners in a respectful, dignified, caring, and equitable way that fosters a sense of well-being and connection. The Division of Lifelong Learning ensures that community education opportunities serve people throughout their lives.

04

Action Steps to Increase Student Belonging

1. Engage in the Early Alert System.
2. Publish CANVAS Course shells the Friday before the semester begins.
3. Send out a Welcome Letter to students.
4. Review student evaluations, track feedback, and make appropriate changes to class structure and assignments based on input.

Living Wage



The Living Wage Strategic Goal ensures a program mix that prepares graduates to obtain living wage jobs. YC's general education courses and programs provide students with core communication, numeracy, and critical thinking skills needed to be successful in future coursework, to actively engage in a democratic society. In addition, coursework incorporates "soft skills" such as collaboration, time management, and organization, needed to succeed in the modern workforce.



01

Workforce

Programs are developed in accordance with community partners' needs. Provides opportunities for currently employed learners to obtain additional skillsets that will be useful for upskilling, promotion, or diversifying their own skillsets in cases where the learner desires a career change. These opportunities help employees obtain and maintain living wages.

02

Transfer

Vetted transfer agreements ensure that all credit students take counts for applicability in their degree plan. A 2021 Focus Group Study of previous College Honors students found that only 1 in 20 students completed their degree in four semesters after transferring to an Arizona University. Three students changed their major and the other sixteen had to take at least another semester or two to graduate with a bachelor's degree.

03

Community Education

Through Osher for Lifelong Learning Institute (OLLI), ed2go, CE Shop, and recertification programs, the Division of Lifelong Learning ensures that community education opportunities contribute to professional and skillset development, which may contribute to promotion, hiring, or career change opportunities.

04

Action Steps to Increase Living Wage

1. Prioritize programs that provide a living wage and serve a Silver City region.
2. Implement CTE programs that have employer and student demand (Example Commercial Driver's License (CDL) program).
3. Review general education courses & sunset those that don't transfer to count.
4. Increase use of Badging when students earn a recognized credential or micro-credential.

Adult Learners

The Adult Learners Strategic Goal is responding to shifting community and workforce needs of non-traditional aged learners. By tailoring programs and services for those learners with some college but no degree, YC is creating an equitable environment for adult learners to succeed. Degrees will not require more than 60 credits, except where required by an accrediting agency. Certificates will be designed to be as short as possible to convey the needed knowledge and will be stackable to lead toward degrees.

The Division of Life Long Learning offers unique programs serving older adults, prospective for credit students, and working adults. With nearly 35% of Yavapai County residents 65 years old or over, there is an increasing need to create programs that are engaging and flexible.



01

Workforce

Programs are developed in accordance with community partners' needs. Workforce training also helps adult learners retool and stay relevant in their technology literacy and writing abilities.

02

Transfer

Rural Arizona statistics show that 21% of the population has a bachelors degree, lagging behind the national statistic of 33%. Arizona's goal is by 2030 60% of the population has a college degree through the program AZ Achieve 60.

03

Community Education

Through their Osher Lifelong Learning Institute (OLLI), Community Education, EDventures, and other programs, the Division of Lifelong Learning serves all ages.

04

Action Steps to Support the Adult Learner

1. Launch bachelor degrees in Business and Nursing.
2. Create YC concentrations for top five transfer programs.
3. Expand bridge/pathways for prior learning credit.
4. Build back enrollment/membership in Community Education and OLLI.
5. Utilize intrusive tutoring for course with high D, F, and Withdrawal rates.

Delivery

The Delivery Strategic Goal is redefining time, place, and methods of educational delivery to create a more learner-centric environment. In an effort to reduce student costs and increase student completion and success rates, YC has developed an extensive Open Educational Resources (OER) program. Moving forward, more classes will be built using OER so students can potentially graduate or transfer without purchasing textbooks.



01

Workforce

Workforce development at YC encompasses skill and knowledge training programs available with both credit and non-credit learning options designed to empower the individual worker, including prospective and seasoned workers. Programs are developed in partnership with organizations and businesses in Yavapai County specifically, as well as throughout Arizona. Programs incorporate community partners' needs and students' schedules. Programs are offered 50% online and 50% face-to-face, creating a flexible learner-centered environment.

02

Transfer

In the last ten years competition for student enrollment has grown exponentially. Students now have more choices to take classes online on demand, by pay subscription, and through a multitude of colleges and organizations.

03

Community Education

The Division of Lifelong Learning offers programming across all YC campuses, including in-person, online, email, and hybrid modalities. Program offerings frequently undergo revision to meet enrollment trends and community interests. Furthermore, community education opportunities are delivered in accordance with how well they integrate with Yavapai College Programs; elevate enrichment programs; produce quality, innovative programming; pursue new audiences and markets; and are sustainable.

04

Action Steps

1. Increase the use of Open Educational Resources by 20% a year.
2. Design programs with 8-week courses.
3. Improve course completion rates in online and Weblive.
4. Create a system where all faculty go through an online course review.

Committee Members

The membership of the AMP committee is represented by seven faculty members, two academic deans, and one member from the each of the areas of Marketing, Student Development, Business, Human Resources, Instructional Support, and Institutional Effectiveness. Diane Ryan, Vice President of Academic Affairs, serves as the Chair of the AMP committee. The AMP committee members include,

Megan Crossfield	Manager, Academic Initiatives & Special Projects
Frank D'Angelo	Director, Business Services/Controller
Diana Dowling	Associate Vice President Enrollment Management
Lauri Dreher	Professor, Business Administration
Gina Earles	Coordinator, Strategic Initiatives
Joani Fisher	Dean, Professional Programs and Visual Arts
Tom Hughes	Director, Institutional Research
Jennifer Jacobson	Professor, Sociology
Zachary Jernigan	Coordinator, Community Education
Billie Norris	Coordinator, Vice President of Academic Affairs
Karen Palmer	Professor, English
Matt Percy	Professor, Biology
Richard Peters	Professor, Electrical
Craig Ralston	Visual Arts Director
Lisa Rhodes	Assistant Director, Human Resources
Tyler Rumsey	Director, Marketing
Diane Ryan	Vice President of Academic Affairs
Patti Schlosberg	AA Curriculum Coordinator
Joshua Schmidt	Professor, Health, Physical Education, & Recreation
Linda Shook	Associate Dean, OLLI-Verde/Sedona
Leslie Sparkman	Specialist, Course Scheduling
Paula Tomitz	Coordinator, Fitness Facilities
Sandi Van Lieu	Professor, English
Andrew Winters	Professor, Philosophy



Future Focused Emerging Trends

01

Utilize the campus master plan to renovate libraries and learning centers into two centralized Learning Commons with more digital and technology access, collaborative workspace for students, and hub of innovation for faculty and staff.

02

Develop programming on based on Yavapai County employment data and community need.

03

Expand health sciences.



Resources

Arizona, Yavapai College. (2013). Yavapai college overview educational master plan. <https://www.yc.edu/v6/instructional-support/docs/YC%20EMP.pdf>

Association of American Colleges & Universities. (2018). Facts & figures - Employers agree: College degrees are worth it. Association of American Colleges & Universities News.

Barnett, E.A. & Kopko, E. (2020). What really works in student success? Community College Research Center, Teachers College, Columbia University. <https://files.eric.ed.gov/fulltext/ED606368.pdf>

Carlson, S. & Gardner, L. (2019). The right mix of academic programs. The Chronicle of Higher Education.

Center for Urban Education. (2020). Equity-minded inquiry series: Data Tools. Rossier School of Education, University of Southern California. https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/5f3a1a566ced5e0ad47879fb/1597643354901/Data+Tools_Summer2020.pdf

Hart Research Associates. (2015). Falling short? College learning and career success. <https://dgm81phvh63.cloudfront.net/content/user-photos/Research/PDFs/2015employerstudentsurvey.pdf>

Jaggars, S.S. & Rivera, M.D. (2020). Responding in the moment: Practices to advance a next-generation transfer system. Aspen Institute, College Excellence Program. https://highered.aspeninstitute.org/wp-content/uploads/2020/11/Aspen-CEP_Next-Gen-Transfer-Practice.pdf

LaViolet, T. & Wyner, J. (2020). Beyond articulation agreements: Five student-centered principles to improve transfer: A tackling transfer report. Aspen Institute, College Excellence Program. https://www.aspeninstitute.org/wp-content/uploads/2020/12/Beyond-Articulation-Agreements_Final.pdf

McCarthy, M. (2018, February 28.). Academic affair/student affairs collaboration – How does it really happen? Student Affairs Administrators in Higher Education. <https://www.naspa.org/blog/academic-affairs/student-affairs-collaboration-how-does-it-really-happen>

Schroeder, R. (2019, July 10.). What matters more: Skills or degree? Inside Higher Ed. <https://www.insidehighered.com/digital-learning/blogs/online-trending-now/what-matters-more-skills-or-degrees>

Get in Touch

Contact us for more information or questions!



1100 E Sheldon St.
Prescott, AZ 86301



Diane.Ryan@yc.edu
Megan.Crossfield@yc.edu



928-717-7644
928-717-7627



Student Focused
Faculty, Staff & Industry Inspired

Yavapai
COLLEGE